

# Instructional Practices Management Tool

**Year:**

<p><b><u>For successful implementation of this instructional practice:</u></b></p>	<p><b>Instructional Practice #1</b></p>
<p><b>Identify the shared vision &amp; purpose around this practice?</b>          A statement that articulates:          *What the practice is          *What it intends to improve          *How it will be done</p>	
<p><b>Identify how you will Communicate about this practice?</b> (Audiences, Message, Methods, Timeframe)</p>	
<p><b>Identify knowledge and skills that staff will need</b></p>	
<p><b>Identify systems (processes, procedures meeting structures etc.) that need to be in place</b></p>	
<p><b>Identify leadership supports that will be needed</b></p>	
<p><b>Identify indicators of success that will be measured</b></p>	
<p><b>Identify the feedback loops that needs to be in place</b></p>	

## Sample Instructional Practices Management Tool

<p><b><u>For successful implementation of this instruction practice:</u></b></p>	<p><b>Instructional Practice #1 Instructional Learning Cycles</b></p>
<p>Identify the shared vision &amp; purpose around this practice? A statement that articulates: <i>*What the practice is</i> <i>*What it intends to improve</i> <i>*How it will be done</i></p>	<p>The practice of implementing short term cycles of instruction, assessment and reflection will improve teaching and learning within the classroom. In Michigan this process is defined as Instructional Learning Cycles and is outlined in detail in the ILC document.</p>
<p>Identify how you will Communicate about this practice? (Audiences, Message, Methods, Timeframe)</p>	<p><b>Audience:</b> Staff &amp; Principal <b>Message:</b> Short Term cycles of improvement that collects data on adult actions and student learning improve overall student achievement Short term cycles are defined as 2-3 weeks <b>Method/s:</b> Defined Process with graphics, Narrated PPT, Other? <b>Timeframe:</b> One teacher team will pilot this process by the end of the 2012-13 school year implementation</p>
<p>Identify knowledge and skills that staff will need</p>	<p><b>Teachers will need to have knowledge of:</b> assessment for learning (formative assessment), instructional planning, identifying learning targets, differentiation of instruction, difference between implementation and impact data <b>Teachers will be able to:</b> create common formative assessments, collaborate with team members, plan for instruction, collect and analyze implementation data, collect and analyze impact data , determine next steps for students learning based on data, reflect on adult learning and student learning, report out quarterly to SST and school leadership team</p>
<p>Identify systems (processes, procedures, meeting structures etc.) that need to be in place</p>	<p>Frequent Collaborative Meetings for teacher teams Format and Schedule for Quarterly Reporting Meetings (4 times a year) Professional learning for staff to learn ILC process</p>
<p>Identify leadership supports that will be needed</p>	<p><b>District and Building Leaders</b> commitment to</p> <ul style="list-style-type: none"> <li>• grow teacher knowledge and skills necessary to implement ILCs</li> <li>• provide collaboration time for meetings to occur</li> <li>• collect implementation data along with teacher teams</li> <li>• participate in Quarterly Reporting Meetings</li> <li>• participate in ongoing teacher team meetings as requested</li> </ul>
<p>Identify indicators of success that will be measured</p>	<p><b>Implementation Data</b></p> <ul style="list-style-type: none"> <li>• data collected on adult actions that provide evidence that instructional strategies and instructional plans are implemented as intended</li> </ul> <p><b>Impact Data</b></p> <ul style="list-style-type: none"> <li>• data collected pre and post instruction during each round of the ILC that provides teachers with the knowledge of what students know and are able to do before and after instruction</li> </ul>
<p>Identify the feedback loops that needs to be in place</p>	<p>Ongoing collaborative meetings of teacher teams provide a built in feedback loop</p> <ul style="list-style-type: none"> <li>• reflective questions provided</li> <li>• data analysis and questions that arise from the data</li> </ul> <p>Quarterly Reporting Meetings with School Support Team and School Leadership team</p> <ul style="list-style-type: none"> <li>• Teacher teams report to SST and SLT quarterly to discuss results of multiple short term ILCs</li> </ul>