

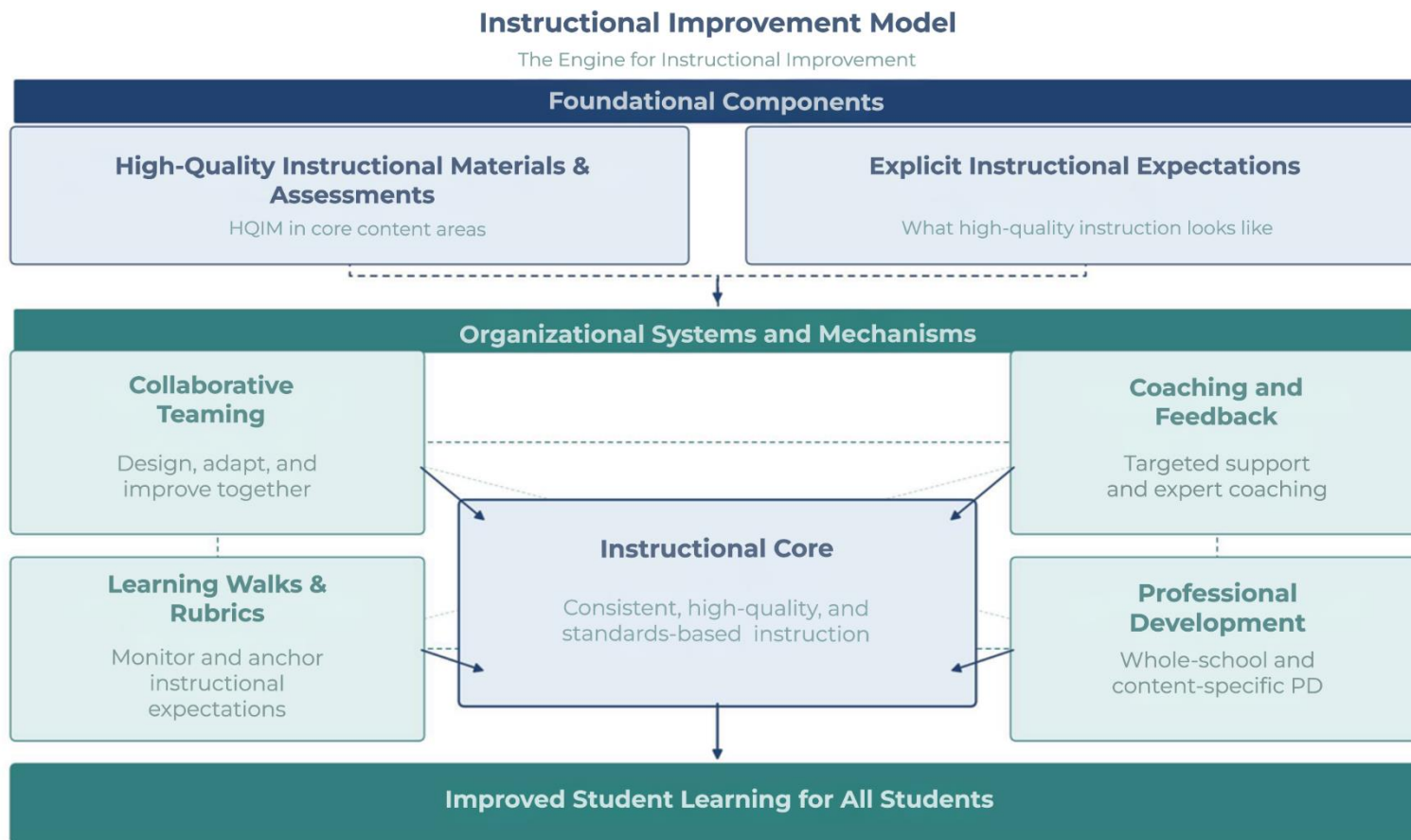
Instructional Improvement Model



The Engine for Instructional Improvement

The Instructional Improvement Model is a school-based system and related processes for developing and scaling instructional best practices — promoting professional learning and shared accountability among leaders and teachers and directly improving the instructional core so that classroom instruction is consistently engaging and meets the needs of all students.

The model consists of **two foundational components** that establish the conditions for improvement, and **four mutually reinforcing mechanisms** that leaders and teachers use to strengthen the instructional core.



The four mechanisms are equal and mutually reinforcing_ each strengthening the others to drive consistent, school-wide instructional improvement.

Instructional Improvement Model



The Engine for Instructional Improvement

The **Instructional Improvement Model** is a school-based system and related processes for developing and scaling instructional best practices, by:

- Promoting and leveraging professional learning and shared accountability among leaders and teachers.
- Directly improving the instructional core so that classroom instruction is consistently engaging and meets the needs of all students, leading to improved student learning.

The model consists of **two foundational components** and **four improvement mechanisms** that effective schools use to improve the instructional core.

Foundational Components

What needs to be in place for instructional improvement to happen?

High-Quality Instructional Materials and Assessments	High-quality instructional materials (HQIM) and assessments in core content areas provide the foundation for consistent, standards-aligned instruction across the school.
Explicit Expectations for High-Quality Instruction	Explicit expectations for high-quality and standards-based instruction that define what high-quality instruction looks like in practice [pedagogy] and establish clear expectations for lesson planning.

Organizational Systems and Mechanisms

How do instructional leaders and teachers work to improve their practice?

Collaborative Teaming	Established teaming practices and teacher teams provide time and space for teachers to design, adapt, and improve instructional practices — working with colleagues to apply instructional expectations through collaborative work and lesson planning.
Learning Walks and Instructional Rubrics	The school uses a system of ongoing administrative and teacher-led walkthroughs (e.g., instructional rounds, peer walkthroughs), including the use of focused walkthrough rubrics and opportunities for feedback and sharing. Learning walks and instructional rubrics anchor instructional expectations so that: (a) teachers know how to turn expectations into effective instructional practices, and (b) instructional leaders can effectively monitor and support instructional improvement.
Coaching and Feedback	Instructional coaches and lead teachers provide whole-school and targeted feedback, support, and expert coaching so that teachers may improve classroom instruction , aligned with instructional expectations.
Professional Development	Both whole-school and content-specific professional development provide expert support to teachers that is aligned with instructional expectations and driven by data from student assessments and ongoing learning walks.

Note: *The four mechanisms are equal and mutually reinforcing. Collaborative Teaming, Learning Walks, Coaching and Feedback, and Professional Development work in concert — each strengthening the others — to drive consistent, school-wide instructional improvement.*