Driven by common language and robust planning, teachers can meet the challenges of the classroom head-on. ILTs provide focus and clarity through Cycles of Professional Learning (informed from IPG trends). The ILT strives to give teachers direct access to the learning opportunities they need to improve practice through direct instruction, peer observation, mentoring, and regular reflection on effectiveness outside of the district’s evaluative framework. Moreover, ILTs expand the work of Professional Learning Communities by focusing on student work and the evaluation of student learning tasks across disciplines within their schools. (Destination 2025 Academic Roadmap)
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**Goal of High Quality Instruction:** At the end of the year, our goal is that 75% of teachers will demonstrate high-quality instruction every day by:

1) Focusing each lesson on High Quality Content
2) Employing questions and tasks that are text specific and address analytical thinking required by grade level standards
3) Providing *all* students with the opportunity to engage in the work of the lesson

**Purpose:** The purpose of the ILT is to encourage a culture of collaboration amongst teachers to improve instruction that is aligned to the Tennessee Academic Standards. The ILT is primarily made up of the principal, assistant principal(s), and teacher leaders, who are organized by grade level, cluster, subject area, department or small learning community. The primary work of the ILT is to improve instruction by focusing on student learning, achievement, and building teacher capacity through differentiated support.

**Action Plan:**

- The principal will establish a leadership team that includes Administrative and Content Leads for ELA, Math, Science, and Social Studies. Content Leads will receive a $500 stipend per semester
- The ILT will meet regularly and frequently (at least twice a month) to discuss trends, analyze data and student work, assess progress toward goals, plan professional development, and discuss action steps in the CPL
- The ILT will continuously learn (through formal training, reading, self-study, reflection, discussion and peer observation) about the improvement process and what works to make good schools better
- The ILT will develop the school’s Cycle of Professional Learning for instructional improvement and monitor progress of the plan. This focuses on schoolwide improvement of teaching and learning:
  - The ILT will examine student achievement data & IPG walkthrough data
  - Through problem-solving, the ILT will use data to develop SMART goals
  - The ILT will identify evidence-based practices that will support achieving the SIP goals
  - The ILT will use evidence-based practices from the SIP as well as informal walkthrough data using the IPGs to identify problems of practice in order to inform to the Cycle of Professional Learning (CPL) Plan
- The ILT will observe and analyze instruction in a nonjudgmental and non-evaluative way, focusing on the teacher’s assets rather than deficits:
Instructional Leadership Team (ILT)

- The ILT will ensure implementation of practice in classrooms and peer observations (allow safe practice time)
- The ILT will monitor fidelity of implementation using pertinent sections of the Instructional Practice Guide (IPG) that includes specific student and teacher actions in keeping with the practice
- The ILT will examine and evaluate IPG walkthrough data and student work analysis using the SCS Looking at Student Work Protocol
- The ILT will determine findings and recommendations (look for school-wide and content specific trends based on the IPG (Core Actions). Findings and recommendations will be shared with pertinent shareholders and included in PLC/collaborative planning
- The ILT will ensure classroom implementation of priority instructional practices, IPG Core Actions, and integrity with curriculum content

• The ILT will develop effective structures and processes to stay focused on teaching and learning:
  - The ILT will monitor fidelity of implementation using pertinent sections of the Instructional Practice Guide (IPG) that includes specific student and teacher actions in keeping with the practice
  - The ILT will move the identified practice to PLCs/collaborative planning
  - The ILT will analyze student work samples, IPG walkthrough data, and formative assessment data
  - If desired state is not reached, the ILT will problem-solve to determine root cause and action steps to address gap
  - The ILT will share findings to revise the CPL to close or reduce identified gaps
  - Cycle continues each nine weeks

Differentiated Support: Principals will receive training on the ILT Effectiveness Tool

• Emerging School: The school will be provided assistance with determining and identifying leaders within the school

• On Target School: The school has previous experience around the ILT process, but could benefit from additional support around the following indicators from the ILT Effectiveness Tool:
  - Indicator 1: Establish a Shared Academic Vision and Goal Setting
  - Indicator 2: Monitor Culture Norms
  - Indicator 3: Implement Cycles of Professional Learning
  - Indicator 4: Monitor Instructional Effectiveness
  - Indicator 5: Lead School Improvement Planning
  - Indicator 6: Data to Drive Decision Making

• Proficient School: The school will serve as a mentor support school due to exemplary practice in four or more of the indicators on the ILT Effectiveness Tool
Instructional Leadership Team (ILT)

Metrics:

- By the end of the 19-20 school year, principals will utilize the ILT Effectiveness Tool to evaluate their ILT process monthly.

- By the end of the 19-20 school year, ILTs will have evidence (agendas, minutes, log sheets) of meeting at least twice a month.
Instructional Practice Guide (IPG)

Goal of High Quality Instruction: At the end of the year, our goal is that 75% of teachers will demonstrate high-quality instruction every day by:

1) Focusing each lesson on High Quality Content
2) Employing questions and tasks that are text specific and address analytical thinking required by grade level standards
3) Providing all students with the opportunity to engage in the work of the lesson

Purpose: The IPG Coaching Tool helps teachers, and those who support teachers, to build understanding and experience with Tennessee Academic Standards-aligned instruction. Designed as a developmental rather than an evaluation tool, it can be used for planning, reflection, and collaboration, in addition to coaching. The Instructional Practice Guide has the following two purposes:

- The first purpose of the IPG is to be used as a tool by the ILT only to identify trends in order to develop the CPL. This will be done using hard copies of the IPG instead of being placed in PLZ. Teacher names will not be placed on these hard copies. There should be no more than 3-4 ILT members conducting an informal walkthrough at one time
- The second purpose of the IPG, which will not include ratings, is for TEM certified observers to conduct informal observations in order to provide individual teachers with feedback and growth. These informal observations will be placed in PLZ

Action Plan for ILT Informal Walkthroughs:

- IPGs (informal walkthrough coaching tool) as well as additional walk-throughs will be conducted using hard copies, excluding teacher names
- Principals will norm with the ILT, as needed, throughout the school year
- Principals and ILT members will frequently use the IPG tool to identify trends in the building to create Cycles of Professional Learning (CPLs). ILTs will norm and then conduct data review and analysis followed by creation of action steps
- The Departments of Professional Development (PD) and Curriculum & Instruction (C&I) will monitor trends and develop support for schools
- The Instructional Leadership Director and various Central Office Departments will conduct learning walks/walkthroughs and provide feedback as well as analyze data to identify school-wide/district-wide trends
- ILTs will provide support based on IPG trends
Instructional Practice Guide (IPG)

**Action Plan for Informal Observations by TEM Certified Observers:**

- IPGs (informal walkthrough coaching tool) as well as additional walk-throughs conducted by TEM certified observers (Principal and/or TEM certified designee) will be stored in PLZ
- Principals will norm with the ILT, as needed, throughout the school year
- Principals and designees (Instructional Leaders) will conduct 1 informal observation per teacher per semester using the IPG tool to give informal feedback and to drive coaching supports from Instructional Leadership

**Differentiated Support: Principals, Administrative Leads, and Content Leads will be trained on the IPG, including Beyond the Lesson**

- **Emerging School:** The school will be provided training and assistance with understanding the Core Actions as well as expectations and examples. Support will be provided with walkthroughs and identifying trends (ILD and PD will provide support)
- **On Target School:** The school leader has previous experience around the IPG process, but will benefit from additional support around understanding the Core Actions and identifying trends using the IPG. This leader can utilize the ILD and the PD Department to support as needed
- **Proficient School:** The school leader, with support from the ILD, will serve as a peer collaborative partner for both emerging and on track leaders in their zones

**Metrics (use of IPGs and CPLs)**

- By the end of the 19-20 school year, ILTs will utilize IPGs and walkthrough tools respective to ELA, Math, Science, and Social Studies to identify trends and develop CPLs
- By the end of the 19-20 school year, 3 CPLs will be developed based on the trends identified by ILTs using IPGs
**Goal:** At the end of the year, our goal is that 75% of teachers will demonstrate high-quality instruction every day by:

1) Focusing each lesson on High Quality Content
2) Employing questions and tasks that are text specific and address analytical thinking required by grade level standards
3) Providing **all** students with the opportunity to engage in the work of the lesson

**Purpose:** The intent of this model is to create a professional learning plan that builds expertise in all staff through repeated cycles of high-quality learning, followed by opportunities for practicing, receiving feedback, observing colleagues, ongoing professional reading, and peer discussion about the practices, including examining the impact of the practices on student learning by looking at student work and reviewing student performance data. By using a targeted professional learning plan, schools can increase the likelihood of student success by using cycles of learning to incorporate professional development lessons into daily school and classroom rhythms.

**Action Plan:**

- **ILT meeting – at least twice a month** - to create a plan for leading the CPL:
  - A major driver of the CPL should be evidence collected from observations using the IPG Core Actions and corresponding indicators. Additional sources of data, including Illuminate/Fastbridge, Mastery Connect, Edgenuity, iReady, TEM, student actions, and disaggregated TN Ready assessment should drive quantitative data for student growth and achievement
  - Student work analysis should be strategically integrated into the CPL process. PLCs identify common formative and cumulative tasks as well as conduct student work analysis with data in hand
  - Examine gaps in student subgroups as well as those who are meeting and/or exceeding grade level standards – set goals for those gaps. Determine scaffolds to attend to gaps in subgroups. Determine extensions for students meeting grade-level standards. Set growth goals for all subgroups, including below, approaching, and exceeding/mastered subgroups
  - Use this data to conduct a deep dive of the high priority standards to clarify expectations of the standards/misconceptions for teachers and teacher teams

- **Quality Learning Opportunities (Input training)** – Professional development for teachers on how to implement a practice in their classrooms - **2-3 per cycle per quarter**:
  - ILTs provide explanation of the concepts underlying the practice
  - ILTs model the CPL process with teachers and teacher teams
Cycles of Professional Learning (CPL)

- **Safe practice** – Teachers experiment with the new practice in a non-punitive, low-risk environment:
  - Instructional leaders, Advisors, and stakeholders conduct informal walkthroughs to support aligned implementation of target practice/skill. Leaders utilize differentiated coaching protocols and approaches to provide feedback/support to teachers
  - Align coaching protocols to student needs and adjust goals where necessary
  - Provide opportunities for videoing and reflective practice

- **Professional Reading** – ILT and teachers discuss articles as a team that are relevant to the practice of focus identified within the CPL – 2-3 per cycle per quarter

- **Peer Observation** – Teachers will observe each other and engage in structured reflection and feedback while aligning and analyzing their reflections and feedback to student work:
  - Within peer observations, teachers should be reflecting and making connections that support the learning goals outlined within the CPL

- **PLCs/Collaborative Planning** – With the guidance of the ILT, teachers and teacher teams will plan around the curriculum maps and various school-based data sets – 2-3 per cycle per quarter:
  - Teams should use a common template for collaborative planning that is connected to the learning goals of the CPL
  - Teams should use collaborative planning sessions to also practice in front of their peers for how they plan to teach the lesson for feedback
  - Teachers have opportunities for looking at student work and reviewing student assessment data to monitor the impact of instructional strategies on student learning

- **Looking at Student Work:**
  - **Strategies:**
    - The principal or designated instructional leader, including Reading Specialists, District Advisors, Curriculum Coaches, Assistant Principals, PLC Coaches, etc., will train the ILT on the SCS Looking at Student Work (LASW) protocol
    - The ILT members (Advisors, Administrative Leads, Content Leads, etc.) will attend PLC meetings to review student work that has been collected by teachers
    - The ILT will look at the student work task within the instructional context to determine standards, objectives, and task alignment
    - The principal or designee will lead the ILT in analyzing student work
Cycles of Professional Learning (CPL)

- The ILT will identify trends and discuss strategies for support
- The ILT will establish next steps based on findings

Action Plan for Looking at Student Work:

- Analyze the Text and the Task on the Table
  - Develop a focused understanding of the task itself
- Examine Instructional Context and TN Academic Standards Alignment of the Task
  - Look at the work in its instructional context
- Analyze Individual Student Work
  - Examine the collected range of student responses to the task
- Analyze the Collection of Student Work
  - Examine the collected range of student responses to the task
- Provide Suggestions for Improving the Materials
  - Use insights from analysis of the task and student work to suggest improvements developers might make to the task

Monitor, Measure, and Modify – ILT/ILD/HQI (High Quality Instruction) walk-through teams engage in targeted learning walks to gather evidence identified in the CPL for that quarter – 2-3 per cycle per quarter:

- Collect multiple sources of data throughout the CPL as evidence for any adjustments or needs for future CPLs

Differentiated Support: All principals will be provided with examples of CPLs per school level

Emerging School: The ILD will collaborate with the principal and the ILT to create CPLs

On Target School: The ILD will monitor the ILT progress with CPLs. Principals and ILTs have demonstrated the ability to implement the CPL with fidelity

Proficient School: The ILD will support where needed. Principals have implemented the CPL with fidelity with documented changes in the classroom

Metrics:

- By the end of the 19-20 school year, 3 CPLs will be developed based on the trends identified by ILTs using IPGs
- By the end of the 19-20 school year, each school should conduct at least 4 focused walkthroughs to ensure selected CPL is changing instruction
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