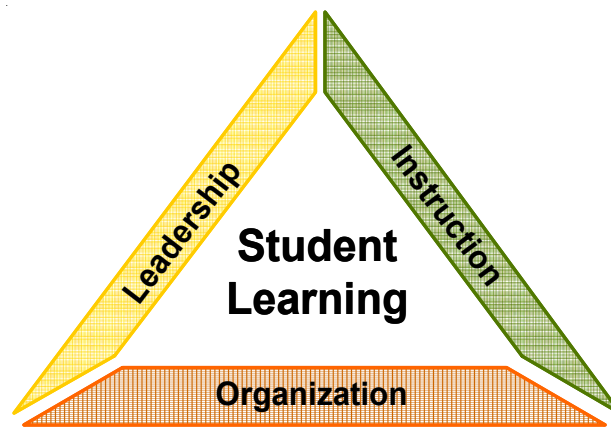


# ITP

## Instructional “Team Profile”

*A Reflective Survey of Effective Instruction*

One of the EES™ Suite of Perceptual Surveys



Team Edition v2.0 *PILOT*

<i>Team:</i>	Sample HS Math Dept
<i>Date Surveyed:</i>	3/3/2008
Sample Size N=	10

**The Center for Educational Effectiveness, Inc.**

[www.effectiveness.org](http://www.effectiveness.org)

# The Center for Educational Effectiveness, Inc.

The Center for Educational Effectiveness, Inc. (CEE) is a service, consulting, and research organization dedicated to the mission of partnering with K-12 schools to improve student learning.

Published by The Center for Educational Effectiveness, 2249  
152<sup>nd</sup>- Ave. NE. Redmond WA 98052.

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Printed in the U.S.A.

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## NOTICE

The Center for Educational Effectiveness (CEE) makes substantial effort to ensure the accurate scoring, analysis, and reporting of the results of the Instructional Team Profile. However, CEE makes no warranty of any kind with regard to this material, including, but not limited to, the implied warranties of merchantability and fitness for a particular purpose. CEE shall not be liable for errors contained herein or for incidental or consequential damages in connection with the furnishing, performance, or use of this material.

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## Getting the Most from Your ITP “Team Profile”

Using the information from your ITP requires thoughtful reflection and an intentional process. As you prepare to step into this process, consider the following suggestions to help you get the most from your data.

**1. This data is confidential to your team.** Remember that this document is an aggregate of your individual reflections about your personal instruction and, for some questions, about the instruction practices of the members of this team (as a whole). This data will not be shared in its current form without your team permission.

**2. Used to start conversations about what matters.** This data is intended to start conversations amongst your team about what practices matter in preparing for instruction, reviewing work and delivery of instruction.

**3. Create awareness about what is essential for effective instruction.** As a group of instruction professionals, it is essential to continually focus conversations and efforts on what really matters. What has recent research and literature revealed about effective instruction? The world of education is continually changing; are we a growing and learning group of professionals keeping pace with those changes?

**4. Support dialogue as a professional learning community.** Many schools and districts are providing time for “PLC” activities - are these communities rich in focused dialogue? The ITP provides deep, focused information for those PLC’s to be relevant and powerful in their impact on the instructional strength of the team.

**5. Identify needed professional development.** Using either the individual team profile or the aggregate of team profiles in a building or a district, the professional development needs can be identified and targeted using data to support those decisions.

**6. Set goals.** What data will you and/or your team use to set goals for the year? The ITP provides valuable information to support goal-setting.

## ITP “Team Profile” Overview

In recent years this country has seen much effort and focus on improving its public education system. The primary thrust of these efforts has been on improving schools and districts as organizations (Elmore, 2005; Fullan, 2003; Schmoker, 2006). Strategic planning, education reform and school and district improvement have been the common strategies utilized in schools and districts across the land. While these efforts achieved some of the desired results, e.g. schools with vision and mission statements, data-driven organizations, and professional development aligned with school goals, there has been little systemic effort to directly impact the teaching and learning occurring in classrooms (Black & Wiliam, 1998; Schmoker, 2006). If we are to improve all schools, as measured by improved student performance, we must craft improvement strategies that directly impact what happens in the teaching and learning environment. As Black and Wiliam point out, “Learning is driven by what teachers and pupils do in classrooms.” (1998).

If we are to improve student performance, we must craft improvement strategies that directly impact what happens in the teaching and learning environment. If educators reflected deeply on their practice through a common framework and vocabulary, it could help schools and teams of teachers determine the focus of their professional development based on what is actually occurring (or not occurring) in the classroom. Richard Elmore, (2005) contends that a focus on practice is essential if school reform efforts are to meet with success. This survey will enable teachers and teams of teachers to reflect upon their instructional skills, as perceived by themselves and their team members. This data is intended to be formative in nature and should be used to inform professional learning community conversations and changes in instructional practice for educators.

### ESSENTIAL PRACTICES OF EFFECTIVE INSTRUCTION

- 1. Effective, Standard-based Instruction**
- 2. High Quality, Student-centered Instruction**
- 3. High Levels of Student Engagement**
- 4. Use of Assessment For Student Learning**
- 5. Positive Behavior Management Strategy**
- 6. Clear Evidence of Student Learning**
- 7. Collaboration and Teamwork for Effective Instruction**

The chart below represents the essential attributes of collaboration and teamwork for effective instruction measured in the ITP. These are not measured in most observation protocols as they are not directly observable, yet are essential for effective instruction. The following page lists the characteristics of effective instruction noted in the research and observable during a classroom observation.

Collaboration and teamwork for effective instruction
<ul style="list-style-type: none"><li>▪ collaborative design of student assessments</li><li>▪ collaborative planning of lessons</li><li>▪ collaborative review of student work</li><li>▪ encourage peer observation of instruction</li><li>▪ manage conflict (amongst team members)</li><li>▪ shared commitment to common purpose</li><li>▪ accept responsibility and accountability for outcomes</li><li>▪ focus on measurable results</li></ul>

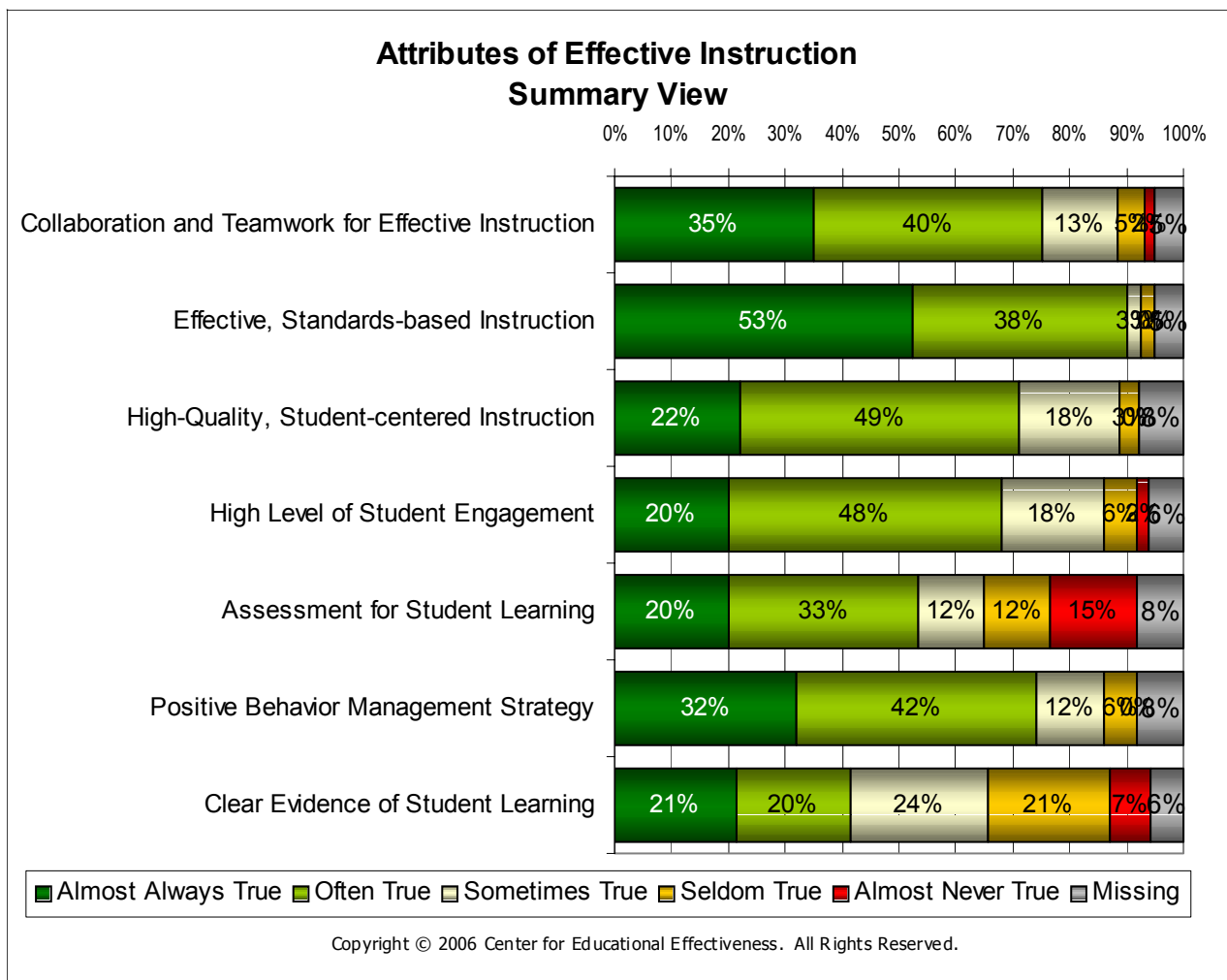
## Multi-model Frequency Distribution of Essential Practices of Effective Instruction

	Hunter	Danielson	OSPI-Simpson	Performance-Based Pedagogy Assess-WA	E-Cove	STAR Protocol - BERCC	TAOP - WA School Research Center	OSPI SIA Ed Audit	Vermont Classroom Observation	SIOPI	Teacher Self-Assessment (Hudson, MA)	Teach 4 Success-WestEd	EES - Instructional Team Assessment (CEE)
<b>The teacher designs effective, standards-based instruction</b>													
▪ clear goals and objectives	√	√		√					√	√	√		√
▪ linked to standards				√				√				√	√
▪ lesson design supported by research		√		√				√					√
▪ pre and post assessments used			√	√				√		√	√	√	√
<b>The teacher delivers high-quality, student-centered instruction</b>													
▪ clear purpose and expectations	√							√		√	√		√
▪ learning linked to student context				√		√	√			√	√		√
▪ allows for student need differentiation		√				√	√			√	√	√	√
▪ use of multi-questioning strategies		√				√	√	√		√	√		√
▪ adequate response time					√					√			√
▪ instruction adapted to meet needs of learner		√				√	√	√		√	√	√	√
▪ instruction adapted to meet proficiency of learner	√	√				√	√	√		√	√		√
<b>The teacher promotes high levels of student engagement</b>													
▪ students demonstrate understanding of unit goals and objectives	√		√								√		√
▪ students engaged in rigorous/relevant learning		√	√	√		√	√	√	√	√		√	√
▪ students demonstrate learning through multi-modes	√		√	√		√	√					√	√
▪ materials and resources are suited to the lesson and relevant to students		√					√	√		√	√	√	√
<b>The teacher uses assessment for student learning.</b>													
▪ use of assessment at beginning of lesson	√			√	√			√		√	√		√
▪ lesson is modified based upon assessment					√			√		√	√	√	√
▪ students understand assessment criteria			√	√							√		√
▪ students receive frequent feedback about learning	√	√		√			√			√			√
▪ students encouraged to self assess & set learning goals			√	√			√						√
<b>The teacher uses a positive behavior management strategy</b>													
▪ high standards, consistent expectations for student behavior		√				√	√				√		√
▪ students demonstrate an understanding of behavior expectations			√	√				√					√
▪ students are on task and engaged in learning					√	√						√	√
<b>There is clear evidence that students are learning</b>													
▪ learning demonstrated in a variety of modes						√	√			√	√	√	√
▪ students work collaboratively and share learning			√			√	√						√
▪ use of summative assessment			√	√			√	√		√	√	√	√

## Frequency Distribution Chart

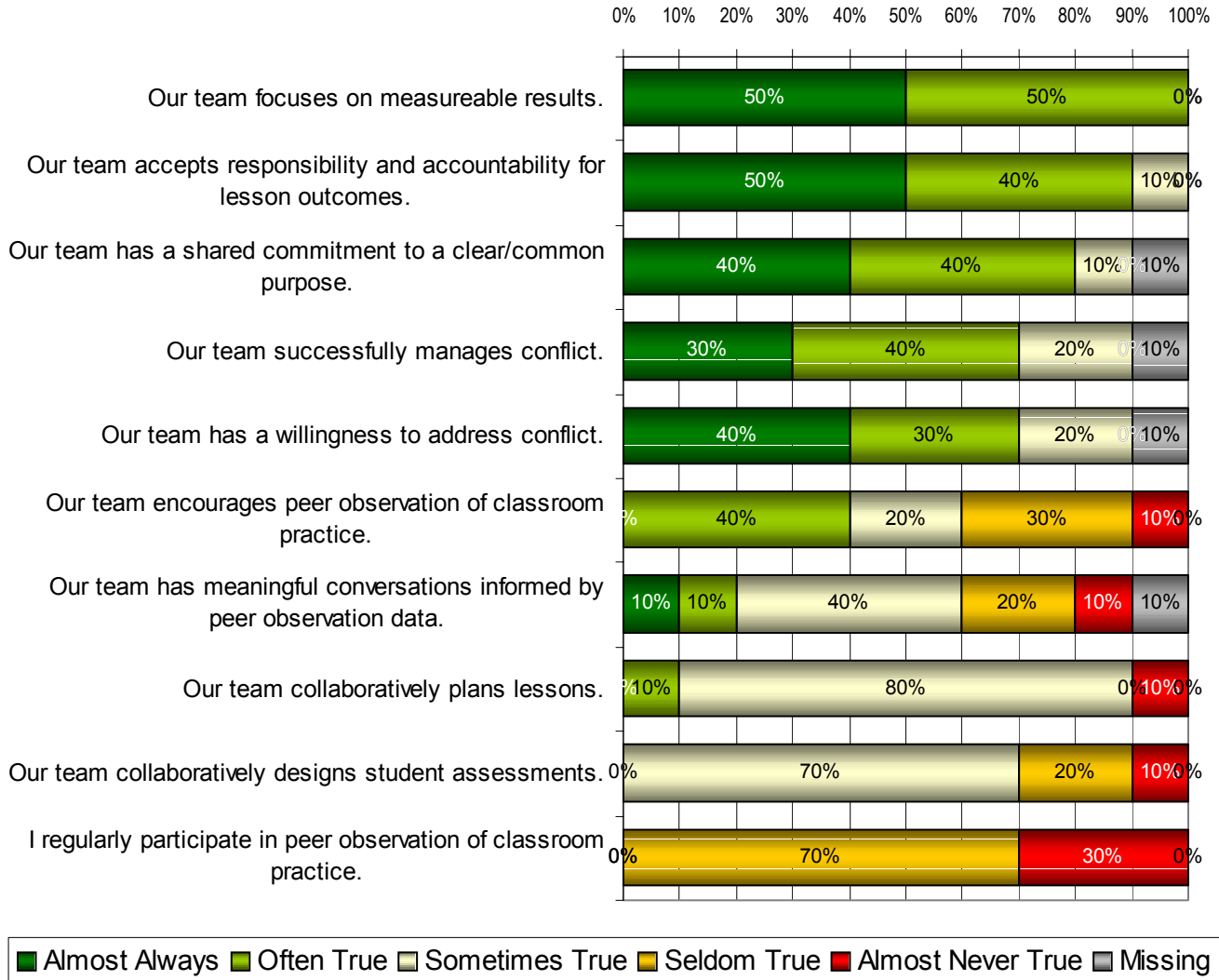
The chart at the left displays the results of a review of recent literature on the practices of effective instruction. You will notice that the column highlighted in yellow represents the instructional practices embedded in the ITP. The chart below is a summary of the responses from your entire team (or school or district) and illustrates the positive perceptions in green, the undecided in ivory and the negative responses in orange and yellow. The grey on the bar chart represents "no response" - those persons who elected not to respond to the question, usually (and not necessarily) because they did not have enough information.

## ITP Summary Chart

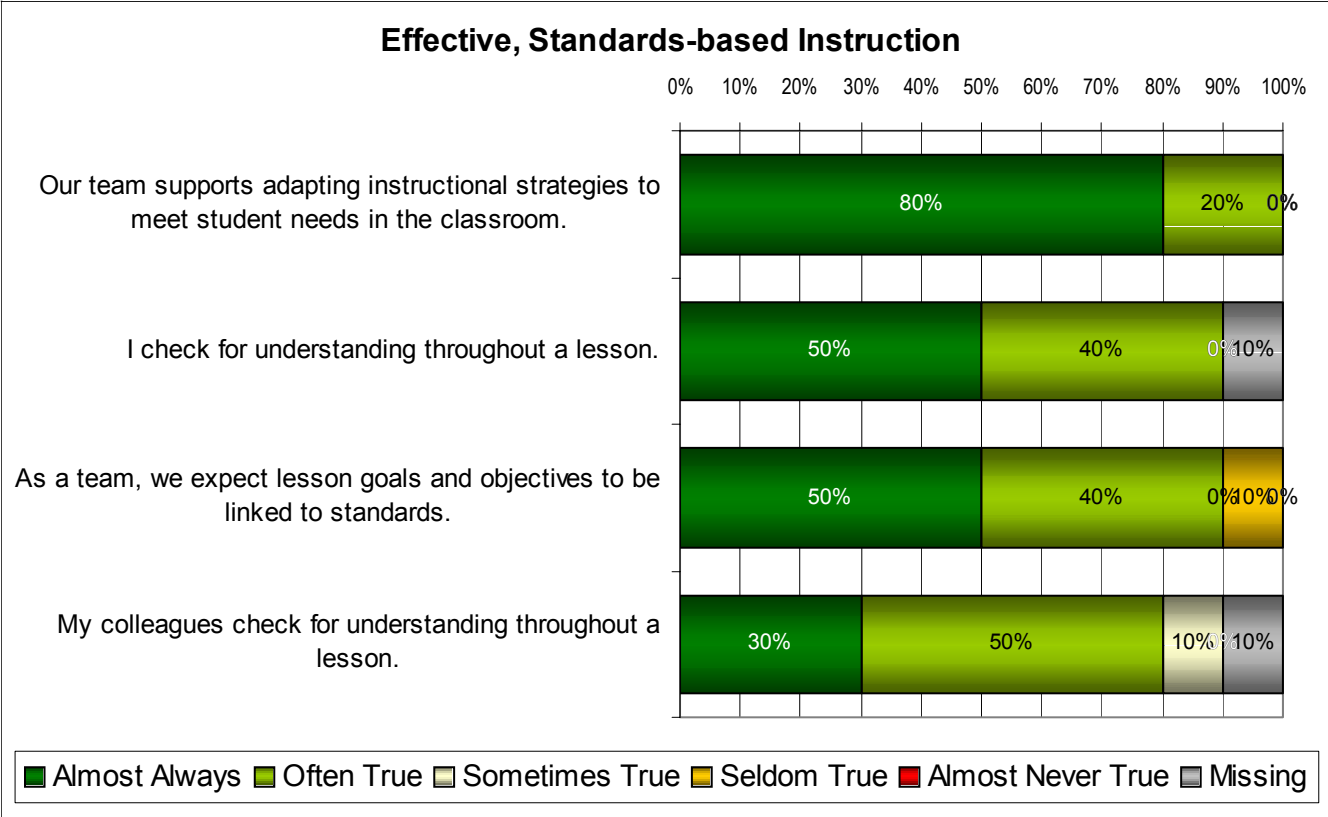


# Collaboration and Teamwork for Effective Instruction

## Collaboration and Teamwork for Effective Instruction



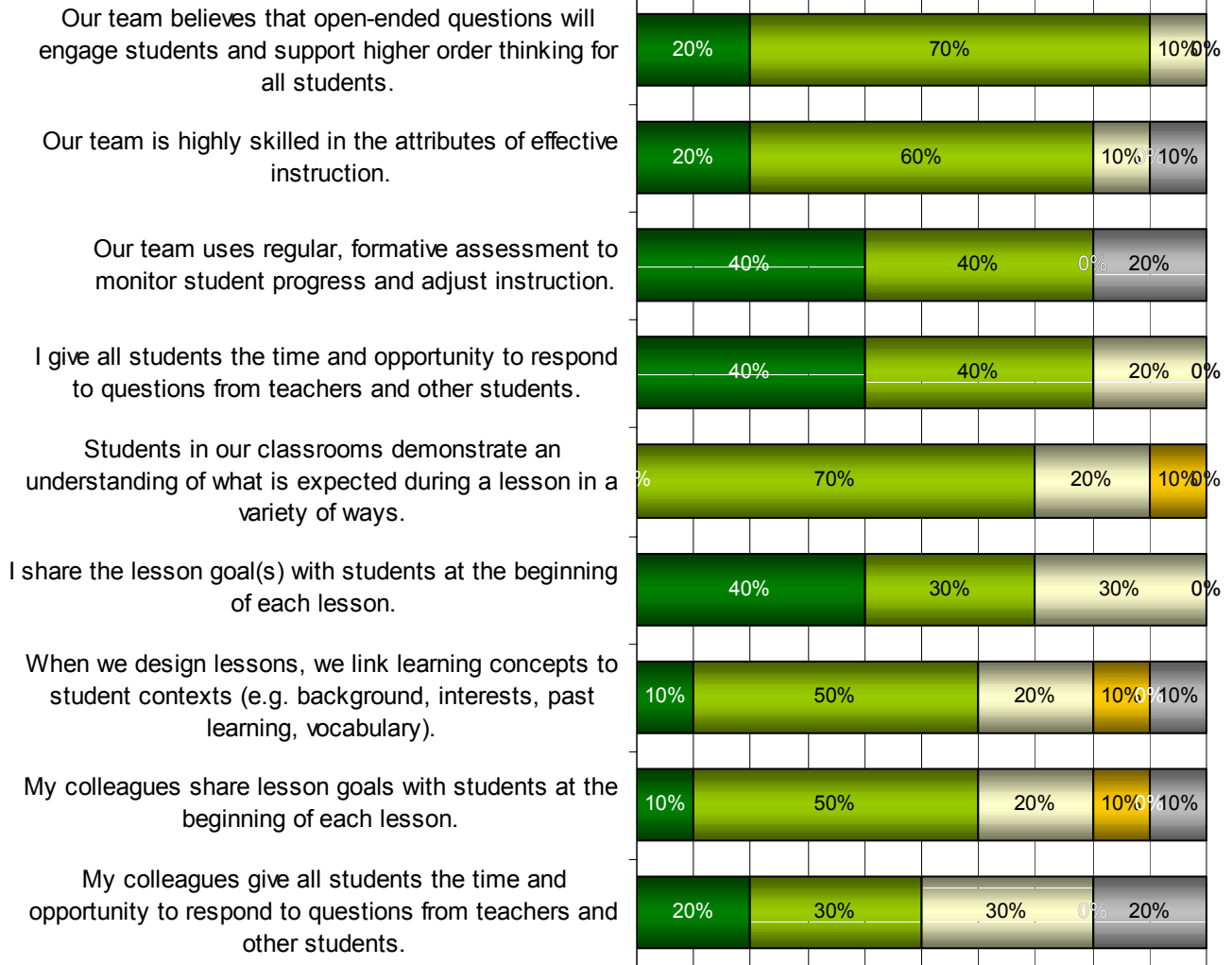
# Effective, Standards-based Instruction



# High Quality, Student-centered Instruction

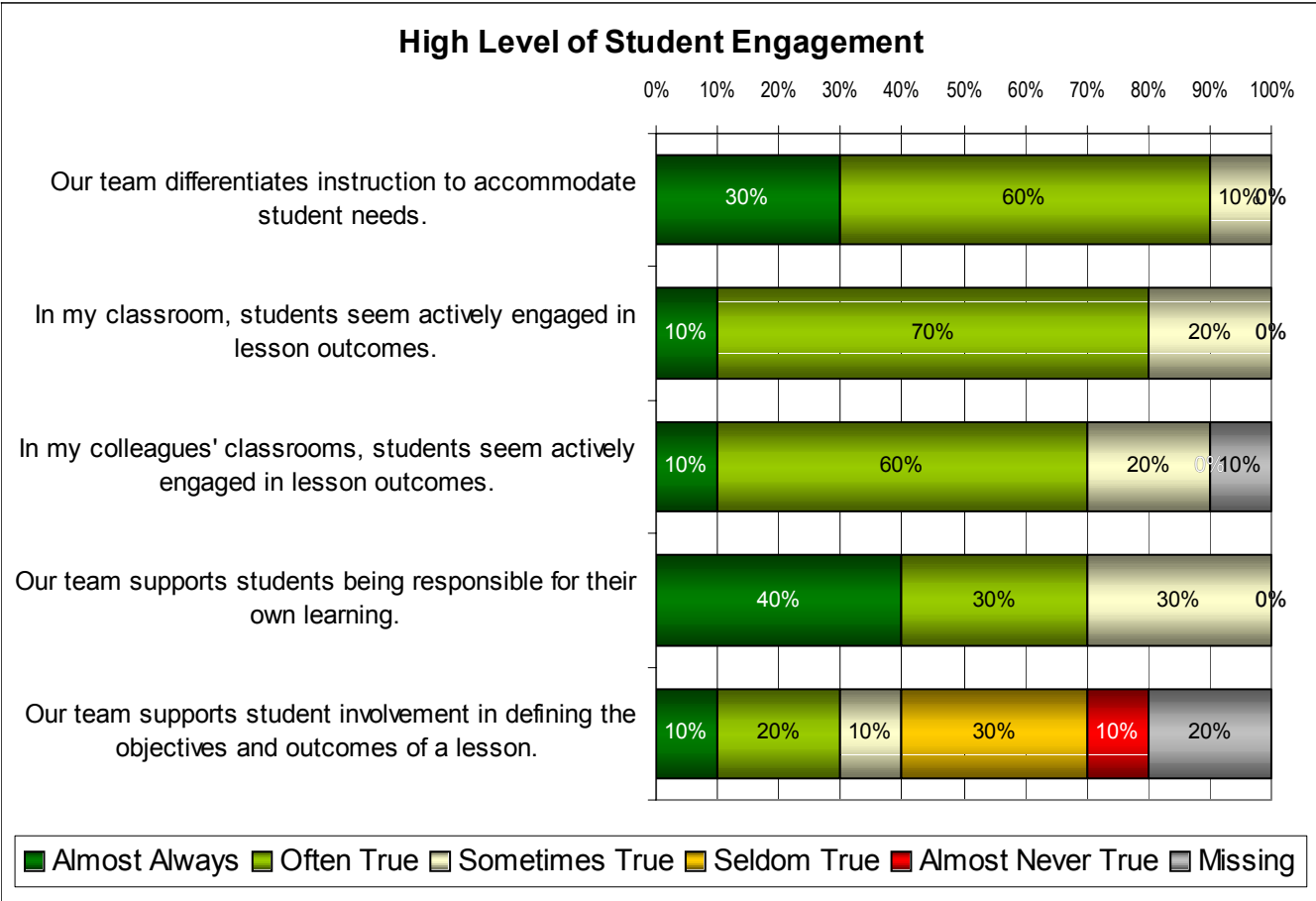
## High-Quality, Student-centered Instruction

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%



■ Almost Always 
 ■ Often True 
 ■ Sometimes True 
 ■ Seldom True 
 ■ Almost Never True 
 ■ Missing

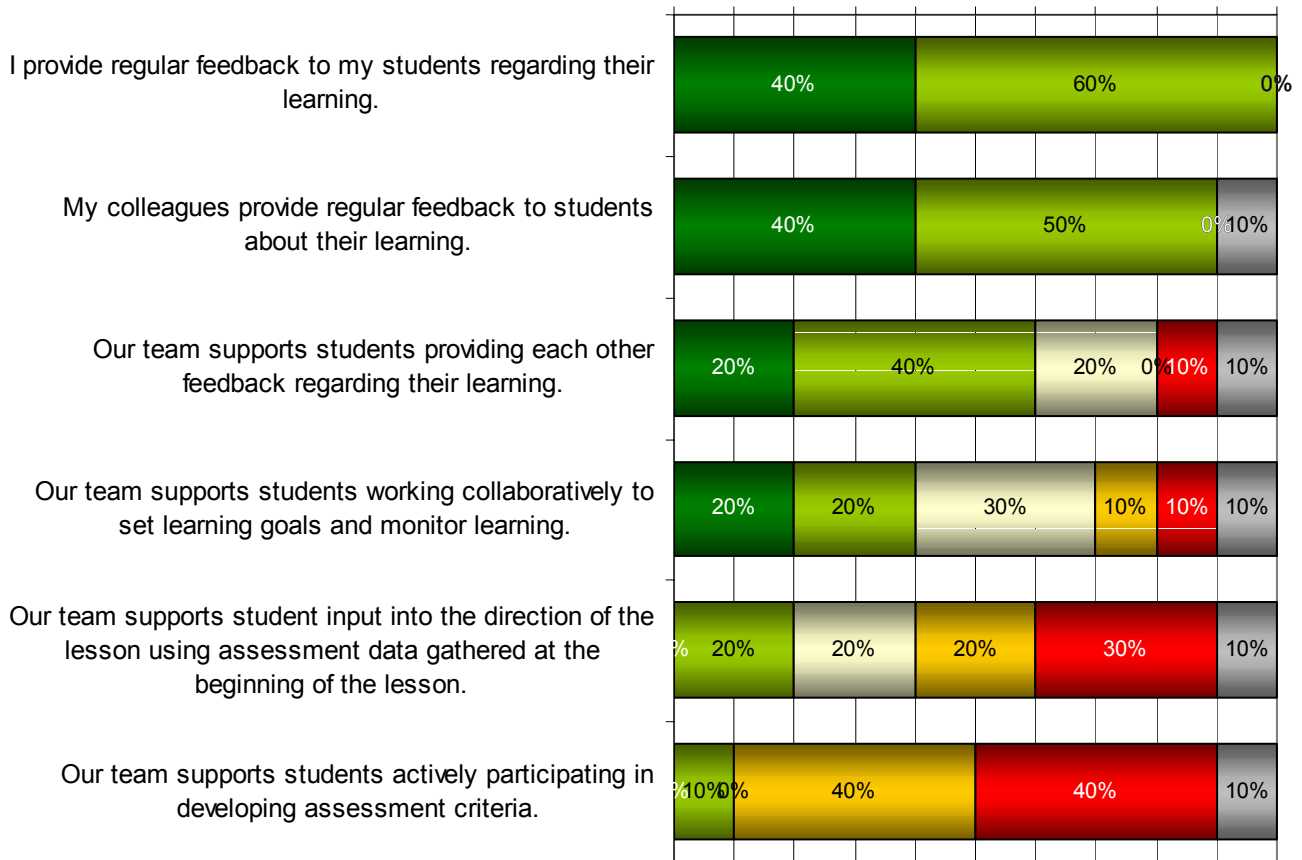
# High Level of Student Engagement



# Assessment for Student Learning

## Assessment for Student Learning

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

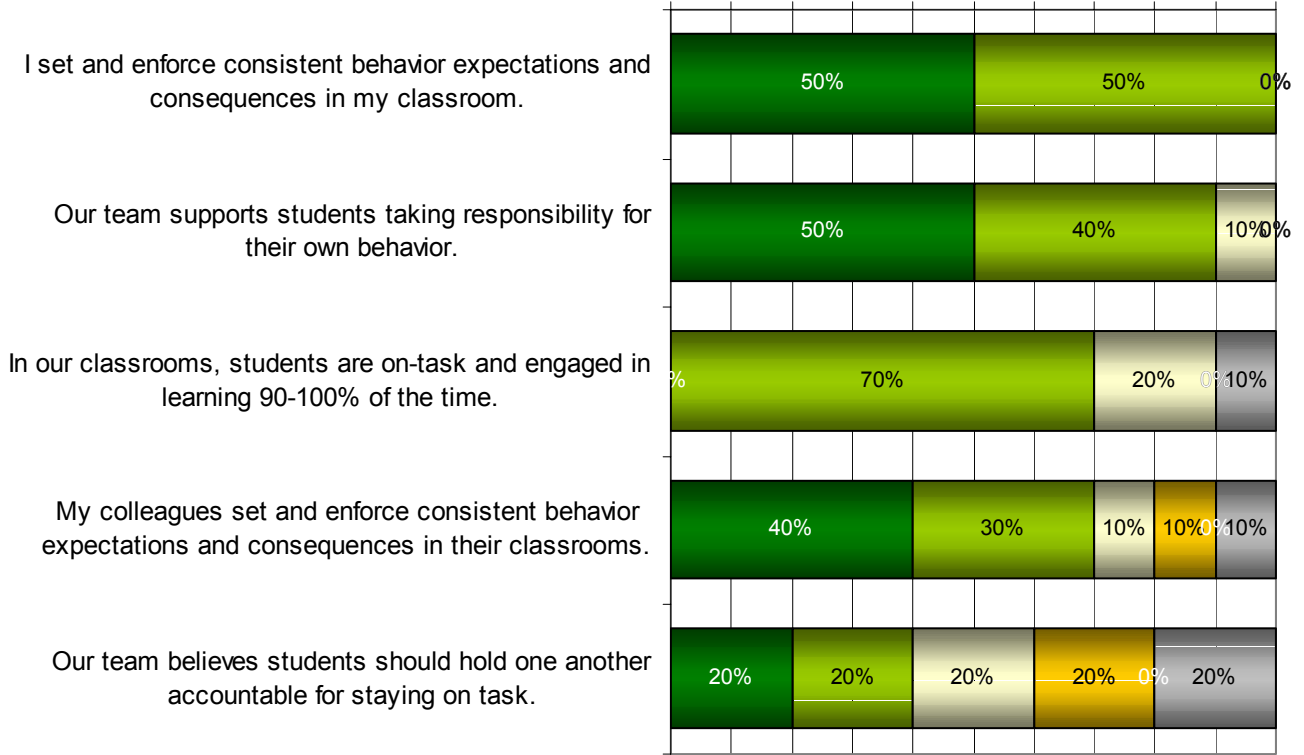


■ Almost Always 
 ■ Often True 
 ■ Sometimes True 
 ■ Seldom True 
 ■ Almost Never True 
 ■ Missing

# Positive Behavior Management Strategy

## Positive Behavior Management Strategy

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

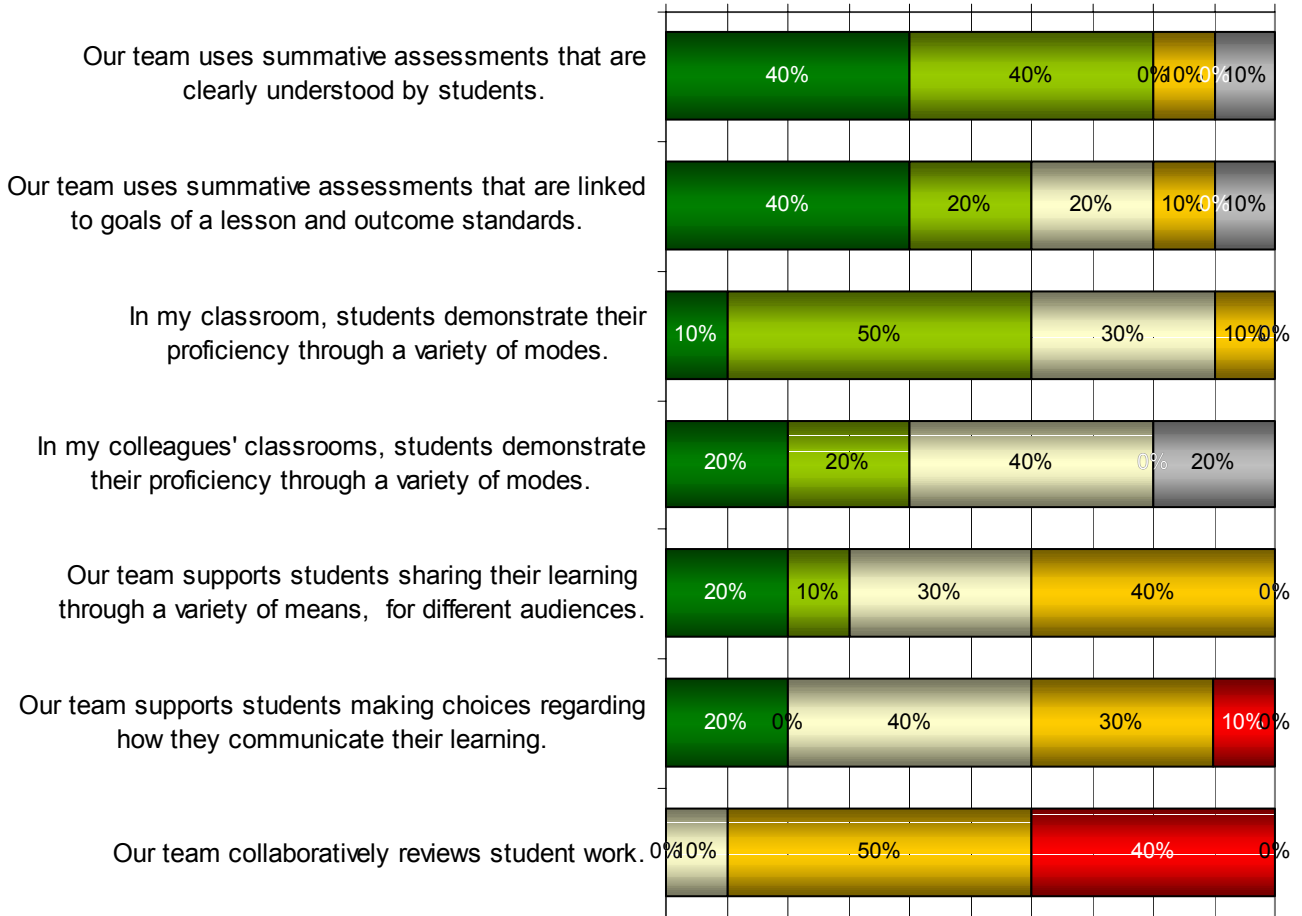


■ Almost Always 
 ■ Often True 
 ■ Sometimes True 
 ■ Seldom True 
 ■ Almost Never True 
 ■ Missing

# Clear Evidence of Student Learning

## Clear Evidence of Student Learning

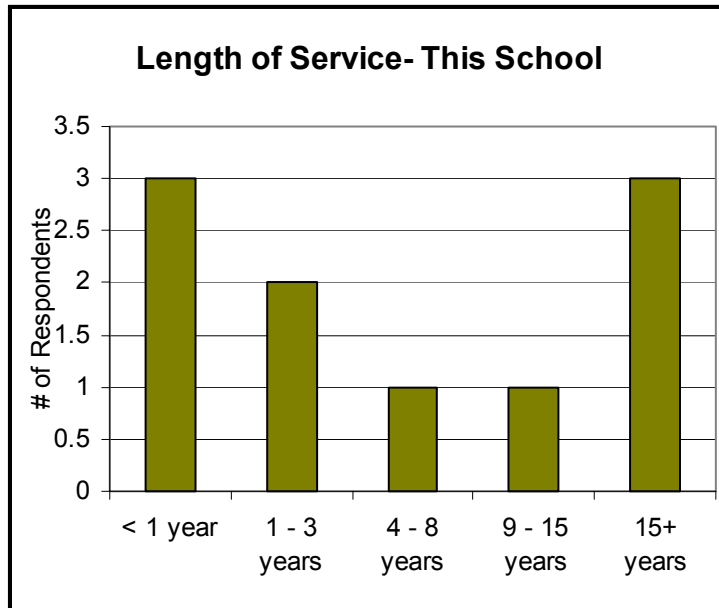
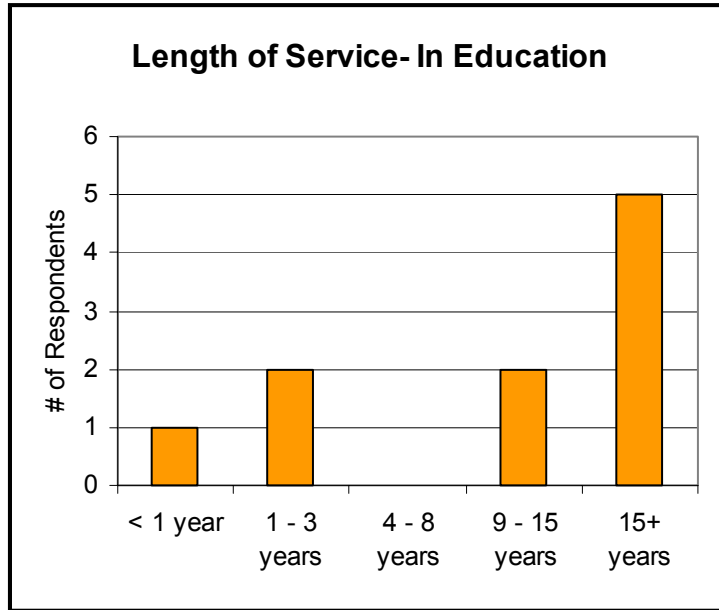
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%



■ Almost Always 
 ■ Often True 
 ■ Sometimes True 
 ■ Seldom True 
 ■ Almost Never True 
 ■ Missing

# Demographics

Demographics are provided so you can understand the make up of the team who responded to this formative feedback tool.



## Next Steps - Using the Data

### **"The So-what! Factor"**

You have taken the time to reflect upon your instructional practices - both as an individual and as a team. This report quantifies those reflections - NOW WHAT?. It is imperative that you take the next steps and begin to use the data. We often say this is the "so what" of data. SO you have the data - WHAT are you going to do with it? How will you use it to change practice and impact student learning in your classroom(s)?

Remember that this data is perceptual in nature - it is the collective perceptions of the individuals on your team about the behaviors and skills employed and observed in your instructional practice. Perceptions may be accurate or inaccurate, yet, they are the reality through which we guide our behavior. This data allows you as individuals and as a team to address those perceptions - and gives you the opportunity to correct them or to understand where the perception(s) came from. When your team begins to have in-depth conversations about instructional practice you will 1. share understandings, 2. clarify intent and goals, 3. identify obstacles that get in the way of effective teamwork/collaboration and instruction and how you will begin to address those obstacles, and 4. collaboratively plan and implement changes to improve collaboration and instructional practice.

Do you have professional development support in the process of improving instructional practice? Support might come from your district, an outside consulting corporation such as Powerful Teaching and Learning Into Practice, or other agencies doing such work. The point to make is that this development should be within a very intentional process. Your team is an instructional team and as such needs to focus on preparing for what happens in the classroom. Don't hesitate to ask for support in the process of using this data and developing knowledge and skills to sustain and improve effective instruction. You may contact PTL through [www.powerfulteaching.com](http://www.powerfulteaching.com).

### **A Place to Start**

Finding the right support for your professional development initiatives is critical to ensuring that you're able to effectively leverage the data provided in the ITP to create lasting, positive changes in instructional practice. The focus, guidance, and expertise gained by engaging an outside resource can help you dig deeper into this data and, more importantly, put it to work.

Our partner, Powerful Teaching and Learning into Practice™ (PTL), fills this crucial role for many groups looking to answer the "Now what?" question. PTL offers professional development consulting specifically geared to help educators bridge the gap between knowledge and implementation in order to ultimately raise student achievement levels.

Starting with an extensive debrief of your results, PTL helps you understand *exactly what* all the numbers mean and *how* they relate to your specific professional development needs. PTL understands that every group faces unique challenges and circumstances — by analyzing and interpreting your specific data, they guide you through the process of translating the numbers, percentages, and charts into targeted and attainable goals with measurable outcomes.

Once goals and direction have been established, an action plan is created to map a course to navigate from intention to execution. Through a combination of improving team collaboration, building capacity, leadership development and rigorous attention to improving instructional practices, PTL helps bring the pieces of the puzzle together.



**Powerful Teaching  
and Learning  
Into Practice, LLC**

***"Collaboration and Teamwork Is A Foundational Skill"***

The categories themselves, other than "Collaboration and Teamwork for Effective Instruction" have no hierarchy - that is to say one is not more important than another in its ability to impact and support effective instruction. As stated - "Collaboration and Teamwork" is approached as a foundational skill - just like "Readiness to Benefit" is a foundational skill for a school culture to begin to address school improvement and the Characteristics of High Performing Schools. How you relate to one another as a team - support, communication, collaborative activities such as lesson planning, reviewing student work, observing one another in the classroom - has direct impact on your ability both as individuals and as a team to impact effective instructional practice. If you do not trust and respect one another, effective collaboration will not happen, communication will break down and you will become individuals, operating as individuals and calling yourselves a team. This will lead to job dissatisfaction, distrust, competitiveness and a lack of synergy.

**Next steps:** As you reflect upon the results of your surveys, as the graphs indicate in this results document, you will begin to identify your needs and your strengths as a team. This should inform the goals you set for professional development, and if you are working with an organization such as Powerful Teaching and Learning Into Practice, LLC, you have the information upon which to focus that work.

As you work with Powerful Teaching and Learning Into Practice, LLC, you will be instructed to set goals for your team. The first step is to look through this results document and identify your needs as a team. "Where do you want the conversation to begin?"

As a team, our greatest strength appears to be: \_\_\_\_\_

Our greatest need appears to be: \_\_\_\_\_

In our conversations with one another, we would like to pay attention to:

\_\_\_\_\_

\_\_\_\_\_

## Other Perceptual Surveys Available To Support Your Work

As you and your team work to support improvement in student achievement through effective instruction, have you considered the impact that the culture of your building and district have upon your ability to sustain improvement and the efforts of your hard work as a team? Thoughtful reflection and consideration of the presence of the Characteristics of High Performing Schools through a survey of perceptions is a powerful way to begin those school-level conversations about what matters in the culture of a building and district.

Consider - do you administer perceptual surveys of staff, students and parents? How often? How in depth are the surveys? Do you look at beliefs, attitudes and behaviors? Do you measure your systems of communication, collaboration, support for instruction? Do you look at progress, over time, with perceptual survey data? Is your perceptual data highly actionable? By that we mean - can you understand and take action from the data easily? Does it start the right conversations?

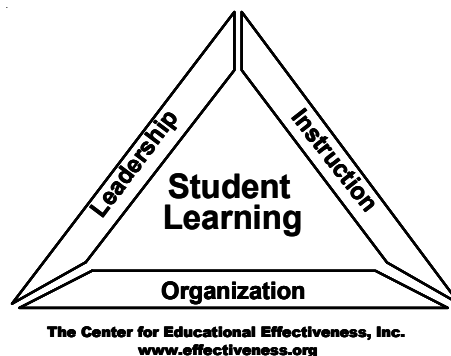
CEE can provide your school or district with staff, student and parent surveys all in alignment with the Instructional Team Profile your team just completed.

**Contact us for more information. 425-283-0384 or [jen@effectiveness.org](mailto:jen@effectiveness.org).**

**1. EES Staff Survey.** A survey of your entire staff - certificated and classified. This survey will give you a visual of readiness to benefit, organizational trust and the Characteristics of High Performing Schools. All data and surveys are confidential and anonymous - we even provide confidentiality envelopes for each survey and never return the surveys to the school or district.

**2. EES Student Survey.** A survey of your student population to understand their perception of the presence of the Characteristics of High Performing Schools (with the exception of Focused Professional Development.) This survey is appropriate for grades 4 and above and is available in Spanish, Russian-Ukrainian and English.

**3. EES Parent Survey.** A survey of your parent population to understand their perception of the presence of the Characteristics of High Performing Schools (with the exception of Focused Professional Development.) Available in Spanish, Russian-Ukrainian and English. As a group of instruction professionals, it is essential to continually focus conversations and efforts on what really matters. What has recent research and literature revealed about effective instruction? The world of education is continually changing; are we a growing and learning group of professionals keeping pace with those changes?



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