

## INSTRUCTIONAL PRACTICES ASSESSMENT

Using the Rutherford Learning Group's **3 Column Observation Format™**, a team of certified coaches observes and gathers data to identify instructional practices in every classroom. The data is collated, and presented to the faculty in a summary report. The faculty itself is called upon to identify instructional strengths and areas for improvements.

Every teacher is briefly observed by QTL consultants to present a holistic picture of actual versus perceived instructional practices prevalent in the school.

The **IPA** is not an evaluative tool, in that it does not place a value judgment on the observed teacher practices. Rather, it begins with a "blank slate," collecting only the facts to determine what is happening within three key areas of focus:

- Instructional Practices
- Student Work
- Social and Physical Environment



These areas of focus are then examined through the filter of **The Learning Centered School** framework of instructional principles... or how foundational research-based practices of teaching are used in the three focus areas in relation to student performance.

*(IPA is different from Classroom Walk Through( CWT) and is supportive of CWT. CWT is a supervisory tool that establishes practices for the school and helps determine levels of performance relative to expectations in use of identified strategies.)*

### Outcome:

IPA provides the principal and faculty a "big picture" examination of the instructional practices of the school. This assessment of practice is based on actual performance, not on a checklist of pluses and minuses. The IPA focuses directly on instruction and student performance and creates a comprehensive dialogue of practice, outcomes for students, and continuous improvement.

### Outcome:

Principal and faculty are better able to focus individual and collective efforts and professional learning experiences to increase student success.