



Quality Teaching and Learning Initiative

Organizing Outline for Promoting Effective Instruction

Essential Questions

1. What constitutes effective instruction in the service of *Quality Learning for Every Student Every Day*, according to the best current knowledge in the field?
2. How might educators effectively engage one another in reflection about their teaching and their learners' progress?

Overall Outcomes

1. Deepened shared understanding of effective instruction.
2. Enhanced capacities for collegial conversation and coaching.

Content Strands

Promoting Effective Instruction weaves together two content strands.

A. Effective Instruction

Effective teaching is defined through a framework that defines a standard for six Areas of Performance.

1. **Understanding and Organizing Subject Matter for Student Learning**
2. **Planning Instruction and Designing Learning Experiences for All Students**
3. **Creating and Maintaining an Effective Environment for Student Learning**
4. **Engaging and Supporting All Students in Learning**
5. **Assessing Student Learning**
6. **Developing as a Professional Educator**

Each Area is subdivided into four to six Elements of Performance, with levels of proficiency defined at four levels for each. The result is an analytic rubric for each Area of Performance. Participants learn and practice the key data gathering methods for each Area.

B. Collegial Conversation and Coaching

Professional learning calls for engaging one another in reflection about instructional practice. This is accomplished through collegial conversation and coaching. These are intentional, focused, nonjudgmental exchanges that support and guide thinking about teaching and learning. They are guided by the intention to develop and support self-directedness in relation to teaching and learning, to improve the learning of all students. Participants construct understandings about such conversations, acquire skills for them, and practice them continually.

Learning Activities

Promoting Effective Instruction includes half-day seminars where participant partners learn concepts, develop and practice skills, and self-assess their progress throughout the series. In addition, partners engage in outside practice activities such as observing instruction and engaging in collegial conversation, which are the subject of reflection in the seminars. The result is job-embedded learning for all participating educators.