

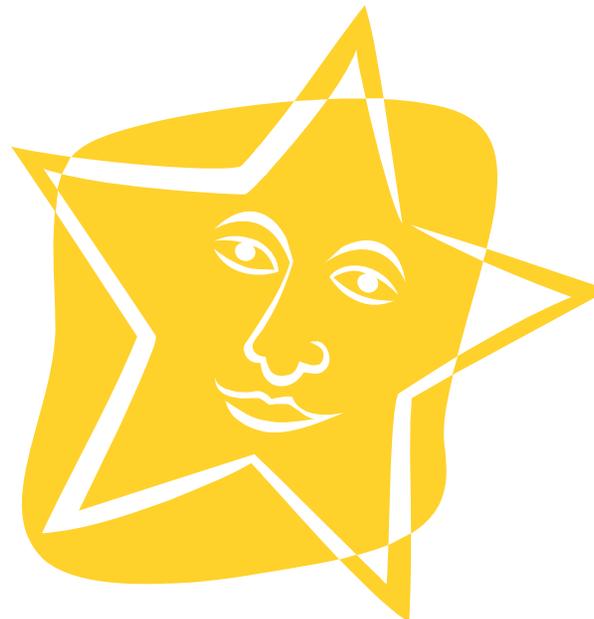


# Instruction

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- Content Experts that Connect with students





# What does the research say?

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Education Week, November 12, 2003

*Beyond Testing: The 7 Disciplines for  
Strengthening Instruction* by Tony Wagner  
(Harvard's Change Leadership Group)

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1. District creates an **understanding and a sense of urgency** among teachers and in the community for the necessity of **improving all students' learning** and it regularly reports on progress. **Data are disaggregated and are transparent** to everyone.



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2. There is a widely shared vision of what **good teaching** is, which is focused on **rigorous expectations**, the quality of **student engagement**, and effective strategies for **personalized learning** for all students.



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3. All adult **meetings are about instruction and are models** of good teaching.

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4. There are **well-defined standards and performance assessments** for student work at **all grade levels**. Both teachers and students understand what **quality work** looks like and there is consistency in standards of assessment.



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**5. Supervision is frequent, rigorous, and entirely focused on the improvement of instruction. It is done by people who know what good instruction looks like.**



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6. Professional development is primarily **onsite, intensive, collaborative, and job-embedded**, and is designed and led by educators who model the best teaching and learning practices.



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7. **Data are used diagnostically at frequent intervals by teams** of teachers, schools, and districts to assess each student's learning and to identify the most effective teaching practices. There is a time built into schedules for this **shared work**.



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Your mission, should you choose to accept it, is to do everything in your power to:

- know good instruction,
- model good instruction,
- nurture good instruction,
- and INSPECT what you EXPECT