



A critical component of the LoTi® Implementation Model is data gathering for approximating the LoTi® (Appendix A) and CIP (Appendix B) intensity levels of classroom teachers. This data is often used to make pre/post comparisons of a target teacher's LoTi and CIP levels along with student achievement indicators (e.g., high stakes tests, benchmark assessments).

A robust enough sample size taken biannually during the Fall and Spring semesters can enable key stakeholders to determine statistical changes in the Level of Teaching Innovation (LoTi®) and CIP (Current Instructional Practices) that directly impact student achievement in the classroom. Unfortunately, this process may not be as simple as it sounds. What if you walk into a classroom where the teacher is delivering a lecture via a PowerPoint presentation to a large group of students seated in conventional desks and chairs organized into rows? Does this classroom configuration and instructional delivery methodology imply that the teacher is at a LoTi® 1 and a CIP 1/2 based on what was observed at that moment? What if the day before students were analyzing data from their online survey in an attempt to determine trends between the consumer purchasing practices of boys versus girls?

Collecting and documenting LoTi® and CIP pre/post data extends beyond the traditional "three-minute" walkthrough because you are trying to dig beneath the pedagogical surface to unearth the teacher's "true" LoTi® and CIP levels. This process requires looking beyond a set of prefabricated "look-fors and locating other instructional artifacts as well as interviewing classroom participants. Data gathering sources/artifacts may include lesson plans, instructional units, performance assessments, student portfolios, classroom observations, teacher interviews, student interviews, and evidence of differentiation.

It is critical that we attempt to determine the teacher's overall LoTi® and CIP levels based on a battery of sources/artifacts rather than rely on a single classroom walkthrough; otherwise, the reliability of the entire LoTi

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/CIP data gathering process can be compromised. It is suggested that a minimum of two sources/artifacts be employed to determine an individual teachers overall LoTi

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and CIP levels (Appendix F).

[Download the LoTi ® Observer Data Collection Strategies handout](#)