



Creating an Instructional Framework, Building Instructional Capacity

Principal Name: Kelli Morgan

School Name: Southeast Fountain Elementary

Team Members' Names: Adison Alward and Tiffany Hilge

Principal's Email Contact: morgank@sefschools.org

Background Leading to Our Inquiry (Slide 3)

Southeast Fountain Elementary has made attempts through the year at the creation of an instructional framework. This school year, we felt the creation and sustainability of an instructional framework became extremely important, as we looked to focus our energies on the practices we felt were best for our students and our classrooms.

The Purpose of Our Inquiry (Slide 4)

Therefore, the purpose of our action inquiry was to identify the instructional strategies we held as priority, and those that would make the most impact in the classroom, with the hopes of bolstering our knowledge and practice of these strategies to meet the needs of our students.

Our Wondering (Slide 5)

With this purpose, we wondered would the creation and implementation of an instructional framework streamline our instruction and provide consistency among classrooms?

Our Actions (Slide 6)

We began our process by reviewing the HRS Level 2 data collected from staff feedback. This led us to find our staff and school were in need of an instructional framework that prioritized the practices we felt were most important in our classrooms in order to provide consistency.

We presented the HRS Level 2 data results to our staff with the purpose of introducing the development of the instructional framework. Over the following months, we developed the framework by choosing a format that fit our needs, and then creating each piece with feedback gleaned by our grade level and department chairs.

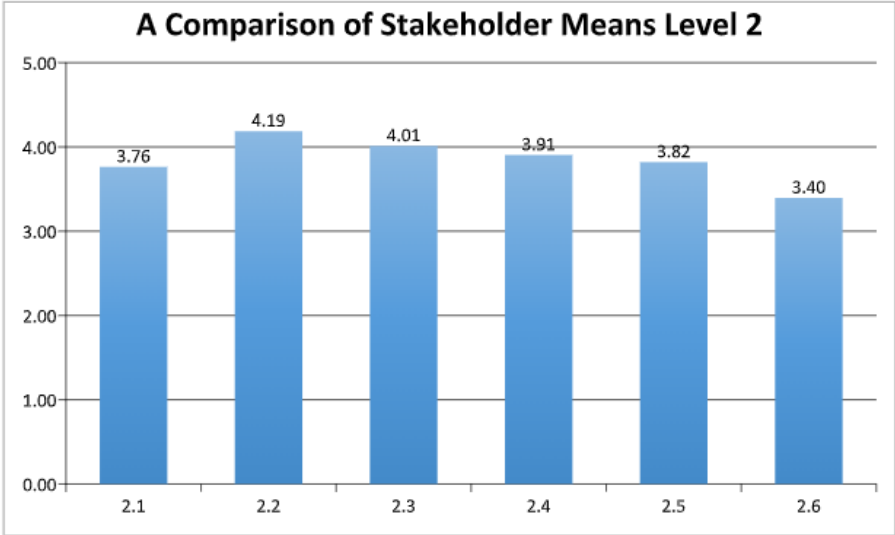
Once the framework final draft was completed, it was shared with all staff members as a hard copy and digital copy, displayed in common places around the school, and discussed in our April faculty meeting.

Data Collection (Slides 7-10)

The HRS Level 2 data revealed Leading Indicator 2.1 was a relative weakness in our school ("The school leader communicates a clear vision as to how instruction should be addressed in the school").

Before and after creation of the instructional framework, observational data was collected during classroom walk-throughs to document the use of the identified instructional practices in the framework.

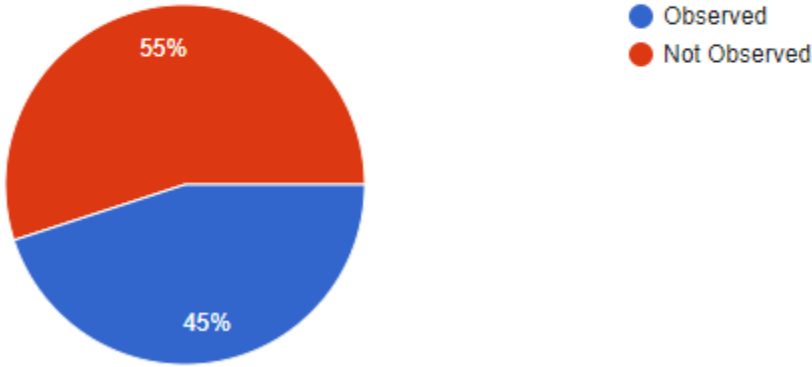
Our Data (Slides 7-10)



Leading Indicator 2.1: The school leader communicates a clear vision as to how instruction should be addressed in the school.

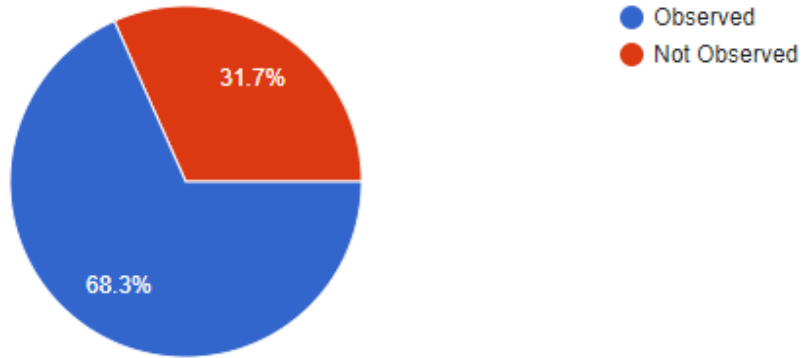
Walk-Through Data prior to Instructional Framework:

Teacher highly engaging students in content:
60 responses



Adherence to rules and procedures established by students and staff:

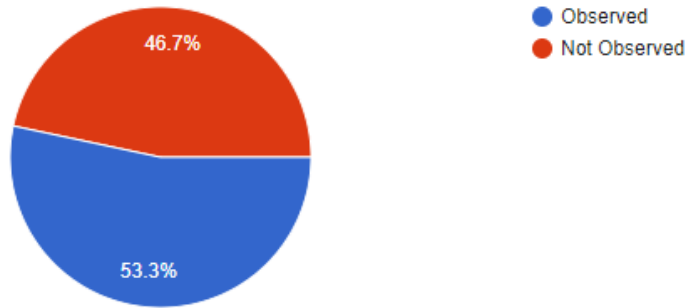
60 responses



Walk-Through Data after to Instructional Framework:

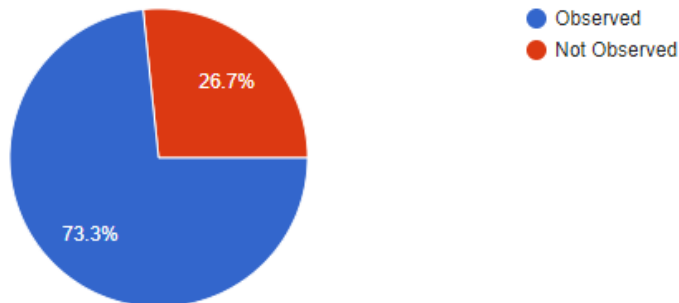
Teacher highly engaging students in content:

30 responses



Adherence to rules and procedures established by students and staff:

30 responses



Our Discoveries (Slide 11)

- Learning Statement One: The data gathered through the HRS Level 2 survey indicated the need for a common vision for instruction.
- Learning Statement Two: The process of creating the instruction framework revealed many prioritized practices that were similar among staff members and grade levels.
- Learning Statement Three: By conducting informal walkthroughs and noting observed instructional practices, we can better understand our teaching practices and build our knowledge base in how to strengthen these.

Where We Are Headed Next (Slide 12)

- We will continue to gather data through informal walk-throughs and share with staff on a regular basis at faculty meetings. It is the hope this will show our staff areas where we are strong, and areas to grow.
- Professional development will be provided, as needed, to staff members wishing to learn more or build their skills in areas we have identified on our framework.

Bibliography (Slide 13)

Marzano, R. J. (2017) *The New Art of Science and Teaching*. Bloomington, IN. Solution Tree Press

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Meet the Team:

Southeast Fountain Elementary

Kelli Morgan, Principal

morgank@sefschools.org

Adison Alward, 2nd grade teach

Tiffany Hilge, Title I Teacher

Background

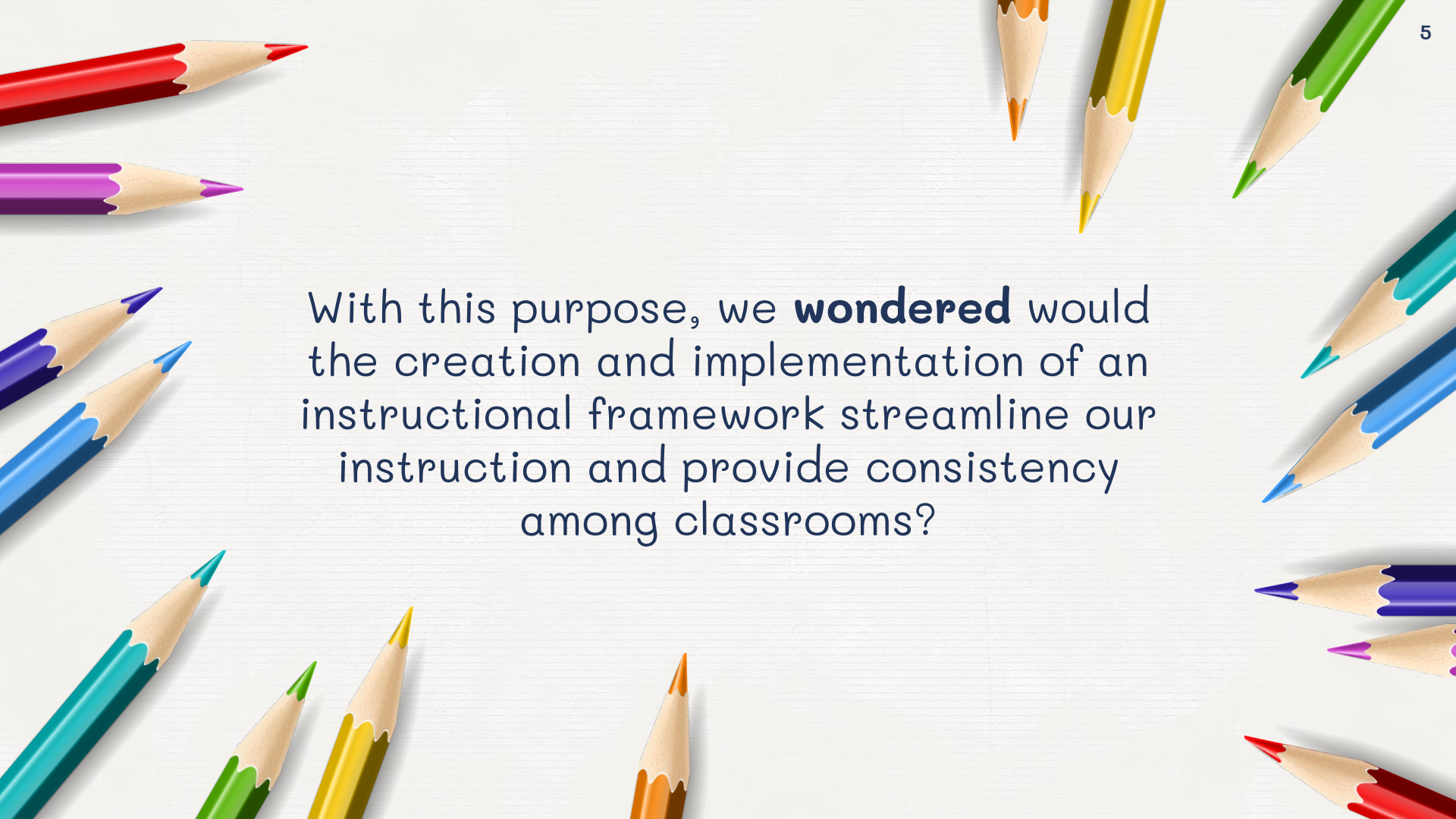
Southeast Fountain Elementary has made attempts through the year at the creation of an instructional framework. This school year, we felt the creation and sustainability of an instructional framework became extremely important, as we looked to focus our energies on the practices we felt were best for our students and our classrooms.



Purpose for Inquiry

The purpose of our action inquiry was to identify the instructional strategies we held as priority, and those that would make the most impact in the classroom, with the hopes of bolstering our knowledge and practice of these strategies to meet the needs of our students.





With this purpose, we **wondered** would the creation and implementation of an instructional framework streamline our instruction and provide consistency among classrooms?

Action Steps

Data Review

We began our process by reviewing the HRS Level 2 data collected from staff feedback. This led us to find our staff and school were in need of an instructional framework that prioritized the practices we felt were most important in our classrooms in order to provide consistency.

Framework Development

We presented the HRS Level 2 data results to our staff with the purpose of introducing the development of the instructional framework. Over the following months, we developed the framework by choosing a format that fit our needs, and then creating each piece with feedback gleaned by our grade level and department chairs.

Publication

Once the framework final draft was completed, it was shared with all staff members as a hard copy and digital copy, displayed in common places around the school, and discussed in our April faculty meeting.



Southeast Fountain Elementary Instructional Framework

WILL see...

- Adherence to the rules and procedures established by staff and students
- Anchor charts, word walls, and/or content related visuals
- Building relationships with students by compassionate staff
- Celebrating success daily
- Cooperative learning
- Engaged students
- Depth of Knowledge opportunities provided to students
- Direct Instruction of content
- Opportunities for students to building upon background knowledge and interests
- Provided and supported practice opportunities
- Routine and spiraled review of content
- Tracking of student progress

MAY see...

- *Small group instruction*
- *Variety of questioning strategies*
- *Variety of instructional practices*
- *Differentiated instruction*
- *Use of formal/informal assessments*
- *Opportunities for students to relate content to real-life experiences*

WILL NOT see...

- Staff belittling, embarrassing, or having power struggles with students
- Disengaged staff (i.e. always seated, on a personal device)
- Staff unprepared for instruction or duties
- Negativity regarding the school or students shared publicly

Instructional Practices provided to every student by every teacher!

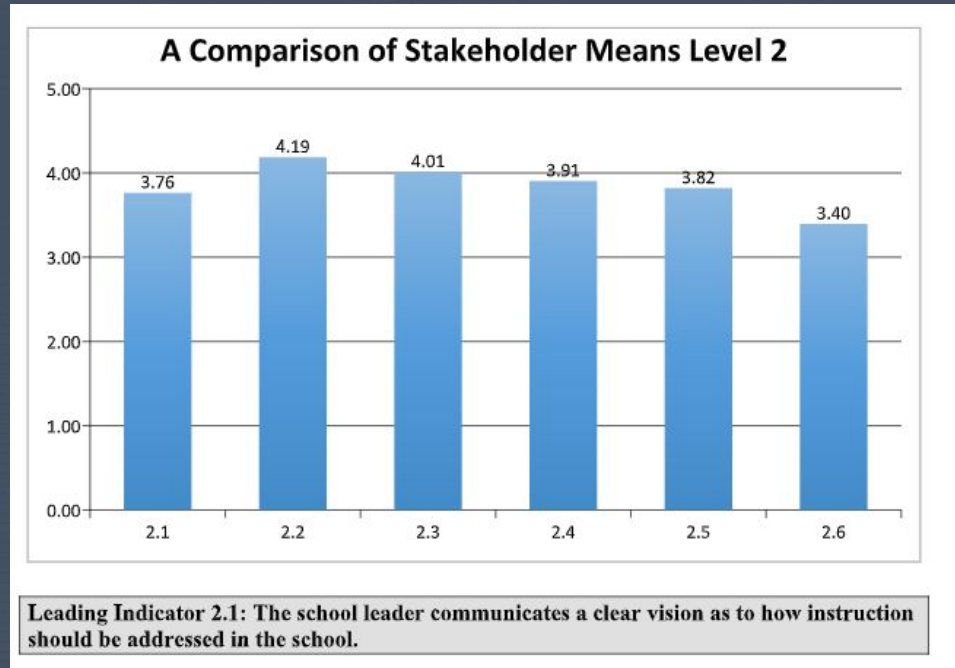


Data Collection and Results



HRS Level 2

The HRS Level 2 data revealed Leading Indicator 2.1 was a relative weakness in our school (“The school leader communicates a clear vision as to how instruction should be addressed in the school”).

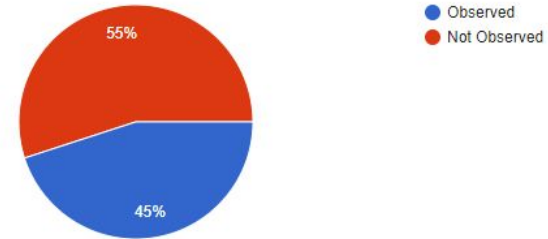


Walk-Through Data (BEFORE)

Before and after creation of the instructional framework, observational data was collected during classroom walk-throughs to document the use of the identified instructional practices in the framework.

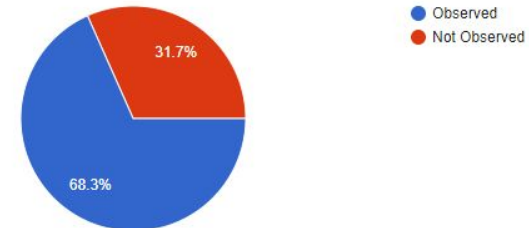
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60 responses



Adherence to rules and procedures established by students and staff:

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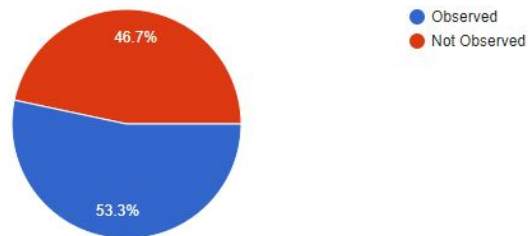


Walk-Through Data (AFTER)

Before and after creation of the instructional framework, observational data was collected during classroom walk-throughs to document the use of the identified instructional practices in the framework.

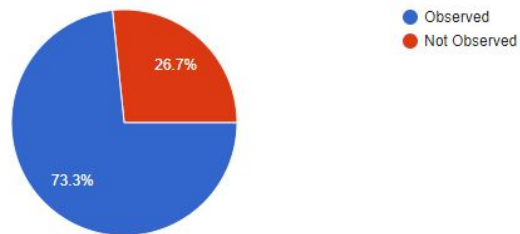
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Discoveries

Learning Statement 2

The process of creating the instruction framework revealed many prioritized practices that were similar among staff members and grade levels.

2

3

Learning Statement 3

By conducting informal walkthroughs and noting observed instructional practices, we can build our knowledge base in how to strengthen these.

The data gathered through the HRS Level 2 survey indicated the need for a common vision for instruction.

1

Learning Statement 1

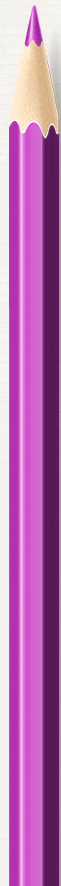


Next Steps

We will continue to gather data through informal walk-throughs and share with staff on a regular basis at faculty meetings. It is the hope this will show our staff areas where we are strong, and areas to grow.

Professional development will be provided, as needed, to staff members wishing to learn more or build their skills in areas we have identified on our framework.





Thanks!

Any questions?

You can find us at:

morgank@sefschools.org