



Collaboration, Communication, and Common Expectations: A Focus on Continuous Improvement

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School Name: Franklin Elementary School

Team Members' Names: Megan Nicholson and Beth Johnson

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Background Leading to Our Inquiry (Slide 2)

Beginning with the 2019-2020 school year, Logansport Community Schools revised start times allowing each building a specific designated daily time for professional development/professional learning time. As a result, Franklin Elementary School would have 30 minutes of PD/PLC time daily in the 2019-2020 school year. We planned and implemented purposeful PD and PLC time with our staff. It was evident that we would be collaborating as a building in a much more intense manner than ever before in the past. This allowed for much needed time to work on identifying school goals. This work and time allowed myself and our teacher leaders a solid foundation and starting point for our year two project. With a focus on initiatives and goals, the purpose of our action research was to continue to build on our system for connecting, communicating, and collaborating.

Working through the pandemic and focusing on continuous improvement, our focus turned on our next steps in implementing the PLC process. Because of this, we furthered our work around PLCs and specifically worked on our mission, vision, values, and goals as a school. We will continue with this work into next year by focusing on more curriculum, instruction, and assessments.

The Purpose of Our Inquiry (Slide 3)

In efforts to analyze and meet the professional and academic needs of staff and students, our goal is to create, promote and expand on a common model of instruction for the staff of Franklin Elementary. Through the means of collaborative efforts with multiple stakeholders, other instructional leaders, and the staff of Franklin we will analyze our current instructional practices to create common language and clearly defined instructional actions that represent our school. This project will focus on the importance and impact of collaboration, communication, and curriculum to help meet the needs of our staff and students and ultimately foster personal and professional growth.

Our Wondering (Slide 4)

With this purpose, how can we focus on the data and results from Marzano High Reliability Schools reports and using Leading a High Reliability School to specifically analyze the Level 2

data to collaborate and create a model of instruction for Franklin Elementary? Specifically, how can we establish and create a common language of instructional practice and clearly defined instructional actions that best meet the needs of our staff and students? Ultimately, how can all of this create effective teaching in every classroom?

- What role does staff collaboration and shared leadership play in creating a common framework and shared vision with our instructional language and practices?
- How can a schoolwide model improve the overall teaching and instructional practices with all staff?
- What can be created to show this common framework?
- How can the work of Marzano High Reliability School be used to build this framework?

Our Actions (Slides 5-6)

We began by researching and engaging in ways of creating a common, consistent, and clearly defined instructional language and practices across the building. The focus will be how can this collaboration and work improve the effectiveness of professional growth and development and academic achievement with our students. The majority of our professional development will focus on analyzing the results from Marzano High Reliability Schools reports and using Leading a High Reliability School to analyze Level 2 data.

Additionally, we will analyze the importance of learning, sharing, and collaborating through the use of collaborative PLCs. I will create methods that promote growth and foster collaboration and communication.

Creating a rigorous and detailed instructional practice and language framework will be done through establishing high expectations for academic and instructional norms, establishing a platform and method of communicating as a PLC, promoting success by sustaining a network of support for all stakeholders, and promoting professional growth and learning by collaborating among staff. Lastly, the goal is to maintain a culture of high expectations and high achievement for all students and staff.

Through staff surveys, feedback from staff, and shared collaboration, we will analyze common instructional practices and language. I also plan to utilize online forums such as PLC Team Meeting Notes with feedback as methods of data collection and staff feedback/input.

A Timeline of Activities:

November -December - Data Analysis from Marzano High Reliability Schools – Level 2 data

January-February – Team Research of PLC Process and Continued Work School Initiatives

March – Research and Creation of PLC Templates and Effective Instruction Model

March – Continuous Improvement at Franklin: Next Steps in Implementing the PLC Process

April - Share Action Research

Data Collection (Slide 7)

Marzano High Reliability School – Level 2 Report

Feedback from PLCs, Staff, and Team Meetings

Reflection Feedback

Observational Data

Continuous Improvement at Franklin: Next Steps in Implementing the PLC Process PowerPoint

Through a variety of methods, we gathered feedback and information from multiple stakeholders. We utilized Marzano High Reliability School – Level 2 data results as a self-reflection piece and to guide our inquiry. We also utilized feedback throughout the project to gain a pulse and feedback from staff. Lastly, we utilized feedback and notes from our bulletins, our PLCs, and team meetings. Each of these allowed us to guide and reflect on our current and future practices. We had a nice sample of personal reflection and reflection from others to guide our current processes and create our next steps for implementing the PLC process.

Our Data (Slides 8-13)

Below are a sample of both quantitative and qualitative data from my inquiry project. You will find different forms and samples of data and analysis, including:

Marzano High Reliability Schools Level 2 Data (report and data not included)

Sample of PLC Templates (Team Meetings and Data Meetings)

Staff Bulletins

Continuous Improvement at Franklin: Next Steps in Implementing the PLC Process PowerPoint (attached at end)

Our Discoveries (Slide 14)

Learning Statement One: Our personal growth and development leads to being more equipped to be the most effective educators for our students.

Learning Statement Two: Building relationships through consistent and open communication with staff provides a platform and structure to support collaboration, ownership, staff development, and student learning.

A focused direction of professional development and PLCs are important to growth. With our daily professional development time, we have found it to be extremely valuable at giving our staff the time to dive deep into the initiatives we are focusing on as a district and a school. Empowering a sense of ownership in personal professional development was key. We created and found a variety of resources and tools to facilitate opportunities for discussion of professional development. Using our PD time gave us a platform to expand on items, use team time to foster collaboration and discussion, and use our Bulldog Bulletin and other communication as a tool to enhance professional development and sharing of ideas amongst staff. Data analysis from staff communication and the samples of feedback from staff through emails, team meeting notes, and our PLC time show a positive response to the focus of this inquiry project.

Where We Are Heading Next (Slide 15)

General reflection: Over the previous six years our school and staff have built and maintained a culture and climate focused on relationships, communication, and collaboration. Our team's inquiry this year presented us with an opportunity to further this work. In the midst of a pandemic, our teacher leaders and school staff were presented with so many barriers but still maintained to collaborate in ways to support one another, our students, and families. We learned throughout this inquiry that the areas of relationships, building ourselves and others, communication, and a focus encouraging and praising others still continue to be our priority. At Franklin we truly are a family! The work from our inquiry has just reassured that we are better together and that no matter what comes our way by being there for one another and continuing to build relationships, we can accomplish so much.

Generation of Directions for The Future: Over the course of this inquiry project, we continued to develop and find ways to communicate and collaborate. Things like my Bulldog Bulletins have been focused for staff communication. We have continued to work on our school mission, vision, goals. Moving forward, we will build on this work to further focus on shared knowledge and common language. By creating, implementing, and focusing on school-wide, grade level, classroom, and personal goal, we plan to further our work in the 2021-2022 school year. Our new wondering from this is how we can continue to build off the work that has already been done specifically over the last two year and expand our impact outside the walls of Franklin Elementary.

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Franklin Elementary School

Principal

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Purpose of This Inquiry

- ◆ In efforts to analyze and meet the professional and academic needs of staff and students, our goal is to create, promote and expand on a common model of instruction for the staff of Franklin Elementary. Through the means of collaborative efforts with multiple stakeholders, other instructional leaders, and the staff of Franklin we will analyze our current instructional practices to create common language and clearly defined instructional actions that represent our school. This project will focus on the importance and impact of collaboration, communication, and curriculum to help meet the needs of our staff and students and ultimately foster personal and professional growth.

Our Wondering

- ◇ With this purpose, how can we focus on the data and results from Marzano High Reliability Schools reports and using Leading a High Reliability School to specifically analyze the Level 2 data to collaborate and create a model of instruction for Franklin Elementary? Specifically, how can we establish and create a common language of instructional practice and clearly defined instructional actions that best meet the needs of our staff and students? Ultimately, how can all of this create effective teaching in every classroom?
 - ◇ What role does staff collaboration and shared leadership play in creating a common framework and shared vision with our instructional language and practices?
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Our Actions

- ◆ We began by researching and engaging in ways of creating a common, consistent, and clearly defined instructional language and practices across the building. The focus will be how can this collaboration and work improve the effectiveness of professional growth and development and academic achievement with our students. The majority of our professional development will focus on analyzing the results from Marzano High Reliability Schools reports and using Leading a High Reliability School to analyze Level 2 data.
- ◆ Additionally, we will analyze the importance of learning, sharing, and collaborating through the use of collaborative PLCs. I will create methods that promote growth and foster collaboration and communication.
- ◆ Creating a rigorous and detailed instructional practice and language framework will be done through establishing high expectations for academic and instructional norms, establishing a platform and method of communicating as a PLC, promoting success by sustaining a network of support for all stakeholders, and promoting professional growth and learning by collaborating among staff. Lastly, the goal is to maintain a culture of high expectations and high achievement for all students and staff.
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A Timeline of Activities:

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Data Collection

- ◆ Through a variety of methods, we gathered feedback and information from multiple stakeholders. We utilized Marzano High Reliability School – Level 2 data results as a self-reflection piece and to guide our inquiry. We also utilized feedback throughout the project to gain a pulse and feedback from staff. Lastly, we utilized feedback and notes from our bulletins, our PLCs, and team meetings. Each of these allowed us to guide and reflect on our current and future practices. We had a nice sample of personal reflection and reflection from others to guide our current processes and create our next steps for implementing the PLC process.

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The following slides show a sample of both quantitative and qualitative data from my inquiry project. You will find different forms and samples of data and analysis, including:

- ◆ Marzano High Reliability Schools Level 2 Data (report and data not included)
- ◆ Sample of PLC Templates (Team Meetings and Data Meetings)
- ◆ Staff Bulletins
- ◆ Continuous Improvement at Franklin: Next Steps in Implementing the PLC Process PowerPoint (attached at end)

Use of Team Meetings and Data Meetings



Grade-Level Team Meeting (Weekly) An Explanation

- What:** A procedure for staff to use as grade-level teachers analyze and act upon student data and staff needs
- Who:** Administrators, grade-level teachers, appropriate resource teachers, school support staff, etc.
- When:** Weekly

Grade-level data meetings are the cornerstone of successful school renovation. In short, these meetings are a time to face the facts and decide what needs to be done.

Grade-Level Data Meeting (Monthly) A Procedure

“Old” Business

Using notes from the last grade-level data meeting, use the following questions to structure the discussion:

1. What do progress monitoring data tell us about our instruction over the past month?
2. What changes in reading instruction and/or professional development account for increased student achievement?
3. What additional changes, if any, do the data require?¹

“New” Business

The following questions are used to structure the discussion.

1. What does this set of data tell us about our instruction?
2. Are any students being left behind? If so, what changes in reading instruction and/or professional development do the data require?
3. How will we progress monitor the effectiveness of our instruction for these students?
4. How will we collaborate in making needed changes?

Grade-Level Team Meetings will occur weekly during AM PD time (PLC time: Thursdays)

Grade Level Data Meetings will occur monthly during prep time

Sample of Team Meeting Notes



Franklin Elementary - Grade Level Team Meeting (Weekly)

Grade:		Date:	
Today's Focus:			
Facilitator:	Recorder:	Timekeeper:	
Members Present:			
Follow-Up (From the Past)			
Last Meeting's Focus:			
Successes (What went well regarding this focus?):		Challenges (What can we improve upon with this focus?):	
Today's Focus (The Now)			
Strengths (What is going well regarding this focus?):		Challenges (What can we improve upon with this focus?):	
Proposed Action (In the Future) – WHAT are we going to do to meet our challenges?			
Action Plan (In the Future) – HOW are we going to meet our challenges?			
Additional Items Discussed (If Any)			
Next Meeting (Planning)			
Focus:	Time:	Location:	
Date:	Recorder:	Timekeeper:	
Facilitator:			
Comments:			
How Administration Can Help (Questions or Needed Items):			

Sample of Data Meeting Notes



Grade-Level Data Meeting (Monthly) A Tool for Recording Reflections

Franklin Elementary School

Grade:

Date:

"Old" Business

Data Focus:

1. What do progress monitoring data tell us about our instruction over the past month?
2. What changes in reading instruction and/or professional development account for increased student achievement?
3. What additional changes, if any, do the data require?

"New" Business

Data Focus:

1. What does this set of data tell us about our instruction?
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BULLDOG BULLETIN

SEPTEMBER STAFF MEETING

MESSAGE FROM MR. MILLER

I can't believe that we are already at the midterm point of the 1st 9 week grading period! As we discussed at our beginning of the year staff meeting, this year was going to be full of new. We have continued to navigate these uncharted waters, new roles, new responsibilities, and new procedures with nothing short of our best intentions and efforts. I am beyond proud of each and every one of you for all that you have done to adjust and adapt to meet the needs of our staff, students, and families!



Please know that I do not take any of this lightly and know that things are stressful for all of us. As I told you in August, I am relieved each and every day knowing that you are on the frontlines. I am so blessed to work with such amazing people!

Just know that you have an army of support around you! From your colleagues, our support staff, custodial staff, office staff, and administration just know that you are not alone. I will be here with you no matter what is in front of us. I've got your back! We understand that we are still experiencing unprecedented times and many, many changes from our "normal" but you have been a constant figure and support throughout this time. I can't thank you enough for that!

**Cherish the Moment.
Be Present.
Be Purposeful.**

Edit newsletter

Preview this newsletter

Print or download PDF

Visitors

161

Likes 0

Show Analytics

Email Report

Link PRIVATE

<https://www.smore.com/qdnbv>

Newsletter Settings

Staff Bulletin Report

Email report

Who saw the email that you've sent.

PRO Export to Excel

Refresh

Sent 60 | Delivered 59 | Opened 57 | Clicked 22

Bounced 1 | Unsub. 0 | Spam 0

Email ▼	Name	Delivered	Opened	Click	More
adamss@lcsc.k12.in.us	Shelby Adams	✓	Sep 14 x4	Sep 14	
alcalali@lcsc.k12.in.us	Liz Alcalá	✓	Sep 14		
becks@lcsc.k12.in.us	Sarah Beck	✓	Sep 14 x3		
bergink@lcsc.k12.in.us	Kristi Bergin	✓	Sep 14 x3	Sep 17	
berryl@lcsc.k12.in.us	Lindsay Berry	✓	Sep 14		
bueloa@lcsc.k12.in.us	Amy Buelo	✓	Sep 14 x2		
burnsj@lcsc.k12.in.us	Jody Burns	✓	Sep 14 x2	Sep 14	
calistos@lcsc.k12.in.us	Stefan Calisto	✓	Sep 14 x14	Sep 14 x2	
coldironsk@lcsc.k12.in.us	Skylar Coldiron	✓	Sep 14		

Our Discoveries

- ◆ Learning Statement One: Our personal growth and development leads to being more equipped to be the most effective educators for our students.
- ◆ Learning Statement Two: Building relationships through consistent and open communication with staff provides a platform and structure to support collaboration, ownership, staff development, and student learning.
- ◆ A focused direction of professional development and PLCs are important to growth. With our daily professional development time, we have found it to be extremely valuable at giving our staff the time to dive deep into the initiatives we are focusing on as a district and a school. Empowering a sense of ownership in personal professional development was key. We created and found a variety of resources and tools to facilitate opportunities for discussion of professional development. Using our PD time gave us a platform to expand on items, use team time to foster collaboration and discussion, and use our Bulldog Bulletin and other communication as a tool to enhance professional development and sharing of ideas amongst staff. Data analysis from staff communication and the samples of feedback from staff through emails, team meeting notes, and our PLC time show a positive response to the focus of this inquiry project.

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Continuous Improvement at FRK



Next steps in implementing the PLC Process...

Three Big Ideas of the PLC Process

3. In order to know if students are learning and to respond appropriately, we must create RESULTS ORIENTATION. (Hunger for evidence of student learning and the drive to continuously improve)

- Every educator works together to **achieve SMART goals**
 - Team goals and SCHOOL goals
- ✓ ● Every educator works together to gather and analyze evidence of student learning on a regular basis to inform and improve instruction
- ✓ ● Evidence of student learning is used on a regular basis to identify specific needs of individual students.
- ✓ ● Educators assess the effectiveness of policies, programs, procedures, and practices based on the impact on student learning.



6 Essential Characteristics of a PLC

- Common mission, vision, values, goals
- Collaborative culture
- Collective inquiry
- Action orientation
- Continuous improvement
- Focus on results

These characteristics work interdependently to create an ongoing process to improve student learning. These CANNOT be viewed as singular actions, but ongoing goals that we must continually consider and reconsider and embed within our procedures.

Common mission, vision, values, **goals**

- The rest of the process can't successfully happen without first identifying these
- A team of teacher leaders over the last year (pre-pandemic) worked to identify a starting point for updated mission, vision, and values.
- In order to move forward with the other characteristics of PLCs, we need to work together to establish some common goals.
- Having common goals will lead to us being able to use a common language amongst staff regarding:
 - Who are we as FRK?
 - What will you see staff doing at FRK?
 - What will you hear staff saying at FRK?

Why focus on goals? What makes them important?

- Help staff build shared knowledge in order to improve instruction
- Leads to a common language
 - It's impossible to have a shared understanding without an accurate and common understanding of educational lexicon and terms
- Staff empowerment and collegiality
- Foundation for the fundamental structure of our school
- Consistency between actions and words
- Effective communication of our priorities as a school
- Help identify professional development needs

Shared Knowledge: What is it and why is it important?

- Simple definition: Learning together
- Before making decisions together, the staff must first learn together and have a common understanding.
- All staff members have access to the same information, increasing the likelihood that everyone arrives at similar conclusions.
- Helps create common language
- Includes understanding the school's current reality and clarifying existing conditions.
- Time spent up front building shared knowledge results in quicker, more effective, and more committed action from staff members later in the improvement process.

How do we create goals? What do we consider?

- Consider our values -- what is most important to us? What do we need to do to achieve that consistently?
- Consider and incorporate district-wide goals
- Consider language embedded in teacher evaluation framework and what is required of effective/highly effective teaching
- Align with classroom data (what is currently being achieved?)
 - What is our reality?
 - What is our goal?
- Stay **SMART**
 - Specific, Measurable, Achievable, Results-Oriented, Timely
- A focus on effective instruction -- The Thoughtful Classroom Teacher Effectiveness Framework
- Goals need to be made clear to EVERYONE

What Are the Components of Effective Teaching?

Research and experience prove, beyond a shadow of a doubt, that classroom instruction has far more impact on student learning than any other factor. A study of the world's top 25 school systems puts it this way: "The only way to improve outcomes is to improve instruction" (Barber & Mourshed, 2007). This is why two of the three Framework components focus directly on classroom instruction.

COMPONENT ONE

Four Cornerstones of Effective Teaching (Dimensions 1, 2, 3, & 4)

Around the Framework are four foundational dimensions that have been adapted from the preeminent teacher-effectiveness models (Danielson, 2007; Marzano, 2007; Marzano, Frontier, & Livingston, 2011; Saphier, Haley-Speca, & Gower, 2008; Stronge, 2010). These are the four dimensions:

- 1 Organization, Rules, and Procedures
- 2 Positive Relationships
- 3 Engagement and Enjoyment
- 4 A Culture of Thinking and Learning



These cornerstones represent the universal elements of quality instruction, whether in a kindergarten class, AP Physics lab, or anywhere in between. Without these four cornerstones in place, student learning will be compromised.

COMPONENT TWO

Five Episodes of Effective Instruction (Dimensions 5, 6, 7, 8, & 9)

While there are clear universal elements to good instruction, it is also true that good instruction tends to unfold in a series of distinct learning episodes. By synthesizing the best research on instructional design (Hunter, 1984; Marzano, 2007; Wiggins & McTighe, 2005), we've identified five critical episodes that increase the likelihood of deep learning. In these five episodes, teachers work towards distinct instructional purposes:

- 5 Preparing Students for New Learning
- 6 Presenting New Learning
- 7 Deepening and Reinforcing Learning
- 8 Applying Learning
- 9 Reflecting on and Celebrating Learning



The Thoughtful Classroom Teacher Effectiveness Framework

Organization, Rules, and Procedures	Preparing Students for New Learning	Positive Relationships
Deepening and Reinforcing Learning	Presenting New Learning	Reflecting On and Celebrating Learning
A Culture of Thinking and Learning	Applying Learning	Engagement and Enjoyment

Understanding these five episodes—and their driving purposes—is critical for both the teacher and the observer. Teachers use these episodes to design high-quality lessons and units. For classroom observations, these five episodes immediately orient the observer within the instructional sequence, ensuring that teachers and observers are on the same page.

Professional Practice

COMPONENT THREE

Looking Beyond the Classroom

Effective Professional Practice (Dimension 10)

- 10 The Framework also includes a tenth dimension focused on professional practice, which addresses important non-instructional responsibilities, including the teacher's commitment to ongoing learning, professionalism, and the school community.

A Clear Focus on Effective Instruction

What Are the Components of Effective Teaching?

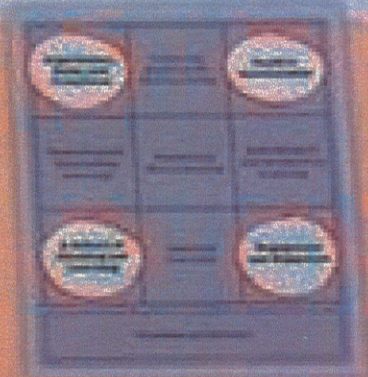
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I. Cornerstones of Effective Classrooms

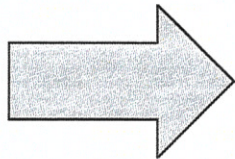
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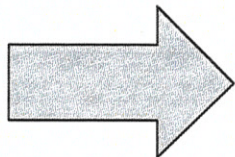


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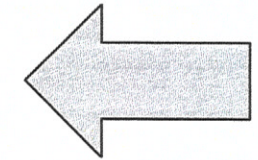


Student Behavior:
Show respect for one another, understand and follow classroom procedures, take responsibility for learning.

Student Behavior:
Use different forms of critical thinking, support thinking with evidence, use academic vocabulary.

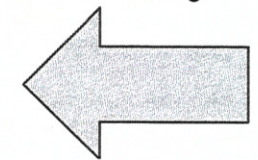


<p>1 Organization, Rules, and Procedures <i>How does the teacher organize the classroom to enhance learning and establish rules and procedures that meet their needs?</i></p> <p>Instructional Indicators (Formative Observation)*</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1.1 Organizes the classroom for safety and learning <input type="checkbox"/> 1.2 Maintains smooth flow of activities <input type="checkbox"/> 1.3 Establishes classroom rules and procedures <input type="checkbox"/> 1.4 Provides clear task directions <input type="checkbox"/> 1.5 Manages student behavior <input type="checkbox"/> 1.6 Manages non-instructional tasks efficiently <input type="checkbox"/> 1.7 Works effectively with other adults in the classroom <p>Impact on Student Learning – Sample Student Behaviors</p> <ul style="list-style-type: none"> • Show respect for each other and the classroom • Understand and follow classroom rules and procedures • Take responsibility for their own learning <p>Four-Point Assessment Rubric (see panel for description)* (1) Novice (2) Developing (3) Proficient (4) Expert</p>	<p>5 Preparing Students for New Learning <i>How does the teacher establish purpose, activate students' prior knowledge, and prepare students for learning?</i></p> <p>Instructional Indicators (Formative Observation)*</p> <ul style="list-style-type: none"> <input type="checkbox"/> 5.1 Selects appropriate standards (L20) <input type="checkbox"/> 5.2 Establishes clear and measurable learning goals/targets (L20) <input type="checkbox"/> 5.3 Poses essential questions (L20) <input type="checkbox"/> 5.4 Uses engaging hooks <input type="checkbox"/> 5.5 Introduces key vocabulary (L20) <input type="checkbox"/> 5.6 Assesses students' background knowledge, skills, and interests <input type="checkbox"/> 5.7 Clarifies expectations for products and performances (L20) <input type="checkbox"/> 5.8 Encourages students to develop personal goals <p>Impact on Student Learning – Sample Student Behaviors</p> <ul style="list-style-type: none"> • Understand/restate learning goals in their own words • Know what they have to produce and what's expected of them • Call up their prior knowledge <p>Four-Point Assessment Rubric (see panel for description)* (1) Novice (2) Developing (3) Proficient (4) Expert</p>	<p>2 Positive Relationships <i>How does the teacher build meaningful relationships with the students and among students to promote learning?</i></p> <p>Instructional Indicators (Formative Observation)*</p> <ul style="list-style-type: none"> <input type="checkbox"/> 2.1 Maintains a positive and "with it" demeanor <input type="checkbox"/> 2.2 Incorporates students' interests into lessons <input type="checkbox"/> 2.3 Differentiates instruction and assessment to meet students' needs <input type="checkbox"/> 2.4 Builds a respectful and supportive classroom (L20) <input type="checkbox"/> 2.5 Promotes high-level student collaboration (L20) <input type="checkbox"/> 2.6 Communicates with students and the home <input type="checkbox"/> 2.7 Shows care and concern for students as individuals <p>Impact on Student Learning – Sample Behaviors</p> <ul style="list-style-type: none"> • Are respectful of each other and the teacher • Collaborate with each other • Participate in whole-class and small-group discussions <p>Four-Point Assessment Rubric (see panel for description)* (1) Novice (2) Developing (3) Proficient (4) Expert</p>
<p>7 Deepening and Reinforcing Learning <i>How does the teacher help students solidify their understanding and practice new skills?</i></p> <p>Instructional Indicators (Formative Observation)*</p> <ul style="list-style-type: none"> <input type="checkbox"/> 7.1 Identifies critical junctures and has students assess progress <input type="checkbox"/> 7.2 Assigns regular content-based writing tasks (L20) <input type="checkbox"/> 7.3 Conducts periodic review and practice sessions <input type="checkbox"/> 7.4 Provides descriptive feedback <input type="checkbox"/> 7.5 Groups students to maximize learning <input type="checkbox"/> 7.6 Uses a variety of resources (L20) <input type="checkbox"/> 7.7 Provides opportunities to process learning deeply (L20) <input type="checkbox"/> 7.8 Assigns purposeful homework <p>Impact on Student Learning – Sample Student Behaviors</p> <ul style="list-style-type: none"> • Are able to distinguish between what they know, don't know, and need to work on • Practice and rehearse • Use feedback to assess and modify their performance <p>Four-Point Assessment Rubric (see panel for description)* (1) Novice (2) Developing (3) Proficient (4) Expert</p>	<p>6 Presenting New Learning <i>How does the teacher present new information and provide opportunities for students to actively engage with content?</i></p> <p>Instructional Indicators (Formative Observation)*</p> <ul style="list-style-type: none"> <input type="checkbox"/> 6.1 Organizes content into meaningful chunks (L20) <input type="checkbox"/> 6.2 Uses multiple sources of information/media (L20) <input type="checkbox"/> 6.3 Demonstrates high-quality communication skills (L20) <input type="checkbox"/> 6.4 Uses various presentation techniques to enhance memory <input type="checkbox"/> 6.5 Conducts modeling and think-alouds <input type="checkbox"/> 6.6 Uses a variety of questioning and response techniques to assess understanding and adjust instruction <input type="checkbox"/> 6.7 Uses outside resources to enhance learning (L20) <input type="checkbox"/> 6.8 Helps students assemble big ideas (L20) <p>Impact on Student Learning – Sample Student Behaviors</p> <ul style="list-style-type: none"> • Are able to identify big ideas and important details • Can answer questions about their learning • Can summarize what they've learned <p>Four-Point Assessment Rubric (see panel for description)* (1) Novice (2) Developing (3) Proficient (4) Expert</p>	<p>9 Reflecting On and Celebrating Learning <i>How does the teacher help students look back on their learning and refine their learning process?</i></p> <p>Instructional Indicators (Formative Observation)*</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9.1 Celebrates student achievement <input type="checkbox"/> 9.2 Encourages students to look back and develop new insights (L20) <input type="checkbox"/> 9.3 Provides students opportunities to reflect on their learning <input type="checkbox"/> 9.4 Promotes metacognition (L20) <input type="checkbox"/> 9.5 Helps students review and address unmet goals <input type="checkbox"/> 9.6 Helps students set future performance goals <p>Impact on Student Learning – Sample Student Behaviors</p> <ul style="list-style-type: none"> • Take a step back to see the big picture • Talk about their own learning process • Look back at their learning goals to assess their effort and achievement <p>Four-Point Assessment Rubric (see panel for description)* (1) Novice (2) Developing (3) Proficient (4) Expert</p>
<p>4 A Culture of Thinking and Learning <i>How does the teacher develop a classroom culture that promotes serious learning and sophisticated forms of thinking?</i></p> <p>Instructional Indicators (Formative Observation)*</p> <ul style="list-style-type: none"> <input type="checkbox"/> 4.1 Helps students develop skills for reading rigorous texts (L20) <input type="checkbox"/> 4.2 Engages students in higher-order thinking (L20) <input type="checkbox"/> 4.3 Challenges students to support ideas with evidence (L20) <input type="checkbox"/> 4.4 Uses effective questioning and recognition techniques (L20) <input type="checkbox"/> 4.5 Encourages discussion, dialogue, and debate (L20) <input type="checkbox"/> 4.6 Requires use of critical academic vocabulary (L20) <input type="checkbox"/> 4.7 Uses technology as a learning tool (L20) <input type="checkbox"/> 4.8 Encourages students to use strategies on their own (L20) <p>Impact on Student Learning – Sample Student Behaviors</p> <ul style="list-style-type: none"> • Use different forms of critical thinking • Support their thinking with evidence • Use academic vocabulary <p>Four-Point Assessment Rubric (see panel for description)* (1) Novice (2) Developing (3) Proficient (4) Expert</p>	<p>8 Applying Learning <i>How does the teacher help students demonstrate their learning, and what kinds of evidence does the teacher collect to assess student progress?</i></p> <p>Instructional Indicators (Formative Observation)*</p> <ul style="list-style-type: none"> <input type="checkbox"/> 8.1 Aligns summative assessment with learning goals/targets <input type="checkbox"/> 8.2 Requires students to transfer learning (L20) <input type="checkbox"/> 8.3 Develops writing tasks that promote college and career readiness (L20) <input type="checkbox"/> 8.4 Engages students in authentic research projects (L20) <input type="checkbox"/> 8.5 Challenges students to present and defend ideas (L20) <input type="checkbox"/> 8.6 Helps students analyze and address task demands (L20) <input type="checkbox"/> 8.7 Clarifies expectations (e.g., checklists, rubrics, models, etc.) <input type="checkbox"/> 8.8 Differentiates assessment tasks <p>Impact on Student Learning – Sample Student Behaviors</p> <ul style="list-style-type: none"> • Analyze and revise their own work to improve its quality • Incorporate feedback into their revisions • Present and explain their work <p>Four-Point Assessment Rubric (see panel for description)* (1) Novice (2) Developing (3) Proficient (4) Expert</p>	<p>3 Engagement and Enjoyment <i>How does the teacher motivate students to do their best work and inspire the love of learning?</i></p> <p>Instructional Indicators (Formative Observation)*</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3.1 Invites diverse forms of thinking (L20) <input type="checkbox"/> 3.2 Uses motivational levers (e.g., controversy, choice, competition, challenge, creativity, etc.) <input type="checkbox"/> 3.3 Maintains excitement and on-task behavior using a variety of tools and strategies <input type="checkbox"/> 3.4 Displays a passion for teaching and learning <input type="checkbox"/> 3.5 Encourages students to pursue interests, make choices, and develop personal perspectives <input type="checkbox"/> 3.6 Creates a classroom that inspires and delights <p>Impact on Student Learning – Sample Student Behaviors</p> <ul style="list-style-type: none"> • Are energetic and enthusiastic • Enjoy themselves in the classroom • Express their own interests, ideas, and insights <p>Four-Point Assessment Rubric (see panel for description)* (1) Novice (2) Developing (3) Proficient (4) Expert</p>



Student Behavior:
Respectful of one another and teacher, collaborate, participate in whole-class and small-group discussions

Student Behavior:
Are energetic and enthusiastic, enjoy themselves, express their own interests, ideas, and insights



Examples of what may be included in our goals...

- PAWSitives
- Active engagement
- Personalized learning
- Hands-on, authentic learning experiences
- Safe learning environment
- Inquiry-based learning
- Competency-based education
- Authentic literacy
- High levels of learning
- Collaboration
- Collective responsibility
- Focus on results (results oriented)
- Informed practice
- Our mission/vision/values

Common Goals = Shared Knowledge & Common Language

- Once we have our goals in place, we need to identify what our common language is.
 - What is the educational lexicon that teachers/staff need to know and understand in order to effectively achieve our goals?
- Common language for talking about learning and teaching
- Examples of educational lexicon:
 - Interventions, remediation, differentiation, extension, enrichment, competency-based education, accommodations, modifications, authentic literacy, etc.
- Online Resources:
 - See glossaries of key terms
 - <https://www.solutiontree.com/free-resources/plcbooks>
 - <https://www.allthingsplc.info/tools-resources>
 - Access to tons of free online reproducibles to use
 - <https://www.mcrel.org/common-instructional-language/>



Grade-Level Team Meeting (Weekly)

An Explanation

- What: A procedure for staff to use as grade-level teachers analyze and act upon student data and staff needs
- Who: Administrators, grade-level teachers, appropriate resource teachers, school support staff, etc.
- When: Weekly

Grade-level data meetings are the cornerstone of successful school renovation. In short, these meetings are a time to face the facts and decide what needs to be done.

Grade-Level Data Meeting (Monthly)

A Procedure

“Old” Business

Using notes from the last grade-level data meeting, use the following questions to structure the discussion:

1. What do progress monitoring data tell us about our instruction over the past month?
2. What changes in reading instruction and/or professional development account for increased student achievement?
3. What additional changes, if any, do the data require?¹

“New” Business

The following questions are used to structure the discussion.

1. What does this set of data tell us about our instruction?
2. Are any students being left behind? If so, what changes in reading instruction and/or professional development do the data require?
3. How will we progress monitor the effectiveness of our instruction for these students?
4. How will we collaborate in making needed changes?

Grade-Level Team Meetings will occur **weekly** during AM PD time (PLC time: Thursdays)

Grade Level Data Meetings will occur **monthly** during prep time



Franklin Elementary - Grade Level Team Meeting (Weekly)

Grade:	Date:
Today's Focus:	
Facilitator:	Recorder:
Members Present:	Timekeeper:
Follow-Up (From the Past)	
Last Meeting's Focus:	
Successes (What went well regarding this focus?):	Challenges (What can we improve upon with this focus?):
Today's Focus (The Now)	
Strengths (What is going well regarding this focus?):	Challenges (What can we improve upon with this focus?):
Proposed Action (In the Future) – WHAT are we going to do to meet our challenges?	
Action Plan (In the Future) – HOW are we going to meet our challenges?	
Additional Items Discussed (If Any)	
Next Meeting (Planning)	
Focus:	
Date:	Time:
Facilitator:	Recorder:
Comments:	Location:
	Timekeeper:
How Administration Can Help (Questions or Needed Items):	



Grade-Level Data Meeting (Monthly)

A Tool for Recording Reflections

Franklin Elementary School

Grade:

Date:

“Old” Business

Data Focus:

1. What do progress monitoring data tell us about our instruction over the past month?
2. What changes in reading instruction and/or professional development account for increased student achievement?
3. What additional changes, if any, do the data require?

“New” Business

Data Focus:

1. What does this set of data tell us about our instruction?
2. Are any students being left behind? If so, what changes in reading instruction and/or professional development do the data require?
3. How will we progress monitor the effectiveness of our instruction for these students?
4. How will we collaborate in making needed changes?