



Unifying Tier 1 Instruction

Principal Name: Kim Kesler

School Name: Ernie Pyle Elementary School

Team Member's: Colby Nelson and Katelyn Snack

Principal's Email Contact: kkesler@svcs.k12.in.us

Background Leading to Our Inquiry (Slide 2)

After looking at school-wide data it was apparent that we needed to look at our Tier 1 instruction. Since COVID, our test scores have continued to decline at the state and local levels along with classroom grades and performance. All of these pieces raised some eyebrows and with that concern, we decided to look more closely at our initial instructional practices as a whole. This project morphed into designing and implementing an Instructional Model for Ernie Pyle Elementary staff based off of the results from our HRS Survey 2.: Effective Teaching in Every Classroom. The goal of our project is to improve tier 1 teaching and learning.

The Purpose of Our Inquiry (Slide 3)

Therefore, the purpose of this action inquiry is to unify our tier 1 instruction across all domains. This opens up a line of communication among the staff forming a common language when it comes to classroom instruction.

Our Wondering (Slide 4)

With this purpose, we wondered if creating a school-wide instructional model for staff and implementing common language among educators, will tier 1 teaching and learning improve.

Our Actions (Slide 5)

We began this process and fell upon it by chance. We first reviewed our school-wide data from various aspects, such as the HRS Survey 2, local level diagnostic testing in reading and math, state testing, such as ILEARN, along with our tier 2 and 3 groups. Second, the Leadership Team created an Instructional Model template. We then addressed the need at a faculty meeting and had the staff help create the model. Lastly, we implemented the model school-wide. It is also used as an evaluative tool in which the principal refers to when making comments on teacher evaluations.

Data Collection (Slide 6)

Our data collection will be ongoing. Our baseline data is our beginning of the year iReady math/reading diagnostic, along with DIBELS in grades K-2. Our final data piece that we will use is the end of the year benchmark assessments. This will help us determine if our instructional model is successful in improving teaching and learning.

Our Discoveries (Slide 7)

- **Learning Statement One:** We have learned from the data gathered by the HRS Survey 2 Effective Teaching in Every Classroom, we needed to focus on a Tier 1 Instructional Model to improve teaching and learning.
- **Learning Statement Two:** We have learned that creating an instructional model together as a staff created buy-in along with information from a student survey indicating the ways students feel they learn best.
- **Learning Statement Three:** We learned that having common language among the staff creates an environment that is more conducive to effective teaching and learning.

Where Are We Heading Next (Slide 8)

Ultimately our project will not be over until we receive end of the year data. We will continue to implement our Instructional Model to prepare our students for the end of the year diagnostic assessments. As a working document, our Leadership Team will continuously meet to ensure that the model is an effective teaching tool based on our students' needs for academic growth.

Bibliography (Slide 9)

Marzano, R.J., Warrick, P. B., Sims, J. A. (2014) *A Handbook for High Reliability School: The Next Step in School Reform*. Bloomington, IN: Marzano Research

April 11, 2023

unifying Tier I Instruction

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Background

Purpose

Wonderings

Actions

Data

Discoveries

Next?

Background

After looking at school-wide data it was apparent that we needed to look at our Tier 1 instruction. Since COVID, our test scores have continued to decline at the state and local levels along with classroom grades and performance. All of these pieces raised some eyebrows and with that concern, we decided to look more closely at our initial instructional practices as a whole. This project morphed into designing and implementing an Instructional Model for Ernie Pyle Elementary staff based off of the results from our HRS Survey 2.: Effective Teaching in Every Classroom. The goal of our project is to improve tier 1 teaching and learning.

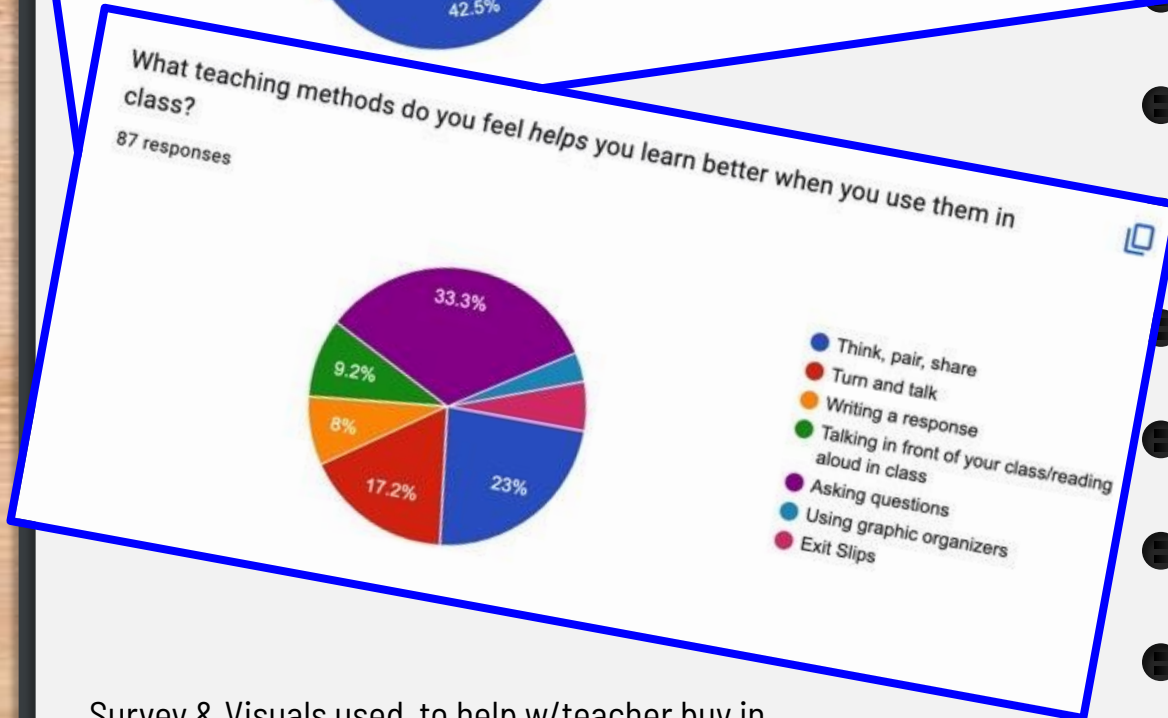
Reproducible 2.1: Level 2 Long-Form Leading Indicator Survey for Teachers and Staff

1: Strongly disagree 2: Disagree 3: Neither disagree nor agree
4: Agree 5: Strongly agree N: N/A or don't know

2.1 The school leader communicates a clear vision as to how instruction should be addressed in the school.	School leaders and teacher leaders have developed a written document articulating our schoolwide model of instruction.	1	2	3	4	5	N
	New teachers have professional development opportunities to learn about our schoolwide model of instruction.	1	2	3	4	5	N
	I can describe the major components of our schoolwide model of instruction.	1	2	3	4	5	N
	School leaders limit the number of new initiatives, prioritizing those related to our schoolwide model of instruction.	1	2	3	4	5	N
	Our school has a common language for talking about teaching and instruction.	1	2	3	4	5	N
	I use our schoolwide language of instruction in faculty and department meetings.	1	2	3	4	5	N
	I use our schoolwide language of instruction during PLC meetings.	1	2	3	4	5	N
	I use our schoolwide language of instruction in informal conversations.	1	2	3	4	5	N
2.2 Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans.	I have written statements of my instructional growth goals.	1	2	3	4	5	N
	I keep track of my progress on my instructional growth goals.	1	2	3	4	5	N
	School leaders meet with me to discuss my instructional growth goals.	1	2	3	4	5	N
	I can describe my progress on my instructional growth goals.	1	2	3	4	5	N
	School leaders hire effective teachers.	1	2	3	4	5	N
	School leaders have a system in place to evaluate the hiring and selection process for new teachers.	1	2	3	4	5	N
	Our school has a new-teacher induction program.	1	2	3	4	5	N
	School leaders have a system in place to evaluate and revise our new-teacher induction program.	1	2	3	4	5	N
	School leaders retain effective teachers.	1	2	3	4	5	N
School leaders can provide evaluation results, growth plans, and evidence of support for any struggling teachers.	1	2	3	4	5	N	
2.3 Predominant instructional practices throughout the school are known and monitored.	Data from walkthroughs at our school are aggregated to show our school's predominant instructional practices.	1	2	3	4	5	N
	School leaders can describe our school's predominant instructional practices.	1	2	3	4	5	N
	I can describe our school's predominant instructional practices.	1	2	3	4	5	N
	School leaders give me forthright feedback about my instructional practices.	1	2	3	4	5	N
	School leaders can describe effective practices and problems of practice in our school.	1	2	3	4	5	N

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Student Survey Results



Survey & Visuals used to help w/teacher buy in

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Purpose

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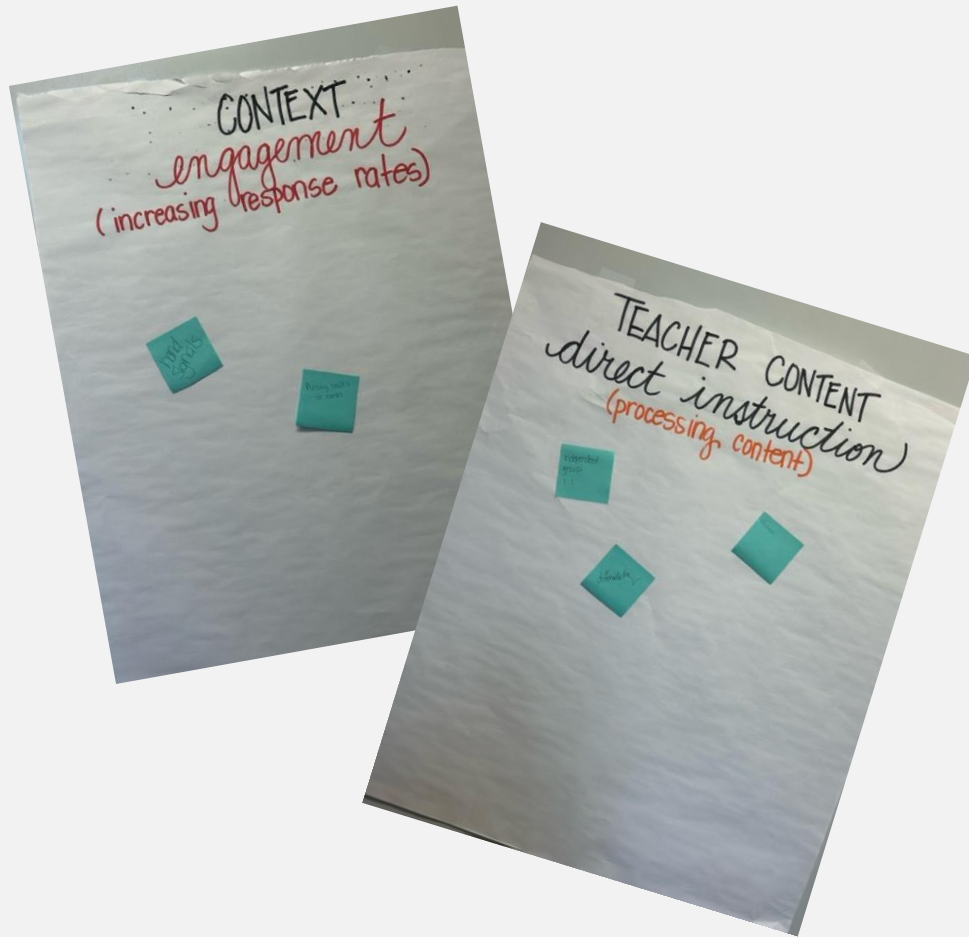
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Our Wondering

With this purpose, we wondered if creating a school-wide instructional model for staff and implementing common language among educators, will tier 1 teaching AND learning improve.



Wondering

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Next?

FEEDBACK

Providing and Communicating Clear Learning Goals

- Providing Scales and Rubrics
 - Objectives clearly stated and visible
 - Creating scales or rubrics for learning goals
 - Examples of leveled exemplary work
- Tracking Student Progress
 - Formative scores are used to help teachers and students monitor progress
 - Using different types of assessments to collect formative data/scores
 - Charting student/class progress
- Celebrating Success/Motivating Students
 - Students set academic goals
 - Growth mindset
 - Verbal praise
 - Positive notes/calls
 - Classroom rewards
 - Quarterly Honor Roll
 - Offer learning choice

Assessment

- Informal Assessments
 - Exit Tickets
 - Observation
 - In-class work
 - Thumbs up/down
 - Kahoot!
- Formal Assessments
 - Unit Tests/Quiz
 - Projects
 - Culminating CK

CONTEXT

Engagement

- Noticing when Students are Not Engaged
 - Monitor engagement
 - Teacher circulates around the room
 - Re-engaging unfocused students
 - Brain break
 - Vary pace of lesson
 - Vary voice inflection (volume/tone)
 - Move student
- Increasing Response Rates
 - Effective wait time
 - Question sequencing
 - Scaffolding
 - Probing
 - Paired response
 - Choral response
 - White boards
 - Technology-based response
 - Hand signals
 - Pulling sticks/cards

res

- g Rules and Procedures
- each/reteach rules
- post expectations and procedures
- reate classroom expectations with
- idents

g Non-Adherence to the Rules

- al/nonverbal warning
- ie calls/emails/notes to parents
- system/rewards/consequences
- ng and taking preemptive action
- blems before they occur
- l discipline in Harmony
- r/Student Conference

TEACHER CONTENT

- Direct Instruction**
- Processing Content
 - Introduction of Lesson
 - Whole Group Graphic Organizer
 - Ask Clarifying Questions
 - Chunking (Presentation of one skill)
 - Modeling
 - Highlighting Critical Information
 - Reviewing Content
- Practicing and Deepening Lessons**
- Structured Practice Sessions
 - Modeling
 - Differentiating
 - Whole Group

STUDENT CONTENT

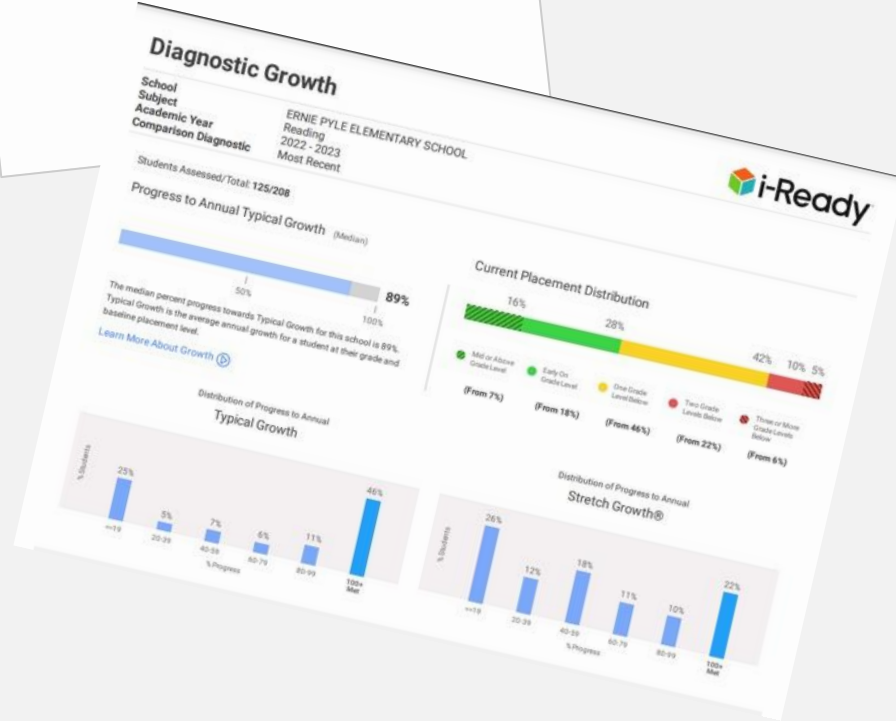
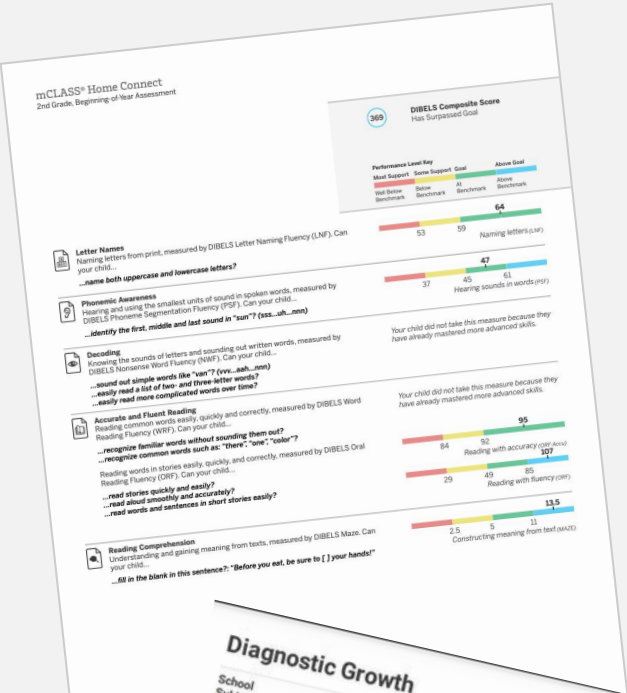
- Direct Instruction**
- Processing Content
 - Graphic Organizer
 - Making Predictions
 - Summarizing
 - Using Think-Pair-Share/Turn & Talk
 - Journaling/Writing
 - Using Manipulatives
 - Kinesthetic Activities (physical)
- Practicing and Deepening Lessons**
- Structured Practice Sessions
 - Independent Work
 - Partner Work
 - Group Work

Our Actions

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Our Discoveries

Ernie Pyle Instructional Model

FEEDBACK	TEACHER CONTENT	CONTEXT
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