



Developing a High Reliability Instructional Framework at Dayton Elementary School

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School Name: Dayton Elementary School

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Background Leading to Our Inquiry (Slide 2)

We knew we wanted to focus on vertical alignment and having common academic expectations for our staff members. In looking at test scores and expectations from teachers in the building, it was obvious that we needed to build some consistency with our approach to instruction. We also knew that we needed to have our teachers help us build this instructional framework.

The Purpose of Our Inquiry (Slide 3)

Therefore, our team looked at our curriculum and expectations and understood that we do not currently have an instructional framework. We feel like it is very important to create a framework that our existing staff can utilize and new staff members can use when coming to our school. We believe these common expectations can better help us with our vertical alignment. We have also provided internal professional development to our staff in areas where they told us they needed the most assistance.

Our Wondering (Slide 4)

With this purpose, we wonder how would a school-wide instructional framework assist our teachers in including expected instructional strategies into their daily practice and help new teachers acclimate to our instructional expectations at Dayton?

Our Actions (Slide 5)

We started our journey by looking at a staff survey that was sent out in the summer regarding decision-making in the school. We then used that data and HRS Level 1 and 2 data to focus on building an instructional framework and focusing on providing professional development in areas that teachers felt that they need more guidance. We met as a staff to build the instructional framework and then surveyed staff on areas where they felt that need more professional development. We provided professional development in the areas of learning objectives, engagement and classroom transformations as the teachers said these were areas

they needed additional assistance. We also implemented instructional rounds so that teachers had the opportunity to observe effective teaching within the building.

Data Collection (Slides 6-7)

For our data collection, we sent google surveys to the teachers, we used a Padlet to gather responses, we took anecdotal notes, and collected quantitative data on participation on optional professional development opportunities that we created.

Our Data (Slides 8-21)

For our data, we used both qualitative and quantitative data. Ways that we gathered feedback were through:

- Open-ended Padlet survey
- Open-ended survey on “always, sometimes and never” in regards to creating an instructional framework
- Compared Hattie’s Effect Size to the “always, sometimes and never” response
- Pictures from professional developments that we led
- Pictures from classrooms in regards to learning objectives
- Google surveys on the comfort level of the instructional framework
- Google surveys on instructional rounds feedback

Our Discoveries (Slide 22)

During our action research we discovered that our teachers:

- Wanted more input on the decision-making in the building
- Wanted to observe effective teaching within the building
- Wanted more help on learning objectives, engagement and common expectations for vertical alignment
 - Our research revealed that our teachers wanted more input on decision-making in the building. In a summer survey that we sent out, the majority of teachers wanted to know that their opinions were being considered in decision-making.
 - In an HRS survey, our teachers revealed that they wanted to observe effective teaching in the building. For this reason, we implemented instructional rounds for our teachers and allowed them the opportunity to observe other teachers.
 - When creating our instructional framework, our teachers revealed that they thought engagement and learning objectives should always be present in a lesson. They also advised that they wanted more guidance in those areas.

Where We Are Headed Next (Slide 23)

- Throughout our action research, we learned that our teachers wanted more input in decision-making and in creating our framework. We also learned that our teachers wanted more time to learn from and observe one another. Through this journey, we built consensus on our instructional framework and started the vertical alignment process.
- As we continue our work in the future, we will create cross-curricular teams that will work on priority standards and vocabulary. We will also continue to implement instructional rounds. We also plan to look at ways that we can use the “always, sometimes, never” framework to create consistent behavior expectations in our school.

Bibliography (Slide 24)

Hattie, J. and Zierer, K. (2018). *10 Mindframes for Visible Learning*. New York, NY: Routledge

Marzano, R. J., Warrick, P. B., Raines, C.L., & Dufour, R. (2018). *Leading A High Reliability School*. Bloomington, IN: Solution Tree Press.

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Background Leading to this Inquiry

- We knew that we wanted to create an academic expectation for our staff members and wanted to focus on vertical alignment. We used our HRS data and school staff surveys and focused on our lowest scoring areas:
 - HRS Level 1 - Leading Indicator 1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.
 - Led to survey that was sent out in the summer asking staff about their opinions regarding procedures and school wide expectations.
 - HRS Level 1 - Leading Indicator 1.4 Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.
 - HRS Level 2 - Leading Indicator 2.6 - Teachers have opportunities to observe and discuss effective teaching.
- Led to our development of the instructional model, instructional rounds, and professional development.

Purpose of this Inquiry

Therefore, our team looked at our curriculum and expectations and understood that we do not currently have an instructional framework. We feel like it is very important to create a framework that our existing staff can utilize and new staff members can use when coming to our school. We believe these common expectations can better help us with our vertical alignment. We have also provided internal professional development to our staff in areas where they told us they needed the most assistance.

Our Wondering

We wonder how would a school-wide instructional framework assist our teachers in including expected instructional strategies into their daily practice and help new teachers acclimate to our instructional expectations at Dayton?

Our Actions

- Analyzed data from surveys
- Started developing framework using Padlet
 - Always, Sometimes, Never
 - Split that information up into grade levels and looked for trends
- Met as whole staff to discuss initial thoughts on framework and revise based on Hattie's Effect Size
- Developed framework and presented to staff
- Surveyed staff on self-perception of strengths and weaknesses based on the instructional framework
- Developed intentional professional developments around perceived areas of weakness

Data Collection

- June 2021
 - Sent survey to teachers asking for their input on decision-making
 - Survey revealed that teachers wanted more input on how decisions were being made
- November 2021
 - Developed a Padlet and a short video about an instructional framework that was sent to teachers. Asked teachers to fill out what should always be in a lesson, what could be in a lesson and what should never be in a lesson.
 - Met with staff members after they contributed to the padlet to summarize their responses and discuss if we needed to change anything. We also included Hattie's Effect Size to their responses.
- November 2021
 - Developed our framework and presented it to the staff
- January 2022
 - Surveyed staff on their self-perceptions of their strengths and weaknesses based on the framework and how we could help.
 - Looked at HRS Level 1 and 2 data for areas that were the lowest score to focus on those areas

Data Collection

- February 2022
 - The self-perception survey revealed that teachers wanted more assistance with creating learning objectives for their students.
 - As an IPLI team, and in conjunction with our instructional coach, we held an all-staff PD to discuss learning objectives. We used examples of learning objectives from classrooms to foster discussion.
 - The survey also revealed that teachers wanted more assistance with student engagement. The IPLI team had two coaches come and discuss engagement with the staff and room transformations and how it can increase engagement.
 - Our HRS Level 2 survey indicated that 2.6 was our lowest score for “Teachers have opportunities to observe and discuss effective teaching”
 - We incorporated instructional rounds where teachers could observe others. We then asked teachers to complete a Google form with feedback.
- March 2022
 - Two instructional coaches came to our building to transform a classroom into a hospital and provided PD to our teachers after school.
 - Two instructional coaches came to our building to do a Food Network “Chopped” PD on engagement.

Our Data/Artifacts:

Initial Padlet to Survey Staff on Always, Sometimes & Never

padlet

CARMEN BORDNER + 8 • 3mo

Dayton - Instructional Framework brainstorming

Made by amazing Dayton teachers, for amazing Dayton teachers.

What are the elements every lesson should include?

CARMEN BORDNER 4mo

Example: Success criteria or "I can" statements.

11

Anonymous 3mo
Objectives, ways to monitor student engagement, formal or informal assessment

Anonymous 3mo
Positive feedback.

What are the elements that could be included, but are not necessarily required for every lesson?

CARMEN BORDNER 4mo

Example: Collaboration through technology.

9

Anonymous 3mo
Student practice, student collaboration, technology integration, formal assessment,

What are some things that should NEVER be a part of a classroom lesson?

CARMEN BORDNER 4mo

Example: Shaming a student in front of the whole class.

7

Anonymous 3mo
expecting students to perform on new tasks without providing adequate background information, no clear objectives (at least in the teacher's mind), no time to reflect

Our Data/Artifacts: Always, Sometimes, Never

Always

What are the elements every lesson should include?

Dayton Responses - Idea Bank

- Clear objectives
- Opportunities for practice
- Flexibility
- Scaffolding
- "I do - We do - You do"
- Active Student engagement
- Formal or informal assessment
- Positive feedback
- Students have opportunities to explain their understanding and thinking

- "Turn and Talks"
- Student engagement
- Quick assessments and feedback
- "Attention Getters"
- Organization
- Share, participate, practice
- Introduction to the lesson
- Clear end goal
- Clear outcome goal
- Belief in our students

Describe

Choose the "BIG ONES" from the Idea Bank above and explain how your team applies these to every lesson.

- Clear Objectives: Weekly objectives (based on Indiana State Standards) are posted and shared with students.
- Flexibility: Adapt instruction during lessons based on student understanding checks.

Expand (if needed)

Use this space to add any elements or ideas (that have not been mentioned above) that your team thinks should be included in every lesson.

-

Sometimes

What are the elements that could be included, but are not necessarily required for every lesson?

Dayton Responses - Idea Bank

- Student Practice
- Student Collaboration
- Technology aspect
- Tracking student progress

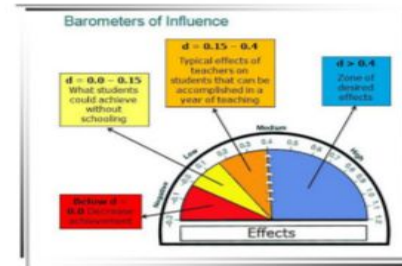
- Learning groups
- Movement
- Rewards
- Student choice on practice
- Active learning

Our Data/Artifacts: Summary of Responses Compared to Hattie's Effect Size

ALWAYS What are the elements every lesson should include?		Description
Kdg	Flexibility	changing our plans based on the engagement level and understanding of the concept
	I do-We do-You do	We do whole group instruction, whole group practice, independent practice
	Student Engagement	hands on, creative engaging activities
	Informal Assessment	quicks checks during whole group and independent practice (thumbs up, thumbs down during whole group; checks of papers before mailbox)
1st	Belief in our students	positive affirmations, positive feedback, "you can" statements, "kiss your brain", "pat yourself on the back", "give yourself a high five"
	Clear Objectives	Weekly objectives (based on Indiana State Standards) are posted and shared with students
2nd	Flexibility	Adapt instruction during lessons based on student understanding checks
	I do - We do - You do/scaffolding	I do - Introduce the lesson (mini lesson), We do - practice the steps together (turn and talks/whiteboards/stop and jots/etc.), You do - independent work
	Student Engagement	Normal Day to Day Engagement - movement in lessons (vocab words - movement to remember the word), using tools such as white boards and technology, turn and talks, read alouds, making connections to their lives, videos Out of Norm Special Days - themed days for holidays (bat week, Grinch Day), review days and games, STEM projects/Makerspace
	Formal/informal assessment	Informal assessment with every lesson (thumbs, post-it note, white board) Formal assessment with every topic (weekly) (paper/pencil or Google Forms)
3rd	Clear Objectives	
	Student Engagement	
	Opportunity for practice	
4th	Flexible	
	Clear End Goal	
	Belief in our Students	
	Formal or informal assessment	share, participate, practice/clear end goal- can be as simple as reading body language or class discussion to using worksheets or exit tickets
5th	Flexibility/response to student needs	adjusting lesson based on student engagement, informal assessment, student need
	Student Engagement	high interest stories, choices, removal of distractions, routines and progress to work towards goals
High Ability	Clear objectives	
	"I do - We do - You do"	
	Flexibility	
	Formal or informal assessments	
SpEd	Student engagement	tapping into student interests, self-selecting books, hands-on learning, getting students' attention before beginning lesson, partner conversations anchor charts, identify vocabulary, letting students the end goal, using checklists to guide writing/reading
	Clear objectives	
	Positive feedback	give pennies, clip up, stickers, writing compliments, verbal praise/thumbs up/smiles
SpEd	Turn and Talk	reading workshop, book talks, writing partnerships
	Student engagement	asking questions, student participation (whiteboard, highlight, "fun fingers" as pointers for tracking, following along)
	Positive Feedback	verbal praise, Dojos, point sheets, wiggle time, break time
SpEd	Flexibility	reaching when needed, willingness to change based on student's emotional needs, pick battles (use highlighter vs pencil, stand vs sit, shoes vs no shoes)
	Quick assessments and feedback	verbal questioning as student's leave group, exit tickets, whiteboard

Strategy	# of occurrences	Hattie Effect Size
Student Engagement	7	0.56
Flexibility	6	decreasing disruptive behavior 0.34
Informal Assessment	5	0.48
Follow consistent routines	4	
Clear Objectives	4	learning goals 0.51
I do-We do-You do	3	scaffolding 0.82
Belief in our students*	2	1.29
Quality feedback	2	positive peer influences 0.53
Opportunity for practice (not always homework)	1	homework 0.29
Turn and Talk	1	collaborative learning 0.34
Repetition	2	
Follow consistent routines	4	

teacher-student relationships 0.52
teacher clarity = 0.75
direct instruction 0.60
Feedback of any kind = 0.70



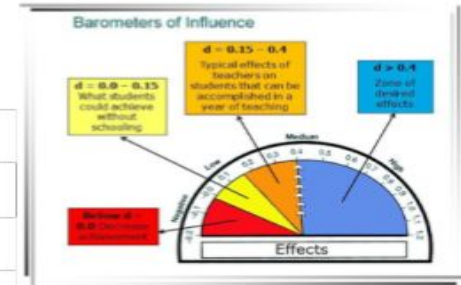
Our Data/Artifacts:

Comparing Teacher Responses to Hattie's Effect Size

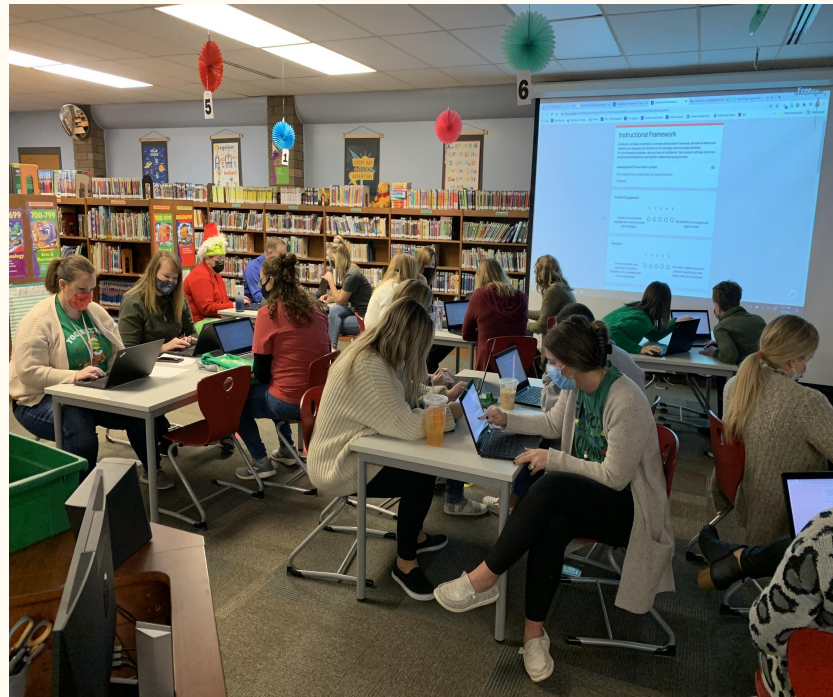
ALWAYS

What are the elements every lesson should include?

Strategy	# of grade level responses	Hattie Effect Size	
Student Engagement	7	0.56	teacher-student relationships 0.52
Flexibility	6	decreasing disruptive behavior 0.34	
Informal Assessment	5	0.48	
Clear Objectives	4	learning goals 0.51	teacher clarity 0.75
I do-We do-You do	3	scaffolding 0.82	direct instruction 0.60
Belief in our students*	2	1.29	
Quality feedback	2	positive peer influences 0.53	Feedback of any kind 0.70
Opportunity for practice	1	homework 0.29	
Turn and Talk	1	collaborative learning 0.34	
Repetition	2		
Follow Consistent Routines			



Our Data/Artifacts: Discussing Results from Instructional Framework Survey



Dayton Elementary School Instructional Framework

Always

Student Engagement
Flexibility

Informal Assessment
Clear Objectives

I do - We do- You do

Belief in our students

Quality feedback

Opportunity for practice

Repetition

Follow Consistent Routines

Sometimes

Hands-on Activities

Movement

Technology

Rewards

Group work/Collaboration

Student Practice

Physical Work Turned-in

Differentiated Independent

Work

Never

Not following consistent
routines

Talking down to a student
Punishment for lack of
understanding

Not supporting a student
that needs different
instruction

Assessing a different skill
than taught



Instructional Framework

As Dayton continues to develop a common Instructional Framework, we want to make sure teachers are equipped and effective in the strategies that have been identified.

For the following strategies, rate your level of confidence. Your answers will help determine professional development and teacher collaboration going forward.

asvesey@tsc.k12.in.us [Switch account](#)



Your email will be recorded when you submit this form

* Required

Student Engagement *

1 2 3 4 5

Students are somewhat engaged, but I could use some new strategies.



My students are engaged and eager to learn.

Clear Objectives *

1 2 3 4 5

Students should be able to gather what we are learning from my teaching.



Students can concisely state what we are learning, why, and how they will know they are successful.

Our Data/Artifacts

Survey sent to staff on what they feel they need the most assistance with in regards to the instructional framework.

Instructional Framework - Self-Perception Survey

Our Data/Artifacts-

Examples of Learning Objectives from classrooms. Used in our Learning Objectives professional development.

Good readers ask questions and seek answers when they read!

Reading

- I will be able to ask and answers questions about a story.
- I will be able to retell stories and show I understand the central message or lesson.

Math

- I will be able to understand that numbers are made of ones and tens.

Writing

- I will be able to write an informative text that introduces a topic, uses facts and provides a concluding statement.
- I will be able to write and expand simple sentences.

Other cards include:

- vocabulary**: words you must know, the meaning of a word, the order that words come in when reading or writing.
- phonics skills**: the skills used to identify or sound out words.
- word attack strategies**: strategies for identifying unknown words.
- informational text**: text designed to give important factual information about the world.

Math:

Our end in mind is to... **subtract 3-digit numbers using multiple strategies.**

Weekly Highlights
YB13

- 4/5RV1: Build and accurately use general academic words.**
 - You will do this in vocab. working with Unit 5B
- 4/5 RLI: Read and comprehend a variety of literature.**
 - You will do this in reading, working independently with different texts using reading response grids.
- 4/5W3: Write opinion compositions that have an introduction, support the opinion with facts, use an organizational structure, use transitions and have a conclusion.**
- 4/5V5: Conduct short research on a topic that addresses a specific question, summarizes information and determines the reliability of sources.**
 - You will do this while working on your opinion piece.

Our Data/Artifacts: Learning Objectives PD



Our Data/Artifacts

Feedback survey sent to staff members that volunteered to participate in instructional rounds.

Instructional Rounds Feedback

You took time away from your classroom to learn from the fellow expert teachers around you. Tell us how it went.

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Your email will be recorded when you submit this form

* Required

Whom did you visit? *

Your answer

What take-aways do you have from your visit? *

Your answer

Did you leave feedback for the host teacher? *

Yes

No

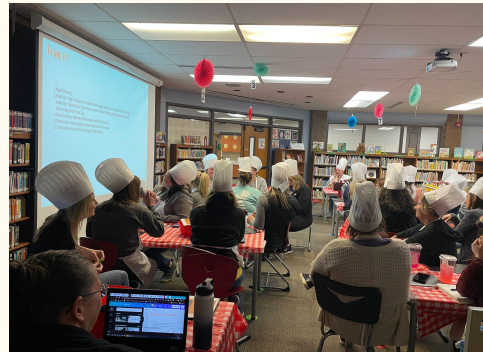
Our Data/Artifacts:

Engagement PD - Hospital Room Transformation



Our Data/Artifacts:

Engagement PD - ChoppED Professional Development & Classroom Transformations



Our Quantitative Data

- 100% (22/22) of teachers participated in our learning objectives professional development
- 50% (11/22) of teachers signed up for instructional rounds
- 100% (11/11) of teachers completed feedback on their instructional round experience
- 100% (22/22) of teachers participated in our general engagement professional development
- 95% (21/22) of teachers signed up for our hospital transformation professional development
- 100% (22/22) of teachers participated in our choppED professional development for engagement and lesson design

Our Discoveries

Summer Survey -

- Teachers wanted more input on the decisions being made in the school
- Teachers wanted to observe and discuss effective teaching within the building

Self Perception Survey -

- After our IPLI learning and HRS surveys, we created a self perception survey for staff members to help guide us on areas of professional development.
 - Learning Objectives
 - Engagement
 - We need to work on common expectations in order to vertically align our curriculum
- More work in management is needed to support further steps

Where We Are Heading Next

- We will continue to work with the instructional framework.
- We will form cross-curricular teams that will meet on priority standards and vocabulary.
- We will continue to implement instructional rounds.
- We plan to introduce the instructional model at the end of 21-22 school year and prepare to introduce it to new hires in the 22-23 school year.
- This work has also led us to begin to create a behavior framework for our school using an always, sometimes or never model.

Bibliography

Hattie, J. and Zierer, K. (2018). *10 Mindframes for Visible Learning*. New York, NY: Routledge.

Marzano, R. J., Warrick, P. B., Raines, C.L., & Dufour, R. (2018). *Leading A High Reliability School*. Bloomington, IN: Solution Tree Press.