Systems of Success

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Background That Led to Your Team's Inquiry:

Indian Creek has always had excellent instruction and teachers throughout the building. The concern that continued to arise was the consistency from classroom to classroom. We had incredible instruction throughout the building but the instruction was occuring at an inconsistent rate and wasn't happening in every classroom every day. The purpose of our action research was to develop an instructional model for our school to provide specific guidance on what is expected at Indian Creek during all instruction.

Statement of Your Team's Wondering:

How can developing an instructional model improve student achievement?

Methods/Procedures:

To gain insights into our wondering we first developed a specific Instructional Model for our staff to follow. This instructional model would also be used to guide our professional development (PD) and our professional learning communities (PLC). We presented the Instructional Model to the staff and developed PD sessions around each component of our Instructional Model. Through PD, teachers 1. Brainstormed best practice around each component, 2. Identified a specific strategy to implement in their classroom, 3. Observed their peers also implementing the same strategy, and 4. Shared their findings with the staff. During PLCs, teachers collaborated on critical lessons that the entire team agreed to utilize in their classrooms. Each critical lesson had to include all five components of the instructional model. These two processes were followed through the duration of the school year.

In addition to developing PD and PLC processes, we implemented a monitoring component. To ensure that we were seeing an increase in the five components of our instructional model, we implemented what we call a Rigor Walk. During a Rigor Walk, staff are asked to visit 5 classroom and simply track if the five components of the instructional model were present during their short visit. These Rigor Walks were conducted two times this school year in November and March. The data collected from these Rigor Walks was used to celebrate the growth throughout our building.

Stating Your Team's Learning and Supporting it with Data:

Learning Statement One; establishing an Instructional Model and developing building-wide PLC and PD processes around it decreased the variance from classroom to classroom throughout the building. With a tight focus on our Instructional Model, it became very clear to the staff and building level administration what we were working on. Based on our data collection in our Rigor Walk, we were able to increase the frequency of Student Centered Instruction by 25% and were able to have four out of the five components of our Instructional Model present in all our classroom 75% of the time or more. That was a huge celebration for our school. The fact that we had this type of growth on our Rigor Walks shows that having a clear Instructional

Model and support through both our PD and PLC processes did decreases the variance from classroom to classroom.

Learning Statement Two; establishing an Instructional Model and developing building-wide PLC and PD processes around it developed a culture of professionalism and trust. Teachers were able to collaborate more often and were able to leave PLCs and PDs with actionable steps to take into their classroom. PLCs were now producing lessons that entire teams would be using in their classrooms. Grade level teams became more reliant on each other and were able to lean on each other for instructional guidance, because they were all working towards the same goal.

	November 2017	March 2018
Conditions for Learning	92%	92%
Student Centered Instruction	49%	75%
Learning Targets	74%	81%
Monitoring for Learning	77%	85%
Cognitively Complex Task	23%	37%

Providing Concluding Thoughts:

Having a clear Instructional Model supported our mission of consistency throughout the building. Teachers knew exactly what was expected of them during their instruction and were supported through professional

development and professional learning communities.   Moving forward our goal will be to maintain our Instructional Model and continue to provide teachers with an even more increased level of support for implementation. We also want to continue the PD and PLC processes that were developed in this journey with an increased focus on individualized professional development.

References:

N/A