

ABE Instructional Model



Amy Beverland Elementary

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Purpose of Inquiry

It became clear after analyzing the results of the Highly Reliable Schools Level 2 survey data that Amy Beverland Elementary School needed a clear vision as to how instruction should be addressed. In an effort to decrease variance across instructional settings, this presentation will outline the process taken to create a clear, shared vision and the qualitative and quantitative data to measure progress.

Our Wondering

In what ways might a clearly defined vision provide instructional clarity and decrease variance across classrooms?

Our Actions

In the Professional Learning Community (PLC) of each grade level, teams were asked to share what they believe to be characteristics of highly effective instruction. These characteristics were categorized into Should See and Hear, Might See and Hear, and Should Never See and Hear.

After each PLC provided input, the leadership team synthesized the input to create a final document for review. The document was shared with each certified staff member for feedback prior to finalization.



What is Highly Effective Instruction?

ABE Instructional Framework

Should See and Hear	Might See and Hear	Should Not See or Hear
<ul style="list-style-type: none"> ❑ Conditions for Learning <ul style="list-style-type: none"> ❑ Clear Expectations and Procedures ❑ Relationships/Community-Building ❑ 7 Habits Language (Mission Statements) ❑ Growth Mindset - Reflection Opportunities ❑ Positive Reinforcement ❑ Intentional Organization of Students ❑ Curriculum <ul style="list-style-type: none"> ❑ Guaranteed and Viable (Access for All) ❑ Scales and Success Criteria ❑ Standards-Based Targets and Tasks ❑ Instruction <ul style="list-style-type: none"> ❑ Gradual Release of Responsibility ❑ Differentiation (Remediation, Practice, Enrichment) ❑ Culturally Responsive ❑ Assessment <ul style="list-style-type: none"> ❑ Monitoring FOR Learning (Formative) ❑ Student Evidence (Look/Listen-Fors) ❑ Asking Higher Order Thinking Questions ❑ Student Engagement <ul style="list-style-type: none"> ❑ Brain/Movement Breaks ❑ Student Collaboration ❑ Accountable Talk by Students ❑ Student Leadership, Voice, and Choice ❑ Productive Struggle ❑ Student Ownership of Data and Goals ❑ Ongoing Feedback ❑ Visuals (Anchor Charts, Examples, etc.) 	<ul style="list-style-type: none"> ❑ Direct Instruction by Teacher ❑ Small Group Instruction ❑ One-on-One Instruction ❑ Monitoring of Learning (Summative) ❑ Flexible Seating/Workspaces ❑ Furniture Groups ❑ Skill Groups Across Classrooms (WIN) ❑ Group/Individual Presentations of Learning ❑ Teacher at Desk Troubleshooting for Brief Periods of Time ❑ Amygdala Reset/Calming Spots ❑ Inquiry-Based Learning ❑ Hands-On Learning ❑ Student Goal-Setting ❑ Worksheets/Paper-Pencil Tasks ❑ Teaching/Learning Off Master Schedule ❑ Redirecting or Ignoring Misbehavior ❑ Academic Games...Planning for Fun ❑ Intentional Use of Technology to Enhance Teaching and Learning ❑ Teacher on Personal Device for Professional Reasons 	<ul style="list-style-type: none"> ❑ Low Expectations ❑ Unsupervised Students ❑ Drill and Kill Strategies ❑ Extended Disengagement ❑ Meaningless/Busy Work ❑ Yelling/Public Shaming ❑ Disrespectful Dialogue ❑ Single Modes of Instruction ❑ Failure as a Final Step ❑ Arguing with Students (Power Struggles) ❑ Breaking Confidentiality ❑ Physical Harm of Any Kind or Inappropriate Physical Contact

Data Collection

HLS Level 2 Survey

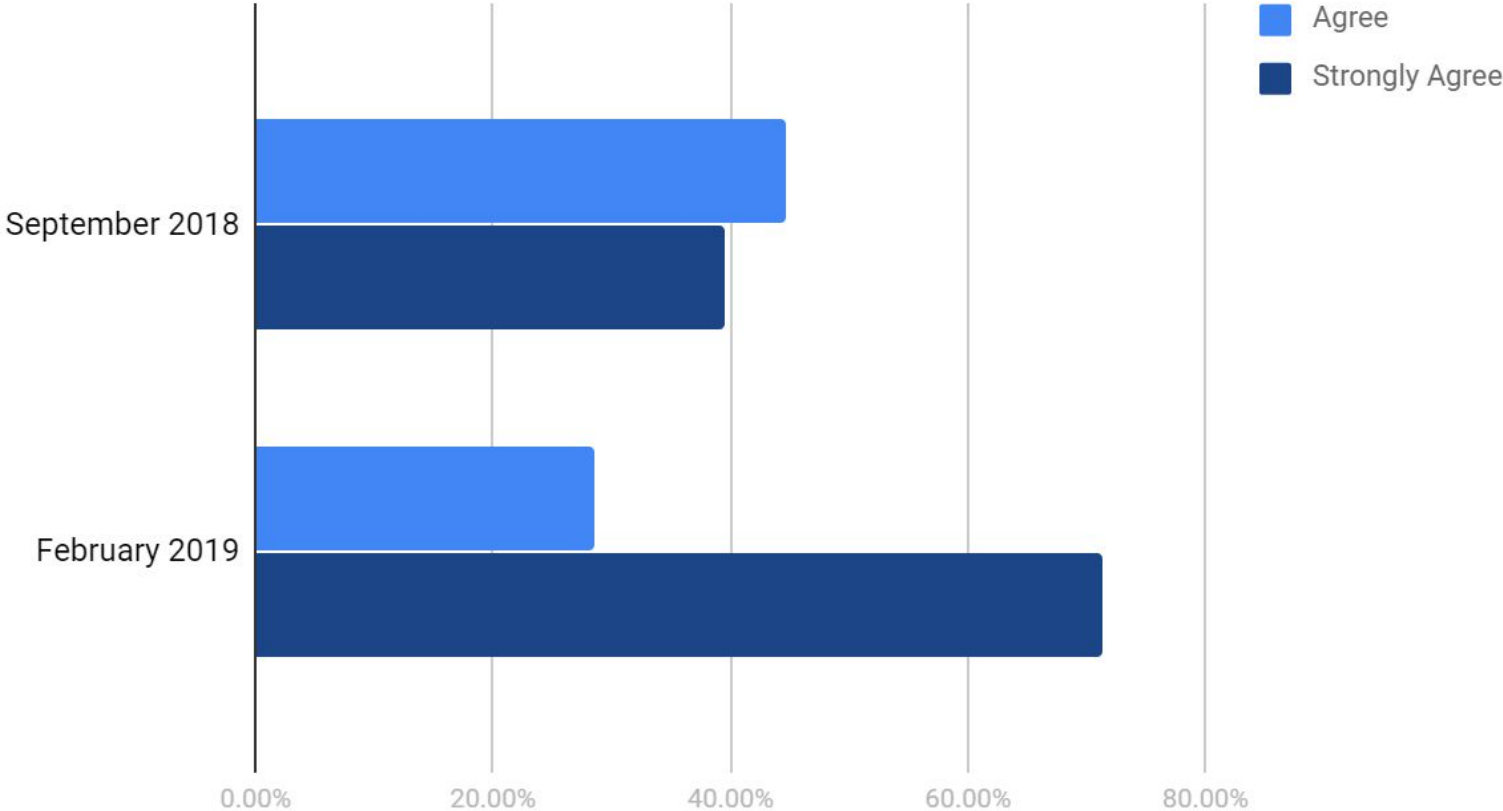
Leading Indicator 2.1

“The school leader communicates a clear vision as to how instruction should be addressed in the school.”

Our Data

From the HLS Level 2 survey, leading indicator 2.1 was provided to all certified staff members on Wednesday, February 13th. 100% (n=35) of staff members surveyed responded, “Agree” or “Strongly Agree.”

Points scored



Our Discoveries

Learning Statement One: Instructional practice across the building was inconsistent and had high variance.

Learning Statement Two: Collaborative problem-solving and generation of an instructional model increased staff ownership.

Where We Are Heading Next

- What has our team learned about our school? About our teachers? Having a voice in the process increased ownership of the product. When our teachers know better, they do better.
- What changes will your team make or have made in your practice? What new wonderings does your team have? Leadership team will monitor implementation and provide actionable feedback.

Questions?