

ABE Instructional Model



Amy Beverland Elementary

Principal - Mr. Jered Pennington
jeredpennington@msdlt.org

Team - Mrs. Marti Dudley and Mrs. Laurie Kimmel

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"><input type="checkbox"/> Conditions for Learning<ul style="list-style-type: none"><input type="checkbox"/> Clear Expectations and Procedures<input type="checkbox"/> Relationships/Community-Building<input type="checkbox"/> 7 Habits Language (Mission Statements)<input type="checkbox"/> Growth Mindset - Reflection Opportunities<input type="checkbox"/> Positive Reinforcement<input type="checkbox"/> Intentional Organization of Students<input type="checkbox"/> Curriculum<ul style="list-style-type: none"><input type="checkbox"/> Guaranteed and Viable (Access for All)<input type="checkbox"/> Scales and Success Criteria<input type="checkbox"/> Standards-Based Targets and Tasks<input type="checkbox"/> Instruction<ul style="list-style-type: none"><input type="checkbox"/> Gradual Release of Responsibility<input type="checkbox"/> Differentiation (Remediation, Practice, Enrichment)<input type="checkbox"/> Culturally Responsive<input type="checkbox"/> Assessment<ul style="list-style-type: none"><input type="checkbox"/> Monitoring FOR Learning (Formative)<input type="checkbox"/> Student Evidence (Look/Listen-Fors)<input type="checkbox"/> Asking Higher Order Thinking Questions<input type="checkbox"/> Student Engagement<ul style="list-style-type: none"><input type="checkbox"/> Brain/Movement Breaks<input type="checkbox"/> Student Collaboration<input type="checkbox"/> Accountable Talk by Students<input type="checkbox"/> Student Leadership, Voice, and Choice<input type="checkbox"/> Productive Struggle<input type="checkbox"/> Student Ownership of Data and Goals<input type="checkbox"/> Ongoing Feedback<input type="checkbox"/> Visuals (Anchor Charts, Examples, etc.)	<ul style="list-style-type: none"><input type="checkbox"/> Direct Instruction by Teacher<input type="checkbox"/> Small Group Instruction<input type="checkbox"/> One-on-One Instruction<input type="checkbox"/> Monitoring of Learning (Summative)<input type="checkbox"/> Flexible Seating/Workspaces<input type="checkbox"/> Furniture Groups<input type="checkbox"/> Skill Groups Across Classrooms (WIN)<input type="checkbox"/> Group/Individual Presentations of Learning<input type="checkbox"/> Teacher at Desk Troubleshooting for Brief Periods of Time<input type="checkbox"/> Amygdala Reset/Calmng Spots<input type="checkbox"/> Inquiry-Based Learning<input type="checkbox"/> Hands-On Learning<input type="checkbox"/> Student Goal-Setting<input type="checkbox"/> Worksheets/Paper-Pencil Tasks<input type="checkbox"/> Teaching/Learning Off Master Schedule<input type="checkbox"/> Redirecting or Ignoring Misbehavior<input type="checkbox"/> Academic Games...Planning for Fun<input type="checkbox"/> Intentional Use of Technology to Enhance Teaching and Learning<input type="checkbox"/> Teacher on Personal Device for Professional Reasons	<ul style="list-style-type: none"><input type="checkbox"/> Low Expectations<input type="checkbox"/> Unsupervised Students<input type="checkbox"/> Drill and Kill Strategies<input type="checkbox"/> Extended Disengagement<input type="checkbox"/> Meaningless/Busy Work<input type="checkbox"/> Yelling/Public Shaming<input type="checkbox"/> Disrespectful Dialogue<input type="checkbox"/> Single Modes of Instruction<input type="checkbox"/> Failure as a Final Step<input type="checkbox"/> Arguing with Students (Power Struggles)<input type="checkbox"/> Breaking Confidentiality<input type="checkbox"/> Physical Harm of Any Kind or Inappropriate Physical Contact

Data Collection

HLS Level 2 Survey

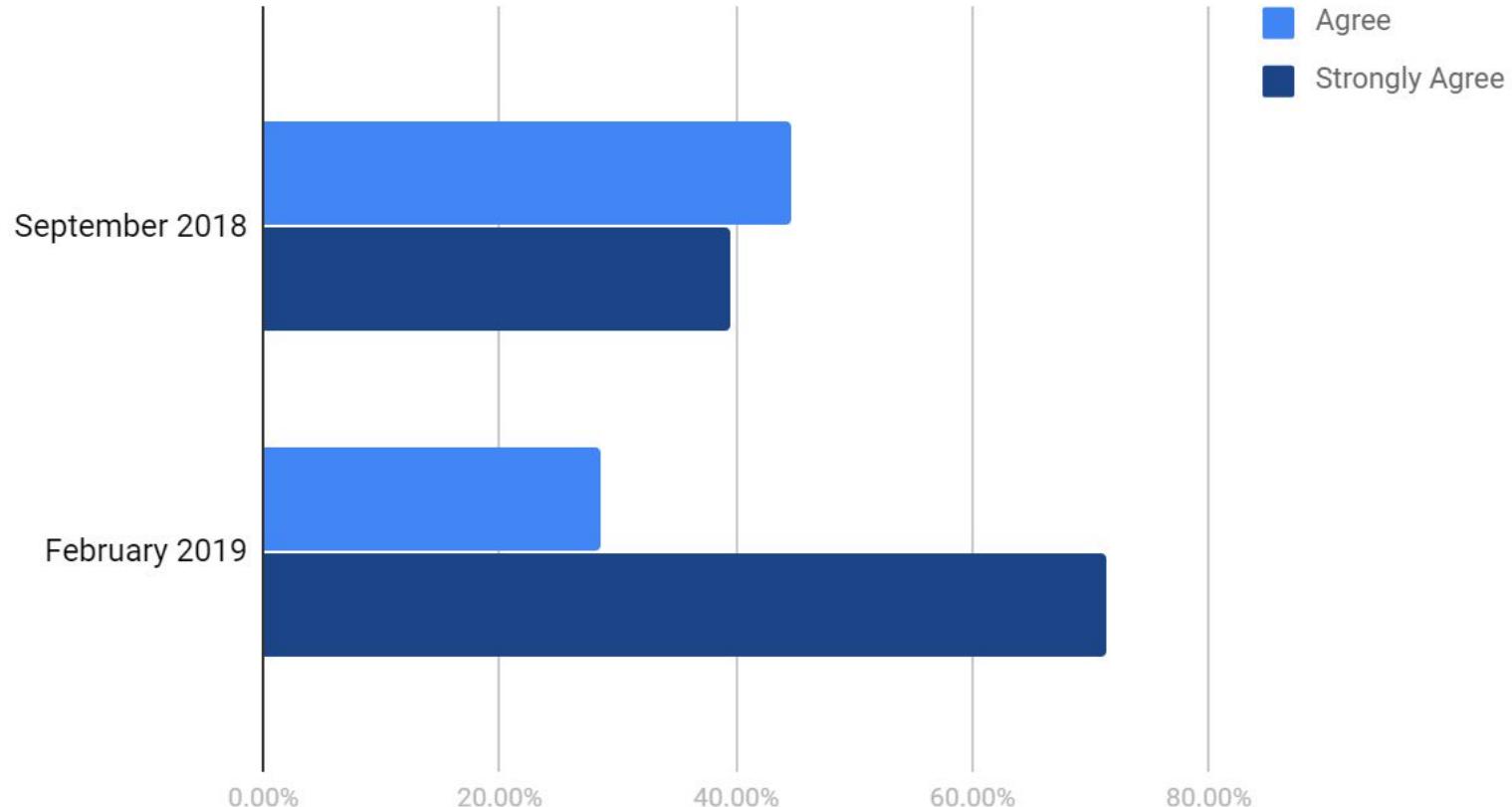
Leading Indicator 2.1

“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?