



IPLI Inquiry Brief Template Instructional Framework Redesign

<p>My Purpose</p>	<p>At Blue Academy we have a research based tier one instructional framework we refer to as the <i>“Blue Academy Instructional Process.”</i> We have worked hard to ensure we have high quality tier one instruction in each classroom and an equitable coaching model to support the needs of all our teachers.</p> <p>We have also developed a culture that is process oriented and not outcome oriented. We believe that if our tier one instruction is exemplary each day of the school year then our school improvement goals will be met. Hence, at Blue Academy we <i>“focus on the tier one process.”</i></p> <p>One thing we have discovered is that our instructional framework refers only to general instructional strategies but does not elaborate on intentional instructional practices such as Grouping (GRP), Questioning (QU), Academic Feedback (ACT) from the NIET TAP Teaching Standards Rubric.</p> <p>Therefore, the purpose of my action research was to deepen our current instructional framework to include classroom expectations and data driven instructional practices for tier one instruction. Specifically, we will design and incorporate indicators from Grouping (GRP) Questioning (QU), Academic Feedback (ACT) indicator into our tier one instructional framework.</p>
<p>Wondering</p>	<p>With this purpose we wondered how we can redesign our instructional framework/process to include elements of grouping, academic feedback and questioning.</p>
<p>Method</p>	<p>Develop an instructional framework rock in our Instructional Leadership Team meetings to focus on grouping for data driven instruction into our Guided Practice and Checks for Understanding elements of our model. We will utilize our Instructional Leadership Team and PLC Team Leaders throughout this process to ensure our leadership is a part of this process.</p>
<p>Data Collection</p>	<p>To gain the insights into our wondering, our team will be reviewing quarterly discipline data, walkthrough data and feedback from our PLC Team Leaders on this process.</p>
<p>Timeline</p>	<p>December: Instructional Framework Rock created for Quarter 3. December: PLC Team Leader Meeting (Feedback from HRS Level 2 Data & Instructional Framework)</p>

	<p>January: Grouping Students Indicator thoroughly reviewed by PLC Team Leaders with feedback on how to incorporate into Instructional Framework.</p> <p>February: Draft One, of new Instructional Framework created in ILT and shared with PLC Team Leadership.</p> <p>March: Draft Two, of new Instructional Framework created in ILT and shared with PLC Team Leadership.</p> <p>April: Expanded Instructional Framework finalized with Blue Academy Teaching Staff for 2024-2025 school year.</p>
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A Professional Learning Book Study: Arrows Appreciation, Teacher Clarity & Curriculum



**Be The Difference
We Cause Learning**

Blue Academy Elementary

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Background Leading to this Inquiry Context: Culture & Curriculum

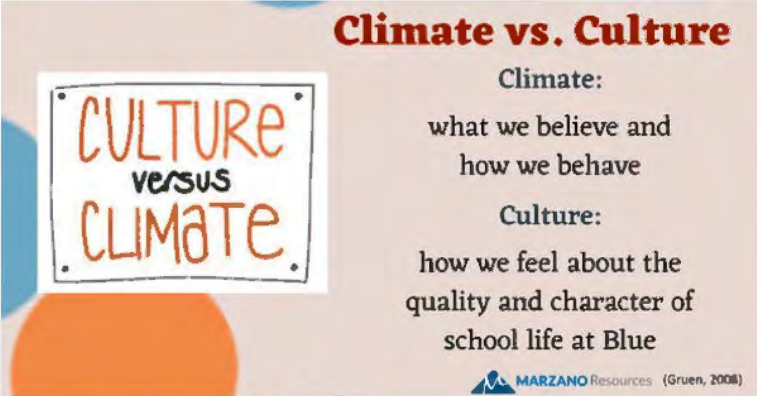
- 1. How do we ensure our Blue Academy teachers understand how they contribute to our culture and ensure they feel appreciated and valued for their work? (ELA Block Frustrations)**
- 2. How do we create clarity & teacher efficacy in regard to our core ELA curriculum.**



Background Leading to this Inquiry Context: Culture & Climate

1. August 2023: Professional Development

- a. Culture v. Climate
- b. How our teachers contribute to our culture: It is not just top down.
- c. Happiness in the workplace.



Climate vs. Culture

Climate:
what we believe and
how we behave

Culture:
how we feel about the
quality and character of
school life at Blue

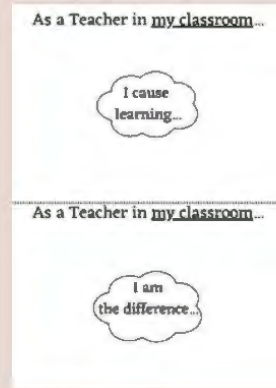
MARZANO Resources (Gruen, 2008)

The graphic features a hand-drawn sign in the center with the text 'CULTURE VERSUS CLIMATE'. The sign is white with a black border and is set against a background of orange and blue shapes. To the right of the sign, the text 'Climate vs. Culture' is written in a bold, red font. Below this, the definitions for 'Climate' and 'Culture' are listed in a simple, black font. At the bottom right, there is a small logo for 'MARZANO Resources' and the text '(Gruen, 2008)'. The entire graphic is presented on a white background with a black border, which is part of a larger presentation slide.

As a Teacher in my classroom...

I Cause Learning

- ...in academics
- ...in relationships
- ...in social/emotional growth
- ...in subjects outside of general ed.
- ...about the world outside of their daily surroundings
- ...in collaboration with others
- ...in creativity and self expression



I am the Difference

- ...between an "okay" versus great classroom
- ...between an "okay" versus great teacher
- ...in the way I bring my own talents and unique traits
- ...in the way I communicate w/ my students and families
- ...in making this a space of belonging

As a Staff Member in my school...

I Cause Learning

- ...in myself professionally
- ...in my relationships
- ...in my personal growth
- ...in new topics or ideas
- ...about the world outside of my own
- ...in collaboration with others
- ...in my sense of creativity or expression



I am the Difference

- ...between an “okay” versus great school
- ...between an “okay” versus great colleague
- ...in the way I bring my own talents and unique traits
- ...in the way I communicate w/ my team, staff, and administrators
- ...in making this a space of belonging

Happiness in the Workplace

Organizational
Ecosystem

Employee
Mindset

Inspirational
Purpose

50% genetically
predetermined

Created
conditions

40% result of
our attitude

Employee
well-being &
professional growth

10% circumstances
of our lives

(collaborative,
autonomous, safe,
transparent)

At Blue Academy...

We cause
learning...

At Blue Academy...

We are
the difference...

Background Leading to this Inquiry: Teacher Clarity & Curriculum

1. During individual NWEA data meetings we had one common theme.....CURRICULUM!
2. Teacher's were not aligned and did not understand how to implement our core curriculum and follow our district curriculum maps.



Background Leading to this Inquiry: The Purpose

Therefore, the purpose of my action research is.....

1. Complete a book study on the PLC process to build capacity in our PLC team leaders on the power of aligning curriculum, common assessments and tightening our PLC meeting structures.
2. Simplify our ELA curriculum maps for better teacher clarity and to increase teacher efficacy.
3. Understand the Five Languages of Appreciation in the Workplace and understand how we can best utilize them throughout our whole building to nurture culture and climate.

Our Wondering

With this purpose we wondered

1. How we can best utilize the Five Languages of Appreciation throughout our **whole building** to nurture culture and climate.
2. How can we build capacity in our teacher leaders on...
 - a. The PLC Process
 - b. Common Assessments: Tight, Loose, Tight Curriculum Practices
3. Simplify our curriculum maps to provide clarity and more instructional time to focus on the most essential skills in our literacy blocks.

Our Actions

1. January 2024: Five Languages of Appreciation
2. Complete a book study with our PLC Team Leaders to build capacity in grade level leaders. (In Process)
3. Simplify our curriculum maps during ILT Team meetings.
4. Build common assessments during professional development focused on the most essential literacy skill of the week.
5. Restructure our PLC Meetings



Data Collection

1. January 2024 PD: Five Languages of Appreciation
1. Arrows Books Study Scope & Sequence
2. Curriculum Maps: Before & After
3. NWEA Whole School Data
4. New PLC Agenda Form





Welcome!

Goal of Today:

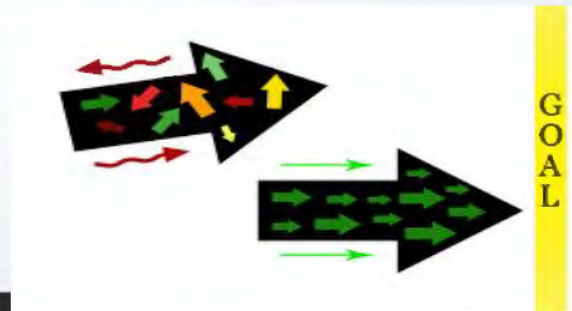
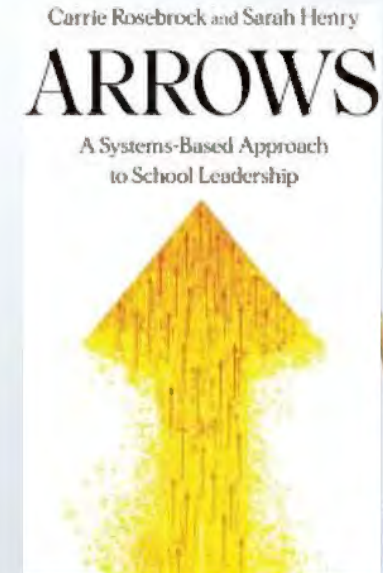
Understand the 5 Languages of Appreciation and how we can best utilize them throughout our **whole building** to nurture culture and climate.

“Next to physical survival, the
greatest need of a human being
is psychological survival:
to be understood,
to be affirmed, to be validated, to be
appreciated.”

- Stephen Covey (7 Habits of Highly Effective People)

Our Data: Book Study Arrows

PLC Team Leader Book Study: Arrows
Scope and Sequence



Our Data: Curriculum Maps-K.I.S.B.

Curriculum Maps: BEFORE

Curriculum Maps: AFTER

Blue Academy PD 1.16.24



Quarter 2 Review

K.I.S.B.

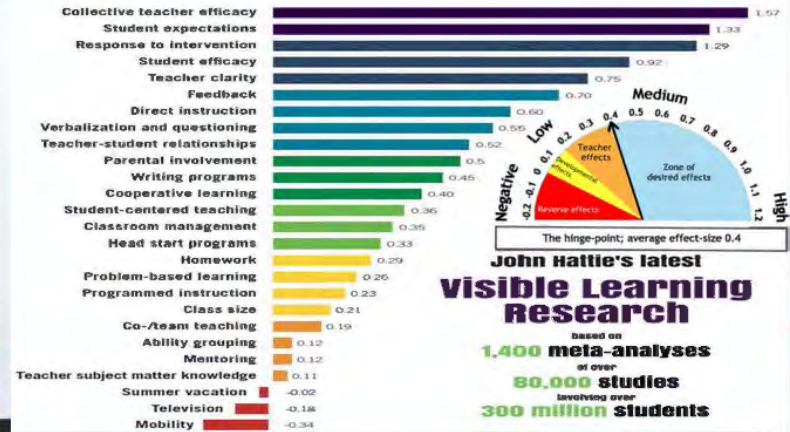
Keep It Simple Blue



Be the Difference



We Cause Learning



Our Data

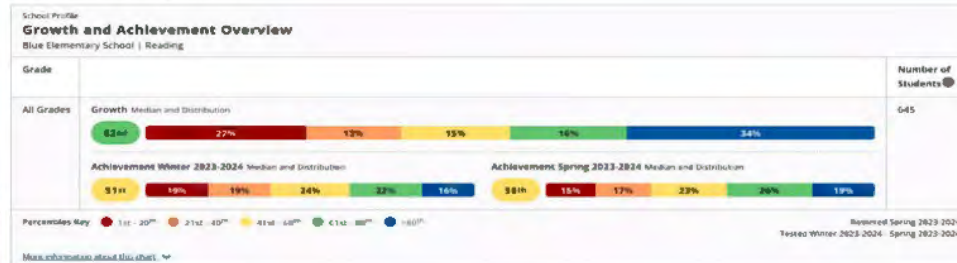
Our Data improved significantly!

Blue Elementary School



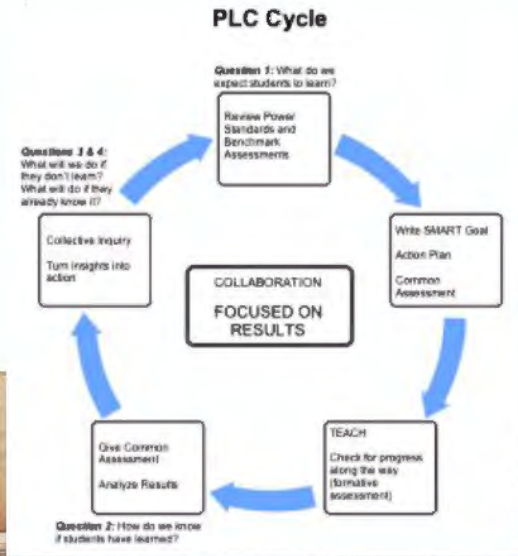
10%
Increase

Blue Elementary School



Our Data: New PLC Agenda Form

New PLC Agenda Form



Common Assessments

Common Assessments

- Created collaboratively by teams of teachers
- Frequent
- Formative
- Connected to the essential outcomes
- Given to all students enrolled in the same class, course, or grade level



1. UFLI Progress Monitoring
2. HMH Weekly Assessments
3. McGraw Hill Weekly Assessments

Our Discoveries

Learning Statement One: We know how our teachers want to feel appreciated.

1. Words of Affirmation
2. Quality Time
3. Acts of Service
4. Gifts



Our Discoveries

Learning Statement Two: Our teachers understand what appreciation truly is, and know how to appreciate each other.

“Next to physical survival, the greatest need of a human being is psychological survival: to be understood, to be affirmed, to be validated, to be appreciated.”

- Stephen Covey (7 Habits of Highly Effective People)

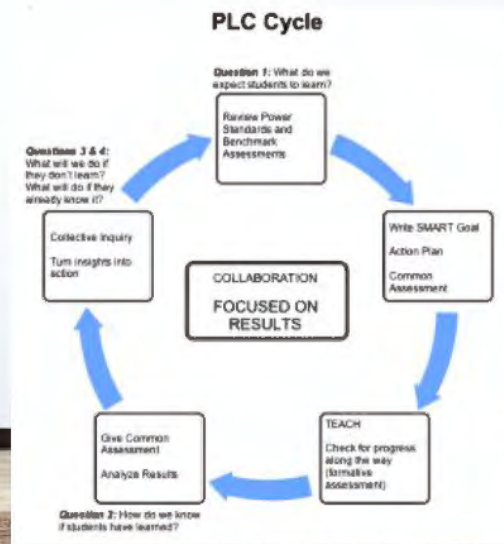
Our Discoveries

Learning Statement Three: Our teachers understand what is expected of them in terms of curriculum and feel like they have more time in their ELA blocks.



Our Discoveries

Learning Statement Five: Our PLC meetings are much more structured, and focused with common assessment data and a intentional focus on the PLC Cycle.



Where Are We Heading?

Where are We Heading Next Steps?

- **Continue to ensure our staff feels appreciated for the work they do.**
- **Stay focused on the process. Process Orientation NOT Goals Orientation**
- **Continue our book study with our grade level PLC Team Leaders. This is ongoing.**
- **Continue building our knowledge on Depth of Knowledge as it relates to Tier One Instruction and complexity of student tasks.**

Bibliography

Rosebrock, C. Henry, S. (2021). *Arrows: A Systems Based Approach to School Leadership*. Mimi & Todd Press Inc.

DuFour, R. DuFour, R. Eaker, R. Many, T. Mattos, M. (2016) *Learning By Doing A Handbook for Professional Learning Communities at Work*. Solution Tree

Chapman, G. White, P. (2019). *The 5 Languages of Appreciation in the Workplace: Empowering Organizations by Encouraging People*. Northfield Publishing