

Building a Framework, Building a Team



Pine Elementary School

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Background

Administrative Turnover

Need for Expectation and Clarity

- Staff and Students (40/80)

Common Language and Goal

Increase Teacher Capacity and Student
Performance

Inquiry Purpose

Therefore, the purpose of our inquiry was to...

Build a Framework

- Using Research
- Collaborating in Teams

Build a Team

- Instructional Leadership
- Clear Mission

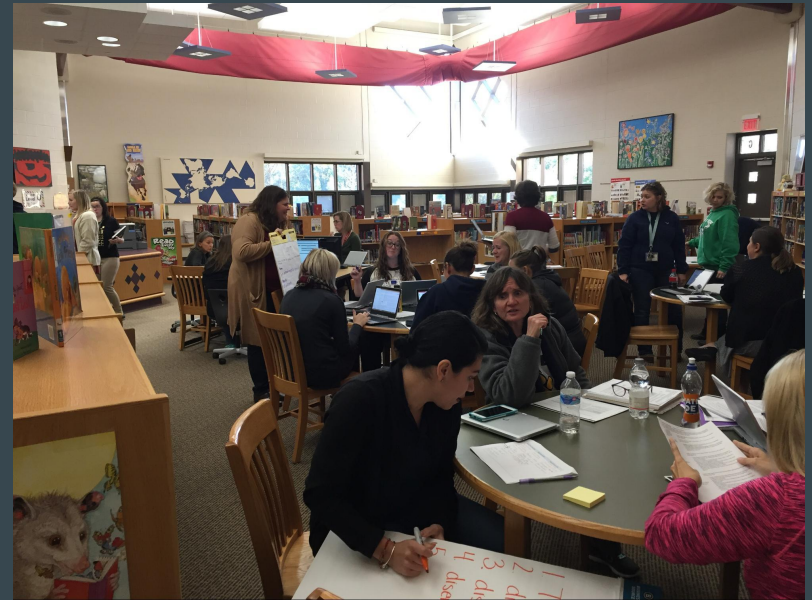
Our Wondering

With this purpose, we wondered if we clarified classroom expectations by building an instructional framework, prioritized areas of need (problems of practice), and built a team to lead the work of helping to address the identified need(s), could we improve instruction and impact student learning outcomes?

Our Actions

Building the Framework

RISE + Hattie -- Then just RISE



Our Actions

Selection Process

NOT

- Lack of Structure
- Profanity
- Low expectations from teachers for student
- Demeaning students
- Yelling
- Physical Abuse
- Content is made up or not factual
- No clear objectives

Work that is not based on standards.
• Sarcasm
• Repeated negative feedback

DAILY

- Strategy to integrate with prior knowledge
- Estimates of S achievement (differentiation)
- clearly stated student friendly obj - building on students' prior knowledge (learning goal) leading to
- utilizing a variety of instructional strategies to reach all
- ~~developing a variety of instructional strategies to reach all~~
- majority of students actively engaged
- scaffolding to meet in div. needs
- appropriate accommodations
- open ended thought provoking questions *
- ~~that are not too challenging~~
- appropriate wait time
- ~~positive reinforcement~~
- students share responsibility for routines
- positive reinforcement
- mutual respect for all
- setting ~~clear~~ + goals

Might

- Students ask higher order questions + make connections in de (lower grades)
- Tech. integration (practical + intentional)
- ~~Regular~~
- self-reported grades
- rephrasing in multiple ways
- systematic formal or informal assessment of student mastery the objectives
- extra credit or enrichment assignments
- students setting self-created goals
- CHAMPs (find an everyday activity as needed)

- kids All assistance all

Our Actions

The Framework

See and Hear Almost Daily	Might See and Hear	Should Not See or Hear
<p>Higher order, effective questions (open-ended, thought provoking)</p> <p>Majority of students actively engaged</p> <p>Daily checks for understanding</p> <p>Student Engagement</p> <ul style="list-style-type: none"> ● Turn and Talk ● Meaningful, standards based content ● Activate prior knowledge ● Discourse/productive struggle ● Introductions that spark excitement <p>Stating clear objectives and explaining why students are learning each concept</p> <p>Differentiated Instruction</p> <ul style="list-style-type: none"> ● Scaffolding ● Appropriate accommodations ● Lesson is accessible and challenging to all 	<p>Students ask higher order questions and make connections independently</p> <p>Practical and intentional technology integration</p> <p>Teachers addressing student expectations and pushing them beyond what they think is possible</p> <p>Rephrasing in multiple ways</p> <p>Systematic formal or informal assessment of student mastery of objectives</p> <p>Extra-credit or enrichment activities</p> <p>Students setting self-created goals</p> <p>CHAMPS (as needed)</p> <p>Peer tutoring</p> <p>Academic games</p>	<p>Lack of Structure</p> <p>Low Expectations</p> <p>Demeaning Students</p> <ul style="list-style-type: none"> ● Sarcasm ● Profanity ● Yelling ● Personal (Repeated) Negative Feedback <p>Unclear Objectives</p> <p>Disengaged or disruptive students without teacher intervention</p> <p>Non-standard or not factual work</p> <p>Continued teaching with planned instruction even when it is obvious the majority of students don't understand</p> <p>Student Opt-Outs</p>

Our Actions

Building a Team

ILT

- Student Performance
- Respect
- Leadership

Our Actions

- Identified a “Problem of Practice” (POP)
- Established a structure/tool to use to address the POP
- Implemented PD sessions
- Collected/analyzed student work

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- Question Submission

Data Collection

Rubric Scores (Structure and Content)

K- ex. Circle and MC - Circle and Write - Short Sentence Response

Question Collection

Student Feelings

Teacher Feelings

Our Data

Student performance increases

Mann, Za'Nia		3/4	3/4	6/8		4/4	4/4	8/8
Schultz, Koralyn Kay		0/4	0/4	0/8		1/4	1/4	2/8
Thames, Julius Edward		1/4	4/4	5/8		2/4	3/4	5/8
Walker, Destiny Renee		1/4	1/4	2/8		2/4	3/4	5/8

Overall

	Average Score 2-8	Average Score 3-1	Average Score 3-29
3rd - 6th	3.2	4.5	5.1

Our Data

Continuum and Level of Questions

Book - Level - Question Samples

ex. “Tell me your favorite part of the story?” to
“How did Sunny’s personality effect the other
characters?...How do you know?”

Our Data

Student Feelings:

Confidence level from 3.2 to 6.1

Staff Feelings:

Confidence level from 4 to 8.3

“97% of my students are showing evidence all the time”

Our Discoveries

1. Our team learned that through systematic, school wide instruction , student outcomes increased.
2. Our team learned that through clear structure and high expectations, student outcomes increased.
3. Our team learned that the Action Research Cycle works!

Where We Are Heading Next

Teams - ILT members leading the Action Research (with a POP related to the framework based on data)

Continued tracking of response structure

Bibliography

Marzano, R. J., Warrick, P., Simms, J.A. (2014). A Handbook for High Reliability Schools...The Next Step in School Reform. Bloomington, IN: Marzano Research. Fitchman Dana, N., Yendol-Hoppey, D., (2016). The PLC Book. Thousand Oaks, CA: Corwin

Presentation

Huber, Z., Schultz, J., & Willis, L. (2019). Building a Framework, Building a Team. Presented at the annual Indiana Principal Leadership Institute Showcase of Schools, Indianapolis, IN.

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Building a Framework, Building a Team

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Background Leading to Our Inquiry (Slide 2)

Pine is a school that has turned over leadership several times in recent years. That turnover, along with data from Marzano's Level 2 survey data, surfaced a need for the staff to collaborate in the construction of an instructional framework. The goal was to create, as the survey states, "a written document articulating a school-wide model of instruction" that would solidify the expectations for classroom teachers and in turn have an effect on student learning outcomes.

The Purpose of Our Inquiry (Slide 3)

Therefore, the purpose of our action inquiry was to build a school-wide instructional framework and team of leaders to monitor implementation of key aspects.

Our Wondering (Slide 4)

With this purpose, we wondered if we clarified classroom expectations by building an instructional framework, prioritized areas of need (problems of practice), and built a team to lead the work of helping to address the identified need(s), could we improve instruction and impact student learning outcomes?

Our Actions (Slide 5-9)

During PLC time our staff was broken into cross grade level, related arts infused teams. Each team was given a copy of the RISE rubric and asked to create their own chart dictating, according to the rubric, what someone should see/hear in a classroom almost daily, might see/hear in a classroom, and should never see/hear in a classroom. Once groups had created their charts, the leadership team paired all the like comments together for efficiency. Then, each chart was posted and the staff collaborated, as a whole, to decide what should ultimately be in each column in order to create the final shared document. Each item was decided upon one by one. Once the document was created the leadership team chose one of the items /problem of practice (based on the schools performance data) that someone should see/hear in classrooms daily to be an area of focus. That area was teachers asking higher order, effective questions. The leadership team researched a building-wide solution, led the professional development so that teachers could implement the solution and then monitored the student outcomes along the way by collecting student work samples and classroom data.

Data Collection (Slide 10-13)

Classroom teachers were responsible for implementation of the framework and that data was monitored through walk-throughs. The problem of practice data was collected weekly on teacher classroom data charts. There was also student work sample collection. The principal collected (weekly) a sample of teacher questions. There were also surveys of teachers and students that addressed their feelings about the solution to the problem of practice.

Our Data (Slides 10-13)

The data showed that teachers were not initially asking the quality of questions needed to meet grade level standards. Some of the initial examples included, "Tell me your favorite part of the story?" and eventually moved to items like, "How did Sunny's personality effect the other characters?...How do you know?" Student performance also increased over time. The student outcomes on an eight point rubric moved from an average of 3.2 to an average of 5.1 in a two month span. Student confidence increased from a 3.2 to 6.1 on a ten point scale and teacher confidence went from a 4 to an 8.3. One teacher wrote, "'97% of my students are showing evidence all the time.'" The leadership team also analyzed work samples throughout to inter-rate the date.

Our Discoveries (Slide 14)

As a school we had three key discoveries.

1. Our team learned that through systematic, school wide instruction, student outcomes increased.
2. Our team learned that through clear structure and high expectations, student outcomes increased.
3. Our team learned that the Action Research Cycle works!

We saw that student performance increased in a short amount of time. Teacher and student confidence increased over that same time. With professional development and monitoring, teachers were asking the right questions and students had a systematic way to respond.

Where We Are Headed Next (Slide 15)

As we look forward to next year, Pine would like to use the Instructional Leadership team to carry out Action Research with each of the school's committees. Each committee would identify a problem of practice, research solutions, deliver PD, monitor student outcomes and revisit the data. We also plan to continue tracking the current implementation of the solution to the current chosen problem of practice to ensure that student outcomes continue to rise. The Framework will be revisited each year and revised as needed.

Bibliography (Slide 16)

Marzano, R. J., Warrick, P., Simms, J.A. (2014). A Handbook for High Reliability Schools...The Next Step in School Reform. Bloomington, IN: Marzano Research. Fitchman Dana, N., Yendol-Hoppey, D., (2016). The PLC Book. Thousand Oaks, CA: Corwin

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