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# IPLI Action Research Project

Creekside Middle School, 2024

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# Background Leading To This Inquiry

## FTEM

- Conditions for Learning

## Creekside 2.0

- Creekside Creed
- Goals from the School Improvement Committee
- Teacher Handbook
- New Teacher Onboarding

# Background Research Leading To This Inquiry

## Transition into the classroom

“Many students have difficulty transitioning into the classroom from less structured settings (e.g., hallway, recess, physical education), and as a result may misbehave or appear unprepared to learn.”

Cook et.al., 2018, p. 150

## Moving from Elementary School to Middle School

“It is particularly in the transition from elementary school to middle school that students can feel disconnected from their school environment and less motivated to succeed.”

Landau et.al., 2017, p. 277

## Classroom Management

“Classroom management is defined, then, as a collection of teaching strategies that promote the self-regulation of behavior by students, to enable them to take full advantage of available learning time.”

Skiba et.al., 2016, p. 120

## Student Engagement

“Researchers who have explored the topic of autonomy supportive classrooms found higher levels of student engagement as compared to classrooms with a more controlling environment. This does not, however, suggest a lack of structure in a classroom setting. A high level of both autonomy and structure lead to the highest levels of student engagement.”

Sanguinetti, 2024, p. 12

# Purpose Of This Inquiry

As a building always looking for ways to improve student outcomes, we want to better streamline the instructional tools and language used throughout the building.

Given the vast research that exists regarding best practices, our hope is to collaboratively write common instructional norms/language to better guide teachers and instruction across the building.

# Our Wondering

If common instructional norms/language are established as part of the school community, will student outcomes improve?

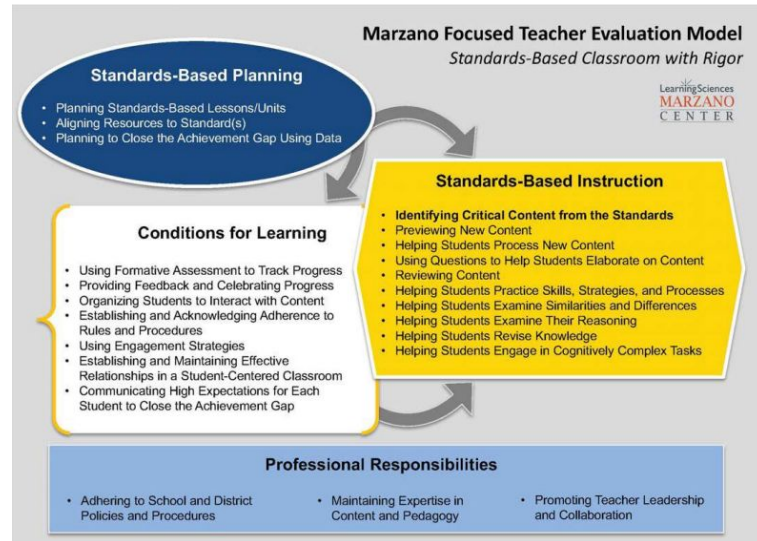
- Will teachers make changes to their instructional practices?
- Will students better engage in the learning?

# Our Actions

Select a small sample of observable topics/common practices

Meet with School Improvement Committee to discuss development of an instructional framework

- Inclusion in school handbook
- Onboarding for new teachers
- FTEM criteria



# Data Collection

Learning walks for pre-data

FTEM observations (Conditions for Learning\*)

- Establishing and acknowledging adherence to rules and procedures
- Establishing and maintaining effective relationships in a student-centered classroom
- Identifying Critical Content-Introduction to class-Clarity for Learning

ILEARN data (summer review)

\*Learning Sciences International, 2018

# Data Collection

Walk-through checklist

Grade Level (6/7/8)	Class Subject	Seats (Y/N)	Student-Led (Y/N)	Learning Intention/Success Criteria (Visible or Stated)
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19 classrooms  6th grade: 7 7th grade: 6 8th grade: 6	16 Core Classes  3 Elective Classes
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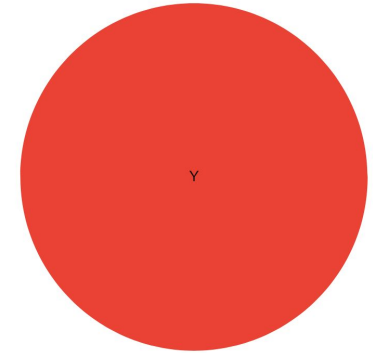
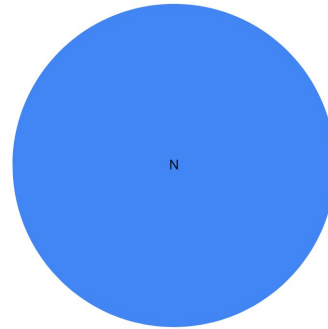
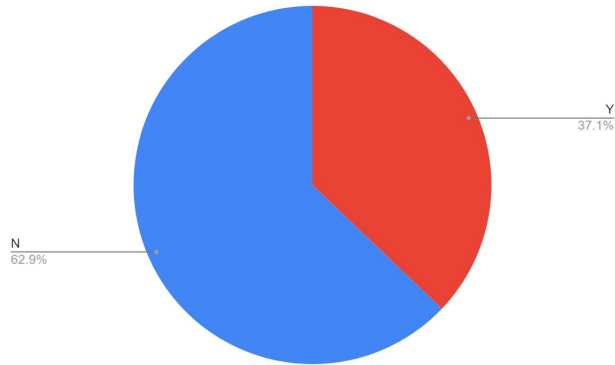


# Our Data

**Students Seated at the Bell**

**Student-Led Start Up of Class**

**Learning Intention/Success  
Criteria**



6th grade classrooms: 100%  
7th grade classrooms: less than 20%  
8th grade classrooms: 0%

# Our Discoveries

- All teacher-led
- Middle school development
  - 6th graders in their seats at the bell; 8th graders not in their seats at the bell
  - Observed that the effectiveness of procedures in 6th grade led to students to “get into” class quicker and more focused.
- Variety of classroom setups, procedures for starting class
- FTEM feedback-Procedurally teachers are posting LI/SCs-attempt for clarity
- Loose procedures / Start to class

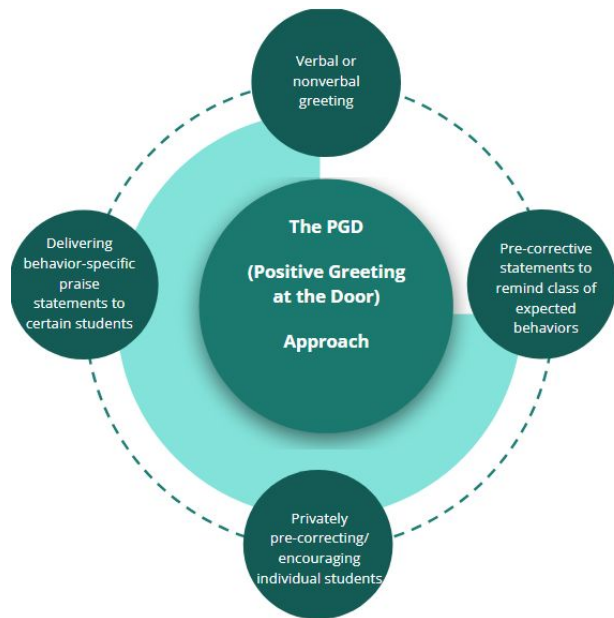
# The CurveBall

- Plan needed adjusted because of FTEM-new formal evaluation system
- Pulse of the building led us to back off any new initiatives for teacher improvement
- Additional professional development felt like too much to roll out
- Needed to pivot to focus on future PD with Positive Greeting at the Door (PGD) classroom entry process
- Stress level high with new evaluation system

# Where Are We Heading Next? (The New Plan)

1. Collaboration with our School Improvement Committee (SIC) on our next steps
2. Increase Teacher Involvement in our process
  - Build teacher leadership/instructional capacity within Creekside
3. Add Entry Procedure components to the Creekside Teacher Handbook
4. Develop Focused PD on Classroom Entry Procedures
  - Work with SIC and Admin Team to develop a structure for rolling out professional development opportunities for teachers.

# Where Are We Heading Next?



Cook et.al., 2018, p. 151

## How to Engage Students the Moment They Enter the Classroom

### Grade Level Skills

Skills for Success are not curriculum. They are the tools and developmental tasks required for continued academic and life success. Whether identified or not, adults use Skills for Success daily in their work and home life to achieve desired outcomes. Collaborating on a team project, taking a walk around the block over lunch to deal with a stressful situation, and managing busy schedules are all learned skills. Teachers and staff are preparing students to grow their inter and intrapersonal skills by incorporating Skills for Success into academic lessons and classroom activities.

#### Elementary

- Forming friendships
- Establishing adult connections
- Emotional expressions
- Social basics like taking turns and sharing

#### Middle School

- Comprehending complex situations with self and others
- Manage growing independence
- Conflict resolution

#### High School

- Respect unique perspectives
- Transform group identity and mentality to individual understanding
- Acquire set of values and ethical system to guide behavior

Carmel Clay Schools, 2024

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