
UFLI DON'T BOTHER ME!

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BACKGROUND LEADING TO THIS INQUIRY

- After our 1st survey, our teachers felt there was a huge need as it pertained to the professional development of teachers. They also specifically cited that Instructional Rounds was a need as well.
- UFLI is a program that directly relates to the Science of Reading. This program partners to attack to areas of concern: reader development and teacher development. In Hammond, grades K-2 are using this program to strengthen our phonemic core and close the Gap of our older student's struggles in Reading.
- This year, is our first year of implementation of this program.

PURPOSE OF THIS INQUIRY

- Therefore, the purpose of our action inquiry is to help K-2 teachers become more familiar, more knowledgeable and less anxious about implementing UFLI.

OUR WONDERING

- With this purpose, we wondered if we provided opportunities for our K-2 teachers to observe a Master Teacher in practice teaching UFLI, how that will help teachers become more familiar, more knowledgeable and less anxious about implementing this program in their own classes.

OUR ACTIONS

- 1st Step: I met with my teacher leaders and planned out how we would start this process.
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- 2nd Step: We Identified the Master teacher. Next, the teacher leaders asked her if it would be alright for teachers to come and observe her teacher UFLI. The schedule was for 1 week.
 - 3rd Step: My teacher leaders created a schedule and sign-up sheet. They shared this document with the K-2 teachers and myself.
 - 4th Step: Two teachers signed up at a time (as not to overwhelm the Master teacher). Myself and another staff member provided coverage.
 - 5th Step: After the observation, the teachers would sit down with the teacher leaders and debrief.

DATA COLLECTION

For our Data collection we used the Teacher Instructional rounds peer reflection sheets.

Each teacher had to answer the following questions after their observation:

- 1) What did you observe that reaffirms something you are doing now?
- 2) Strategies you would like to know more about?
- 3) Strategies you will try in your own practice now:

INSTRUCTIONAL ROUNDS

Date _____

Teacher Being Observed _____

What did you observe that reaffirms something you are doing now?

Strategies you would like to know more about?

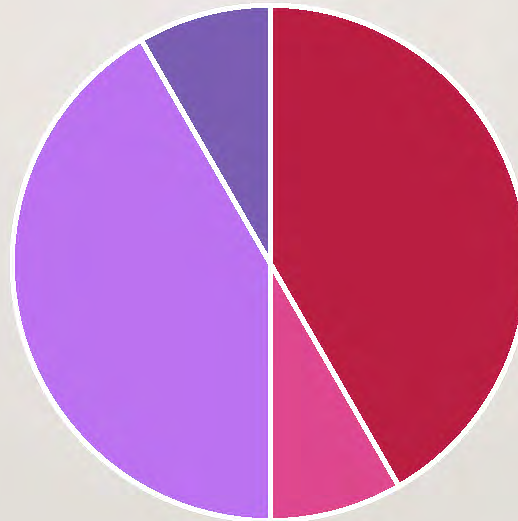
Strategies you will try in your own practice now:

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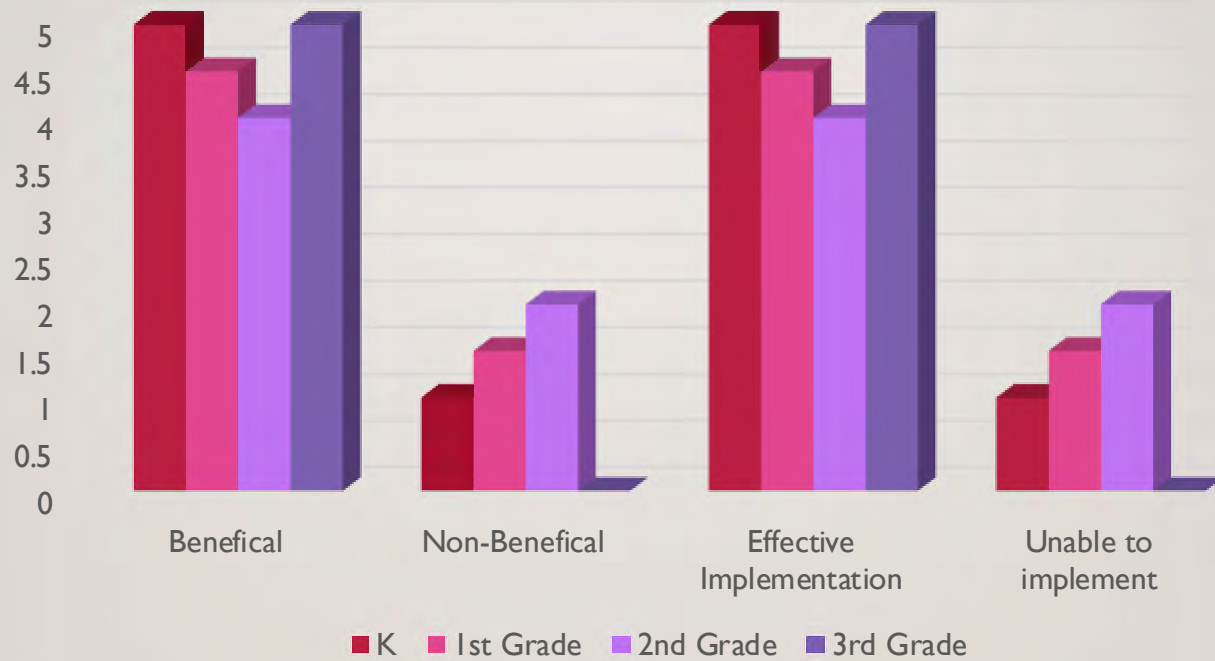
OUR DATA

Teacher Reflections



■ Beneficial ■ Non-Beneficial ■ Effective Implementation ■ unable to implement

OUR DATA



OUR DISCOVERIES

- We discovered that Teachers learn more from one another than they do from sitting in a lecture style PD.
- We discovered that teachers buy-in for most school-based initiatives are better when their fellow peer has also bought in the program successfully.
- Teachers want the opportunity to see their peers in action. This is also a great way to foster collaboration and culture in the building. Eliminating teacher isolation.

WHERE WE ARE HEADING NEXT

- Our next steps are to increase these opportunities for peer observations and reflection. We want to keep the observations content focused so that teachers can create goals for implementation and measure those goals with more intentionality.
- Next, we are focusing on Science of Reading implementation and small groups observations.

BIBLIOGRAPHY

- University of Florida Literacy Institute
<https://ufli.education.ufl.edu/>