



# Going Beyond\*

Summer, 2016

{Project originally conducted with partner}\*  


# Purpose of Project

The purpose of this project is to work with [REDACTED] supervisor to identify one instructional challenge within her [REDACTED] building, then find research-based solutions to create an action plan to implement in hopes of eliminating the challenge.

# Team Members

Interim Principal:



Candidates:



and



# Influence of Learning Excursions to Understand Instruction Bridge Between School & Community

Through the learning excursions, [REDACTED] developed an understanding that the community must be on board with the school's work. [REDACTED] believes we have the support of majority of our families but we do have families that decide to open-enroll their students prior to ever giving us a chance.

# Instructional Strength

Instructional Strength: Using data to guide instruction during a unit.

The data that supports this claim is our PLC minutes.

# Instructional Challenge

Challenge: Continuing to work with students who did not get it.

The data that supports this claim is also our PLC minutes. Step 5 is almost non-existent; this is where you talk about what will happen with the students who still didn't show proficiency in the given skill.

# Optimal Student Learning: History & Community

The district is 100% free breakfast and lunch due to high levels of low SES across the district. The community values education and want the best for their kids. Our school is in an area where many different districts meet and this leads to a lot of open-enrollment outside of the district.

# Deepening Understanding of Those Served & Delivering Instruction



# Understanding Learning Experiences

Students: Conferencing, MAP formal summative assessment data, individual feedback

Families: Through conferences, interims, progress monitoring, parent-teacher communications, parent involvement nights

Teachers: They address the different tiers of learners but they don't understand teaching to different learning styles.

School Leader: There needs to be a focus on individual needs and not groups

# Understanding by Faculty

Faculty understanding of instructional challenge: Run out of strategies and they don't know what to do next. Teachers think it is “not my problem” anymore.

Role of professional development: Set in their ways/resistant to change

# Understanding by School Leader

Instructional challenge: Evident in the building data as gaps increase as students progress through grade levels.

Role in creating professional development: Leading teachers to their own revelations for the need to change.

Strategies previously used to address instructional challenge: Intervention training, how to move a stuck student training (recent). What works is using data to re-teach with varied strategies and methods. Our PLC data supports this method.

# Understanding by Candidates

Understanding of the instructional challenge for this inquiry-based project after engaging in dialogue/collecting data from school community members: Teachers are doing a good job of teaching the initial lesson or unit. Then when the lesson or unit is over they identify the students who are still not proficient in the identified skill. Then they just forget about it. Instead of continuing to teach the skill, they just move on to the next topic. This leaves gaps and creates greater gaps for the students who are being left behind.

# Aligning Vision & Mission as an Instructional Leader

# Alignment

Vision & mission alignment with improving student learning:

Vision: Our school is a place where families, teachers and community members collaborate and inspire students to evolve into lifelong independent learners and positive community role models. Our curriculum is student-centered, engaging, creative and enhanced by technology.

Mission: The mission of our school is to ensure that each student achieves his or her lifelong potential in a safe environment.

District policy & practice aligned with improving student learning: Faculty are not aware of district policies or practices

District policy & practice aligned with leaders from field excursions: As stated above, faculty do not know the policies or practices.

# Research-Based Solutions

# Research-Based Solution One

Instructional Challenge: Continuing to teach the students who didn't "get it" (pass/proficient/average) after lesson completion summative assessment.

Solution 1: Design school schedule to allow for common planning period time among teachers of same grade and same content area to encourage collaborative planning and development of formative assessment ideas to promote learning within the existing daily classroom instructional practices (Drake, 2012).



# Research-Based Solution Two

Instructional Challenge: Continuing to teach the students who didn't "get it" (pass/proficient/average) after lesson completion summative assessment.

Solution 2: To allow for continued reinforcement of concepts and deeper levels of student learning, require weekly subject integration to be evident in both walkthroughs and lesson planning documents. Each teacher will be required to select one subject per week to integrate into their core content lessons (Drake, 2012).

# Research-Based Solution Three

Instructional Challenge: Continuing to teach the students who didn't "get it" (pass/proficient/average) after lesson completion summative assessment.

Solution 3: Add a reflection prompt to the beginning of each weekly lesson plan template to encourage teachers to reflect on the effectiveness of their lesson, student needs in relation to standards and new strategies to consider (Brambrick-Santoyo, 2010).

# One Year Action Plan: Solution One

Solution 1: Design school schedule to allow for common planning period time among teachers of same grade and same content area to encourage collaborative planning and development of formative assessment ideas to promote learning within the existing daily classroom instructional practices (Drake, 2012).

Resources Needed: [REDACTED] will develop revised school day schedule; BLT will create a planning time template to drive formative assessment use and development.

Professional Development: Ongoing embedded PD monthly with each team on this topic with building [REDACTED] during common planning time.

# One Year Action Plan: Solution Two

Solution 2: To allow for continued reinforcement of concepts and deeper levels of student learning, require weekly subject integration to be evident in both walkthroughs and lesson planning documents. Each teacher will be required to select one subject per week to integrate into their core content lessons (Drake, 2012).

Resources Needed: [REDACTED] and [REDACTED] will revise lesson planning template to include integration section. Periodic newsletter will be sent to staff with integration and project-based strategies.

Professional Development: Encourage staff to read *Creating standards-based integrated curriculum: The common core state standards edition (3rd ed.)* by Drake. Give complimentary time to staff that engage in book study with [REDACTED] or teaching peers.

# One Year Action Plan: Solution Three

Solution 3: Add a reflection prompt to the beginning of each weekly lesson plan template to encourage teachers to reflect on the effectiveness of their lesson, student needs in relation to standards and new strategies to consider (Brambrick-Santoyo, 2010).

Resources Needed: [REDACTED] and [REDACTED] will revise lesson planning template to include Reflection section. Each week, one teacher will be responsible for creating the reflection question that will be on the template. This will facilitate reflective thinking among all instructional staff.

Professional Development: Workshop-style lesson plan training to create meaningful re-teaching and integration lessons. Staff will bring their current lesson plans, assessment data and standards. Together, staff will develop revised lesson plans with PD facilitator as guide on two occasions per year (returning from summer/winter breaks).

# Reflection

Through this project, I have learned that instructional leadership must be intentional, ongoing and clearly communicated across all levels, which includes advocating for student, parent, community and teacher needs by asking for policy changes and necessary supplies. There are many different approaches that an instructional leader could take and I believe a good instructional leader will adapt to their population while relentlessly seeking ways to serve all students at a high level of expectation and achievement. Also, the timing of this project being conducted at the end of the school year allowed me to see the impact of asking “too much” of teachers. While, we as administrators, work tirelessly, not all staff have the internal drive and passion to work until the end. This has helped me to see that staff expectations might have to be tempered with an intentionally-timed roll-out of new requirements with constant reinforcement, support and communication when introducing new ideas to develop authentic buy-in for the benefit of students.

# References

Brambrick-Santoyo, P. (2010). *Driven by data: A practical guide to improve instruction*. San Francisco, CA: Jossey-Bass.

Drake, S. (2012). *Creating standards-based integrated curriculum: The common core state standards edition (3rd ed.)* Thousand Oaks, CA: Corwin.