

Predicted Outcomes

- Increased student engagement at all levels.
- Increase in student achievement data for reading and math.
- Decrease of achievement gap for SPED, ELL and minority students.
- Administrators model strong instruction at all staff meetings and are instructional leaders in their buildings.



Sources

Allington, R., Loukia, H., Briskin, K., Jenkins, N., & et al. (1998). Improving student literacy progress for at-risk learners through instructional coordination. *Journal of Educational and Psychological Consultation* 1(2), 123-136.

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Schmoker, M. (2011). Focus: Elevating the essentials to radically improve student learning. Alexandria: ASCD.

Implementation Plan



Resource Impacts



This plan does not require significant additional resources or impact scheduling. However some resources need to be allocated so that teachers can be included in the learning walks or other professional development. In addition, our district meetings and agendas are focused on instruction, and this impacts how we communicate about business/management items. Administrators are being asked to be in classrooms more often. Teacher leaders will emerge and provide models of strong instruction, therefore we will depend on our teacher leaders to lead our professional development rather than paying an outside resource. Our website does need to be revamped so that it can be easily navigated to support teachers and administrators.



Improving Instruction: Developing and Coordinating a District-wide Instructional Model
 Alexa Pearson, EDLD 655
 University of Oregon
 November 27, 2012

Introduction

In the summer of 2010, the Curriculum and Instruction team from XX School District read the book Focus by Mike Schmoker and examined district student achievement data. We noticed that in addition to a decrease in student achievement at almost all levels, our achievement gap was growing and unacceptable. We decided that as a K-12 system we needed a clear action plan that ensured an equitable learning environment no matter which school or classroom a student was in.

STUDENT GROUP	STUDENT ACHIEVEMENT			
	CRIMINAL JUSTICE		MATHEMATICS	
	Score	%	Score	%
Race/Ethnicity				
American Indian/Alaska Native	41	28.4	27.5	22.2
Asian/Pacific Islander	22.7	53.5	29.8	38.5
Black (not of Hispanic origin)	8.0	41.5	48.7	1.8
Hispanic	11.0	42.1	48.9	35.9
White (not of Hispanic origin)	23.2	52.0	25.8	22.6
Two or more races	24.2	53.1	29.8	25.0
White	18.1	47.4	38.5	47.2
Female	23.4	51.5	28.2	26.8
Transfer and Other	148.0	148.0	11.0	148.0
Students with Disabilities	5.8	28.1	70.8	7.8
Migrant	6.1	18.2	12.7	6.1
English Language Proficient	1.0	28.9	82.9	5.0
Economically Disadvantaged	12.3	48.3	41.5	12.3
All Students	20.8	49.8	38.5	31.8

Oregon Department of Education

XXSD Draft Instructional Model



Each bubble will be linked to professional resources, videos of teachers and student, and implementation ideas.

Our Goal:

To develop a consistent district-wide instructional model with a common language and vision regarding instruction.



Options for Achieving This Goal



Mike Schmoker writes, "To ensure that our best practices and structures are truly and efficiently implemented, we must make constant, unwavering efforts to clarify, reinforce and reward their implementation by teams and teachers" (p. 17). Richard Allington writes about the importance of a consistent model that spans several of his special education and remediation. This is how we may be able to define our best practices and what good instruction looks like at all levels. Our belief is that if strong instruction happens in all classrooms, for all students, every day, then we will have high achievement for all students. We will have passing clarity around our instructional model.



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Coordinating a
District-wide Instructional Model**

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Introduction

In the summer of 2012, the Curriculum and Instruction team from XX School District read the book Focus by Mike Schmoker and examined district student achievement data. We noticed that in addition to a decrease in student achievement at almost all levels, our achievement gap was glaring and unacceptable. We decided that as a K-12 system we needed a clear action plan that ensured an equitable learning environment no matter which school or classroom a student was in.

STUDENT GROUP	STUDENT ACHIEVEMENT					
	ENGLISH/ LANGUAGE ARTS			MATHEMATICS		
	EXCEEDED %	MET %	NOT MET %	EXCEEDED %	MET %	NOT MET %
Race/Ethnicity						
American Indian/Alaskan Native	13.3	55.4	31.3	12.2	40.2	47.6
Asian/Pacific Islander	22.7	53.5	23.8	38.5	40.8	20.7
Black (not of Hispanic origin)	8.6	41.6	49.7	7.6	30.8	61.6
Hispanic	11.0	42.1	46.9	10.2	36.8	52.9
White (not of Hispanic origin)	23.2	50.9	25.9	22.6	44.5	32.9
Multi-Racial/Multi-Ethnic	24.2	52.0	23.8	25.0	42.2	32.8
Male	18.6	47.9	33.5	22.5	41.2	36.2
Female	23.4	51.5	25.2	20.5	44.0	35.5
Talented and Gifted	> 95.0	> 95.0	< 5.0	> 95.0	> 95.0	< 5.0
Students with Disabilities	5.9	23.6	70.5	7.6	18.7	73.7
Migrant	9.1	18.2	72.7	9.1	45.5	45.5
Limited English Proficient	1.9	28.8	69.3	8.2	28.0	63.8
Economically Disadvantaged	12.3	46.3	41.5	13.3	38.5	48.2
All Students	20.9	49.6	29.5	21.6	42.6	35.9

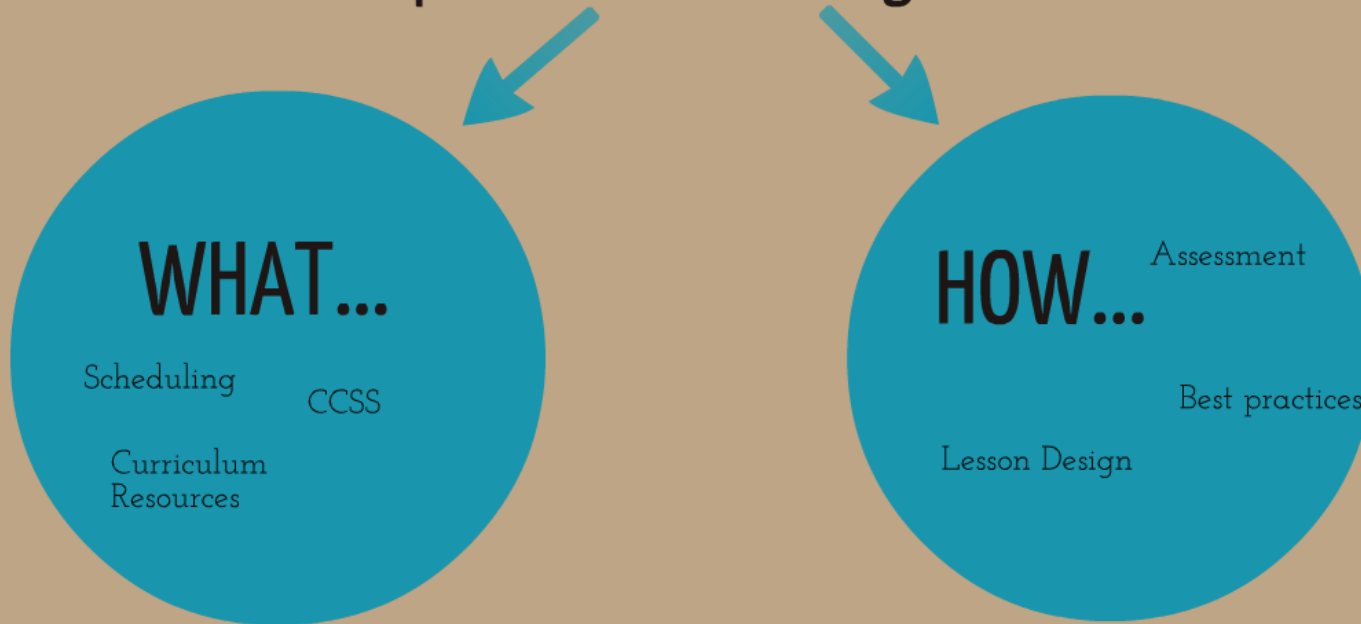
Oregon Department of
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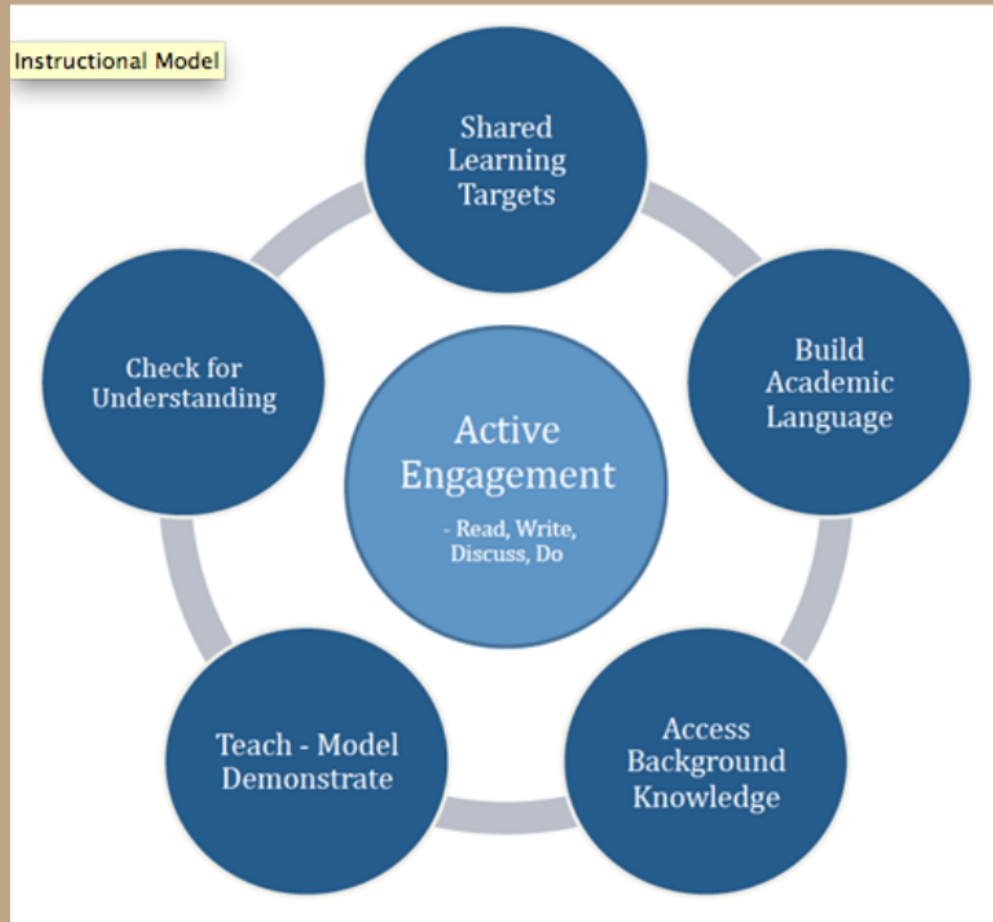


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XXSD Draft Instructional Model



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Implementation Plan

August 2012- All administrators read Focus by Mike Schmoker. Examine district data and identify key instructional strategies

Sept./Oct. 2012- District curriculum leaders gather feedback from August meeting and develop draft of instructional model. Share draft with administrators and teachers for feedback. District curriculum leaders conduct learning walks in K-12 classrooms to assess instructional model. Revisions made to instructional model.

November 2012- Curriculum team shares instructional model with School Board. Administrators read professional research on learning targets, then collect teacher learning targets in their buildings. Teams of administrators evaluate collected targets and conduct learning walks together with a focus on learning targets.

August 2012-June 2013- District Leadership Team monthly meetings focus on developing administrators as instructional leaders by modeling and teaching the instructional model. Principals meet in levels monthly to conduct learning walks. Exemplar videos of teachers using elements of the instructional model posted on district website. All staff meetings model elements of instructional model. Revise instructional model as needed.

Spring 2013- Create common learning walk tool and evaluate implementation of instructional model. Examine student achievement data and survey teachers and administrators.

Resource Impacts



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