

# Instruction Partners

## High-Quality Professional Learning in Nebraska

### Impact Stories from ESUs 2, 4, and 16



#### ESU 2/Northeast Elementary at Lyons

In SY21–22, Instruction Partners worked with Kelly Georgius from ESU 2 to provide HQPL at Northeast Elementary in the Lyons-Decatur Northeast Schools. During our first round of walkthroughs with Kelly and the principal of Northeast Elementary, Brenda Totten, we noticed varied expectations for using the curriculum. To norm around a common understanding of what meaningful, grade-level math instruction using HQIM looks like in classrooms, we partnered with the principal to support setting a vision and expectations for use of their curriculum. We also supported Kelly as she worked with Brenda to monitor the follow through on the vision by conducting regular walkthroughs and providing teacher feedback.

As a result of this work, the math NSCAS data from SY20–21 to SY21–22 improved significantly. Student proficiency in math went from 36% to 58%. Partnering with Instruction Partners led, not only to student growth, but to leader growth as well. Kelly noted, “This was a really good opportunity to pair with another math person, and talk and learn from each other, and just really dive into what’s happening.”

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## ESU 4/Pawnee City Schools

This year, as a part of Cohort 2, Jen Madison and Tara Gossman in ESU 4 worked shoulder-to-shoulder with Instruction Partners providing HQPL in Pawnee City Schools to implement their new math HQIM. During our first walkthrough, we celebrated their persistence in learning as a community that has recently experienced tragedy. From observation, it was also clear that more work was needed to build a common vision for grade level learning and using HQIM consistently. Since then, we've supported them throughout the year with vision setting, expectations for curriculum use, and unit internalization.

Unit internalization training, in particular, helped this district break out of silos, understand the continuum of learning throughout the student experience, and strengthen their community as educators. One teacher noted, “[I] love being able to communicate together with the grade level above and below me. It helped to look at the end-of-module assessment to see what the student needs to understand and what strategies they need to do by the end.” A teacher leader described how “seeing teachers make connections with each other and the curriculum through grades [kept] the district moving forward with good conversations.”

The superintendent asked for more HQPL from Instruction Partners next year in ELA and science. We are excited to return to Pawnee in the coming weeks to conduct another walkthrough and celebrate the progress this resilient community of educators and students have made!

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## ESU 16/Sutherland

In SY21–22, Instruction Partners worked alongside Alison Smith from ESU 16 to provide HQPL in Sutherland Public Schools. This district already had strong instruction in place, so our support was more nuanced, focusing on building teachers’ specific content and pedagogical knowledge. Our primary support with the district and building leaders was modeling unit internalization and prioritizing students with special needs. By the end of the year, we were able to celebrate some exciting growth in math proficiency in this already high performing district—student proficiency went from 58% in SY20–21 to 63% in SY21–22. In addition, the tweaked inclusion model for students with special needs had all students learning HQIM grade level standards together. Alison Smith summarized the work: “This project has provided a roadmap to guide successful implementation of HQIM while building leadership capacity. As a professional development provider, coming alongside the teachers and leaders has been critical with the process of the math acceleration project so that true implementation of HQIM occurs and all, and I mean all, students grow in their learning.”

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