



Six Years of Partnership with Gladstone Elementary School

📍 Kansas City, Missouri



Where we started

Instruction Partners began a partnership with Gladstone Elementary, a K–6 school with significant refugee and new immigrant student populations, in the fall of 2018.

At the time, Gladstone educators were working hard to provide great learning experiences for their students, but, despite their efforts, they were not seeing significant growth in student outcomes. When the Instruction Partners team conducted classroom observations, we found that classroom instruction and materials were unaligned to the state standards.

Where we reached

Compared to pre-pandemic levels, Gladstone students are progressing in grade-level proficiency on the MAP state assessment faster than the overall state.



What I'm most proud of is that our kids are no longer leaving with subpar instruction. Our kids are leaving 6th grade writing and reading, able to have discussions, and able to critically think. And it's because we upped our game with the support of Instruction Partners. So, game on.

DANA CARTER
Former Principal

Change in % of students testing proficient/advanced, from SY 2018–19 to SY 2022–23 (Four years)*

	Gladstone Elementary	State
Math	+6.0%	-2.2%
ELA	+2.3%	-5.4%
Science	+10.4%	-3.8%

*Data pulled from Missouri Comprehensive Data System reporting website



How we got here

Here's how we worked with Gladstone leaders to build an instructional support system that produces strong daily instruction and improved student outcomes.

Deepening leaders' content knowledge

The Instruction Partners team deepened the Gladstone leadership team's **understanding of effective instruction in ELA, math, science, and early literacy** by:

- **Introducing the team to the Instructional Practice Guides (IPGs)**—subject-specific observation and coaching tools that describe the content, teacher actions, and student engagement indicative of excellent teaching and learning.
- **Leading side-by-side classroom observations and coaching sessions** to build understanding of the grade-level standards and practice providing teacher feedback grounded in the IPG indicators in each subject area.



The Instructional Practice Guide gives us the 'what' by looking at the standard and the materials that we put in front of the children. It gives us the 'how' by really thinking through the facilitative questions that teachers will use to get the kids being able to access that content, and it helps us anticipate what students will do when they have the content in front of them.

ULI SCHNEIDER

Current principal



Implementing and supporting high-quality instructional materials (HQIM)

After establishing a better understanding of standards-aligned instruction, the Instruction Partners team worked with Gladstone educators to select and implement high-quality instructional materials over the course of two years.



HQIM support included:

- Developing a clear rubric for materials evaluation to inform selection
- Helping Principal Carter set expectations for materials use, grading, and assessments
- Delivering upfront training on the new curricula
- Modeling lessons for teachers
- Creating and modeling protocols for unit internalization, lesson preparation, and student work analysis during professional learning communities (PLCs)



I have seen myself grow. I feel more confident teaching math. I've definitely learned how to look into the curriculum and the lessons that we're going to teach and how to break things down. And I've realized that the more I understand it, the more I can help the kids understand it.

MOLLY HILLER

Teacher



Creating instructional data routines

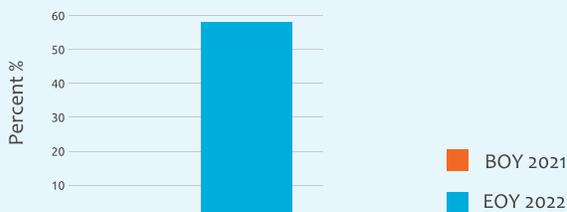
Instruction Partners empowered Gladstone leaders to monitor and continually strengthen instructional support for teachers by collecting key instructional data at three levels:

- 1. Leader data:** Frequency of classroom observation and quality of feedback
- 2. Teacher data:** IPG indicators, participation in collaborative learning time, and qualitative survey feedback
- 3. Student data:** Outcomes on both curriculum-embedded assessments and nationally normed assessments

We established monthly stepback meetings to reflect on instructional data, enabling leaders to create short-term action plans, including planning topics of focus for teachers' collaborative planning time.

Data routines were initially implemented for K–2 reading instruction and led to unprecedented levels of growth in literacy. From the start to the end of SY 2021–22, the percentage of K–2 students testing on grade level (as measured by the i-Ready universal screener) increased from 0 to 58%.

Increase in the percentage of K–2 students testing on grade level SY 2021-22*



*i-Ready data for Gladstone Elementary received through data sharing agreement.



Previously, we always collected a lot of data, but we didn't really know what to do with the data that we had. Now, we collect data, and that data actually is how I decide what I'm going to teach. That's what drives my instruction.

SHAWNA CREELEY

Teacher



I think what has made this partnership so successful is the beliefs of the Gladstone leaders. There is never any doubt about the belief they have in their teachers and what their teachers are capable of—and the belief in their students and what their students are capable of.

MELISSA BECK

Director of Instructional Support
at Instruction Partners

Partner with us

[Contact us](#) today to learn more about how we can partner to support your school or system in delivering excellent instruction for all students.