



99 Problems And An Instructional Model Isn't One

Principal Name: Ryan Jenkins

School Name: Central Elementary

Team Members' Names: Lindsay Brown, Michelle Brown

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Background Leading to Our Inquiry (Slide 2)

With ever-changing mandates locally and from the state, new school and corporation initiatives, and extended eLearning, we feel overwhelmed!

The Purpose of Our Inquiry (Slide 3)

Therefore, the purpose of our action inquiry was to examine our strengths and weaknesses as a school and determine what areas are most meaningful to us and that we have direct control over.

Our Wondering (Slide 4)

With this purpose we wondered, would the creation of a school wide instructional model school help us become more focused in our instruction, assessment, and student interactions?

Our Actions (Slides 5-6)

Our process began by examining our staff, student, and parent survey data from the HRS surveys. At a September staff meeting, teachers were asked to provide three areas off the top of their head that they felt needed improvement. They wrote them down anonymously on sticky notes and posted them on the door on the way out of the meeting. The sticky notes were then analyzed for patterns.

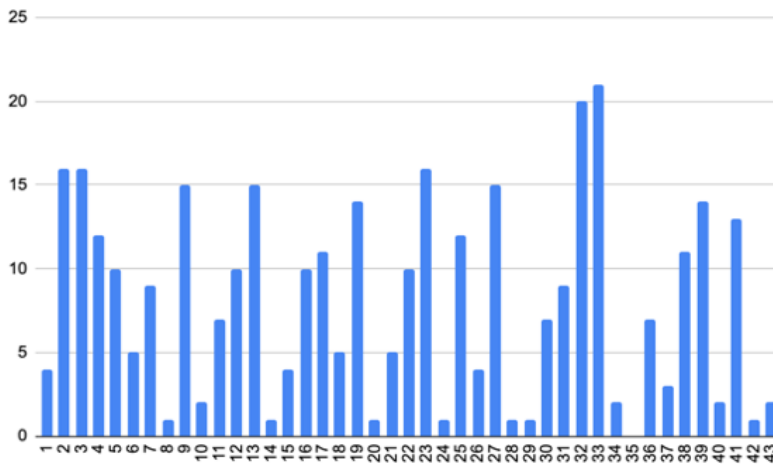
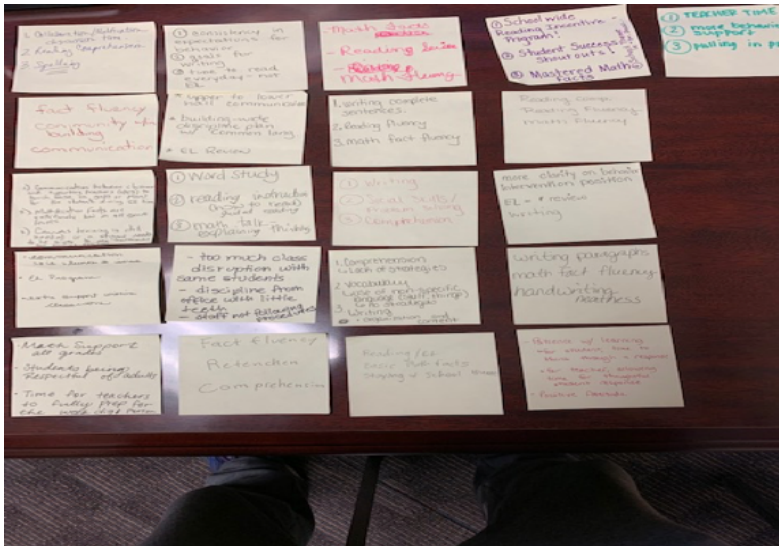
Teachers were also asked to examine Marzano's 43 indicators of High Reliability Schools. They selected the ten indicators that were most meaningful to them. The data was compiled and discussed at a staff meeting in November. Twelve indicators that showed commonality in their importance were chosen to be the foundation of our instructional model. Posters were created for every room and distributed to staff at a January staff meeting. An open discussion was held to talk about the 12 indicators and what each might look like.

Data Collection (Slide 7)

The HRS Level 2 survey data indicated that Leading Indicator 2.1: "The school leader

communicates a clear vision as to how instruction should be addressed in the school” was an area for improvement. Using the data from our Marzano leading indicators staff activity, an instructional model was created by incorporating the indicators selected by teachers as most important to them. During Feb. and March, daily/weekly walkthroughs were conducted and tracked by tally marks.

Our Data (Slides 8-12)



C
CONTENT

- Reflecting On and Reviewing Content
- Providing Resources and Guidance
- Highlighting Critical Information
- Challenging Students in Cognitively Challenging Tasks

E
EVALUATE

- Tracking Student Progress
- Noticing When Students Aren't Engaged/Reacting
- Informal Assessment of Whole Class
- Formal Assessment of Individual Students

S
SOCIO-EMOTIONAL

- Celebrating Success
- Motivating and Inspiring Students
- Establishing Rules and Procedures
- Understanding Students' Backgrounds & Interests

INSTRUCTIONAL MODEL

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- Reflecting On and Reviewing Content
- Providing Resources and Guidance
- Highlighting Critical Information
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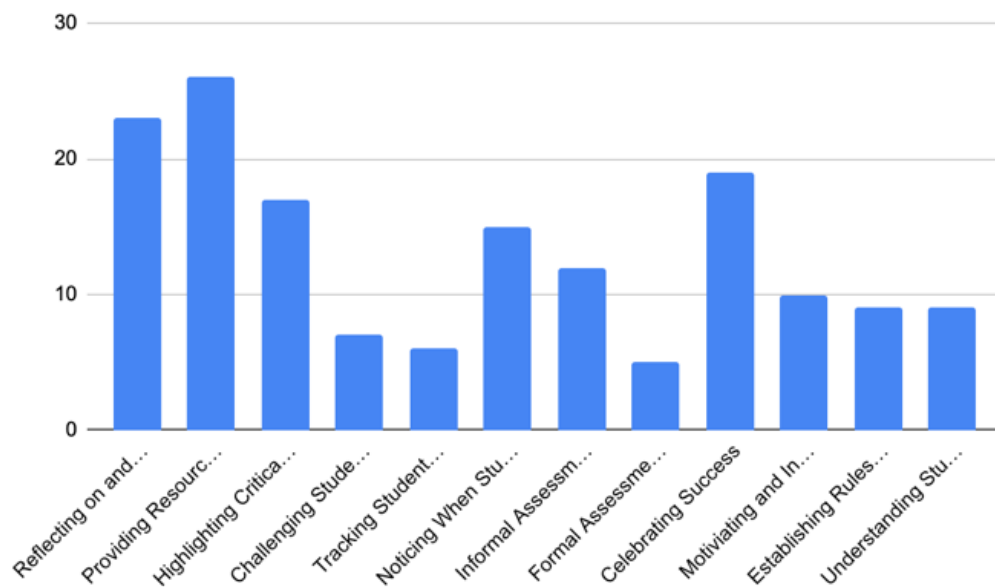
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INSTRUCTIONAL MODEL



Our Discoveries (Slides 13-14)

► Learning Statement One: The data gathered through my walkthroughs and tally marks revealed several areas that showed great strength and several areas that were observed significantly less than the others. Three indicators observed frequently were Reflecting On and Reviewing Content, Providing Resources and Guidance, and Celebrating Success. Two indicators that stood out for infrequent observation were “Challenging students in Cognitively Challenging Tasks” and “Formal Assessment of Individual Students”.

► Learning Statement Two: The sticky note activity showed two areas that were mentioned multiple times, the writing process and student behavior.

► Learning Statement Three: By conducting the sticky note activity and walkthrough observations of our instructional model, we can now narrow our focus as a school and be purposeful in areas that we as a staff determined to be meaningful to us. We can also recognize our strengths and celebrate them.

Where We Are Headed Next (Slides 15-16)

► The upcoming April staff meeting will be used to present the findings from my

walkthrough observations through the use of this powerpoint presentation. We will recognize and celebrate those areas that showed great strength and PLC's will be created to address the areas of Challenging Students in Cognitively Challenging Tasks and Formal Assessment of Individual Students.

► PLC groups were created to address writing and behavior as indicated by the sticky note activity. These groups have been meeting bi-monthly and will continue to do so for the remainder of this school year and in future years. The writing PLC has already created a school wide writing process that was presented at a staff meeting in March, and they are currently working on writing rubrics by grade level. The behavior PLC is developing end of year activities that will allow students to purchase activities based upon how many tokens they have earned.

Bibliography (Slide 17)

Marzano, R. J. (2017) *The New Art of Science and Teaching*. Bloomington, IN. Solution Tree Press



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CENTRAL ELEMENTARY

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Sticky Note Activity

TEACHER TIME

1. Most behaviours supported
2. putting in place

School wide Reading Incentive Program:

1. Student Success shout outs
2. Mastered Maths Facts

Reading Strategy

- 1. Reading Strategy
- 2. Reading Strategy

more clarity on how to intervention position
 RL - r review
 (writing)

writing paragraphs
 math fact fluency
 handwriting
 math

Review of learning
 - use student time to
 - review strategy - review
 - for reading, strategy
 - for students, strategy
 - for students, strategy
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Maths Facts

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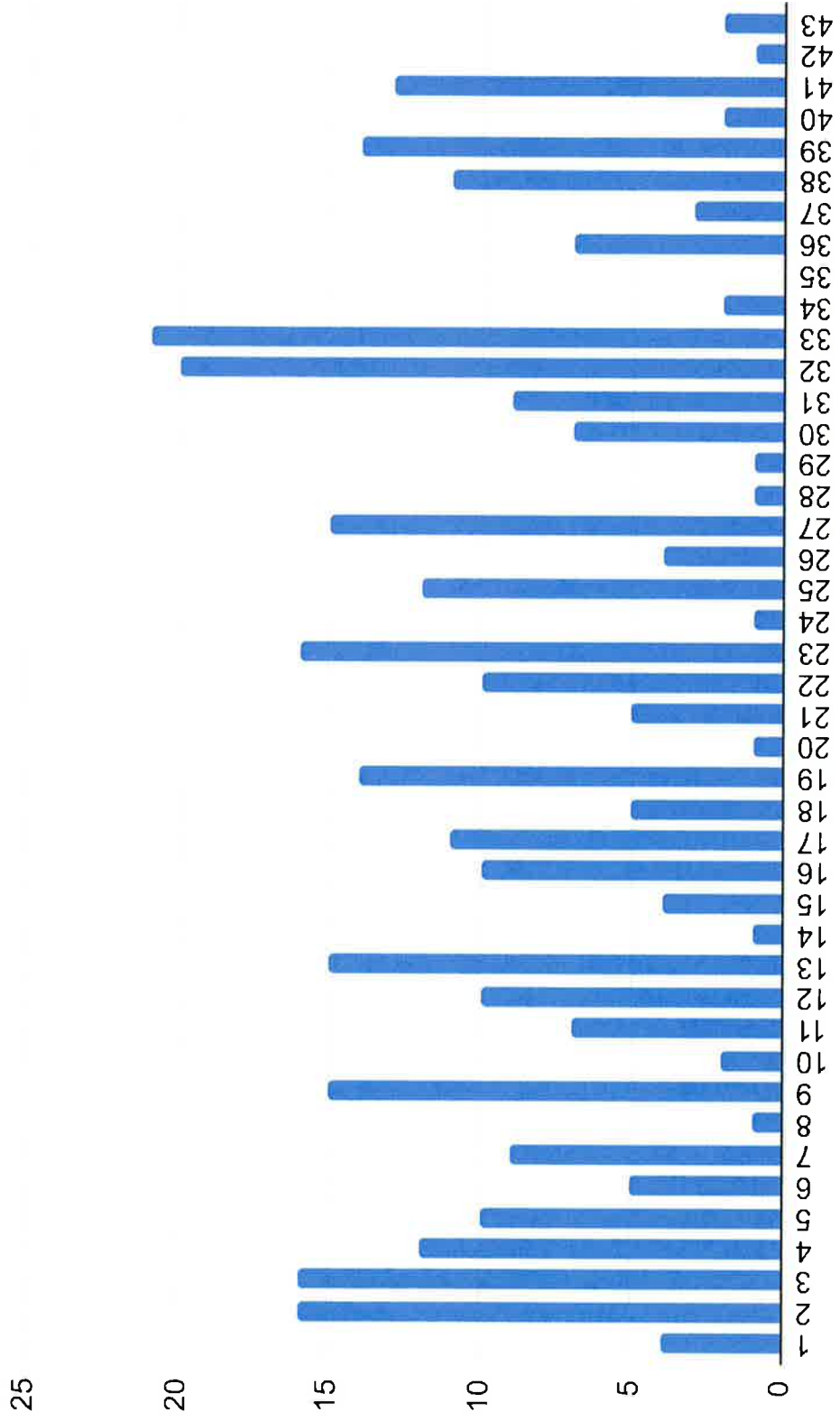
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43 Leading Indicators Survey



Central Instructional Model

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- Providing Resources and Guidance
- Highlighting Critical Information
- Challenging Students in Cognitively Challenging Tasks

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EVALUATE

- Tracking Student Progress
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INSTRUCTIONAL MODEL



Tally Marks from Observations

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- Reflecting On and Reviewing Content *||||*
- Providing Resources and Guidance *||||*
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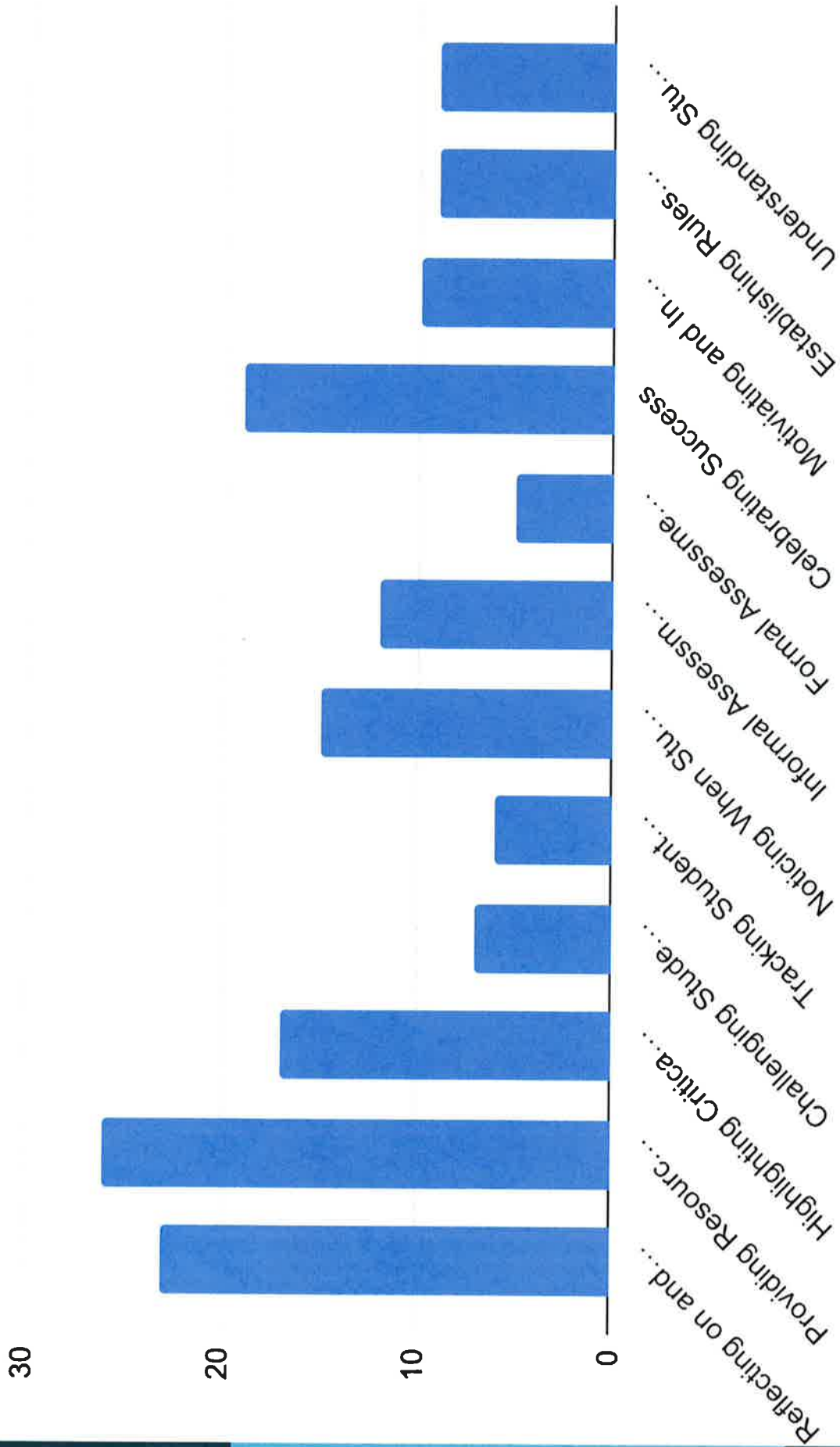
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INSTRUCTIONAL MODEL

Data cont.



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