

A 20/20 Look at Instruction

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Background That Led to Your Team's Inquiry:

After reviewing the survey results for Marzano's HRS Levels 1 & 2, our team came up with a three year plan to work on the weaknesses we discovered through our survey results. The areas we are concentrating on are:

- 2.1 - The school leader communicates a clear vision as to how instruction should be addressed in the school.
- 2.2 Support is provided to teachers to continually enhance their pedagogical skills through reflections and professional growth plans.
- 2.5 - Teachers are provided job-embedded professional development that is directly related to their instructional goals.
- 2.6 - Teacher have opportunities to observe and discuss effective teaching

One area that we found the most concerning was 2.1. Therefore, the purpose of our action research was to create Instructional Expectations as well as an Instructional Playbook for the teachers at Poston Road Elementary.

Statement of Your Team's Wondering:

If there is a clear vision of how instruction should be addressed at Poston Road Elementary, will reflection, collaboration, and goal setting become a more common practice for teachers in the building?

Methods/Procedures:

To gain insights into our wondering we began by creating our Instructional Playbook. The playbook is a LiveBinder created on livebinder.com. We created as much as we could ahead of time so we could share it and get feedback from the staff during our professional development session in December. On December 22, we had a professional development day that was devoted to our action research project. We began the day with reviewing Marzano's HRS Levels 1 & 2 survey data with the staff. This allowed the staff to see and understand why we chose to concentrate on standards 2.1, 2.2, 2.5 and 2.6.

Next, we showed the staff the Instructional Playbook on livebinder.com. We collaborated with the staff on slack.com. The teachers had time to view the playbook and provide feedback. We had a lot of great feedback that included content that needed to be added to the playbook. After we finalized our Playbook conversations, we moved to working on our Instructional expectations framework. We divided the framework into Feedback, Content, and Context. We divided the staff into three groups. The groups worked together to provided ideas for each of the areas of framework. The staff members placed post it notes on chart paper to identify different strategies/ideas that needed to be under each heading.

Finally, during our professional development session, we explained the plan for the next two years. During the 2018-2019 school year, the plan includes the teachers videotaping themselves using a Swivl, reviewing the footage and setting goals for themselves based off the footage. The goal must come from the Instructional Expectations chart that was created that day. The teachers will post their goals outside of their classrooms.

During the 2019-2020 school year, the teachers will participate in instructional rounds and have the opportunity to see their fellow teachers in action.

Stating Your Team's Learning and Supporting it with Data:

As a result of analyzing our data, three things we learned include: 1) New teachers need guidance that was not being given; 2) Staff members appreciated the opportunity to grow and improve their teaching.

We discovered through our Survey data that new teachers did not have the professional development opportunities they needed to learn about our school-wide model of instruction (2.1) (Score 3.52). After creating the Instructional Playbook and sharing it with the staff, I received an email from one of our first year teachers that stated, "Wow! I am sure you or Rhonda told me about this, but I never realized all this was available to me in a single location, thank you!"

After explaining to the staff our three year plan, the staff members appreciated the opportunity to learn and improve their teaching. When it was explained that next year, they would be videotaping themselves using the Swivl, five teachers spoke up and said they would be interested in starting this year on the project. We had one teacher, video tape herself, review the footage, create a goal for herself, and posted it outside of her classroom. This was the expectation for next year. She went ahead and followed through with the process and has already seen an improvement on her students' EOY NWEA scores as a result of her own personal goal.

Providing Concluding Thoughts:

Overall, the process of our Action Research Project was extremely valuable. We not only created a project for this year, but created a three year plan of action for our staff. The survey results were a valuable asset as we used those to determine the needs in our building. Now that we have a clear vision of what instruction should look like in our building, we have learned that the staff at Poston Road Elementary are excited to take these next steps into reflecting and goal setting to improve their instruction.

References: