



Creating an Instructional Model that Reflects
BGM's Educational Values

(utilizing The New Art and Science of Teaching framework, Marzano, 2021)

Battle Ground Middle School

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Teacher Leaders: Mrs. Cassie Fine and Mrs. Brittany Gray

Background Leading to this Inquiry

- How can we support teachers with regard to instructional development and improvement?
- What could we provide to new teachers to give them a starting point and to help them understand our expectations of high quality teaching in the classroom?



Purpose of This Inquiry

- BGM's need for a consistent instructional framework
 - Need to improve overall instructional practices

**Instructional
Framework based
on Best Practices**



**Better
Teaching**



**Improved
Learning**

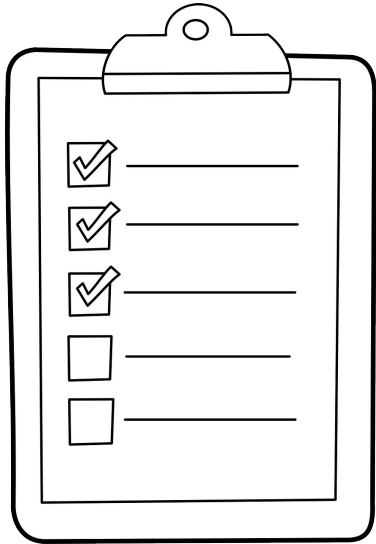
Intentions are fine, but they will not impact results unless and until they are translated into collective commitments and specific concrete actions. ~On Common Ground



Our Wondering

- How does an instructional model improve overall instructional practices? How can instructional rounds improve instructional practices?

Our Actions



- New Art and Science of Teaching (NASOT) Framework
- 43 Elements of best practices
- Teams whittled this down to 10 (was the goal)
- BGM Adopted 15 Elements

What this looked like for us...

Our Actions Contd.

Instructional Model



Feedback	Content	Context
Providing and Communicating Clear Learning Goals: <ul style="list-style-type: none">• <i>Providing Scales and Rubrics</i>• <i>Tracking Student Progress</i>• <i>Celebrating Success</i>	Direct Instruction Lessons: <ul style="list-style-type: none">• <i>Chunking content</i>	Engagement <ul style="list-style-type: none">• <i>Maintaining a lively pace</i>• <i>Motivating and inspiring students</i>
Assessment: <ul style="list-style-type: none">• <i>Informal Assessments of the Whole Class</i>	Practicing and Deepening Lessons: <ul style="list-style-type: none">• <i>Structured Practice Sessions</i>	Rules and Procedures <ul style="list-style-type: none">• <i>Establishing consistent rules and procedures</i>
	Knowledge Application Lessons: <ul style="list-style-type: none">• <i>Providing resources and guidance</i>	Relationships: <ul style="list-style-type: none">• <i>Displaying Objectivity and Control</i>• <i>Understanding students backgrounds and interests</i>
	Strategies that appear in all types of lesson: <ul style="list-style-type: none">• <i>Reflecting on learning</i>• <i>Purposeful homework</i>	Communicating high expectations: <ul style="list-style-type: none">• <i>Demonstrating value and respect for reluctant learners</i>

Data Collection

I will observe teachers in the building in order to improve my own self-awareness of my skills and to identify areas for further growth either regarding classroom management or instructional strategies.

I will systematically engage all students in answering questions by utilizing choral response, paired response, response cards, whiteboards, technology-based response platforms, and other new strategies I discover. I will also pull random names of students to answer questions by using the "Wheel of Names" website.

During the 22-23 school year, I will engage my students in cognitively complex tasks.

Data Collection Contd.

Instructional Rounds Template



BGM Instructional Rounds 2022-23

Use this form when you are observing another teacher during instructional rounds.

This form is automatically collecting emails for Tippecanoe School Corporation users. [Change settings](#)

Who are you observing?

Short answer text

What did you observe that reaffirms something you are doing now?

Long answer text

Reflection Examples

What did you observe that reaffirms something that you are already doing in your classroom?

Starting class with a way to connect with the students. Students are very motivated to get the right answer.

Using humor and giving plenty of warnings even if in a funny way. Less yelling, and more communication.

Reflection Examples Contd.

What strategies did you observe that you would like to learn more information on how implement in your own class in the future?

- Using different media sources to increase student engagement and learning
- Student/Teacher notes that were made for the entire unit.
 - Having a remote to change the slides would allow me to be able to move around the room throughout the entire lesson and engage with students more.
- Implementing scavenger hunts into my lessons so that the students are engaging in inquiry based lessons rather than hearing lectures everyday in class.

Our Discoveries

Those teachers who participated in the instructional rounds were able to become more reflective on their own teaching practices

The same teachers were able to implement strategies and continue to the reflection process.



Where we are Heading Next?

1. We will be implementing instructional rounds school-wide next school year.
2. We will use the instructional model to create a toolbox of best practices for new and veteran teachers.



Bibliography

Dana, N. F., & Yendol-Hoppey, D. (2016). *The Plc book*. Corwin.

Marzano, R. J., Warrick, P., Simms, J. A., & Livingston, D. (2014). *A handbook for high reliability schools: The next step in school reform*. Marzano Research Laboratory.

Marzano, R. J., Rains, C. L., Warrick, P. B., & Simms, J. A. (2021). *Improving teacher development & evaluation: A guide for leaders, coaches, & teachers*. Marzano Resources.



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Template for Team AR Narrative - Year 2

Background Leading to Our Inquiry (Slide 2)

At the start of the 2022-23 school year, our school district changed to a 4-tiered bussing system impacting the start/end time, and our staff had large turnover due to the time changes. We had a large number of new teachers, some new to the profession and some just new to the building. This led us to think about what our cultures and teaching philosophies are and how we could share that with them as they integrated into our from the New Art and Science of Teaching.. When we attended the July session, we came away with the idea of implementing an instructional framework

The Purpose of Our Inquiry (Slide 3)

Therefore, the purpose of our action inquiry was to develop a consistent framework for teaching and better instructional practices. The purpose of this inquiry is to create a plan that enables all teachers to utilize best practices to provide better instruction. We believe a consistent instructional framework based in best practices will not only lead to better teaching but also improve learning.

Our Wondering (Slide 4)

After the presentation from Dr. Warrick, we began to reflect on the practices in place in our school. We realized that we were missing a huge component that could change the way we function as a school.

We wanted to learn more about the instructional model and dive deeper into the things we were already doing as a staff, as well as what we could do to help staff grow regardless of their experience level. Once the leadership team had time to work through what we what wanted to explore, we decided the next step was to pull in the teachers.

Our Actions (Slide 5-)

In this step, begin by outlining how you gained insights into your team's wondering. First,

in team meetings, staff received a copy of the 43 best practices listed in The New Art and Science of Teaching framework (Marzano et. al). They were instructed to highlight the 10 they thought were most important for effective teaching. The leadership team then tallied the results, hoping to whittle it down to the top 10 chosen elements. We ended up with 15, and decided to go with that. We created the framework from there.

This is the model that was created using the 15 elements that our teachers identified as most important practices in effective education. Overall, it was interesting that the most common selected elements of all 43 were in the context category, which reflects what we see daily- our teachers are highly focused on relationship building and the effectiveness of connecting with their students. Next teachers were given the opportunity to create their personal goals from this framework. Additionally, they were introduced to the idea of instructional rounds. First and Second year teachers were required to participate in these, and teachers with more experience were given the opportunity, but did not have to participate.

Data Collection (Slide 7)

Share the ways your team collected data to understand better what was implemented. **Our Data (Slides 7-10)**

Teachers who chose to use these elements were encouraged to use elements that they were not comfortable with to grow in their teaching practices. What you see here are samples of our educator goals.

1. Participate in the instructional rounds 4 times throughout the year and write and reflection following each one. The reflection is aimed at analyzing her experience and identifying improvements that can be made to her instructional practices.
2. Focused on different ways to engage student in their responses. Did a round table of responses where students worked together in segmented rounds to answer problems as a group.
3. Teachers wanted to implement more project-based learning into their teaching. Consulted with the instructional coach to help them identify ways to increase the complexity of the tasks that they were already doing. This teacher decided to differentiate their projects and grading rubrics to challenge their students' academic ability levels and push them towards growth throughout the school year.

We also implemented the instructional round for our first and second-year

teachers. These teachers were required to conduct 4 rounds over the course of the year and reflect on their experiences. The idea was for them to visit a teacher who was not in their content level or grade level. This way they could go out and observe different disciplines and different students from what they see on a day to day basis. They were also able to use these reflections as evidence for their Educator Goals. This is the Google Form that teachers who participated in the instructional rounds filled out after visiting another teachers' classroom. This Google Form allows teachers to reflect back on their experiences in the classroom and identify areas that they were already doing well as well as areas in which they could add to their teaching repertoire.

Our Discoveries (Slide 11)

Through the use of instructional rounds, teachers were able to become more reflective in their teaching practices. Teachers were able to get some affirmations in areas that they were already doing in their classrooms and walk away with new ideas to implement in their classrooms this year and in upcoming years. After going through these reflections, we are able to see what our teachers were interested in learning more about, and using that information to plan out our instructional professional development through the use of an instructional coach or staff-led instructional improvement blocks.

Where We Are Headed Next (Slide 12)

Based on the feedback from the participants, we will be implementing instructional rounds as part of our school-wide goal. Each teacher will participate in at least two instructional rounds (one per semester). This information and reflective feedback will become part of their evidence for growth.

Additionally, we have already started creating a tool-box of best practices to be shared among the staff members. This is a tool that will not only support new teachers, but provide a way for our veteran and highly effective teachers to mentor and support other teachers in the building.

Bibliography (Slide 13)

Dana, N. F., & Yendol-Hoppey, D. (2016). *The Plc book*. Corwin.

Marzano, R. J., Warrick, P., Simms, J. A., & Livingston, D. (2014). *A handbook for high reliability schools: The next step in school reform*. Marzano Research Laboratory.

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