



Demystifying “Good Teaching” – Year 2

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Background Leading to Our Inquiry (Slide 2)

- **Context** – A variety of professional learning initiatives throughout the years without a succinct way of communicating these ideas to new staff
- **Issue/Tension/Dilemma** – Data from HRS Level 2 Survey indicated that teachers do not feel confident that our building has a clearly articulated model of instruction (SD 0.96)
 - 2.1.1 – *School leaders and teacher leaders have developed a written document articulating our schoolwide model of instruction*

The Purpose of Our Inquiry (Slide 3)

Therefore, the purpose of our action inquiry was to address teachers’ confusion of what instructional approaches should be valued in the building and should be incorporated in everyday classroom instruction.

Our Wondering (Slide 4)

With this purpose, we wondered how adopting an instructional framework might provide alignment and consistency among all staff members in the building with regard to leading practices in instruction.

Sub-questions:

- What does “good teaching” look like?
- How can an instructional framework help new teachers build foundational skills?
- How can an instructional framework help teachers continue to grow as professionals?

Our Actions (Slides 5-8)

- October 2020: Administer HRS Level 2 Survey
- November 2020:
 - November Staff Meeting
 - review results of HRS Level 2 survey
 - engage teachers in “What does ‘good’ teaching look like?”
 - Provide teachers w/ examples of instructional models from other schools
- December 2020: Gather a leadership team to solidify an instructional model
- January 2021: Roll out the adopted instructional model to the staff

- January 2021 – March 2021:
 - Incorporate the instructional model in classroom observations
 - (If the sub shortage improves) allow time for teachers to engage in “instructional rounds”
- April 2021: administer follow-up HRS Level 2 survey to staff

Data Collection (Slide 9)

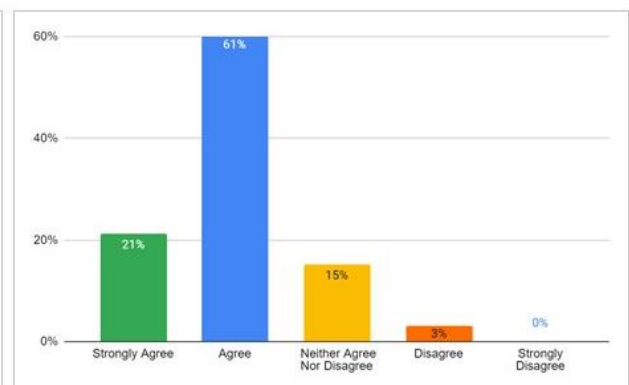
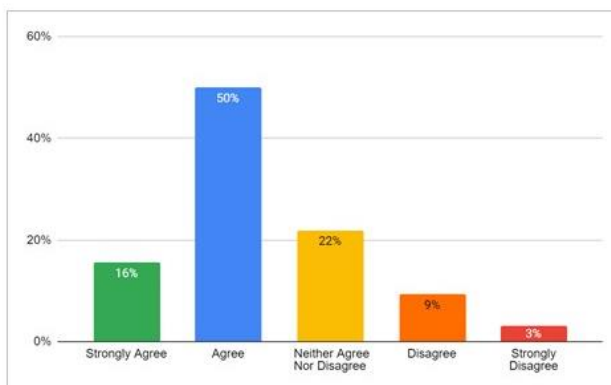
- Number of conversations w/ staff in a whole-group setting (staff meeting)
- Number of times instructional model used in classroom observations
- Administer HRS Level 2 survey in March to compare with HRS Level 2 survey in October

Our Data (Slides 10-13)

- Number of conversations w/ staff in a whole-group setting (staff meeting)
 - **October 12**, Administer HRS Level 2 survey
 - **November 2**, HRS Level 2 survey results / What does “good teaching” look like?
 - **December 14**, Debrief conversations w/ small group team
 - **January 11**, Roll out Hometown Instructional Model
 - **February 8**, Highlight great things from classroom observations
 - **March 8**, Administer HRS Level 2 survey a second time
- Number of times instructional model used in classroom observations
 - 41

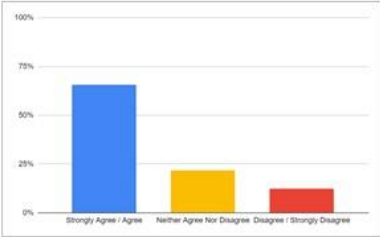
2.1.1 School leaders and teachers leaders have developed a written document articulating our schoolwide model of instruction.

October 2020			March 2021		
Responses	Mean	SD	Responses	Mean	SD
32	3.66	0.96	33	4.34	0.70

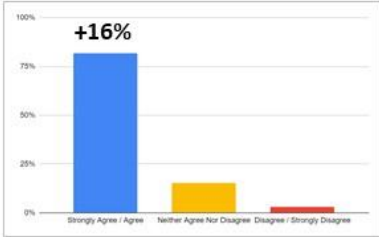


School leaders and teacher leaders have developed a written document articulating our schoolwide model of instruction

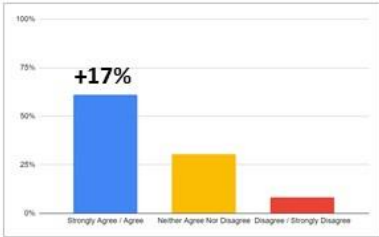
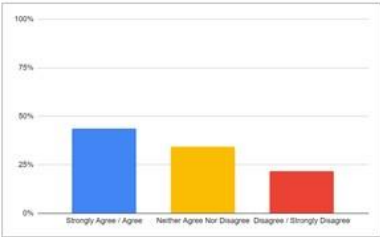
October 2020



March 2021

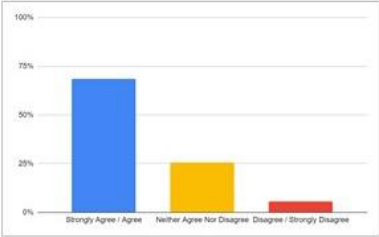


I can describe the major components of our schoolwide model of instruction.

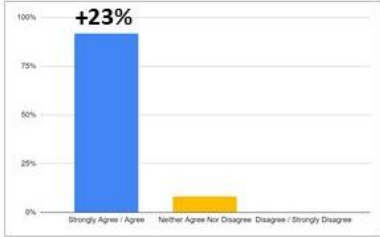


Our school has a common language for talking about teaching and instruction.

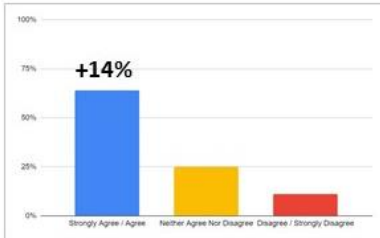
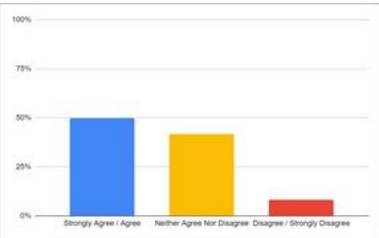
October 2020



March 2021



I use our schoolwide language of instruction in faculty and department meetings.



Our Discoveries (Slides 14-17)

- **Learning Statement One:** Veteran teachers and recent hires were not aligned on what “good teaching” looks like.
- **Learning Statement Two:** Teachers appreciated lending their voice in determining what should be included in the instructional model.
- **Learning Statement Three:** Frequent conversations of a topic are needed in order for it to become instilled in the culture.

- **Learning Statement One:** Veteran teachers and recent hires were not aligned on what “good teaching” looks like.
 - A high variance in our initial HRS Level 2 survey results led us to conclude that the staff was split on which leading classroom practices should be commonplace.
 - We discovered that veteran teachers pointed to past professional learning initiatives as their “instructional model.”
 - Former professional learning initiatives often do not get passed on to new hires.
- **Learning Statement Two:** Teachers appreciated lending their voice in determining what should be included in the instructional model.
 - The November staff meeting opened a lively discussion among colleagues regarding what they value in classroom instruction.
 - Teachers were open to continue sharing in grade-level PLCs and in a small group leadership team.
 - Teachers commented to the administrator and the two teacher leaders how much they appreciated their involvement in the discussion.
- **Learning Statement Three:** Frequent conversations of a topic are needed in order for it to become instilled in the culture.
 - The data from our HRS Level 2 survey indicates more agreement among teachers about our school-wide model of instruction.
 - This increase in consensus can be attributed to the frequent conversations about the instructional model in each staff meeting since October and in using the document in classroom observations.

Where We Are Headed Next (Slides 18-20)

- Purchase a copy of The New Art and Science of Teaching (Marzano, 2017) for each teacher in the building to use as our “playbook.”
- Continue to using the instructional model with classroom observations to highlight what teachers are doing well.
- Track the items above to identify “lead teachers” in the areas listed in the instructional model.
- Implement instructional rounds to highlight “lead teachers” and to spread the great things happening in classrooms.
- Use the instructional model to highlight opportunities for growth; use New Art and Science of Teaching as a resource for getting better every day.
- Use the instructional model in the interview and onboarding process with new staff.

- Through this process of action research, we have learned that data is important in providing the evidence of what is and what is not working. We plan on using tools like the HRS surveys in the future to gain an understanding of where our building is, and where we would like to take it.
- We also learned that data does not have to be strictly numbers; qualitative data can be effective in determining the efficacy of an initiative or the general temperature of the building.

Bibliography (Slide 21)

Marzano, J. (2017). The new art and science of teaching. Solution Tree.

Marzano, R. J., Warrick, P. B., Rains, C. L., DuFour, R. (2018). Leading a high reliability school. Solution Tree.