Creating a Model of Instruction

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Background Leading to Our Inquiry (Slide 2-3)

Prior to undertaking this task for IPLI, I had led staff discussion on the topic of growth from good to great. We had discussed what we thought were the qualities of great educators in great schools, but we found it difficult to develop a roadmap to get there. Once the teacher team and I started IPLI and started to study Robert Marzano's *High Reliability Schools*, we were given a set of characteristics of high reliability schools. This text and the accompanying training provided an excellent framework for our improvement.

After looking through our High Reliability Schools Data, we saw a glaring absence: we had not developed a model of instruction for our school. Before we could really work through the high reliability schools framework, we needed to develop that foundational piece.

The Purpose of Our Inquiry (Slide 4)

Therefore, the purpose of our action inquiry was to develop a school-wide model of instruction.

Our Wondering (Slide 5)

With this purpose, we wondered how the development of a school-wide model of instruction would improve our instruction. How would this creation of a school-wide model of instruction increase our effectiveness and help us make that transition from good to great?

Our Actions (Slide 6-8)

Prior to this school year, we had several discussions about the progression from good to great, the difference between a good teacher and a great teacher, and the difference between a good school and a great school.

We transitioned from this discussion to establishing a framework for learning. We used the bulk of our professional development time during our October 10 eLearning Day to compose a rough draft of our model of instruction.

Since our model of instruction was divided into three segments (What Should Occur, What Might Occur, and What Rarely/Seldomly Occurs), our team decided to explore those segments individually to "clean up" our draft.

Data Collection (Slide 9)

Our data collection consisted mostly of Google Forms asking teachers their thoughts about each segment of our Model of Instruction. What was most crucial? What needed to be clarified? What needed to be added?

Our Data (Slides 10-11)

The Teacher IPLI Team and I reviewed the data first, then reviewed it and discussed during department chair meetings, and, finally, as a staff at faculty meetings.

Our Discoveries (Slide 12)

Even though our building covers six different grades and all subjects, there are some common understandings of how teaching and learning should occur. We believe our model of instruction will help keep us aligned to the strategies that we think will best promote student learning.

We have noticed a number of similarities between our evaluation tool and the SHS Model of Instruction. As we continue to work through the high reliability schools framework, we can use educational walkthroughs to help teachers be better prepared for their evaluations.

This activity was an excellent opportunity to discuss teaching and leanring. Management issues sometimes take focus during faculty meetings. This process forced us to have intentional discussions about teaching and learning. Having those discussions reminds us of our purpose and best practices.

The data presented us some good ideas for professional development reminders in the future. For example, since feedback was labeled as an important learning strategy, we plan to deliver professional development on effective feedback.

Where We Are Headed Next (Slide 13)

So, where do we go from here? This process has been an excellent learning experience and given us the opportunity to have some salient discussions about teaching and learning and our expectations of how those things should work in our building.

To punctuate the importance of our SHS Model of Instruction, each teacher will have a laminated copy to be posted in their classroom. We will periodically refer to the document throughout the school year. Additionally, we will focus our professional development on those aspects of teaching and learning that we value the most. To that end, we will work on creating

objectives for each lesson, providing quality feedback, and using effective questioning techniques, among other strategies.

<u>Bibliography (Slide 14)</u>

Marzano, R., Warrick, P., Rains, C., & DuFour, R. (2018). *Leading a High Reliability School.* Bloomington, IN: The Solution Tree.

Marzano, R. J., Warrick, P., & Simms, J. (2014). *A Handbook for High Reliability Schools: The Next Step in School Reform.* Bloomington, IN: Marzano Rsearch.

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Background Leading to this Inquiry

- Discussion Topics in Recent Years
  - Characteristics of good schools vs. great schools
  - Transitioning from good to great
- How do we get there?
- IPLI and the study of Marzano's *High Reliability Schools*
  - Roadmap
- IPLI Data. . . what did it tell us about our school?

Background Leading to this Inquiry . . . Continued

- What the data showed us . . .
  - The Positive
    - Our staff and students feel safe in the building
    - Level 1 HRS Success!
  - Where we need to begin our focus . . .
    - HRS Level 2: Effective Teaching in Every Classroom
      - First priority . . . A Model of Instruction

Purpose of our Inquiry

- Therefore, the purpose of our action inquiry was to develop a school-wide model of instruction.

Our Wondering

- With this purpose in mind, we wondered how the development of a school-wide model of instruction would improve our instruction. How would this model of instruction increase our effectiveness and help us make that transition from good to great?

Our Actions

- Before 2019-2020 School Year
  - Staff Discussions . . . how do we go from a good school to a great school?
- Transition
  - School-Wide Model of Instruction
  - October 10 eLearning Day-Focus on our Model of Instruction

Our Actions

- Three Segments
  - What Should Occur
  - What Might Occur
  - What Rarely/Seldom Occurs
- October 10--Just a draft!

Our Actions

- SHS Model of Instruction--Draft
    - Address each section individually
    - Google Form sent to staff for each segment
    - Department Chair Meeting Review
    - Finalized Draft

Data Collection

- Anecdotal Data
  - Google Forms sent to all staff over each segment of the model of instruction

Our Data

- Sample Question from the first segment
  - These items may or may not be on our list: What are five crucial instructional/teaching/learning strategies that you believe are the best ones to improve instruction?
    - Multiple responses emphasizing the importance of objectives/learning targets
    - Multiple responses on the importance of the teacher-student relationship
    - Multiple responses on feedback

Our Data

- Sample questions from the second segment
  - What additional thoughts do you have about what might occur in our classrooms?
    - Sample Responses
      - Responses about encouraging intrinsic motivation
      - Responses supporting effective questioning techniques

Our Discoveries

- Common ideas about teaching and learning
- The similarity to our evaluation tool and the SHS Model of Instruction
- Intentional opportunities to discuss teaching and learning
  - Great discussions!
- Ideas for professional development in the future

Where we are headed next . . .

- Focused professional development for our next school year
  - Effective Questioning
  - Writing Objectives/I-Can Statements
  - Delivering Effective Feedback

Bibliography

Marzano, R., Warrick, P., Rains, C., & DuFour, R. (2018). *Leading a High Reliability School.* Bloomington, IN: The Solution Tree.

Marzano, R. J., Warrick, P., & Simms, J. (2014). *A Handbook for High Reliability Schools: The Next Step in School Reform*. Bloomington, IN: Marzano Research.