

DEVELOPING A SCHOOLWIDE MODEL OF INSTRUCTION

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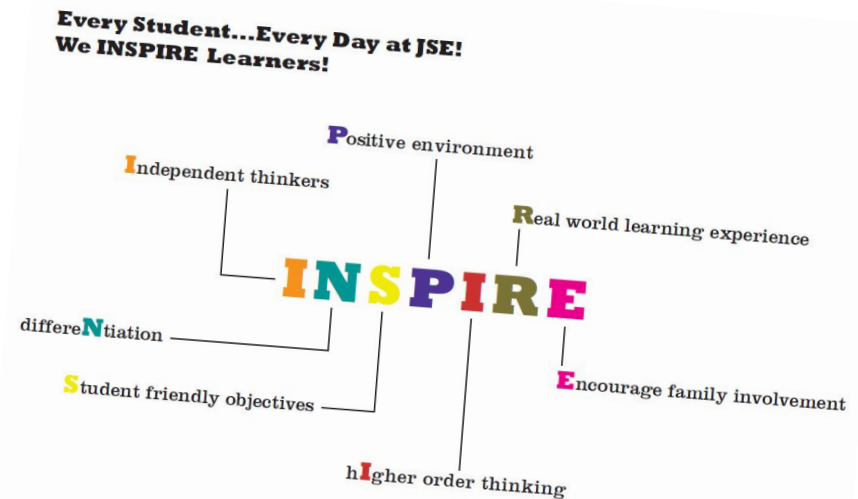
VALPARAISO

When that teacher can walk into the classroom with the mindset that, “My students are at an advantage because I am their teacher,” the probability for student success elevates exponentially because the teacher is bringing the requisite confidence into the classroom.

- Baruti K. Kafele in Education Week Teacher

BACKGROUND LEADING TO THIS INQUIRY

- Analyzing Level 2 Effective Teaching in Every Classroom High Reliability Schools Data
- Leadership Team Discussion
- Beginning and New Teacher Feedback
- Current Vision



PURPOSE OF THIS INQUIRY

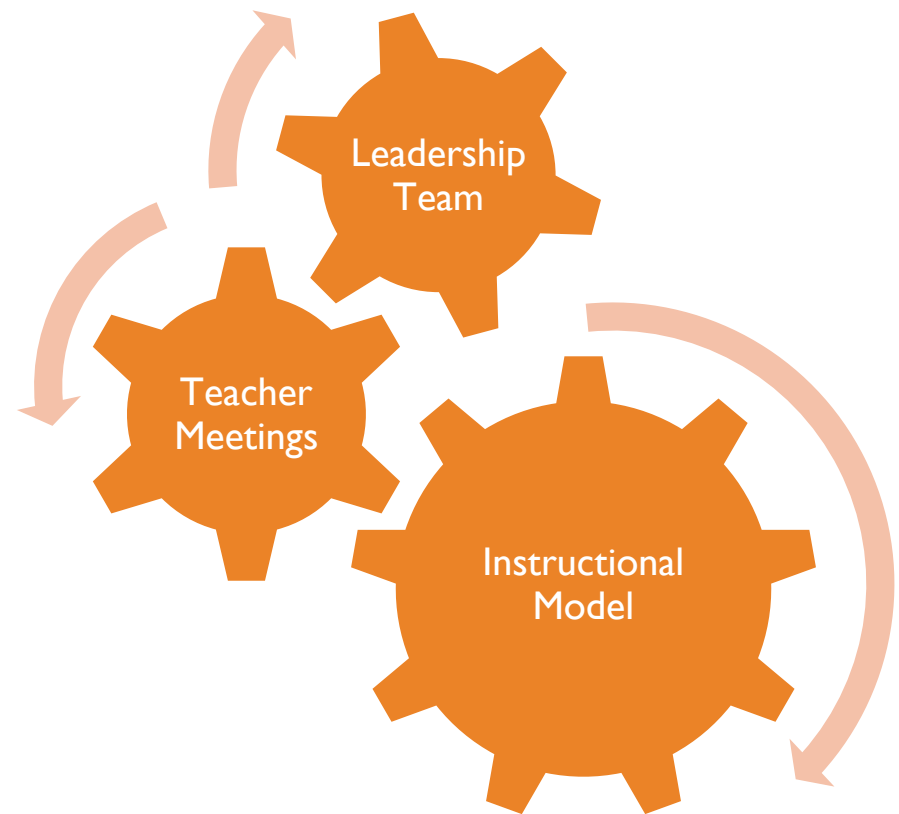
- JSE teachers learn from teachers in other grade levels.
- JSE teachers share best practices and areas of expertise.
- Improve classroom instruction focusing on student learning.
- Increase communication of instructional expectations.
- Improve evaluation feedback.
- Provide purposeful professional development.
- Improve goal setting surrounding instruction.
- Improve classroom and school culture.

OUR WONDERING

With this purpose, we wondered in what ways can the development of an instructional model improve classroom instruction and culture?

OUR ACTIONS

- Leadership Team Feedback
- Instructional Feedback Survey
- Beginning Teachers Round Table Pre and Post
- Grade Level Teacher Meetings
- K-2 and 3-5 Teacher Meetings
- Professional Development Marzano and Hattie
- Develop an instructional model



DATA COLLECTION

- Google Running Docs for team meetings
- Instructional Model present in Classroom – teachers post in room with learning objective statement
- Walk-Through Observation Form
- Exit Slips from Observation Feedback
- Goal Setting Form
- Exit Slips from Professional Development
- Culture Survey

OUR DATA

Google Running Docs for team meetings/PLC

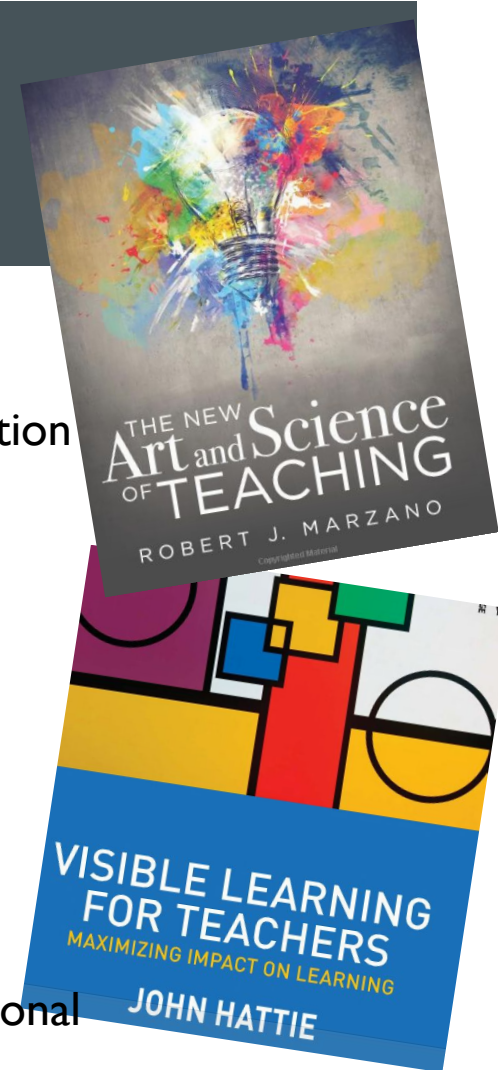
- Change in school-wide language of instruction
- “question students” to “helping student elaborate on new information through scaffolded questioning and helping students record and represent knowledge”

Exit Slips from Professional Development

- 88% “PD was tied to my learning goal.”
- 97% “PD was directly from our Instructional Model.”
- 90% “I can use something I learned today from our PD.”

Exit Slips from Observation Feedback

- 95% “My observation feedback was directly related to our instructional model.”
- Overall improvements in areas from HRS 2.1 and 2.2
- Comments: “Our conversation included more direct instructional strategies and focused on specific areas I could improve rather than a general discussion with no direction.”



OUR DATA

Instructional Model present in Classroom – teachers post in room with learning objective statement

- 100% Expectation and Observed

Goal Setting Form

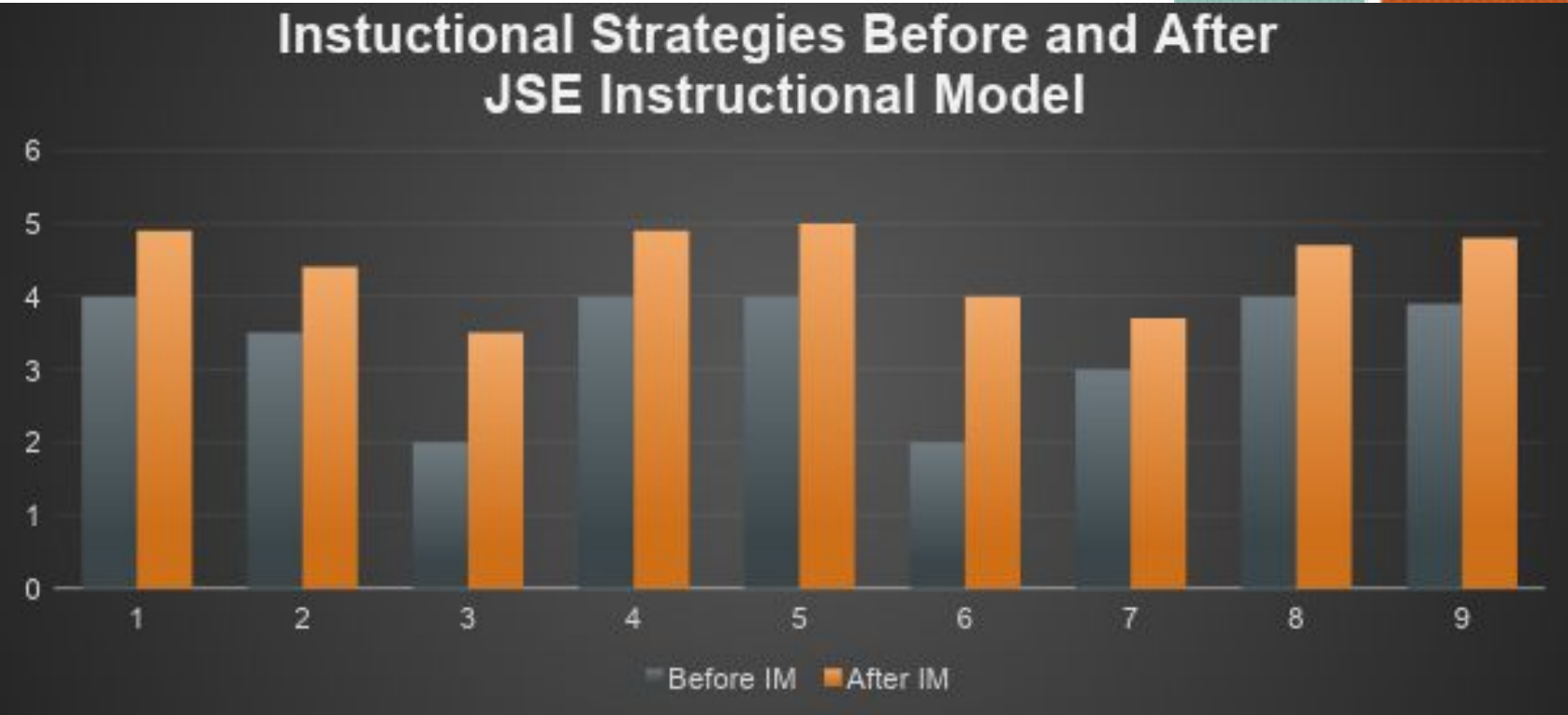
- 100% Direct correlation with our Instructional Model-check box

OUR DATA

REINFORCING EFFORT AND PROVIDING RECOGNITION	IDENTIFYING SIMILARITIES AND DIFFERENCES	SUMMARIZING AND NOTE TAKING
SETTING OBJECTIVES AND PROVIDING FEEDBACK	HOMEWORK AND PRACTICE	NONLINGUISTIC REPRESENTATIONS
GENERATING AND TESTING HYPOTHESES	COOPERATIVE LEARNING	CUES, QUESTIONS, AND ADVANCE ORGANIZERS

Walk-Through Observation Form

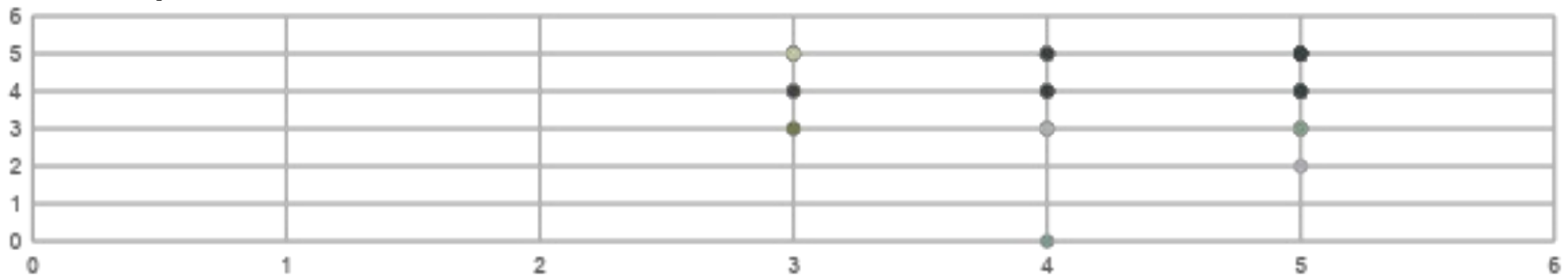
Instuctional Strategies Before and After JSE Instructional Model



h-based Strategies for Marzano (2001)

OUR DATA

Culture Survey – Snapshot JSE School and Corporation Survey



- I receive the support I need from my administrator
- I am adequately empowered to make decisions on the fly
- When there is an issue, my administrator tends to be proactive and supportive
- Our building provides a safe, healthy, and effective learning environment for our students
- We are doing a great job of providing a 'whole child' education
- My administrator values teacher ideas.
- Teachers have opportunities for dialogue and planning across grades and subjects.
- Teachers trust each other.
- Teachers and parents have common expectations for student performance.
- My administrator trusts the professional judgment of teachers.
- Teachers spend considerable time planning together.
- Teachers regularly seek ideas from seminars, colleagues, and conferences.
- Teachers are willing to help out whenever there is a problem or question.
- My administrator takes time to praise teachers that perform well.
- Parents trust teachers' professional judgments.

OUR DISCOVERIES

The most important and critical facets of what our team learned through the development and implementation of an instructional model, include:

- classroom instruction improved;
- observation feedback was purposeful and useful; and
- teacher goal setting and achievement improved.

OUR DISCOVERIES

Classroom instruction improved as centered on the Instructional Model.

- Walk-through data indicated Instructional Model referenced and observed in classrooms 100%.
- Instructional Model based off of research.



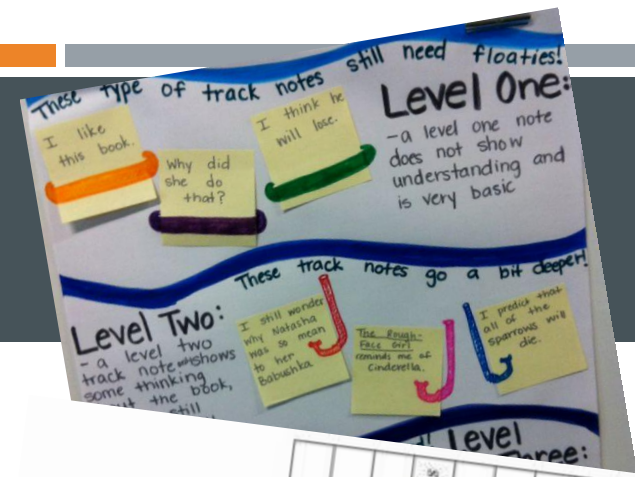
OUR DISCOVERIES

Observation feedback was purposeful and useful.

- Teachers comments were 100% positive in nature with the new procedure.
- Teachers reported feedback was purposeful and useful 92% of the time.



OUR DISCOVERIES

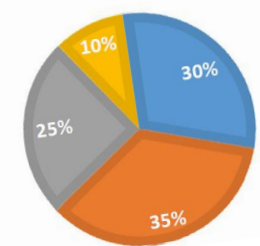


Teacher goal setting and achievement improved.

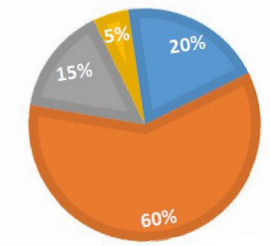
- 100% of teacher goals were focused on one of the strategies in our instructional model.
- 92% Achieved their goal.

Structure Functions	Interpersonal				Academic					
	Classbuilding	Teambuilding	Social Skills	Communication Skills	Decision Making	Knowledgebuilding	Procedure Learning	Processing Info	Thinking Skills	Presenting Info
RallyRobin										
Timed Pair Share			★	★		★	★	★	★	★
RoundRobin		★	★	★		★	★	★	★	★
RallyCoach		★	★	★		★	★	★	★	★
Stand Up, Hand Up, Pair Up	★		★	★						

DATA COLLECTED



PERSONAL GOAL



WHERE WE ARE HEADING NEXT

- Implement Peer to Peer Observations in May and continue next fall.
- Professional Development related to Formal and Informal Observations.
- Teachers conduct action research in their own classroom on one of the instructional standards.
- Quarterly Staff Development Analyzing, Reviewing and modifying as needed, the Instructional Model.

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- Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. London: Routledge.
- Marzano, R. J. (2017). The New Art and Science of Teaching: More Than Fifty New Instructional Strategies for Student Success. Solution Tree and ASCD.
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Developing a School-Wide Model of Instruction

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Background Leading to Our Inquiry (Slide 2)

After reviewing data from Level 2 data, Effective Teaching in Every Classroom, from the Marzano surveys, our leadership team noted that indicator 2.1 was an area for growth that also affected other indicators within Level 2. This indicator states that "school leaders have developed a written document articulating a school-wide model of instruction." From the Marzano survey, we also realized the lack of this action affected other areas such as using a common language for instruction, professional development focused on the model of instruction, goal setting, and observation feedback.

The Purpose of Our Inquiry (Slide 3)

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

Our Wondering (Slide 4)

With this purpose, we wondered in what ways can the development of an instructional model improve classroom instruction and culture.

Our Actions (Slide 5)

To gain insights into our wondering, we reviewed our current vision representation at a staff meeting. We realized that our current vision lacked depth and content. Through meetings with new teachers, school improvement teams, and our leadership team we began realizing the purpose and necessity of a school-wide model of instruction. First, our leadership team led professional development surrounding the development of a school-wide model as well as Marzano's and Hattie's research on highly effective teaching. Secondly, teams met to begin forming their ideas for the model of instruction, this included grade level meetings, vertical articulation meetings, school improvement teams by subject, and concluded with staff meeting back together as an entire team. Teams completed running Google doc notes to share every time they met. The leadership team developed a school wide model of instruction in January and presented this to the staff. The staff agreed on the model of instruction and received a copy for their classrooms. The model then guided further areas, including professional development, observation feedback, and goal setting.

Data Collection (Slide 6)

Our team utilized various ways of collecting data to realize the impact of our instructional model. Team meetings included notes through Google docs, classroom observations used a specific form relating to our model, exit-slips were used for professional development feedback and observation feedback. Teachers used a goal setting form surrounding the model and finally our staff completed a pre and post culture survey.

Our Data (Slides 7-10)

Quantitative data included the walk-through observation form related to the model. Improvement was noted in all areas. 100% of our teachers posted their instructional method in their rooms and 100% noted that their goal was directly related to our model. Exit slip data from observation feedback and professional development also informed improvement with 97% indicating the professional development correlated to the model and 90% stated they could use a strategy today that they learned in the classrooms from the professional development. The culture survey also improved in the areas surrounding teachers communicating on classroom practice and having an awareness of peer instructional methods.

Qualitative data included comments, feedback comments, and notes from various team meetings. Noted was a change in language surrounding instruction; teachers began using common language and referring to the instructional model. In the exit slips, teachers provided feedback such as, "My observation feedback was directly related to our instructional model with instructional strategies rather than a general conversation." Teacher comments indicated they favored the new focus in their observation feedback meetings. Teachers also relayed they felt our professional development had more direction, purpose, and intention to improve and grow in areas of our developed model.

Our Discoveries (Slide 11-14)

The most important and critical facets of what our team learned as a result of our action research include:

- Classroom instruction improved;
- Observation feedback was purposeful and useful; and
- Teacher goal setting and achievement improved.

Classroom instruction walk-through data indicated the instructional model was referenced and noted during classroom observations 100% of the time. As our model was based from research surrounding highly effective strategies, we believe classroom instruction was improved as a result. Observation feedback noted that all teachers favored the more directive approach to include specific strategies relating back to the developed model. Teacher goal setting focused on the model as well and 92% of teachers achieved their goal. Professional development was centered on our model and supported teacher goal achievement as well.

Where We Are Headed Next (Slide 15)

Our team plans to continue our school-wide focus on our model. We have discussed utilizing the model in other areas to promote continued growth. We plan to already implement peer to peer observation before the end of the school year and continue into next school year. And we will support teachers in conducting their own action research in their classrooms surrounding a teaching strategy in our model. To ensure continued impact, knowledge, and growth of our instructional model, we will conduct quarterly staff development meetings to review, analyze, and modify as needed, the instructional model.

Bibliography (Slide 16)

Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. London: Routledge.

Marzano, R. J. (2017). The New Art and Science of Teaching: More Than Fifty New Instructional Strategies for Student Success. Solution Tree and ASCD.

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