



Effective School-Wide Instruction

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Background Leading to My Inquiry (Slide 2)

After reflecting on the information presented at the first meeting and thinking about our school, it was determined our building needed to have conversations about instructional practices and what we should be seeing in high functioning classrooms. Our team participated in conversations revolving around non-negotiables within our school.

The Purpose of My Inquiry (Slide 3)

As a school, we've adopted a statement of commitment that sets the tone for what we do and why we do each thing. We believe in making daily gains, moving forward to grow as people and educators to better ourselves, our co-workers, and our students. Looking at how to grow as classroom teachers and as a building, we wanted to identify effective school-wide instruction practices we all think are crucial to student success.

My Wondering (Slide 4)

We began to wonder what constitutes effective instruction and how do we ensure it is taking place throughout the building?

My Actions (Slide 5-7)

To take steps towards completing this AR project, and more importantly-- improving our school as a whole, many things took place. We surveyed the staff using Marzano's research dealing The New Art and Science of Teaching and used that feedback to lay the foundation for improvement as a whole. These survey results determined the direction of our inquiry.

With the results from our survey, we looked for items that the staff determined as non-negotiable. Tracking student progress was the most common item identified by the staff. Determining which data was most important to track, became the next topic of conversation which led to tracking data revolving around priority standards for grades K-5.

Following the survey, we shared with our School Improvement Committee the data collected and gave them a brief overview of our vision. We asked for any input they might have and suggestions to make our efforts more streamlined. Grades 3-5 shared that their priority

standards had already been determined by the state, but they would like an opportunity to look at them more thoroughly to see how they could connect those standards to others in a more efficient way.

Each grade level was given a day to work with our instructional coach and administrators and review standards. In grades K-2, teachers were given a rubric to complete in order to look at standards and determine their priority value. In grades 3-5 teachers used Bloom's Taxonomy to evaluate standards and take a deeper look at each one.

Data Collection (Slide 8-13)

The data we collected throughout the action inquiry included:

- School wide survey of non-negotiables
- Informal feedback from School Improvement committee
- Priority Standards Rubric/Chart

Unpacking Standards Process Chart

My Discoveries (Slide 14)

From this experience, we learned that as a grade level we were focusing on too many standards. While all of the standards certainly need to be addressed, it was insightful to learn the number of standards that should be prioritized was less than we had originally thought. As a school, we need to work to define priority standards, whether as a grade level or from the state, and then select which other standards make the most sense to be taught together.

Where I Am Heading Next (Slide 15-17)

Once we complete all priority standards meetings, it will be important to begin the next steps. One important part will be to have teachers post the priority standards in their classrooms and reflect on their current curriculum maps to ensure these newly identified priority standards are adequately covered. This will serve as a visual reminder of what the focus should be each day. These standards will be the platform for all other learning and the foundation upon which all other standards rest.

The next step will be to discuss as a grade level how these standards will be assessed. Assessment was one of the driving points in many conversations we initially had regarding how to make our school more effective. Some of the assessments that we currently use are required by our district and others are selected by our school or administration. Assessments provide critical feedback that serves as useful information in planning material and moving through curriculum instruction. Assessing student progress is an important part of documenting that meaningful learning has occurred within each classroom (2005, p. 18). As a team we've discussed that the point is to come to an agreement regarding what material is being assessed and that it's being evaluated in a similar manner. Conversations in the early stages of this project have already

revealed that teachers use a variety of assessment material but are not always assessing material in the same manner or to the same degree.

Moving forward it will be important to work among grade levels to evaluate the standards being assessed and the degree to which each standard is taught and tested. Furthermore it will be crucial to discuss any gaps between grade levels that are present and work to adjust curriculum accordingly.

Bibliography (Slide 18)

VA: Assn. for Supervision & Curriculum Development, 2005. Print.

Marzano Resources (2021). Guaranteed and Viable Curriculum [Power Point Slides]

<https://mail.google.com/mail/u/1/#search/Madison.Gruenert%40indstate.edu?projector=1&messagePartId=0.1>

Demystifying “Good Teaching”

Huntertown Elementary



Casey Stansifer, Principal
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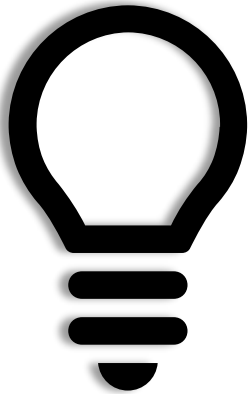
Dane Gerig, 5th Grade Teacher
Becky Gongwer, Kindergarten Teacher

Background Leading to this Inquiry

- **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

Purpose of this Inquiry



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

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

- 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


Huntertown Elementary Instructional Model

At Huntertown Elementary, we believe that ALL students are capable of learning to their maximum potential by offering a variety of meaningful learning experiences that rely on leading instructional practices in the profession. We also value a growth mindset. As good as we are, we can always get better.

FEEDBACK	CONTENT	CONTEXT
<p><i>Providing and Communicating Clear Learning Goals</i></p> <ol style="list-style-type: none"> 1. Providing Scales and Rubrics 2. Tracking Student Progress 3. Celebrating Success <p><i>Assessment</i></p> <ol style="list-style-type: none"> 4. Informal Assessments of the Whole Class 5. Formal Assessments of Individual Students 	<p><i>Direct Instruction Lessons</i></p> <ol style="list-style-type: none"> 6. Chunking Content 7. Processing Content 8. Recording and Representing Content <p><i>Practicing and Deepening Lessons</i></p> <ol style="list-style-type: none"> 9. Structured Practice Sessions 10. Examining Similarities and Differences 11. Examining Errors in Reasoning <p><i>Knowledge Application Lessons</i></p> <ol style="list-style-type: none"> 12. Engaging Students in Cognitively Complex Tasks 13. Providing Resources and Guidance 14. Generating and Defending Claims <p><i>Strategies That Appear in <u>All</u> Types of Lessons</i></p> <ol style="list-style-type: none"> 15. Previewing 16. Highlighting Critical Information 17. Reviewing Content 18. Revising Knowledge 19. Reflecting on Learning 20. Purposeful Homework 21. Elaborating on Information 22. Organizing Students to Interact 	<p><i>Engagement</i></p> <ol style="list-style-type: none"> 23. Noticing When Students Are Not Engaged and Reacting 24. Increasing Response Rates 25. Using Physical Movement 26. Maintaining a Lively Pace 27. Demonstrating Intensity and Enthusiasm 28. Presenting Unusual Information 29. Using Friendly Controversy 30. Using Academic Games 31. Providing Opportunities for Students to Talk about Themselves 32. Motivating and Inspiring Students <p><i>Rules and Procedures</i></p> <ol style="list-style-type: none"> 33. Establishing Rules and Procedures 34. Organizing the Physical Layout of the Classroom 35. Demonstrating "Withitness" 36. Acknowledging Adherence to Rules and Procedures 37. Acknowledging Lack of Adherence to Rules and Procedures <p><i>Relationships</i></p> <ol style="list-style-type: none"> 38. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students 39. Understanding Students' Backgrounds and Interests 40. Displaying Objectivity and Control <p><i>Communicating High Expectations</i></p> <ol style="list-style-type: none"> 41. Demonstrating Value and Respect for Reluctant Learners 42. Asking In-Depth Questions of Reluctant Learners 43. Probing Incorrect Answers with Reluctant Learners

Huntertown Elementary Instructional Model

This document aligns the Instructional Model to the Professional Growth Framework (NACS Teacher Evaluation Model).

FEEDBACK	CONTENT	CONTEXT
<p><i>Providing and Communicating Clear Learning Goals</i></p> <ul style="list-style-type: none"> • 3.a – Communication of Learning Goals • 4.b – Feedback to Students <p><i>Assessment</i></p> <ul style="list-style-type: none"> • 1.c – Using Student Assessment Results • 4.c – Formative Assessment Practices • 4.d – Summative Assessment Practices 	<p><i>Direct Instruction Lessons</i></p> <ul style="list-style-type: none"> • 3.b – Demonstrating, Clearly Communicating, and Introducing Content Knowledge/Skills to Students <p><i>Knowledge Application Lessons</i></p> <ul style="list-style-type: none"> • 1.a – Demonstrating Knowledge of Content and Adopted Curriculum / Instructional Programs • 1.b – Demonstrating Knowledge of Resources <p><i>Strategies That Appear in <u>All</u> Types of Lessons</i></p> <ul style="list-style-type: none"> • 4.a – Checks for Understanding 	<p><i>Engagement</i></p> <ul style="list-style-type: none"> • 1.d – Demonstrating Knowledge of Student Learning Needs • 3.d – Instructional Engagement <p><i>Rules and Procedures</i></p> <ul style="list-style-type: none"> • 2.c – Maximizing Instructional Time and Establishing Classroom Procedures • 2.d – Management of Classroom Behavior • 2.e – Physical Learning Environment <p><i>Relationships</i></p> <ul style="list-style-type: none"> • 2.a – Establishing a Culture of Respect and Rapport • 4.e – Communication with Parents <p><i>Communicating High Expectations</i></p> <ul style="list-style-type: none"> • 2.b – Establishing a Culture of High Expectations • 3.e – Developing Higher Levels of Understanding through Rigorous Instruction and Work

*based on Marzano's *New Art and Science of Teaching*



Our Actions

- 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



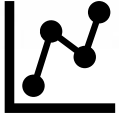
Data Collection

- 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

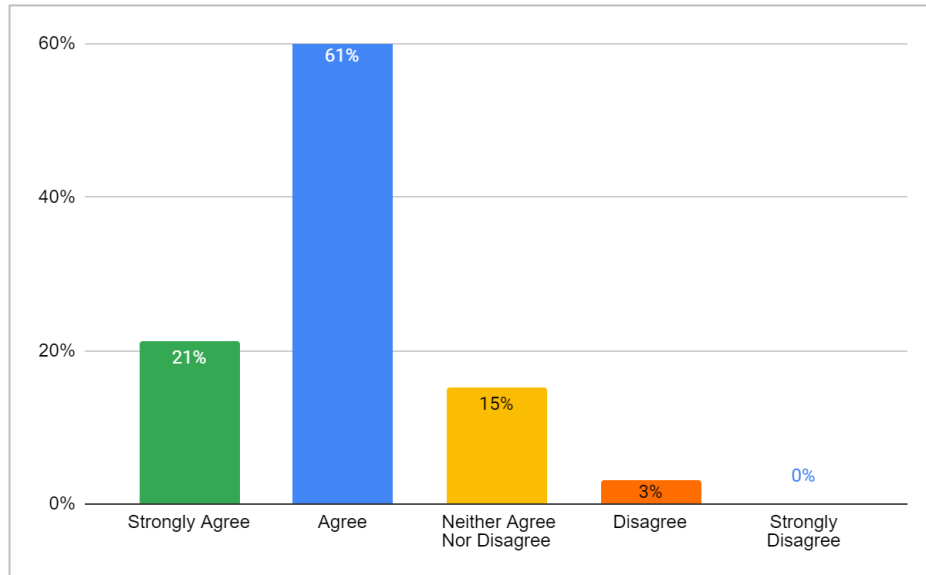
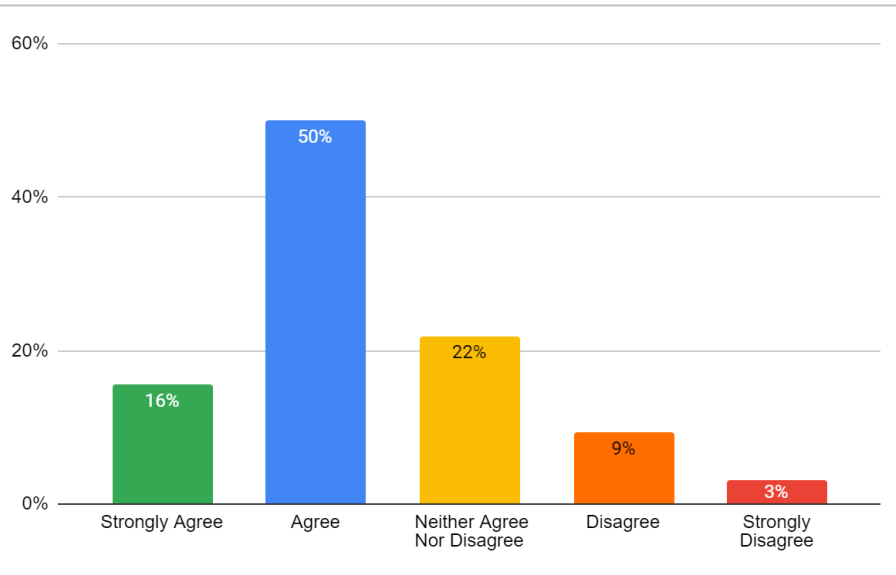
- Number of conversations w/ staff in a whole-group setting (staff meeting)
 - **October 12**, Administer HRS Level 2 survey
 - **November 2**, HRS Level 2 survey results / What does “good teaching” look like?
 - **December 14**, Debrief conversations w/ small group team
 - **January 11**, Roll out Hometown 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

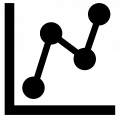


Our Data

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

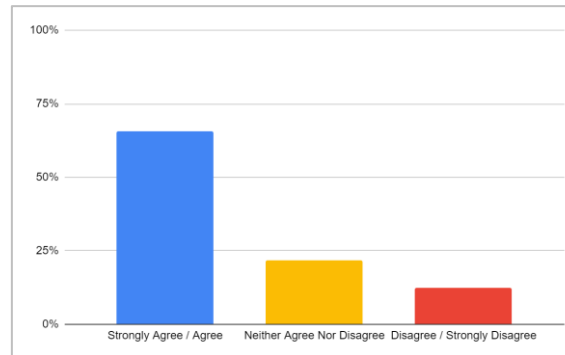




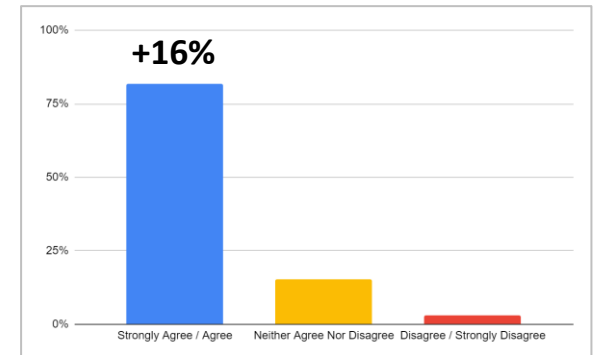
Our Data

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

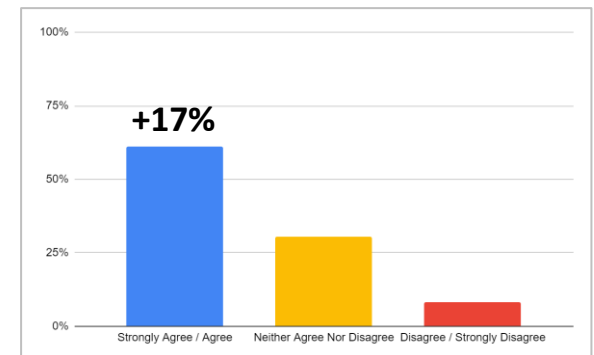
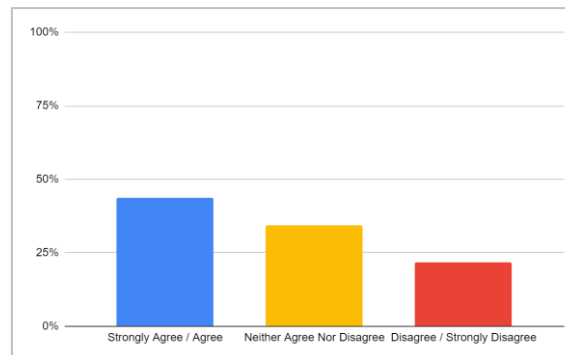
October 2020

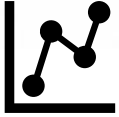


March 2021



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

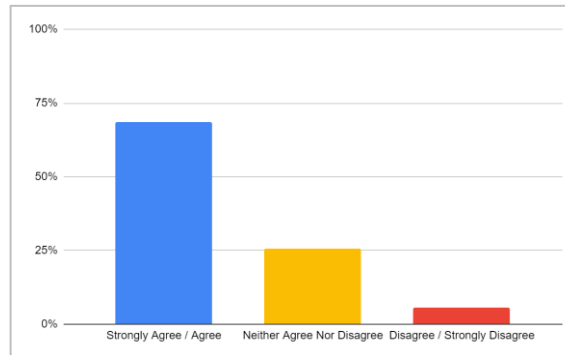




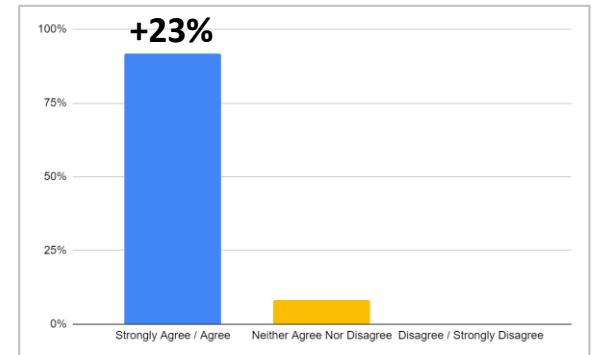
Our Data

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

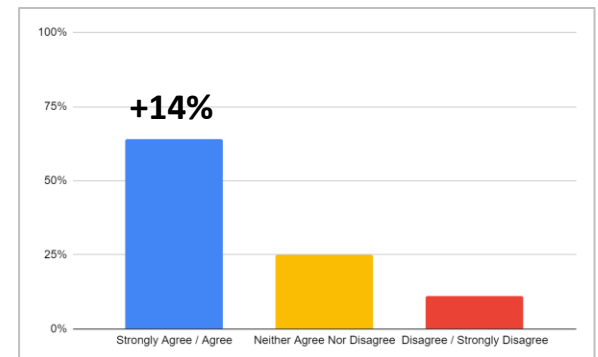
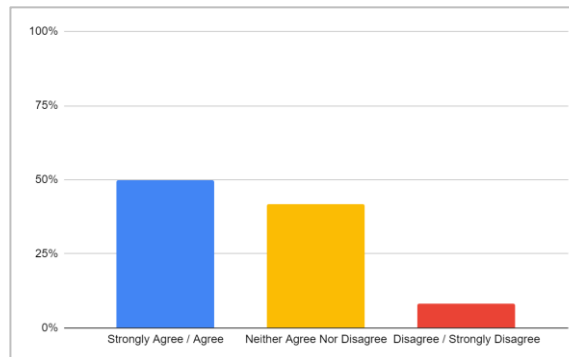
October 2020



March 2021



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





Our Discoveries

- **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.



Our Discoveries

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.



Our Discoveries

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.



Our Discoveries

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 Heading Next

- 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.



Where We Are Heading Next

- 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.



Where We Are Heading Next

- 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

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.