Effective Teaching
Creating an Instructional Model

Monrovia Elementary

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Background Leading to this Inquiry

- As a staff we needed to have a model of what was expected in our classrooms.

- What does effective teaching look like in the classroom?

- When we are being evaluated what is our administration looking for?

Purpose

The purpose of our action inquiry was to utilize a Schoolwide Instructional Model to increase teacher effectiveness.

With this purpose…

We wondered how will a Schoolwide Instructional Model increase teacher effectiveness in the classroom?

Our Actions

- First, we met as a staff and divided into grade levels. Each grade level created their own Instructional Model chart. They listed what they ¨Should See and Hear Almost Daily, Should See and Hear Often, and Never See and Hear.¨ Each grade level presented their chart to the staff.
- Then, the Leadership Team brought their grade level charts to our Leadership Team meeting and we created one Schoolwide Instructional Model.
- Next, Teachers posted the Instructional Model in their classrooms.
- The Instructional Model was used during post observation meetings with the principal as a reference.
- Google Classroom was used to post articles and videos to support pieces of the Instructional Model.

Chart 1 (top left)

Should See and Hear | Might See and hear | Should NEVER see and hear
- asking relevant questions
- centers
- team work
- on-topic convo.
- happiness
- curiosity

Might See and hear:
- slightly off topic convo.
- noisy (some good some not)
- asking questions that have already been asked?
- laughter
- student movement
- hands-on

Should NEVER see and hear:
- horse play
- sleeping
- Non-Participation
- talking off subject
- excuses
- doodling

Tammy
Erica
and
Mark!
and Malena

Chart 2 (top right)

Should
- teaching
- cooperating/learning
- circulating
- clear expectations
- safe choices

Sometimes
- looks chaotic
- loud
- teachers sit
- technology
- conflict/behavior issues
- eating - all
- movement

Never
- sleep
- social media phone
- yell
- argue
- negotiate with terrorists - send to Donna Reed

Chart 3 (center)

1st Grade
(ABCDE)

Should See & Hear	Might See & Hear	Should NEVER See & Hear
• Student to Student interaction	• Student movement	• Sarcasm
• Teacher to Student interaction	• Use of hands on activities	• Lack of Student to student interaction
• Students asking questions	• Student melt downs	• Sitting behind teacher desk
• Making connections	• Laughter	• Put downs
• background knowledge	• Students being responsible for their learning	• Yelling at students
	• Reading	
	• Picking their nose	

Chart 4 (bottom left)

Should See & Hear
- Students working together ex. pairs, Small groups or working with student(s)
- Teacher walking & observing
- Laughter, Talking, Sharing
- Encouraging
- Teacher directing
- Interaction
- Organized Activities
- Positive words

CLUSTER 7
Might
- Quiet moments
- Excitement
- Aha! moments
- Struggling Students
- What looks like organized chaos
- movement

NEVER
- Threatening environment
- Shouting
- Total Quiet
- Teacher sitting at desk
- No Power Struggle
- No Arguing
- Idleness
- Time Wasting
- Lack of potential/motivation
- Boredom

Chart 5 (bottom right)

Should See & Hear
- participation
- small groups
- centers
- think/pair share
- teacher movement/facilitation
- Conferencing
- asking Questions
- Whole group instruction
- busy hands
- respect

Might See & Hear
- classroom jobs
- debate
- independent work
- students helping others
- off topic conversations
- conflict/resolution

Should NEVER See & Hear
- belittling students
- physical harm
- destruction of p...

Cluster 5

MES Instructional Model

Should See and Hear Almost Daily

- Clear expectations, learning goals, and routine procedures
- Student and teacher engagement
- Enthusiasm
- Opportunities for student collaboration/working together
- Mini Lessons
- Physical Movement
- Tracking Growth

Should See and Hear Often

- Chunking Lessons
- Technology academic games etc..
- Celebrating Success
- Rubrics
- Social Skills
- High Level Questioning
- Students tracking progress
- Reflection

Never See and Hear

- Sarcasm
- Criticism
- Fearful students
- Disrespect (student-student, teacher-teacher, teacher/student)
- Assigning fluff
- Homework that is not meaningful
- Disengaged students and teachers

Data Collection

- Survey was given with the HRS Level 2 Survey to determine the need for a Schoolwide Instructional Model. (Leading Indicator 2.1)
- Post Survey given to show the effectiveness of having a Schoolwide Instructional Model.
- Articles and Videos posted in Google Classroom allows for post and conversations over the importance of the Instructional Model.

Our Data

Do you feel our Instructional Model will be a useful tool to help guide teaching and professional development?
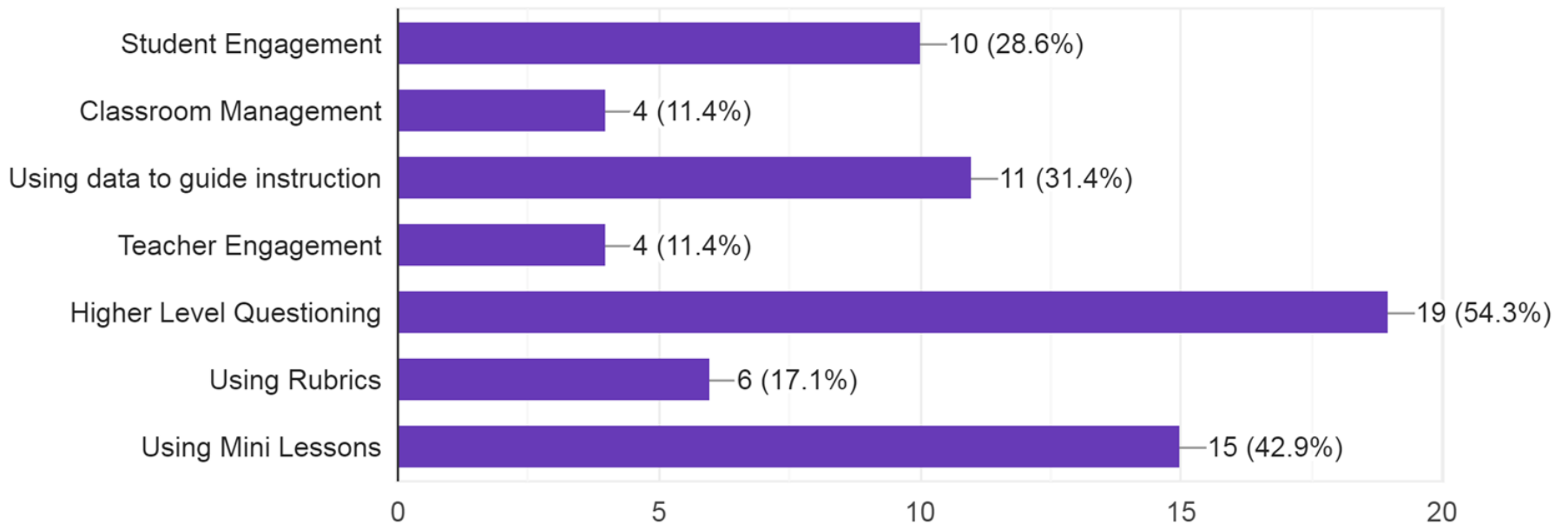
35 responses
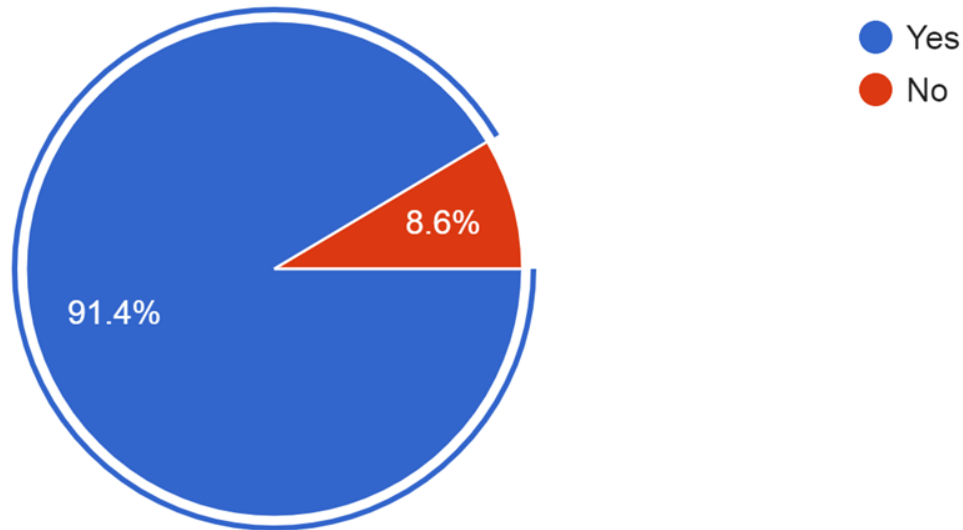
- 🔵 Yes
- 🔴 No

8.6%

91.4%

Our Data

Which of the following is something you would like to learn more about? (You may choose more than one.)

35 responses

Our Data

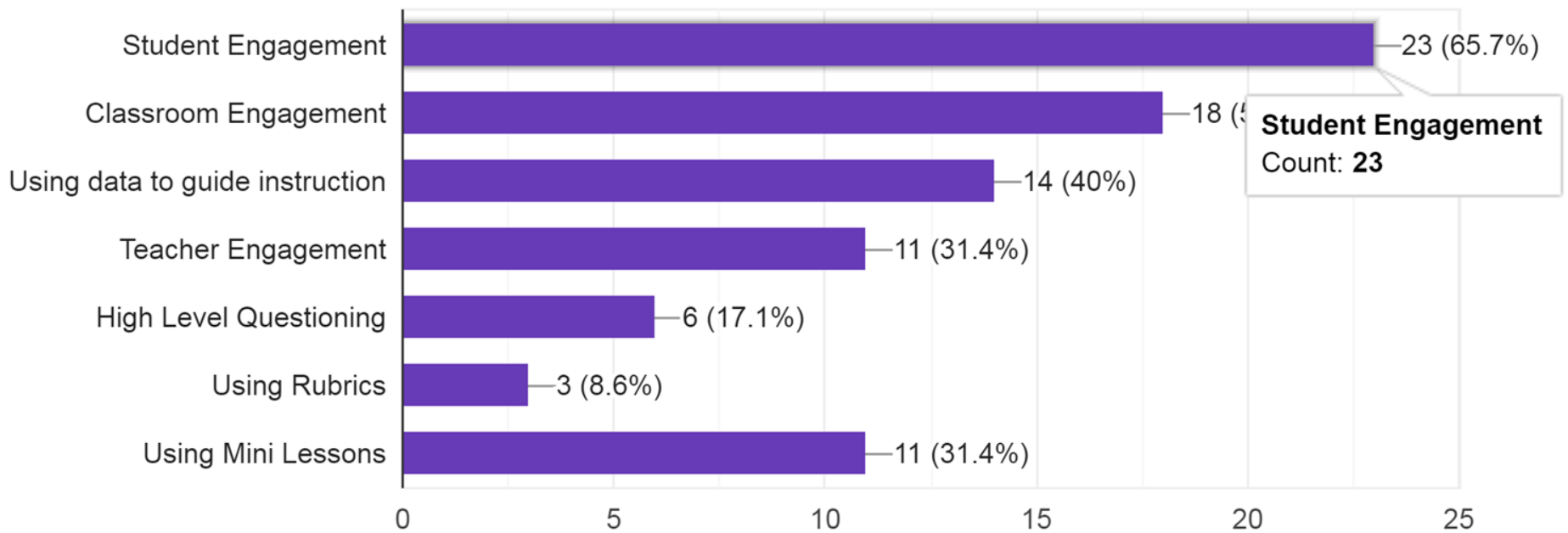## Which of the following do you feel you do well in your classroom?

35 responses

Category	Count (Percentage)
Student Engagement	23 (65.7%)
Classroom Engagement	18 (5...)
Using data to guide instruction	14 (40%)
Teacher Engagement	11 (31.4%)
High Level Questioning	6 (17.1%)
Using Rubrics	3 (8.6%)
Using Mini Lessons	11 (31.4%)

Student Engagement
Count: **23**

Our Data

10 Rules of Engagement Video via Google Classroom

Share your top 3 Rules of Student Engagement that are shared in this video.

Sample of Responses

Sharing top 3 Rules of Student Engagement:
#4 Deliver With Enthusiasm (edutainment
illustrations and body language statistics are
very interesting to consider)
#9 Set A Goal (Why do we need to know this?)
(Big Concept Questions)
#8 Brain Functions (Brain Rules by John
Medina)

1) Build Rapport - Relationships, Relationships,
Relationships!! Students know when we are being
authentic. We have to build relationships and make
connections! Teaching opens windows! Building
relationships opens doors!
2) Deliver w/ Enthusiasm - Be the teacher whose
classroom you would want to be in! Students respond
to teachers who are enthusiastic about learning and
content.
3) Facilitated Teaching - Research, Research, and more
Research!

#1 Smile at the Door
#3 Gain Rapport
For me, these first two rules speak to building relationships with our
students, as Kelly pointed out above, and education occurs in relationship.
#4 Deliver Lessons with Enthusiasm
If we aren't interested and excited about what we are teaching, then our
students aren't going to be interested and excited about it either

Our Discoveries

Learning Statement One:

Our staff knew what effective teaching looked like. They also knew what should never be seen in a classroom.
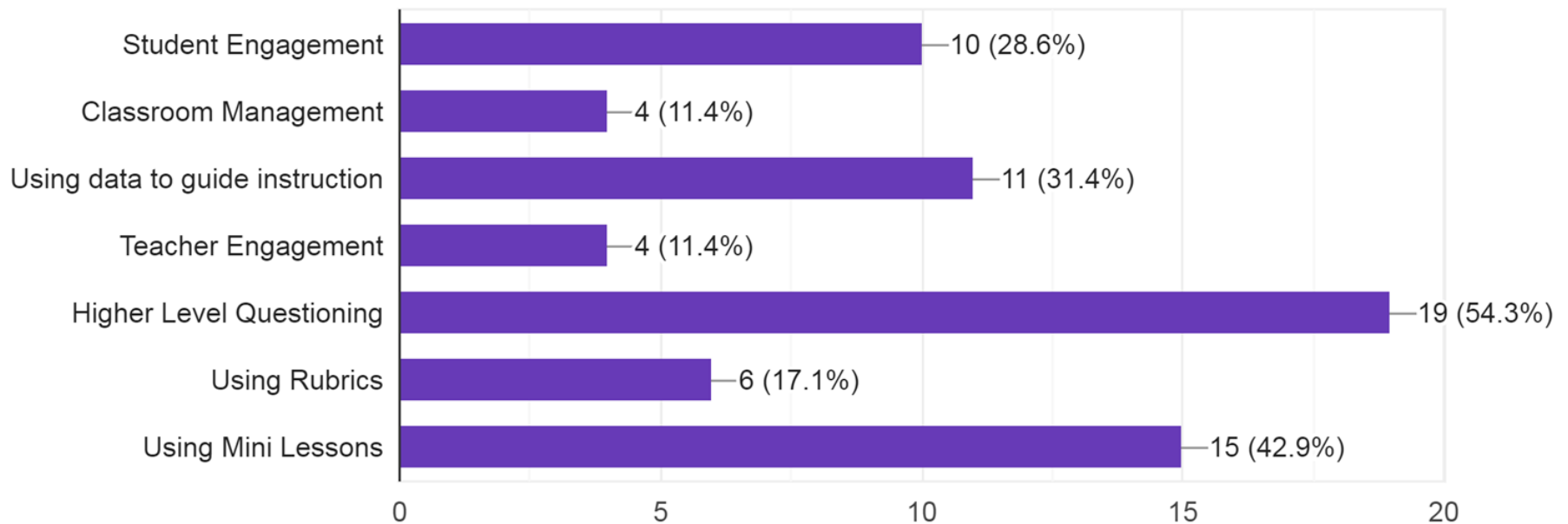
Our Discoveries

Learning Statement Two:

We discovered that our staff was able to identify what areas they would like to learn more about within our Instructional Model.

Our staff has identified what they would like to learn more about within our Instructional Model.

Which of the following is something you would like to learn more about? (You may choose more than one.)

35 responses

Category	Responses
Student Engagement	10 (28.6%)
Classroom Management	4 (11.4%)
Using data to guide instruction	11 (31.4%)
Teacher Engagement	4 (11.4%)
Higher Level Questioning	19 (54.3%)
Using Rubrics	6 (17.1%)
Using Mini Lessons	15 (42.9%)

Where We Are Heading Next

- Implementing Instructional Rounds will be our next step.
- The post survey contained two additional questions.
  - Which of the following would you like to learn more about?
  - Which of the following do you feel you do well in your classroom?
- These questions will help guide our Instructional Rounds.
- Next year, teachers will choose an area they would like to focus on for their own personal professional development. This will be based on our Instructional Model.

Bibliography

Marzano, R., Warrick, P.,(2011) *A Handbook for High Reliability Schools: The Next Step in School Reform*. Solution Tree Press

Marzano, R., (2007) *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*. Bloomington, IN.: Marzano Research.

Principal Name: Melissa York
School Name: Monrovia Elementary
Team Members' Names: Sarah Cleveland and Josh Flynn
Principal's Email Contact: myork@m-gsd.org

Background Leading to Our Inquiry (Slide 2)

As a staff we needed to have a model of what was expected in our classrooms. We felt that we needed to know what effective teaching looked like in the classroom. When teachers were being observed and evaluated what was our administration looking for?

The Purpose of Our Inquiry (Slide 3)

Therefore, the purpose of our action inquiry was to utilize a Schoolwide Instructional Model to increase teacher effectiveness.

Our Wondering (Slide 4)

With this purpose, we wondered how will a Schoolwide Instructional Model increase teacher effectiveness in the classroom?

Our Actions (Slide 5-7)

First, we met as a staff and divided into grade levels. Each grade level created their own Instructional Model chart. They listed what they "Should See and Hear Almost Daily, Should See and Hear Often, and Never See and Hear." Each grade level presented their chart to the staff.

Then, the Leadership Team brought their grade level chart to our Leadership Team meeting and we created one Schoolwide Instructional Model.

Next, Teachers posted the Instructional Model in their classrooms.

The Instructional Model was used during post observation meeting with the principal as a reference. Google Classroom was used to post articles and videos to support pieces of the Instructional Model. This was used to develop our knowledge of the different instructional strategies.

Data Collection (Slide 8)

We began by giving the HRS Level 2 Survey to determine the need for a Schoolwide Instructional Model. (Leading Indicator 2.1) We followed up with a Post Survey to show the effectiveness of having a Schoolwide Instructional Model. Also, we sent out a survey to help guide our professional development for the upcoming year based on what the teachers wanted to learn more about. Also, articles and videos were posted in Google Classroom and allowed for post and conversations over the importance of the Instructional Model. This provided a platform for teachers to be able to share ideas.

Our Data (Slides 9-12)

Our data showed that we had a need for a Schoolwide Instructional Model. Staff was also able to pinpoint each area in which they wanted to improve. Our data also allowed us to see those that could help us learn about different areas of the model. For example one question from our survey asked, "Which of the following do you feel you do well in your classroom?" The areas that were listed were: Student Engagement, Classroom Engagement, Using data to guide instruction, Teacher Engagement, High Level Questioning, Using Rubrics, and Using Mini Lessons. This will be a spring board for the implementation of our Instructional Rounds. Staff will be able to go to the classrooms of the teachers who felt confident in the areas in which they want to grow.

Our Discoveries (Slide 13 & 14)

- Learning Statement One: Our staff knew what effective teaching looked like. They also knew what should never be seen in a classroom. When we first created our Instructional Models in grade levels and then shared with the group, we found out that we already knew what effective teaching looked like in the classroom. It was interesting that we all also agreed and had similar examples of what we should never see in the classroom. It was refreshing to see that even before we had created our Schoolwide Instructional Model that we were all on the same page about what we knew should be seen in every classroom.

- Learning Statement Two: We discovered that our staff was able to identify what areas they would like to learn more about within our Instructional Model. One of our post survey questions asked our staff what they would like to learn more about in regards to our Instructional Model. This will be used to help guide their personal professional development this upcoming year. They will research the area of growth by reading research articles, observing the practices within other classrooms and peer discussions.

Where We Are Headed Next (Slide 16)

Our next step this upcoming school year will be to Implement Instructional Rounds. The post survey contained two additional questions: "Which of the following would you like to learn more about?", and "Which of the following do you feel you do well in your classroom?". These questions will help guide our Instructional Rounds. Next year, teachers will choose an area they would like to focus on for their own personal professional development. This will be based on our Instructional Model.

Bibliography (Slide 17)

Marzano, R., Warrick, P.,(2011) *A Handbook for High Reliability Schools: The Next Step in School Reform.* Solution Tree Press

Marzano, R., (2007) *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction.* Bloomington, IN.: Marzano Research.