Using a School-Wide Instructional Model to Improve Teacher Efficacy

Principal Name: Dennis Kern
School Name: Woodlan Jr/Sr High School
Team Members' Names: Brad McAlexander & Wendy Singer
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Background Leading to Our Inquiry (Slide 2)

Using our High Reliability Schools data, we realized we needed to gain consensus on the components of effective instruction. Our team understood some teachers may need professional development on some of the instructional practices that should be seen every day.

The Purpose of Our Inquiry (Slide 3)

Therefore, the purpose of my action inquiry was to increase teacher efficacy in terms of implementing best instructional practices daily.

Our Wondering (Slide 4)

With this purpose, we wondered if having a schoolwide instructional model would lead to better teacher efficacy? Would better teacher efficacy lead to better student engagement?

Our Actions (Slide 5)

Our district has a 30-minute early dismissal each Wednesday that allows for departmental, grade level and whole staff professional development. Most of our action was taken during departmental collaboration. Our teachers shared our High Reliability Schools survey results for level 2. After sharing our data, it was determined that our staff and students would best benefit from a framework to help guide good instruction and improve student engagement. Our department leaders then pursued input from teachers to determine what are the components of good instructional practices. Through discussion and ratings, our staff was able to identify what practices should happen every day, sometimes, and never. Once the components were organized, we created our instructional framework diagram.

## Data Collection (Slide 6)

Our primary data collection was completed through collaborative discussions within departments. After being informed by our teacher leaders, the department leaders then held discussions with members to gain their input about what type of instruction should be seen in classrooms and what should never be seen instructionally in classrooms. We asked department leaders to focus on instruction and components of the classroom that teachers can control.

Department leaders were given points to keep in mind as the lead their discussions:

- Focus on things teachers can control
- Consider what works and what does not
- What kinds of things need to be present in a good lesson?
- What kinds of things happen in a classroom when a lesson is going well?

After receiving information from every department, the teacher leaders and I met to interpret the data and develop our instructional model.

Our Data (Slides 7)
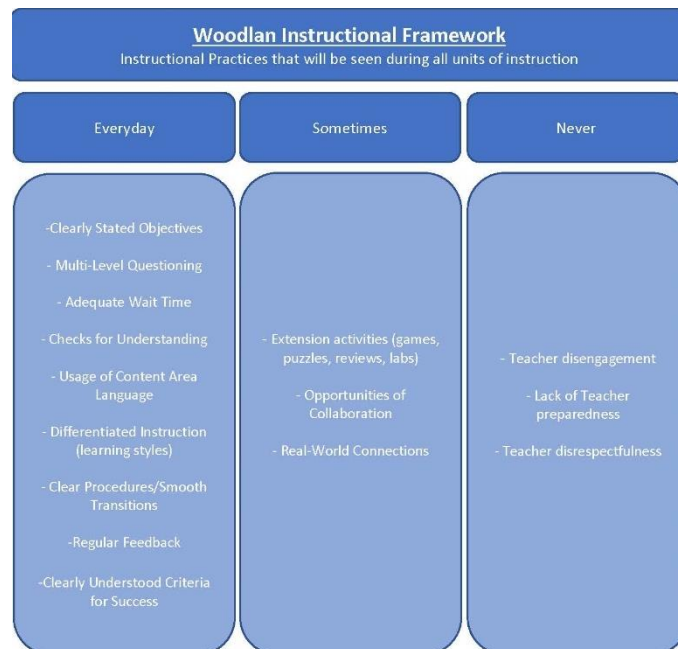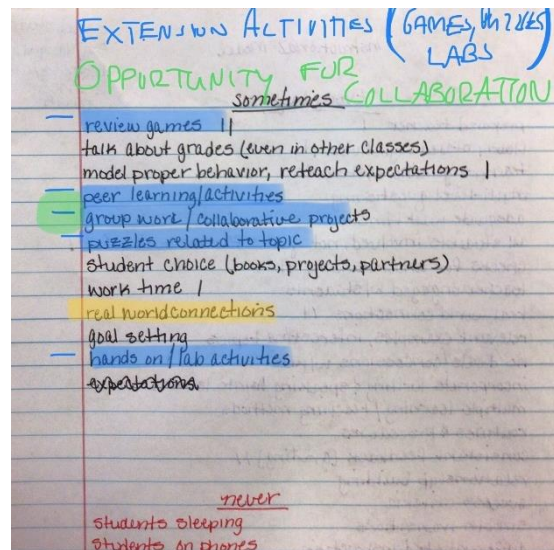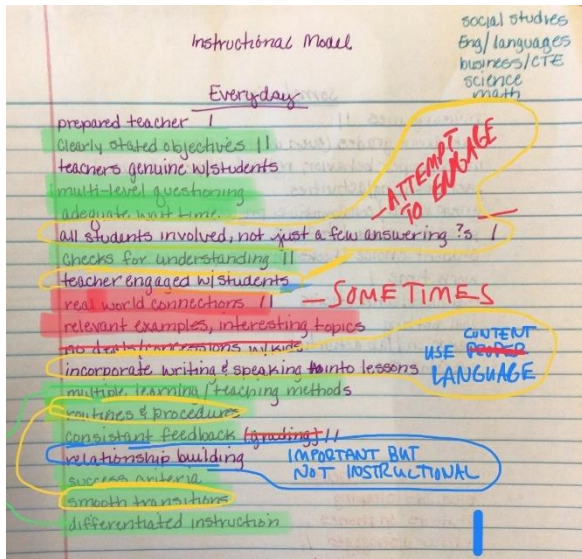
The teacher leaders and I met to interpret the departmental feedback and organize the information. Once organized, our team developed a framework and continued the revision process with staff.

Our Discoveries (Slide 8)

- Learning Statement One: Our teachers overall enjoy engaging in conversations about effective instruction.
- Learning Statement Two: Our teachers want to improve individually and as a school.

Feedback from departmental discussions were positive and led to teachers having additional dialogue about best practices. Faculty shared that they would like opportunities to improve their instruction.

Where We Are Headed Next (Slide 9)

Our team is excited to utilize our instructional model to help guide professional development and school improvement for the next few years. We plan to begin the next school year by highlighting our instructional model and leading discussion about what each component looks like and what it does not look like. We would like to introduce instructional rounds during the first quarter of next year to have data to reflect on our instructional model and actual observations from staff.

I see a direct challenge of the time commitment required by teachers to complete instructional rounds. I plan to create a month-by-month schedule for our team that provides specific data feedback, so this does not seem like an initiative that starts strong and loses steam throughout the year.

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