Developing a School-Wide

Model of Instruction, Year 2

Principal Name: Elizabeth Krutz
School Name: La Porte Middle School
Team Members' Names: Brian Vedo, Mikayla Workman
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Background Leading to Our Inquiry (Slide 2)

- At LaPorte Middle School, we have been working hard these past three years to build our climate and culture as a new school. We also have a curriculum coach that has worked with our departments to ensure we have a Guaranteed and Viable Curriculum. Our maps have been established for the past two years and are fluid, with additional resources added as needed. However, we have not worked to create an instructional model. After we analyzed our Level 2 HRS Survey data, it showed greater needs than our Level One survey results.

The Purpose of Our Inquiry (Slide 3)

The La Porte Middle School District has three domains that are our focus for improvement. One of those is our Guaranteed and Viable Curriculum. While we have our maps, our data shows the need to develop an instructional model. We want our teachers to self-reflect as they work on their growth goals while ensuring we provide the needed support for their growth. Therefore, the purpose of our action research is to develop an effective School-Wide Model of Instruction.

Our Wondering (Slide 4)

With this purpose, we wonder how we can develop clear expectations and incorporate teachers' input to design an effective school-wide Model of Instruction to use for teacher growth.
- How can we foster an environment where teachers want to observe peers as well as feel comfortable being observed?
- How can we provide the best possible resources to both our new and veteran teachers?
- How can providing feedback from instructional rounds improve effective teaching in our classrooms?

Our Actions (Slide 5)

- With collaboration from our Guaranteed and Viable Curriculum Team, we narrowed the 43 Elements from The New Art of Science and Teaching to 15 elements to create a model of instruction for La Porte Middle School.
- Provided three separate PD opportunities for our teachers on these elements.
- Tied these elements to department goals.
- Implemented instructional rounds for all teachers.

Data Collection (Slide 7)

- HR Level Two Post-Survey
- Field notes, Artifacts, and Digital Pictures from our PD days and Classroom Walkthroughs
- Interviews with departments and other small groups
- Small group discussion about the Model of Instruction and new learnings.
- Debriefing data from instructional rounds to see what we need to improve, already do well, and what we have taken to the next level

Our Data (Slides 8-9)

Slide 8: HRS Survey pre and post-results Fall '22 Spring '23
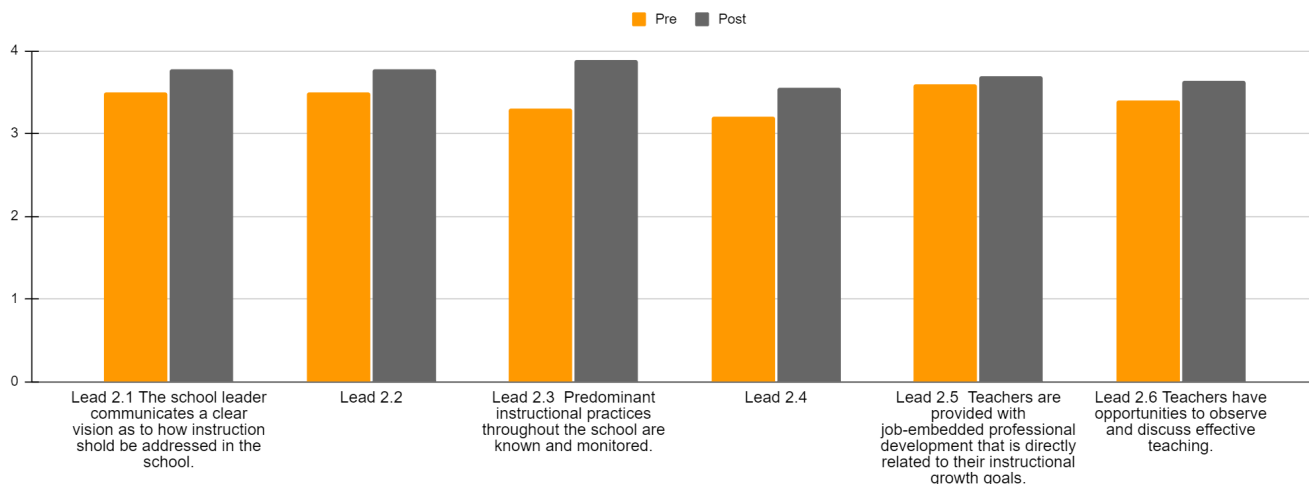
Slide 9:
Results from instructional rounds. Teacher input for context-related (Top) and content-related (Bottom) elements.

*Image 1: Context-related
*Image 2: Content-related

Increasing Response Rates	2
Using Physical Movement	2
Using Academic Games	2
Providing Opportunities for Students to Talk about Themselves	2
Understanding Students' Backgrounds and Interests	3
Chunking Content	2
Processing Content- Organizing Students to Interact	1
Examining Errors in Reasoning	1
Generating and Defending Claims	1
Reviewing content	2
Purposeful Homework/Assignments	2

1- Beginning
2- Developing
3- Applying
4- Innovating

Our Discoveries (Slide 10)

Instructional Rounds
- Glows
  - Context
  - Understanding student background
  - Physical movement
  - Increasing student response rates

- Grows
  - Content
  - Generating/defending claims
  - Organizing students to interact
  - Examining errors in reasoning

Where We Are Headed Next (Slide 11)

- Formalized accessible instructional model.
  - G&V- Finalizing model of instruction
- Implementing instructional rounds more frequently
  - Novice/New to LPMS teachers- 2x per year
  - All teachers- once a year, either fall or spring

Bibliography (Slide 12)

Dana Nancy Fichtman. Leading with Passion and Knowledge: The Principal As Action
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Purpose of Inquiry

The La Porte Middle School District has three domains that are our focus for improvement. One of those is our Guaranteed and Viable Curriculum. While we have our maps, our data shows the need to develop an instructional model. We want our teachers to self-reflect as they work on their growth goals while ensuring we provide the needed support for their growth. Therefore, the purpose of our action research is to develop an effective School-Wide Model of Instruction.

Our Wondering

With this purpose, we wonder how we can develop clear expectations and incorporate teachers' input to design an effective school-wide Model of Instruction to use for teacher growth?

- How can we foster an environment where teachers _want_ to observe peers as well as feel comfortable _being_ observed?
- How can we provide the best possible resources to both our new and veteran teachers?
- How can providing feedback from instructional rounds improve effective teaching in our classrooms?

Our Actions

- With collaboration from our Guaranteed and Viable Curriculum Team, we will narrowed the 43 Elements from The New Art of Science and Teaching to 15 elements to create a model of instruction for La Porte Middle School.
- Provided three separate PD opportunities for our teachers on these elements.
- Tied these elements to department goals.
- Implemented instructional rounds for all teachers.

Calendar

September/October	Work with our Guaranteed and Viable Curriculum committee and our Core Committee to choose the 15 Essential Elements.
November	PD day: Introduced the first 5 Elements
December	Discuss how teachers are using this new information in their classrooms and making time to discuss this with their departments. Staff meeting to review the first 5 elements and introduce the second five.
January	PD Day: Introduced next 5 elements
February	PD Day: Final 5 elements and introduced instructional rounds
March	Conduct Instructional Rounds/ Walk-Throughs, Teachers will engage in Peer Observations. Interviews with Departments and other small groups. Conduct post surveys.
April	Analyze Data

Data Collection

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Instructional Rounds

Shares & Supports

shares experiences and supports one another

Listens

limit talking during rounds ~ listen to students

Instructional Practices

What practices do you do? What would you like to try?

Celebrate Success

EVERYONE find moments ~ no matter how small

Our Data
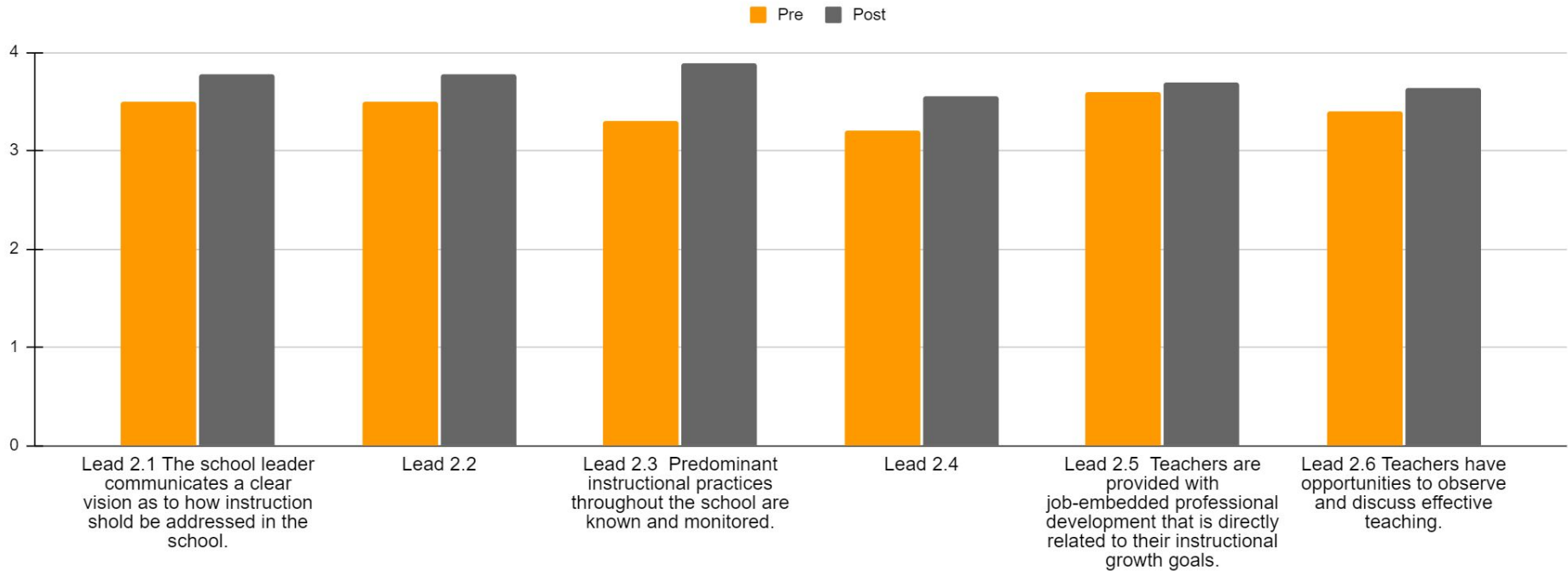
Our Data Cont.

Context

Increasing Response Rates	2
Using Physical Movement	2
Using Academic Games	2
Providing Opportunities for Students to Talk about Themselves	2
Understanding Students' Backgrounds and Interests	3
Asking In-Depth Questions of Reluctant Learners	2

0- Not Using

1- Beginning

2- Developing

3- Applying

4- Innovating

Content

Chunking Content	2
Processing Content- Organizing Students to Interact	1
Examining Errors in Reasoning	1
Generating and Defending Claims	1
Reviewing content	2
Purposeful Homework/Assignments	2

Our Discoveries

- Instructional Rounds
  - **Glows**
    - Context
      - Understanding student background
      - Physical movement
      - Increasing student response rates
  - **Grows**
    - Content
      - Generating/defending claims
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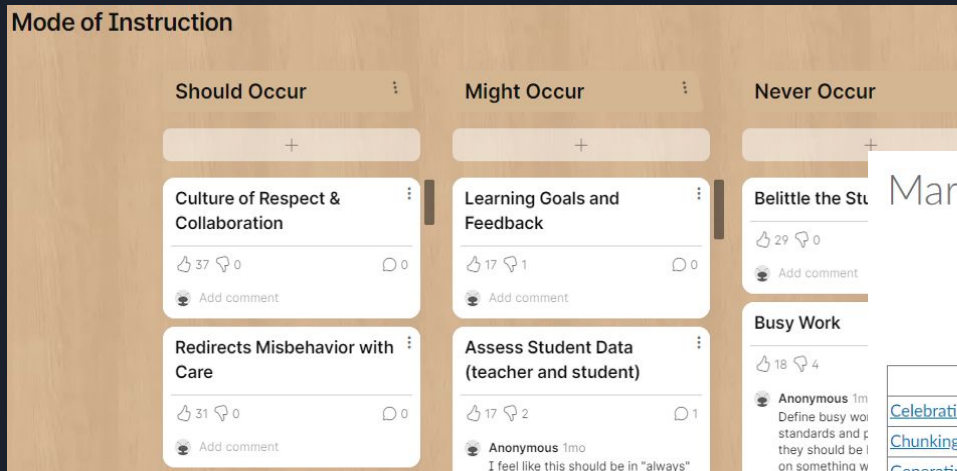
Canvas- Marzano Strategies

PD- Instructional Model Padlet

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Dana Nancy Fichtman. *Leading with Passion and Knowledge : The Principal As Action Researcher*.

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