

Greenfield Intermediate School Instructional Model

Greenfield Intermediate School



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Narrative

The Greenfield-Central Community School District utilizes a district-wide instructional model. Our project, the GIS Instructional Model, will use the district instructional model's principles to help guide our teaching at the building level. This model will drill down and provide teachers with specific examples to show new teachers, as well as veterans, what instructional approaches we value and how to implement them in their classrooms.

Background Leading to this Inquiry

The Greenfield-Central Community School Corporation instituted a district-wide instructional model at the start of the 2018-2019 school year. This model, still used today, was constructed to coexist with our teacher appraisal framework. While we still adhere to our district instructional model, we felt we could create a guiding document that emphasizes the most important instructional approaches at Greenfield Intermediate School.

Purpose of This Inquiry

Our purpose was to create a document that explicitly indicates what the Greenfield Intermediate School faculty feels are the most important instructional strategies at our school. This document will also be used to provide much clearer expectations to the new teachers at our school and would help give them a better understanding of our school's instructional priorities.

Our Wondering

We wondered what impact the creation of a building-wide instructional model would have on improving collective teacher efficacy.

Our Actions

1. We took information from Dr. Warrick's IPLI presentation back to our GIS Leadership Team for review.
2. The members of our Leadership Team took the instructional areas back to their grade-level teams for evaluation. Each grade level reported back their list of most important instructional areas.
3. The lists were cross-referenced against each other and the top areas made the final list of strategies we were going to use.
4. We sent a pre-survey to our teachers to gauge their level of understanding of the most important instructional aspect at GIS.
5. We finalized the GIS Instructional Model, making this an interactive document. This document was discussed and shared at multiple faculty meetings.
6. After the faculty had time to review, we sent a second survey to see what effect the GIS Instructional Model had on improving collective teacher efficacy.

Our Actions

20-615 Specific

THE NEW ART AND SCIENCE OF TEACHING

FEEDBACK	CONTENT	CONTEXT
<p><i>ASSESSING UNDERSTANDING</i></p> <p>Providing and Communicating Clear Learning Goals</p> <ol style="list-style-type: none"> 1. Providing Scales and Rubrics 2. Tracking Student Progress 3. Celebrating Success <p>Assessment</p> <ol style="list-style-type: none"> 4. Informal Assessments of the Whole Class 5. Formal Assessments of Individual Students 	<p><i>PURPOSEFUL PLANNING</i></p> <p>Direct Instruction Lessons</p> <ol style="list-style-type: none"> 6. Chunking Content 7. Processing Content 8. Recording and Representing Content <p>Practicing and Deepening Lessons</p> <ol style="list-style-type: none"> 9. Structured Practice Sessions 10. Examining Similarities and Differences 11. Examining Errors in Reasoning <p>Knowledge Application Lessons</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>Strategies That Appear in All Types of Lessons</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>EFFECTIVE INTERACTION</i></p> <p>Engagement</p> <ol style="list-style-type: none"> 23. Noticing When Students Are Not Engaged and Reading 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>Rules and Procedures</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>Relationships</p> <ol style="list-style-type: none"> 38. Using Verbal and Nonverbal Behaviors to Indicate Affection for Students 39. Understanding Students' Backgrounds and Interests 40. Displaying Objectivity and Control <p>Communicating High Expectations</p> <ol style="list-style-type: none"> 41. Demonstrating Value and Respect for Reluctant Learners 42. Asking In-Depth Questions with Reluctant Learners 43. Probing Incorrect Answers with Reluctant Learners

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5th grade

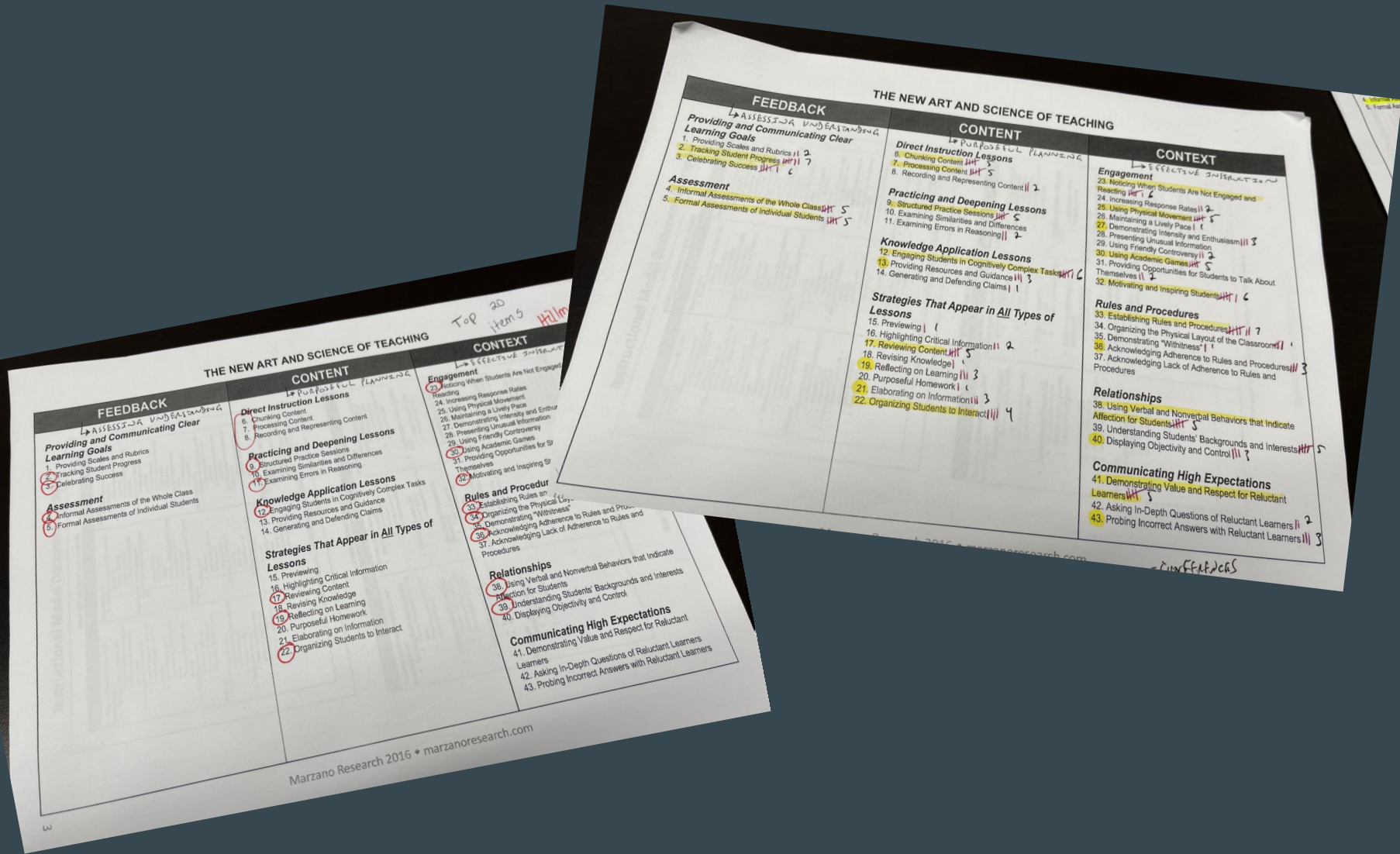
THE NEW ART AND SCIENCE OF TEACHING

top 20 by next meeting

FEEDBACK	CONTENT	CONTEXT
<p><i>ASSESSING UNDERSTANDING</i></p> <p>Providing and Communicating Clear Learning Goals</p> <ol style="list-style-type: none"> 1. Providing Scales and Rubrics 2. Tracking Student Progress 3. Celebrating Success <p>Assessment</p> <ol style="list-style-type: none"> 4. Informal Assessments of the Whole Class 5. Formal Assessments of Individual Students 	<p><i>PURPOSEFUL PLANNING</i></p> <p>Direct Instruction Lessons</p> <ol style="list-style-type: none"> 6. Chunking Content - need examples 7. Processing Content 8. Recording and Representing Content <p>Practicing and Deepening Lessons</p> <ol style="list-style-type: none"> 9. Structured Practice Sessions 10. Examining Similarities and Differences 11. Examining Errors in Reasoning <p>Knowledge Application Lessons</p> <ol style="list-style-type: none"> 12. Engaging Students in Cognitively Complex Tasks 13. Providing Resources and Guidance 14. Generating and Defending Claims ? CIS <p>Strategies That Appear in All Types of Lessons</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>EFFECTIVE INTERACTION</i></p> <p>Engagement</p> <ol style="list-style-type: none"> 23. Noticing When Students Are Not Engaged and Reading 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>Rules and Procedures</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>Relationships</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>Communicating High Expectations</p> <ol style="list-style-type: none"> 41. Demonstrating Value and Respect for Reluctant Learners 42. Asking In-Depth Questions with Reluctant Learners 43. Probing Incorrect Answers with Reluctant Learners

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Our Actions





Purposeful Planning	Assessing Understanding	Effective Instruction
<ul style="list-style-type: none"> ● Chunking Content (Example) <ul style="list-style-type: none"> ○ Presenting content in small chunks, Using pre-assessment data ● Processing Content (Example) <ul style="list-style-type: none"> ○ Think-Pair-Share ● Structured Practice Sessions (Example) <ul style="list-style-type: none"> ○ Modeling, Guided practice, Fluency practice ● Engaging Students in Cognitively Complex Tasks (Example) <ul style="list-style-type: none"> ○ Task strategies to use with students ● Providing Resources and Guidance (Example) <ul style="list-style-type: none"> ○ Using informational handouts, Conferring, Collecting informal assessment information, Feedback ● Reviewing Content (Example) <ul style="list-style-type: none"> ○ Strategies to use to review content with students ● Reflecting on Learning (Example) <ul style="list-style-type: none"> ○ Reflective journals, exit slips ● Elaborating on Information (Example) <ul style="list-style-type: none"> ○ Inference questions, Questioning strategies ● Organizing Students to Interact (Example) <ul style="list-style-type: none"> ○ Collaboration strategies 	<ul style="list-style-type: none"> ● Tracking Student Progress (Example) <ul style="list-style-type: none"> ○ Types of assessments, Charting student progress, Charting class progress ● Celebrating Success (Example) <ul style="list-style-type: none"> ○ Using appropriate celebrations, Effort and Growth celebrations, Achievement celebrations, Verbal feedback ● Informal Assessments of the Whole Class (Example) <ul style="list-style-type: none"> ○ Checking for understanding ● Formal Assessments of Individual Students (Example) <ul style="list-style-type: none"> ○ Alternative options to use for assessing student understanding, Using data to inform, Demonstrating understanding 	<ul style="list-style-type: none"> ● Noticing When Students Are Not Engaged and Reacting (Example) <ul style="list-style-type: none"> ○ Monitoring and gauging student engagement ● Using Physical Movement (Example) <ul style="list-style-type: none"> ○ Re-engaging students through movement, Using movement to check for understanding ● Demonstrating Intensity and Enthusiasm (Example) <ul style="list-style-type: none"> ○ Strategies to promote engagement through personal stories, humor, movie clips, etc. ● Using Academic Games (Example) <ul style="list-style-type: none"> ○ Game examples to promote friendly competition and engagement ● Motivating and Inspiring Students (Example) <ul style="list-style-type: none"> ○ Goal setting, Growth mindset ● Establishing Rules and Procedures (Example) <ul style="list-style-type: none"> ○ Explaining rules, Generating rules, Reviewing rules, Classroom meetings ● Acknowledging Adherence to Rules and Procedures (Example) <ul style="list-style-type: none"> ○ Positive behavior supports ● Displaying Objectivity and Control (Example) <ul style="list-style-type: none"> ○ Exhibiting compassion, Building relationships ● Probing Incorrect Answers with Reluctant Learners (Example) <ul style="list-style-type: none"> ○ Teacher response process, Questioning strategies

Our Actions

GIS Instructional Model

Data Collection

IPLI 2022-2023 Survey - GIS Instructional Model

 dmarine@gcsc.k12.in.us (not shared) [Switch account](#)



* Required

I know what the most important aspects of effective instruction are at Greenfield Intermediate School. *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

I know where to go to find help with the most important aspects of effective instruction at Greenfield Intermediate School. *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

I have a clear picture of what "purposeful planning" looks like. *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

I have a clear picture of what "assessing understanding" looks like. *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

I have a clear picture of what "effective instruction" looks like. *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

Our Data

Pre-Survey (December 2022)

1. I know what the most important aspects of effective instruction are at GIS.
 - 3.9 out of 5.0
2. I know where to go to find help with the most important aspects of effective instruction at GIS.
 - 4.3 out of 5.0
3. I have a clear picture of what “purposeful planning” looks like.
 - 4.4 out of 5.0
4. I have a clear picture of what “assessing understanding” looks like.
 - 4.3 out of 5.0
5. I have a clear picture of what “effective instruction” looks like.
 - 4.3 out of 5.0

Our Data

Post-Survey (February 2023)

1. I know what the most important aspects of effective instruction are at GIS.
 - 4.4 out of 5.0 (UP from 3.9 out of 5.0)
2. I know where to go to find help with the most important aspects of effective instruction at GIS.
 - 4.6 out of 5.0 (UP from 4.3 out of 5.0)
3. I have a clear picture of what “purposeful planning” looks like.
 - 4.5 out of 5.0 (UP from 4.4 out of 5.0)
4. I have a clear picture of what “assessing understanding” looks like.
 - 4.4 out of 5.0 (UP from 4.3 out of 5.0)
5. I have a clear picture of what “effective instruction” looks like.
 - 4.4 out of 5.0 (UP from 4.3 out of 5.0)

Our Discoveries

We requested two additional data points on our post-survey:

1. I foresee this GIS Instructional Model being useful for new teachers to Greenfield Intermediate School.
 - 4.4 out of 5.0
2. I foresee this GIS Instructional Model being useful for veteran teachers at Greenfield Intermediate School.
 - 4.5 out of 5.0

Our Discoveries

1. We saw a significant score increase in question 1: I know what the most important aspects of effective instruction are at GIS. This means we were able to increase our collective efficacy and clarity by prioritizing our instructional practices.
2. We also saw a significant score increase in question 2: I know where to go to find help with the most important aspects of effective instruction at GIS. This tells us that we are on the right track with the implementation of our building-level instructional model.
3. With the inclusion of the two additional questions, we wanted to see what teachers thoughts were about the instructional model's future use. Interestingly enough, our staff felt veteran teachers could possibly benefit a little more from its use than new teachers to GIS.

Where We Are Heading Next

We will look to improve upon our first attempt at the GIS Instructional Model by updating the example videos with our own, more relevant content.

This document will be a key piece to an upcoming GIS Instructional Handbook, where we will house all of our instructional documents. This will allow us to have all our referenced documents in one location.

Lastly, this document will serve as a reference for teachers who may need some guidance, reminders, ideas, or professional development in various areas as we move through the school year.

Bibliography

Robert Marzano, Phil Warrick, Julia A. Simms. *A Handbook For High Reliability Schools*. Marzano Research, 2014.