The Impact of Core Instructional Strategies for All Learners

● ● ●

Eisenhower Elementary

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Background Leading to this Inquiry

8 Strategies Robert Marzano & John Hattie Agree On

Shaun Killian

Robert Marzano and John Hattie have both reviewed research into what teaching strategies make the biggest difference to students' results. While they used different methods and terminology, they agreed on these 8 powerful strategies.

Strategy 1: A Clear Focus for the Lesson

John Hattie highlights how important it is for you (and your students) to *be clear about what you want them to learn in each lesson*. According to Hattie, *teacher clarity* is one of the most potent influences on student achievement. Robert Marzano agrees, including *lesson goals* in his top 5 list of factors that affect how well students do at school.

Hattie states that lesson goals:

- Clearly state what you want your students to learn
- Can focus on *surface* or *deep* learning (or both)
- Must be challenging for the students relative to their current mastery of the topic
- May be grouped (i.e. a single lesson may have more than one goal)
- Need to be shared with the students

- Divide amongst the DLI and Traditional Classrooms
- Higher achievement from students in DLI classrooms
- Rigor in the Spanish classrooms compared to the English and Traditional class

The Purpose of This Inquiry

Therefore, the purpose of our action inquiry was to create equity across the Traditional, English, and Spanish classrooms. The implementation of the Core Instructional Strategies will increase engagement and achievement for all students at Eisenhower Elementary.

DLI Core Instructional Strategies

- Content AND Language Objectives
- Comprehensible Input
- Modeling Cycle
- Language Support for Extended Utterances
- Engagement (OTRs)
- Checks for Understandin[g]

Our Wondering

With this purpose, we wondered…

How will a defined school-wide model of instruction enhance instructional practices in each classroom?

Sub-Questions:
- How will focused and explicitly stated objectives drive instruction and impact student learning?
- How will the development of student engagement strategies impact student learning and classroom instructional practices?

Our Actions

Overview of the 6 instructional strategies

01

Content & Language Objectives

02

Comprehensible Input

03

Modeling Cycle

04

Language Supports

05

Student Engagement

06

Checks for Understanding

Our Actions

Example

The students will identify the missing addend in an addition equation using manipulatives and visuals.

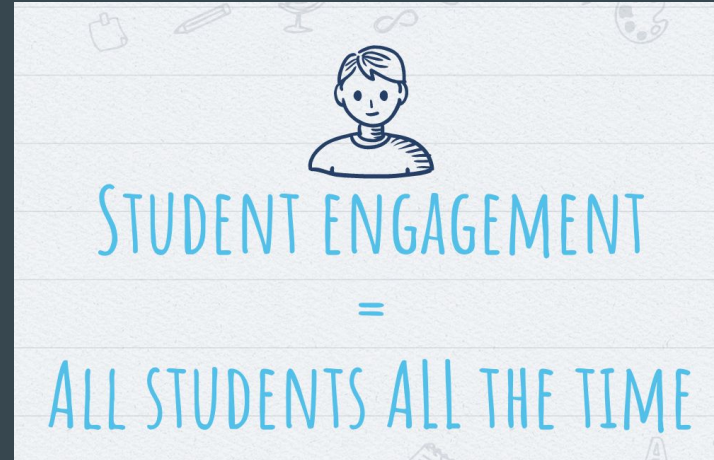Cognitive function + SKILL + Methods

Example

The student will tell the missing addend in an addition equation by using the sentence frame from the lesson with a partner.

Cognitive function + SKILL + Methods

Our Actions

Engagement strategies

- ✗ Choral response
- ✗ Partner pair - Coffee and cream
- ✗ Blow it in your hand
- ✗ Writing on whiteboards
- ✗ Up and moving
- ✗ Think-pair-share/Stand up-hand up-pair up
- ✗ Equity sticks - AKA name sticks
- ✗ Adding participant's images
- ✗ Humor
- ✗ TPR/Gestures

Student engagement

=

All students ALL the time

Our Actions

INSTRUCTIONAL STRATEGIES

Cheat Sheet

OBJECTIVES
- ☑ Posted
- ☑ Introduced
- ☑ Interacted with
- ☑ Revisited

FORMULA
Cognitive function (verb) + Skill (standard) + Methods (product)

ENGAGEMENT
ALL students, ALL the time

- Choral response
- Partner pair (coffee and cream)
- Blow it in your hand
- Writing on whiteboards
- Up and moving
- Make a chant

- Think-pair-share
- Stand up-hand up-pair up
- Name sticks
- Adding student's images
- Humor
- TPR/Gestures/Movements

01 KNOWLEDGE:	02 UNDERSTAND:	03 APPLY:	04 ANALYZE:	05 EVALUATE:	06 CREATE:
Define, Identify, Describe, Recognize, Tell, Explain, Recite, Memorize, Illustrate, Quote	Summarize, Interpret, Classify, Compare, Contrast, Infer, Relate, Extract, Paraphrase, Cite	Solve, Change, Relate, Complete, Use, Sketch, Teach, Articulate, Discover, Transfer	Contrast, Connect, Relate, Devise, Correlate, Illustrate, Distill, Conclude, Categorize, Take Apart	Criticize, Reframe, Judge, Defend, Appraise, Value, Prioritize, Plan, Grade, Reframe	Design, Modify, Role-Play, Develop, Rewrite, Pivot, Modify, Collaborate, Invent, Write

teachthought
WE GROW TEACHERS

OBJECTIVES EXAMPLES:
Content: I can identify the missing addend in an addition equation using manipulatives and visuals.
Language: I can state the missing addend in an addition equation by using the sentence frame from the lesson with a partner.

Our Actions

Peer-to-Peer Learning Walks

Participants: _____   _____
                    (Educator visited)   *(Educator visiting)*

Date: _____   Time/Period: _____   Class/Subject: _____

Conversation

1. Learning was best when students... *(Cite specific evidence.)*

   _____

   _____

   _____

   _____

   Corresponding reflective question to myself based on student learning evidence.

   _____

   _____

Classroom objectives were: (check off what you saw)

☐ Posted
☐ Introduced
☐ Interacted with
☐ Revisited

Engagements strategies I saw were: (check off what you saw)

☐ Choral response
☐ Partner pair (coffee and cream)
☐ Blow it in your hand
☐ Writing on whiteboards
☐ Up and moving
☐ Make a chant
☐ Think-pair-share
☐ Stand up-hand up-pair up
☐ Name sticks
☐ Adding student's images/names
☐ Humor
☐ TPR/Gestures/Movements
☐ Other _____

Our Actions

Formula for writing a standard =
Cognitive function + skill + Methods

What do you want students to know and be able to do?
How will they show it?

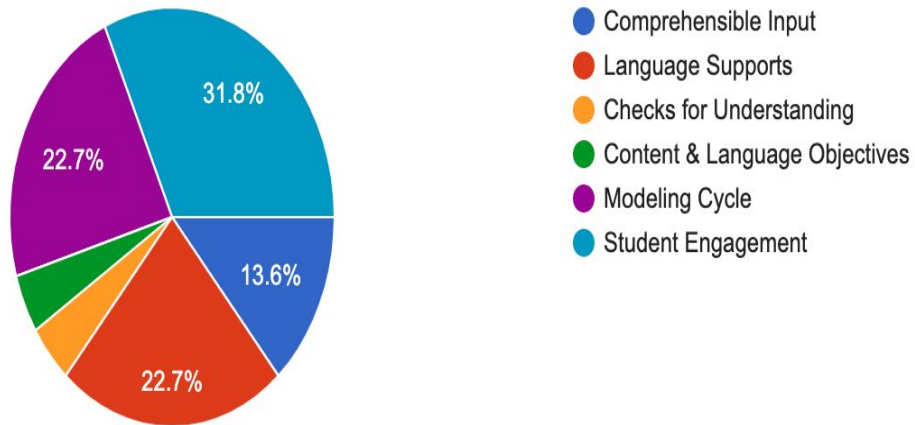**To do:**

Working with your grade level team...

1. Identify an ELA and a Math standard that you will teach this week
2. Dive into the ELA and Math frameworks to explore the standard
3. Write a strong objective, following the formula, for ELA and Math on the large paper
4. Get ready to share

Data Collection

★ Student Engagement
  ○ Teachers selected
★ Content & Language Objectives
 ○ Team selected
  ○ Hattie - teacher clarity size effect 0.75

Which one of these are you most interested in learning more about first?

22 responses

● Comprehensible Input
● Language Supports
● Checks for Understanding
● Content & Language Objectives
● Modeling Cycle
● Student Engagement

31.8%
22.7%
22.7%
13.6%

Data Collection

I can explain what I learned today.
274 responses

- Yes
- No
- Sometimes

39.4%
53.3%

➢ Google Form grades 2-6
➢ Paper Form grades K-1
➢ 64% of students expressed "yes" in all three questions
➢ Question #3 largest percentage of students stating "no" across all grades.
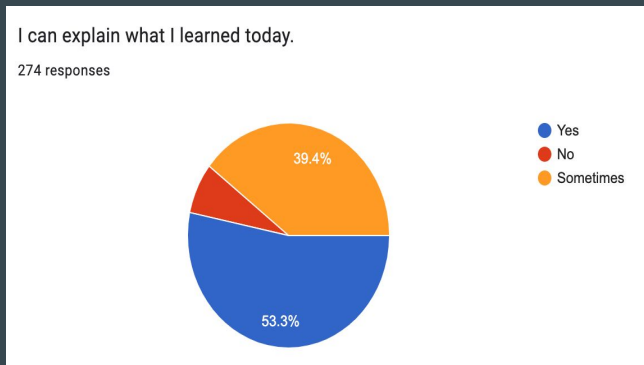
Lesson Objectives – Student Feedback

1. My teacher tells me what I will be learning today.

👍   👎

2. My teacher tells me what I will be able to do, say, or write by the end of the lesson.

👍   👎

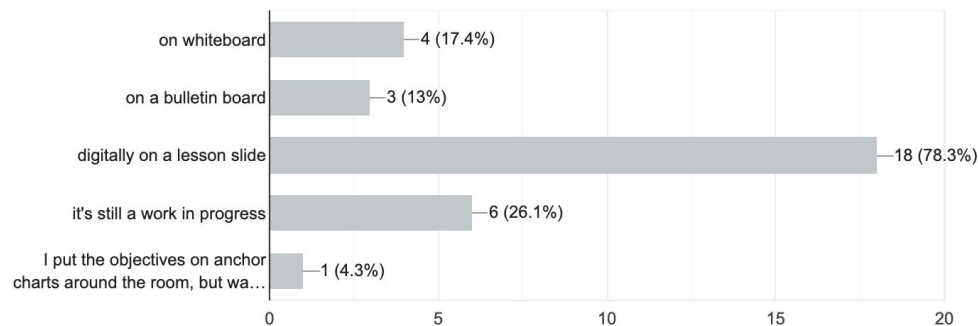3. I can explain what I learned today.

👍   👎

Our Data

Google form feedback after PD session:

- ❏ Objectives are posted
- ❏ Objectives are introduced and interacted with
- ❏ Objectives are revisited
- ❏ One engagement strategy that I have tried since Monday's training is...
- ❏ I would like to know more about...

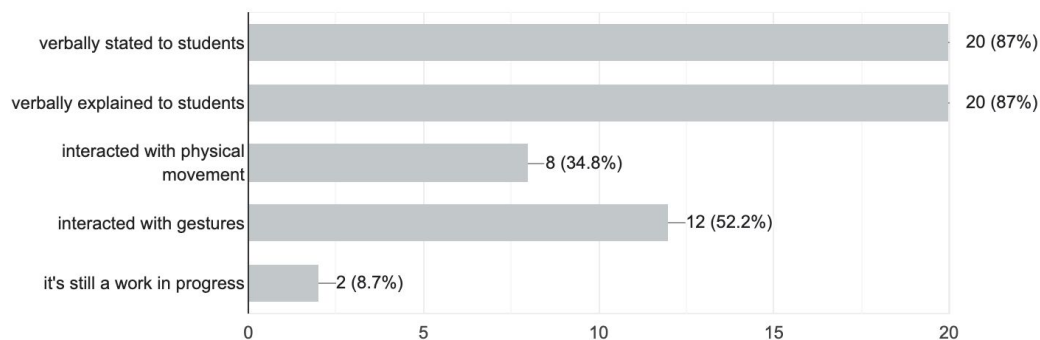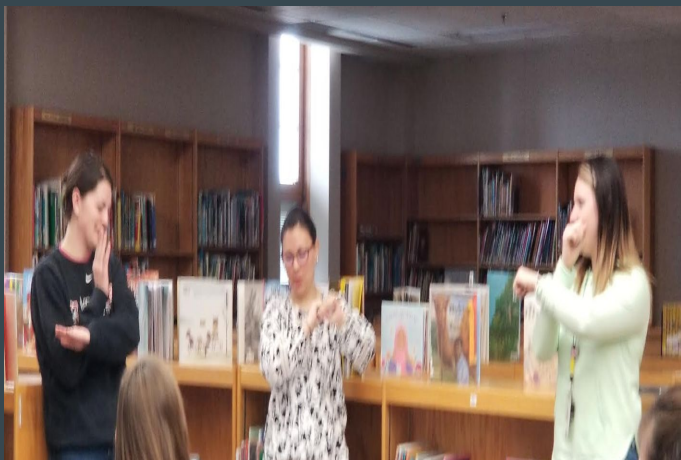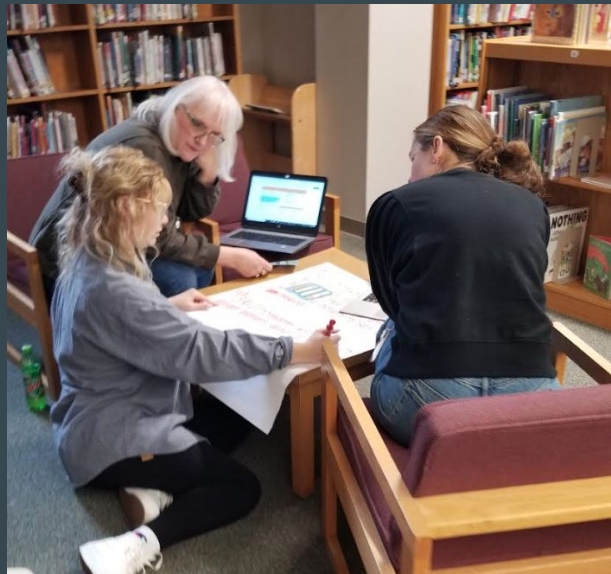Objectives are posted...(select all that apply)

23 responses

- on whiteboard — 4 (17.4%)
- on a bulletin board — 3 (13%)
- digitally on a lesson slide — 18 (78.3%)
- it's still a work in progress — 6 (26.1%)
- I put the objectives on anchor charts around the room, but wa... — 1 (4.3%)

Copy

Objectives are introduced and interacted with...(select all that apply)

23 responses

- verbally stated to students — 20 (87%)
- verbally explained to students — 20 (87%)
- interacted with physical movement — 8 (34.8%)
- interacted with gestures — 12 (52.2%)
- it's still a work in progress — 2 (8.7%)

Copy

Writing Objectives

I can research about SPRING and write two

or three sentences with facts.

I can use an uppercase, finger spaces,

period, and stretched out words.

Phonics Objectives

I can identify the sound and letter Yy.

I can read a CVC word and draw a picture on my

whiteboard.

© Sarah Gardner

READING Objectives

I can make a prediction about what will happen next and share it with a partner.

Predict

I can use clues from the text to make a good guess about what may happen next

¿Qué aprenderemos hoy?

Ciencias:

Contenido: Yo puedo nombrar dos o más causas de la erosión.

Lenguaje: Yo puedo explicar la diferencia entre la erosión lenta y la erosión rápida con ejemplos.

¿Qué aprenderemos hoy?

Español:

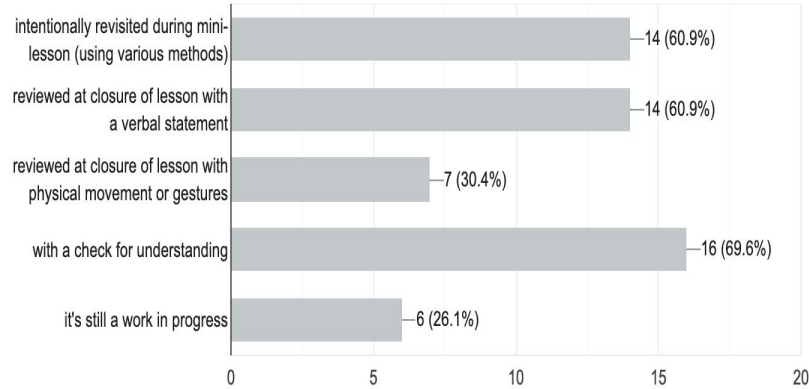**Contenido**: Yo puedo identificar las cinco palabras de uso frecuente de la semana.

Lenguaje: Yo puedo usar las cinco palabras de uso frecuente en una oración.

Our Data

Objectives are revisited...(select all that apply)

23 responses

Category	Count (Percentage)
intentionally revisited during mini-lesson (using various methods)	14 (60.9%)
reviewed at closure of lesson with a verbal statement	14 (60.9%)
reviewed at closure of lesson with physical movement or gestures	7 (30.4%)
with a check for understanding	16 (69.6%)
it's still a work in progress	6 (26.1%)

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One engagement strategy I've tried since Monday's training is...

23 responses

pulling sticks with names on them

movement

Answers on whiteboards

I have tried to post my objectives on google slides.

There aren't a lot of whole group lessons in the resource room with several grade levels at once.

Partners!

One strategy I've tried is after turning and talking to a partner, having one partner share the OTHER partner's answer with the class instead of their own. I noticed my students needed held more accountable for listening to what their partner is sharing during T/T time.
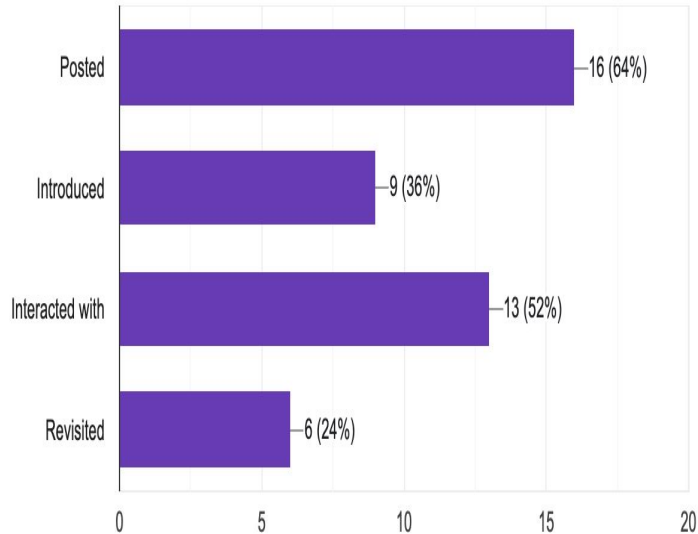
I began to use hot chocolate and marshmallow partners again.
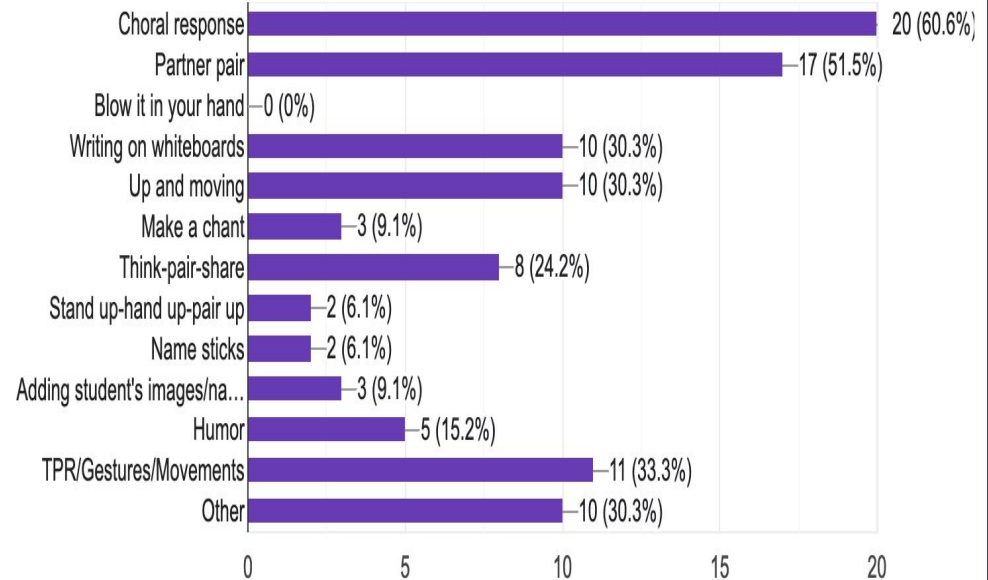
Our Data

Classroom Objectives

25 responses

Objective	Value
Posted	16 (64%)
Introduced	9 (36%)
Interacted with	13 (52%)
Revisited	6 (24%)

Engagements Strategies

Copy

33 responses

Strategy	Value
Choral response	20 (60.6%)
Partner pair	17 (51.5%)
Blow it in your hand	0 (0%)
Writing on whiteboards	10 (30.3%)
Up and moving	10 (30.3%)
Make a chant	3 (9.1%)
Think-pair-share	8 (24.2%)
Stand up-hand up-pair up	2 (6.1%)
Name sticks	2 (6.1%)
Adding student's images/na...	3 (9.1%)
Humor	5 (15.2%)
TPR/Gestures/Movements	11 (33.3%)
Other	10 (30.3%)

Reflective Question

29 responses

How to build more independence? Using technology in a more effective way?

How can I set my students up for success when learning about nonfiction topics?

How to build up writing stamina to write for longer time independently?

How can I get students to interact more with what they are learning?
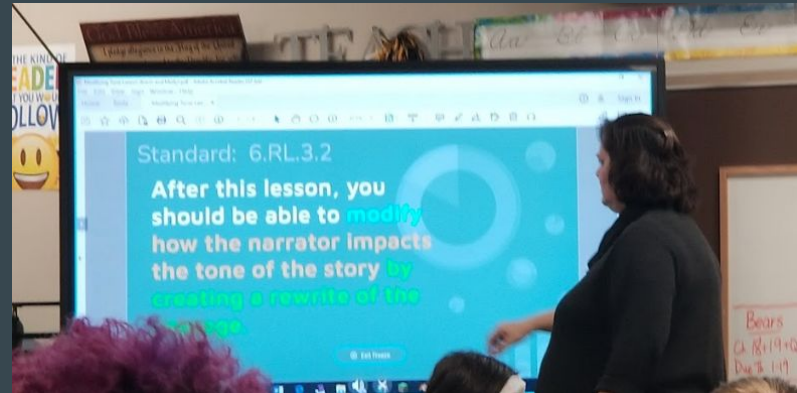
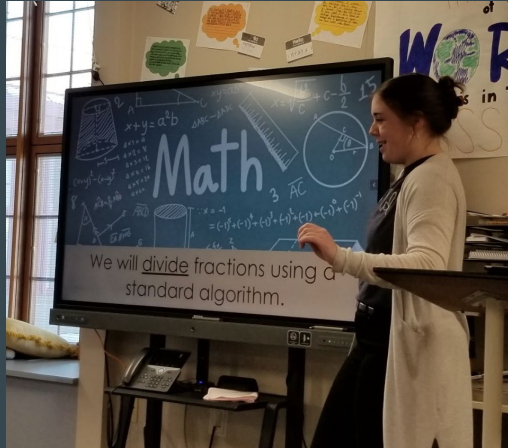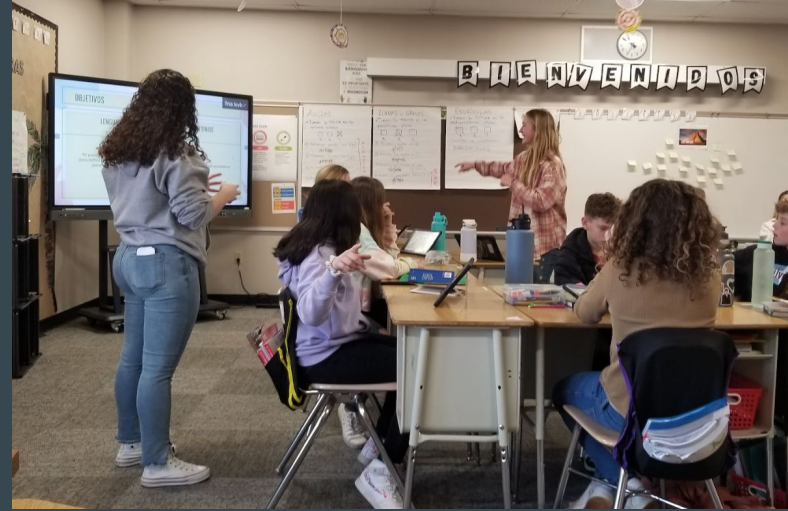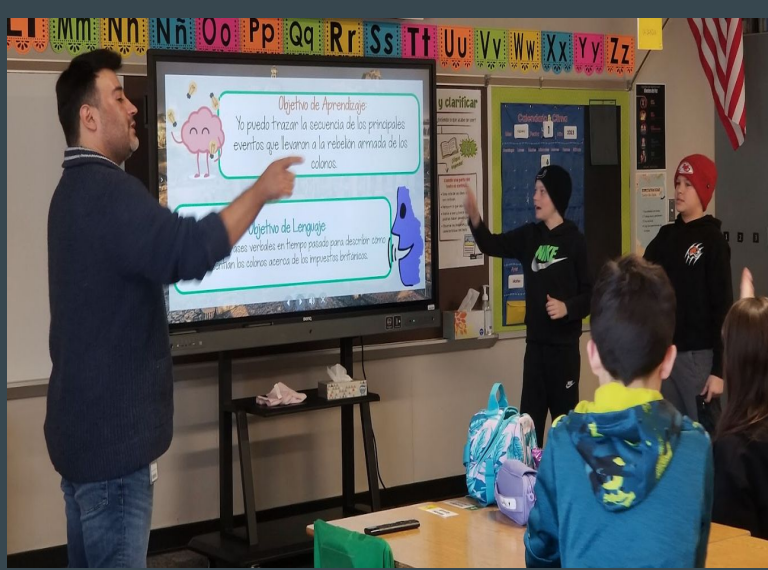What motions can we do to tie in objectives/goals?

Can I use gestures in my phonics?

Is there a chant I can come up with for CVC words?

How can I incorporate more movement?

How can I incorporate more repeat after me sayings in my lessons?

Our Data

Our Discoveries

Learning Statement One: The core instructional strategies provide equity for the students' learning experiences across all classrooms.

Learning Statement Two: All classroom teachers were able to increase engagement "all students all the time."

Learning Statement Three: Student ownership with the lesson objective and understanding of the lesson purpose.

Learning Statement One:

The core instructional strategies provide equity for the students' learning experiences across all classrooms.

- ❖ All teachers were provided the same core instructional strategy professional development sessions.
  - ➢ Previously Spanish teachers were the only group receiving development with the core strategies

- ❖ Teacher feedback from the peer-to-peer learning walks reflected observational data and reflective next steps with instruction from all classroom types with specific connections to lesson objectives and engagement strategies.

Learning Statement Two:

All classroom teachers were able to increase engagement "all students all the time."

❖ At minimum 12 different engagement strategies were integrated across classrooms during the Peer-to-Peer learning walks.
  ➢ Top 3 strategies implemented required "all students all the time"
    ■ Choral response
    ■ Partner share
    ■ Total Physical Response (TPR)

Learning Statement Three:

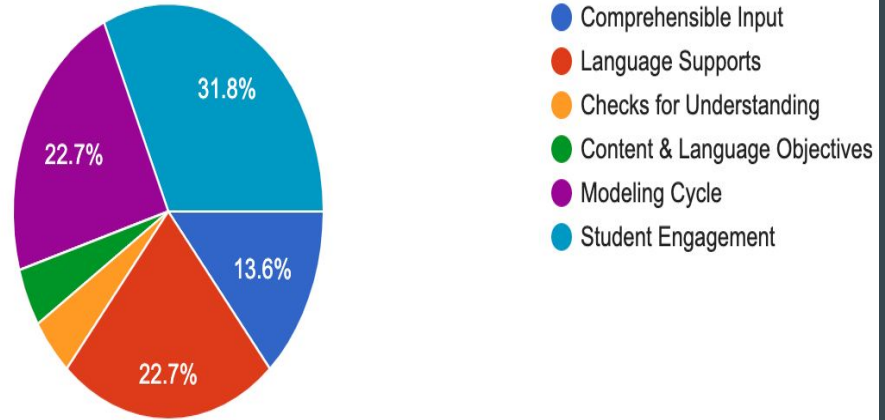Student ownership with the lesson objective and understanding of the lesson purpose.

❖ All teachers are using the same formula for lesson objectives.

❖ Principal Observations - 17 out of 21 GenEd teachers are consistently posting, introducing, and interacting with the lesson objectives daily. There are 4 teachers working to further develop their strategies and consistently implement all components of the lesson objectives of post, introduce, interact with, and revisit.

Where Are We Heading Next

★ Developing the next two areas of interest within the core instructional strategies.
  ○ Language Supports
  ○ Modeling Cycle
★ Continue instructional equity within all classrooms.

Which one of these are you most interested in learning more about first?

22 responses

- Comprehensible Input
- Language Supports
- Checks for Understanding
- Content & Language Objectives
- Modeling Cycle
- Student Engagement

31.8%
22.7%
13.6%
22.7%

Bibliography

Book
- Marzano, Robert J., Rains, Cameron L., Warrick, Philip B.,Simms, Julia A., others (2021) *Improving Teacher Development & Evaluation: A Guide for Leaders, Coaches, and & Teachers.* Location: Marzano Resources.

Websites
- Hattie, John (December 2017). Hattie Ranking: 252 Influences And Effect Sizes Related To Student Achievement. Retrieved from https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/
- Killian, Shuan (June 17, 2015/Last Updated September 27, 2021). 8 Strategies Robert Marzano and John Hattie Agree On. Retrieved from http://www.evidencebasedteaching.org.au/robert-marzano-vs-john-hattie/

INDIANA
Principal Leadership
INSTITUTE

Principal Name: Jenna Morée
School Name: Eisenhower Elementary
Team Members' Names: Alyssa Brumbaugh and Marta Hontz
Principal's Email Contact: jmoree@warsawschools.org

Background Leading to Our Inquiry (Slide 2)

Outline what led your team to this particular inquiry. Include the following:

Eisenhower Elementary experiences a divide amongst our DLI classes and traditional classrooms within the building. The divide is felt between staff and students resulting in the continual development of solutions for more equity across all classrooms.

Our data trends have revealed the DLI students have higher achievement across all grade levels in the building. Furthermore, the instructional strategies and expectations for a Spanish classroom is more rigorous than of the English and traditional classrooms within the school. "DLI Core Instructional Strategies" are impactful strategies that are monitored and fostered within the Spanish classrooms. The Core Instructional Strategies should be implemented across all classrooms resulting in increased student engagement and achievement with all students at Eisenhower Elementary.

The Purpose of Our Inquiry (Slide 3-4)

Therefore, the purpose of our action inquiry was to . . .

Therefore, the purpose of our action inquiry was to create equity across the Traditional, English, and Spanish classrooms. The implementation of the Core Instructional Strategies will increase engagement and achievement for all students at Eisenhower Elementary.

With this purpose, we wondered . . .

How will a defined school-wide model of instruction enhance instructional practices in each classroom?

> Sub-Questions:
> - How will focused and explicitly stated objectives drive instruction and impact student learning?

- How will the development of student engagement strategies impact student learning and classroom instructional practices?

Our Actions (Slide 5-10)

In this step, begin by outlining how you gained insights into your team's wondering. Then, share exactly what your team did to conduct this AR cycle.

DLI Core Instructional Strategies
- Remove the label of DLI and refer to "core instructional strategies"
- Lesson Objectives/clear focus for the lesson is one area of development selected by the team.
- Professional development to define and explain the six core instructional strategies
  - Teacher feedback for the instructional strategies interest areas for the selection of the second focus area for development.
    - The second focus area is "student engagement" based upon the teacher feedback through the Google form.
- Focus on Content and Language Objectives
  - How will focused and explicitly stated objectives drive instruction and impact student learning?
    - Student survey regarding their understanding of a lesson objective and the purpose of a lesson.
  - Professional development focused on content and language objectives & student engagement
    - How will the development of student engagement strategies impact student learning and classroom instructional practices?
      - "Cheat Sheet" resource developed to support lesson planning with objectives and engagement strategies
      - Teacher self-reflection and feedback to guide the next professional development session.
- Peer-to-Peer learning walks focused on content and language objectives & student engagement
  - The impact on student learning when they have a clear lesson focus.
  - Observation sheet
- Content Objectives collaborative development and practice with grade level teams.
- Principal conducts instructional strategy focused observations and provides specific feedback related to development of the instructional strategy.

Data Collection (Slide 11-12)

Share the ways your team collected data to understand better what was

implemented.

- We collected teacher feedback on the preferred instructional strategies for development based upon the six Core Instructional Strategies presented.
  - Feedback identified student engagement as the highest area of interest.
- We surveyed students to gather their perspective and understanding of lesson objectives and purpose of lesson through the following questions
  - My teacher tells me what I will be learning today.
  - My teacher tells me what I will be able to do, say, or write by the end of the lesson.
  - I can explain what I learned today.
- We collected data regarding how lesson objectives are visually and verbally presented to students.
- We collected self-reflection data from teachers regarding the use of content and language objectives and the use of student engagement strategies.
- We collected observation data through the peer-to-peer learning walks and principal observations.

Our Data (Slides 13-23)

Present data and share the ways your team analyzed the data.
- Teacher expressed student engagement as the highest area of interest through the Core Instructional Strategies Google form.
- Student survey
  - 64% of students expressed they understood the lesson objective and lesson purpose
  - Students expressed they were unable to explain what they learned.
- A Google form was completed by the teachers concluding the Content & Language Objectives and Student Engagement professional development session.
  - We collect data regarding how lesson objectives are visually and verbally presented to students as well as how the objectives are revisited throughout the lesson.
  - The teachers shared examples of the engagement strategies they were implementing in the classroom with students.
  - The teacher's responses within the, "I would like to know more about," feedback lead to additional development and opportunity through the next professional development session focused on the content lesson objectives.
    - The teachers were provided additional support and practiced writing lesson objectives using the "cheat sheet" and developing gestures for the interaction with the lesson objective as grade level teams.
- The Peer-to-Peer Learning Walks provided observational feedback and teacher reflection based upon the classroom experiences.
  - The collected data regarding how lesson objectives are visually and verbally presented to students was dependent upon the part of the lesson a teacher was able to observe while in the classroom.
  - Further development was provided through the Peer-to-Peer Learning Walks. The

areas of revisiting lesson objectives and engagement strategies are further supported through authentic experiences. Teachers are able to learn through observation, reflection, and personal implementation of the new learning or ideas.
  - The teacher self-reflection data from the peer-to-peer learning walks provided insight into a vast range of ideas in regards to objectives and engagement that teachers are reflecting upon, discussion with each other, and implementing with their students.
- Principal observation using the peer-to-peer model document to collect data focused on lesson objectives and student engagement.
  - 17 out of 21 GenEd teachers are consistently posting, introducing, and interacting with the lesson objectives daily. There are 4 teachers that are working to further develop their strategies and consistently implement a well planned lesson objective statement/interaction.
  - Reflective discussions and observational feedback to teachers encompass the development of lesson objectives and student engagement.
- NWEA data will be a component that can be analyzed over the long-term regarding the impact of the core instructional strategies.

Our Discoveries (Slide 24-27)

In this step, summarize your team's learning in two-three succinct statements that illustrate the most critical facets of what your team learned:

• Learning Statement One: The core instructional strategies provide equity for the students' learning experiences across all classrooms.
• Learning Statement Two: All classroom teachers were able to increase engagement "all students all the time."
• Learning Statement Three: Student ownership with the lesson objective and understanding of the lesson purpose.

Next, restate each learning statement and explain it. The explanation of your team's learning statement should refer to your data, and you should include actual data within the description.

Learning Statement One: The core instructional strategies provide equity for the students' learning experiences across all classrooms. Previously Spanish teachers were the only group receiving development with the core strategies All teachers were provided the same core instructional strategy professional development sessions. As a result, teacher feedback from the peer-to-peer learning walks reflected observational data and reflective next steps with instruction from all classroom types

with specific connections to lesson objectives and engagement strategies.

Learning Statement Two: All classroom teachers were able to increase engagement "all students all the time." At minimum 12 different engagement strategies were integrated across classrooms during the Peer-to-Peer learning walks. The top 3 strategies implemented required "all students all the time." The strategies included choral response, partner share, and total Physical Response (TPR).

Learning Statement Three: Student ownership with the lesson objective and understanding of the lesson purpose. All teachers are using the same formula for lesson objectives.Teachers are intentional behind the objective with memorable gestures. Teachers provide explanations as to why students need to know what they are learning and what they will be doing with the lesson objective. It has developed beyond a simple objective statement and has purpose behind it. During principal observations, 17 out of 21 GenEd teachers are consistently posting, introducing, and interacting with the lesson objectives daily. There are 4 teachers working to further develop their strategies and consistently implement all components of the lesson objectives of post, introduce, interact with, and revisit.

Where We Are Headed Next (Slide 28)

In this step, reflect on your team's action research journey as a whole that accomplishes the following:
- General reflection on the specific action research cycle just completed:
    We have learned and observed the impact on students through intentional purpose behind lesson objectives and engagement strategies within all classroom types: Traditional, English, and Spanish. The teachers have developed more unity as a team through the collaborative discussions and planning around the implementation of the strategies. The students are more engaged and vested in their learning with the implementation of the core instructional strategies.
- Generation of Directions for The Future:
    We will continue to develop our wondering, "How will a defined school-wide model of instruction enhance instructional practices in each classroom?" focused on the development of the next two areas of interest within the core instructional strategies. Teachers have expressed interest in the areas of language supports and the modeling cycle. Thus, continuing to foster instructional equity within all classrooms.

As you present your concluding thoughts, once again, consider weaving a reference or two into your conclusions to connect your findings to the field of administration at large.

Bibliography (Slide 29)
Book

- Marzano, Robert J., Rains, Cameron L., Warrick, Philip B.,Simms, Julia A., others (2021) *Improving Teacher Development & Evaluation: A Guide for Leaders, Coaches, and & Teachers.* Location: Marzano Resources.

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- Killian, Shuan (June 17, 2015/Last Updated September 27, 2021). 8 Strategies Robert Marzano and John Hattie Agree On. Retrieved from http://www.evidencebasedteaching.org.au/robert-marzano-vs-john-hattie/

Citing Your Presentation and Publication

Congratulations on completing the Year 2 Action Inquiry process! You and your team members can list your project as both a professional presentation and a professional publication on your resume. Here are examples of the correct ways to cite:

Presentation

Andrews, K., Gruenert, S., & Donlan, R. (2022. Implementing instructional rounds. Presented at the annual Indiana Principal Leadership Institute Showcase of Schools, Indianapolis, IN.

Publication

Andrews, K., Gruenert, S., & Donlan, R. (2022). Implementing instructional rounds. Retrieved from https://Web address