



Creating Our Instructional Model

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Background Leading to My Inquiry (Slide 2)

Our school has great teachers, but instructional practices lack consistency and a cohesive direction. Our school has never adopted a building-wide instructional model in the twenty-one years I have worked here. An instructional model may help provide direction to meaningful instruction and professional development in our building. Although in the past we have gone through several professional development workshops and seminars, the activities are unconnected and we have drifted from one trend to the next. A school-wide instructional model may help serve as a basis for professional development and provide a direction for the growth of our teachers and the improvement of instruction in our school. Additionally, an instructional model may allow for more collaboration among our teachers by allowing them to more effectively learn and share successful instructional strategies.

The Purpose of My Inquiry (Slide 3)

Therefore, the purpose of our action inquiry was to examine our instructional practices and determine if a school-wide instructional model would be appropriate for our school.

Our Wondering (Slide 4)

With this purpose, we wondered would the creation of a school-wide instructional model be appropriate for our school? Would an instructional model be helpful in providing a starting point for more purposeful professional development, be helpful in tracking student growth, and improve new teacher orientation?

Our Actions (Slide 5)

To gain insight into our wonderings we began to compile information about teacher's views on instructional models, and if they could be of benefit to our school. The information was compiled through a series of surveys taken by teachers in our building.

The first survey we used for this project was the Marzano High Reliability School report regarding leading indicators for level 2.

The second survey we conducted was via panorama. This survey provided information on teacher views on professional learning, growth mindset, and school culture. The survey was conducted anonymously.

The final survey was created by myself and team members and directly asked questions related to our wondering.

Data Collection (Slide 6)

Data collection began in December 2021 and continued through March 2022. Our team recorded both qualitative and quantitative data. The qualitative data was collected via teacher interviews and discussions.

Quantitative data was collected via surveys. The surveys were sent to all high school teachers. All of our full-time high school teachers participated in the surveys and were very honest and cooperative throughout the process.

Our Data (Slides 7-12)

In gathering qualitative data, common threads occurred in discussions with teachers. The most common thread was that an instructional model would be helpful, but most teachers would not list it as their top instructional need. All teachers interviewed said there is a need to have professional development be more relevant to instruction and content and agreed that an instructional model could help provide a direction for professional development. After speaking with teachers and looking at examples of instructional models, most teachers commented that an instructional model would be great for clearly communicating instructional expectations to staff, students, and the community.

The quantitative data show the responses by high school teachers to the surveys regarding instructional models. The data shows that 90% of our teachers believe that an instructional model would be beneficial in providing new teachers direction for effective classroom instruction. 75% of our teachers answered that an instructional model would be helpful in tracking student growth and achievement. 86% of our teachers answered that an instructional model will provide for a good starting point for more directed and purposeful professional development. When asked if they would be willing to share successful instructional and/or assessment practices with other teachers 85% said "yes." When asked if they would be willing to participate in the development and creation of a school-wide instructional model 65% of teachers said "yes."

Our Discoveries (Slide 13)

Learning Statement One: The support of teachers toward the creation of a school-wide instructional model was greater than anticipated. In our conversations many teachers were intrigued by the idea of an instructional model and saw its many potential uses.

Learning Statement Two: There is a need for the creation of a school-wide instructional model. Most teachers feel it would be a benefit to our staff, students, and community to clearly articulate instructional expectations. An instructional model would help direct professional development, providing new teachers with direction for effective instruction, and help student growth and achievement.

Where We Are Heading Next (Slide 14)

During this process I have learned that the teachers of our school are willing to cooperate with one another and participate in making our school better. Every teacher in our building participated in the survey and each teacher, albeit to varying degrees, saw the benefit of a school-wide instructional model.

Our next step for this project will be to create a focus team, as part of our professional development program, that will lead the school in the development of a school-wide instructional model. The goal will be to have an instructional model in place by December of 2022.

Bibliography (Slide 15)

N/A

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Rebels



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Background Leading to Our Inquiry

- After analyzing the results of our Marzano Level 2 surveys we found two areas in which we felt we could make immediate improvements.
 - Indicator 2.1: Teacher leaders and I have developed a written document articulating our schoolwide model of instruction
 - Indicator 2.6: Teachers have opportunities to observe and discuss effective teaching.
- Our school has great teachers, but instructional practices lack consistency from classroom to classroom and a cohesive direction as a school.
- Our school has never adopted a school-wide mode of instruction
- An instructional model may help provide direction to meaningful instruction and professional development in our building as well as teacher collaboration, and new teacher orientation

The Purpose of Our Inquiry

- Therefore, the purpose of our action inquiry was to examine our instructional practices and determine if a school-wide instructional model would be appropriate for our school.

Our Wondering

- With this purpose we wondered if the creation of a school-wide instructional model would be appropriate for our school.
 - Would an instructional model be helpful in providing a starting point for more purposeful professional development, be helpful in tracking student growth, and improve new teacher orientation?

Our Actions

- To gain insight into our wonderings we compiled information about teachers views on instructional models and if an instructional model could benefit our school. Information was compiled through a series of surveys and interviews teachers in our building.
- The first survey we used was the Marzano High Reliability School report regarding leading indicators for level 2.
- The Second survey was conducted anonymously via Panorama. This survey provided information on teacher views on professional learning, growth mindset, and school culture.
- The final survey was created by our team and directly asked questions related to our wondering.
- The interviews were conducted via group discussion with volunteering teachers

Data Collection

- Data was collected between December 2020, and March 2021.
- Qualitative data was collected through interviews with teachers
 - Our school shares a building and several teachers with the middle school. Only high school teachers were interviewed for this project
- Quantitative data was collected through the staff-wide surveys
 - All full-time high school teachers in our building responded to the survey.

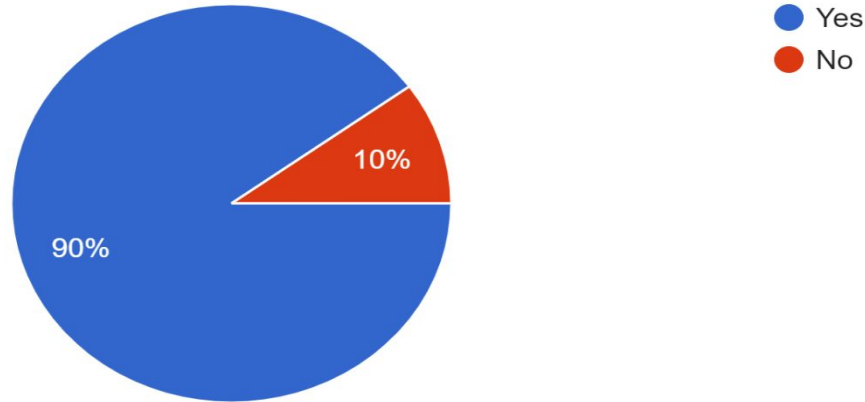
Our Data (Qualitative)

- Discussions with teachers:
 - Most common thread: An instructional model would be beneficial, but most teachers would not list it as their top instructional need.
 - There is a need to have professional development be more relevant to instruction and content. Most agreed an instructional model could help provide a direction for professional development.
 - After looking at examples of instructional models, most teachers believed an instructional model would be great for clearly communicating instructional expectations to staff, students, and the community

Our Data (Quantitative): Staff Survey

Would a schoolwide instructional model be beneficial in providing new teachers more direction for effective classroom instruction?

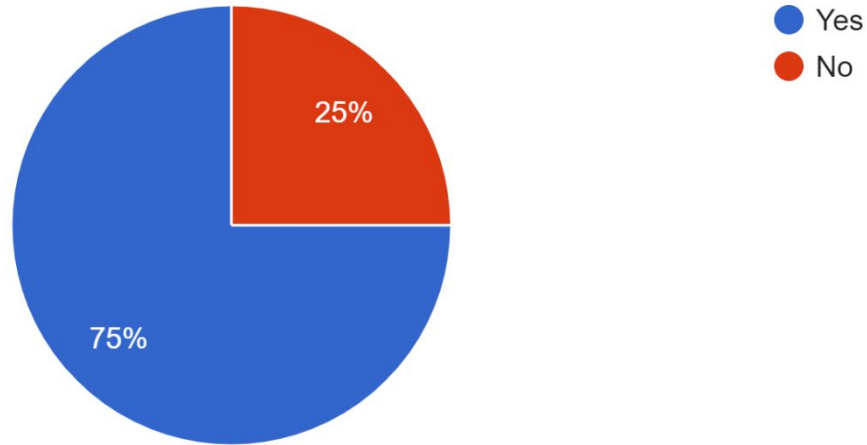
20 responses



Our Data (Quantitative): Staff Survey

Would a schoolwide instructional model be helpful in tracking student growth and achievement?

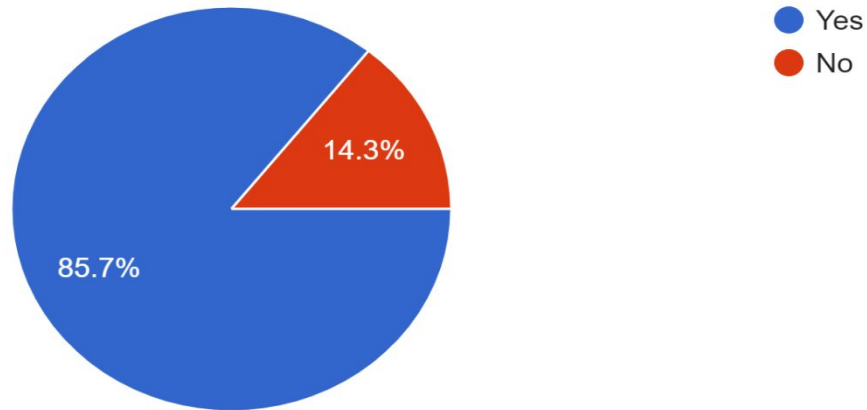
20 responses



Our Data (Quantitative): Staff Survey

Would an instructional model provide a good starting point for more directed and purposeful professional development?

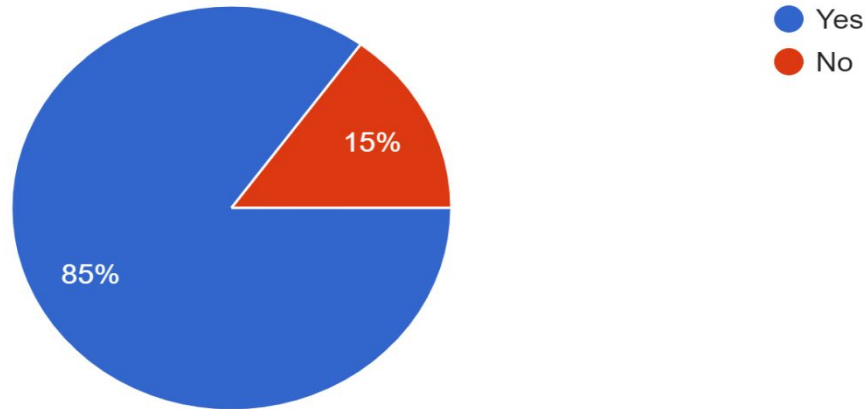
21 responses



Our Data (Quantitative): Staff Survey

Would you be willing to share some of the successful instructional and/or assessment methods you use in your classroom with other teachers?

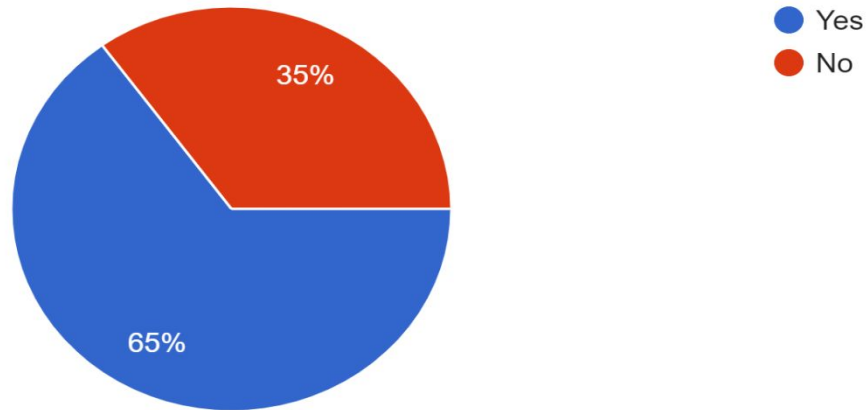
20 responses



Our Data (Quantitative): Staff Survey

Would you be willing to participate in the writing and/or review of a schoolwide instructional model?

20 responses



Our Discoveries

- Learning Statement One: The support of teachers toward the creation of a school-wide instructional model was greater than anticipated. In our conversations, many teachers were interested in the idea of an instructional model and saw its many potential uses and benefits.
- Learning Statement Two: There is a need for the creation of a school-wide instructional model. Most teachers feel it would be a benefit to our staff, students, and community to clearly articulate instructional expectations. An instructional model would help direct professional development, provide new teachers with direction for effective instruction, and help student growth and achievement

Where We Are Heading Next

- Our next step for this project will be to create a focus team, as part of our professional development program, that will lead the school in the development of a school-wide instructional model.
- The goal is to have an instructional model complete and in place by December 2022

Bibliography

- N/A