



Pair the Love

Principal Name: Rob Adamson

School Name: Newby Memorial

Team Members' Names: Christie Taylor, Jessica McDaniel

Principal's Email Contact: rob.adamson@moorevilleschools.org

Background Leading to Our Inquiry

Outline what led your team to this particular inquiry:

- Title 1 K-6 Building with 2 sections of each grade
- NWEA and state assessments show Reading is our relative weakness
- The district has implemented new guidelines for reading blocks.
- The staff was least comfortable with guided reading instruction.
- There's a pandemic going on- In person PLCs are a challenge.
- We utilized Google Classroom and pre-recorded Loom videos to help things go more smoothly.

The Purpose of Our Inquiry

Therefore, the purpose of our action inquiry was to set clear expectations for guided reading and utilize the vast skillset of our own staff to improve our guided reading capacity.

Our Wondering

With this purpose, we wondered would clearly defined instructional criteria for guided reading and paired observations improve student reading at Newby?

Our Actions

Step 1- We looked at Marzano's criteria for the art and science of teacher. We chose the ones that we valued the most for our guided reading and created our own matrix.

Step 2- Based on the items we valued most from Marzano, we made a school specific list of things we should always, sometimes and never see in a guided reading lesson.

Step 3- Once we had defined the criteria for improvement, teachers had to create a goal that corresponded to the criteria and a way to monitor their goal.

Step 4- Teachers were paired based on their goals and the areas they wished to improve. Many goals were tech oriented, so the tech coach was utilized to help with observations and feedback

Step 5- Teachers debriefed with each other about what they saw in each other's rooms. Teachers were provided a template to help guide their discussions and ensure that conversations remained positive and highly reflective.

Data Collection

We used a Google form to get teacher's feedback on the process. We got quantitative and qualitative data from teachers.

Our Data

Teachers comfortability with their desired goal went from 2.78 to 4.1 (out of 5). The qualitative data included a lot of positive feedback about organization of lessons and ways to implement technology to best meet student needs.

Our Discoveries

- The paired observations were a huge success.
- Teachers were highly reflective and took a lot of best practices back to their rooms.
- The clear expectations for guided reading helped teachers focus on what mattered most.
- Teachers loved seeing what the great things happening in other classrooms.

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 explanation.

Based on our highly successful paired observations we will continue to utilize them moving forward. The statements about the clarity of expectations and utilization of co-workers as experts showed us this was a very valuable experience. Our quantitative data, a growth of 2.78 to 4.1, showed us that this made a real impact on teacher's perception of how they could make a positive change within their classroom.

Where We Are Headed Next

- The paired observations were a huge success
- Teachers were highly reflective and took a lot of best practices back to their rooms
- The clear expectations for guided reading helped teachers focus on what mattered most
- Teachers loved seeing what the great things happening in other classrooms
- At large we think that setting clear expectations and a clear goal of doing paired observations is highly effective.

Bibliography

Books

- Marzano, R. J. (2018). *Leading a high reliability school*. Bloomington, IN: Solution Tree Press.
- Marzano, R. J. (2017). *The new art and science of teaching*. Bloomington, IN: Solution Tree Press.

Pair the Love

Setting Guidelines for Paired Observations to Improve Guided Reading

By: Rob Adamson, Jessica McDaniel, Christie Taylor



Background

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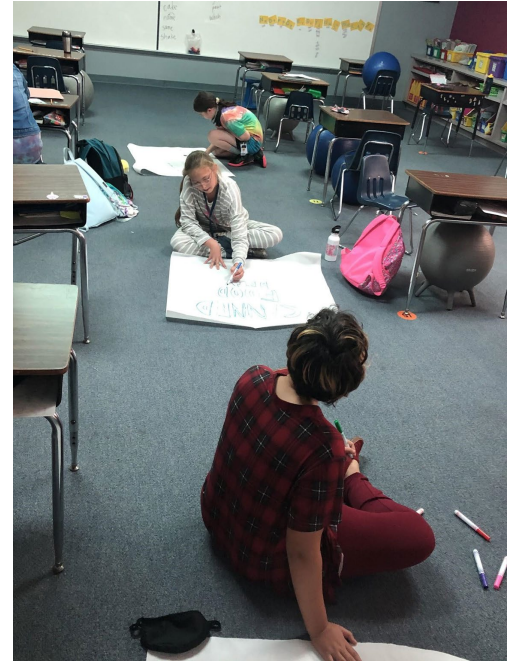
The Purpose of Our Inquiry



Therefore the purpose of our action inquiry was to set clear expectations for guided reading and utilize the vast skillset of our own staff to improve our guided reading capacity.

Our Wondering

Would clearly defined instructional criteria for guided reading and paired observations improve student reading at Newby?



Step- Define quality Reading Instruction

THE NEW ART AND SCIENCE OF TEACHING

| FEEDBACK | CONTENT | CONTEXT |
|---|---|---|
| <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>Teaching is a rewarding profession.</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 <u>All</u> 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>Engagement</p> <ol style="list-style-type: none"> 23. Noticing When Students Are Not Engaged and Reacting 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 of Reluctant Learners 43. Probing Incorrect Answers with Reluctant Learners |

We looked at Marzano's criteria for the art and science of teacher. We chose the ones that we valued the most for our guided reading and created our own matrix.



Step-Always, Sometimes, Never

| Guided Reading- ALWAYS | Guided Reading- SOMETIMES | Guided Reading- NEVER |
|--|--|--|
| <ul style="list-style-type: none"> Students should ALWAYS be organized in a way that enhances engagement Differentiated instructions from group to group Groups should always be changing / fluid based on student growth, NWEA, SRI and running records Students should have multiple ways to convey what they know. (verbal, written, etc.) Providing feedback and guidance in a non-threatening way that encourages students to ask questions and engage in their own learning process Rules and procedures should ALWAYS be clear and understood. Review as needed. Provide students with frequent opportunities to respond to text Teacher should help students revise knowledge based on the new information learned while reading and encourage other ways and resources to use Per district framework, meet with the lowest group 4 times a week. Students should always reflect upon their learning. Include a mixture of within the text and beyond the text questions. | <ul style="list-style-type: none"> Select reading passages that students find engaging Using a variety of tools that appeal to all learning styles (reading trackers, academic games) Elaborate on information- Explicit instruction of skills with student knowledge of learning objectives (All skills should be explicitly taught prior to reading block, but it isn't necessarily taught EVERY reading block) Allow students to lead the discussion Allow students to make connections to themselves, other text, text to the world Incorporate explicit vocabulary instruction. | <ul style="list-style-type: none"> Students should never be disengaged. Be a frustrational level for students Asking ONLY lower level questions Never forget to provide encouragement and positive praise Students should never only listen to the teacher speak Never assume that they "get it" no matter how well the lesson/unit is going |

Based on the items we valued most from Marzano, we made a school specific list of things we should always, sometimes and never see in a guided reading lesson.

Step-3 Teacher Goals

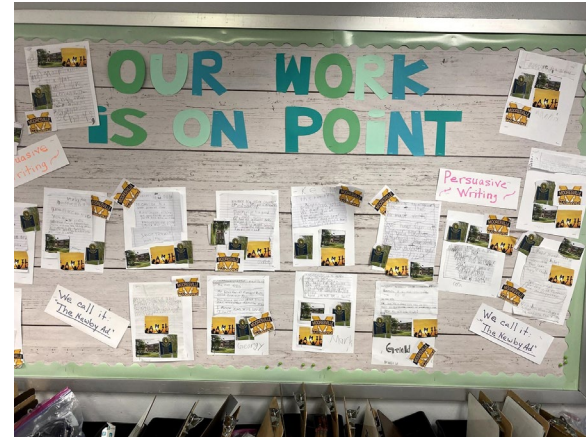
- Once we had defined the criteria for improvement, teachers had to create a goal that corresponded to the criteria and a way to monitor their goal.

Newby Guided Reading Goal Setting Form

| Goal | Monitoring |
|--|---|
| Allow students to lead the discussion by creating questions that go along with the text. | Students need to prepare and share their questions with the teacher before their group meets. |

Newby Guided Reading Goal Setting Form

| Goal | Monitoring |
|--|--|
| I will revise the collaboration documents that my novel study groups currently use to differentiate the DOK levels between groups. | I will collect student work samples throughout the revision process. |



Step-Selective Pairing

| | |
|--|--|
| To have students be able to tell what strategies they are using when reading. | We monitor by taking notes when visiting each student and make note if they are able to reflect on the strategies they used. |
| To engage students MEANINGFULLY in technology so that they can reflect on their learning, and receive / provide feedback amongst peers and teachers. | Meet with Pete weekly to get feedback on different tools and discuss their successes. Apply a tool weekly to guided reading - build on that capacity to where it becomes part of routine amongst all groups by third quarter. |
| To have students reflect upon their learning. | Low tech -So far, I am just keeping my own notes in a notebook. I can add their reflections. |
| My goal is for students to independently use reading strategies during guided reading discussions. | Develop/ utilize guided reading prompts for students to use consistently. |
| Student lexile groups will interact with one another about the text in guided Reading groups through writing, conversation, and digital means. | observation of teacher guided group check google classroom comments and conversation Written documentation of student conversations and shared ideas |

- Teachers were paired based on their goals and the areas they wished to improve.
- Many goals were tech oriented, so the tech coach was utilized to help with observations and feedback

Step-5 Peer to Peer Feedback

- Teachers debriefed with each other about what they saw in each other's rooms.

Peer Observation Guiding Questions

Objective: To create a document that can guide peer observations to best help the observer and teacher.

The Process: Observee and Observer will meet briefly prior to the observation to discuss what to expect. After the observation both teachers should meet briefly and complete this form together.

1. What was something you observed that you found beneficial to the students?
2. What was something that saw that you have a question about?
3. What is something that you observed that you plan on implementing in your classroom?



Gathering Data

We used a Google form to get teacher's feedback on the process.

What has been your biggest take away from the instructional rounds?

12 responses

Being able to see what other teachers do and get different ideas.

How Gothe uses tech in stations.

I liked seeing how Jayna created a document to allow students to debrief after they work with her. I would like to try something like this in my guided reading groups.

I enjoyed watching Mrs. McDaniel ask higher level questions with her group.

The concerns I have in my class during guided reading seem to be consistent with those in Kindergarten-independence comes with time and lots of practice.

Taking tidbits from everyone's style and methods.

Preteaching and modeling mentor sentences to build student capacity and language during guided reading.

Wasn't able to meet with my paired teacher

What is something else you would like to improve regarding your guided reading?

12 responses

More fun and engaging options for stations, more student lead stations

I would like to be able to see more than one guided reading group each day.

Meeting with more groups more efficiently.

Still better incorporate tech in stations.

Finding a way for students to discuss their reading within their book groups.

Ways to hold all students accountable for being ready to meet with their groups.

More organization in guided reading groups =.

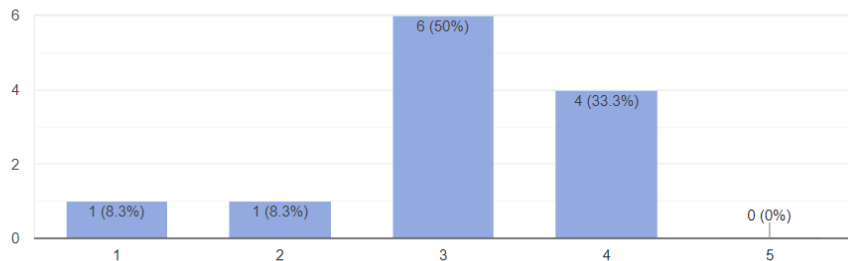
Maybe make it a little bit more technological but I am happy with it right now.

Continue to build on student independence in guided reading as well as incorporating writing within discussions.

Our Data ~~data~~ we see improvement?

How comfortable were you with your targeted guided reading area in October?

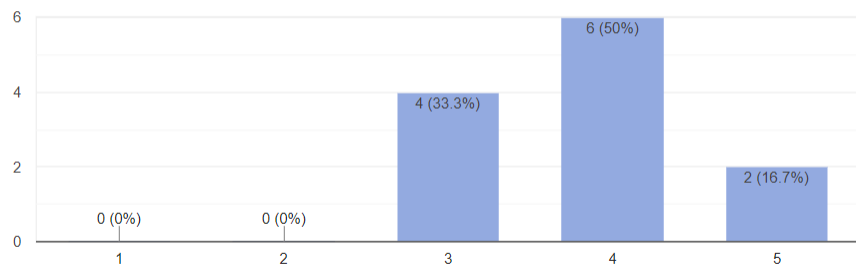
12 responses



- Average comfortability in October was 2.78

How comfortable are you with your targeted guided reading area now?

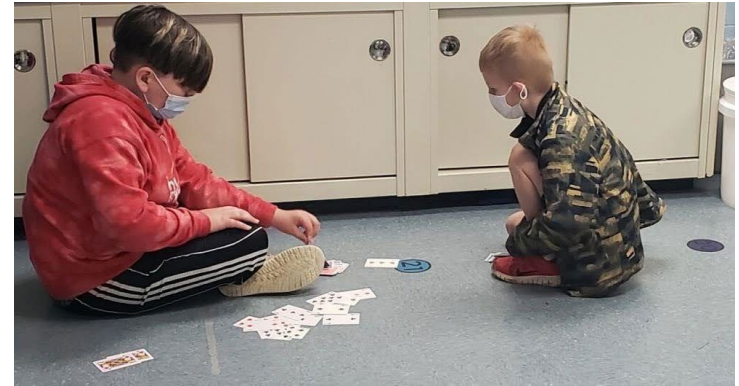
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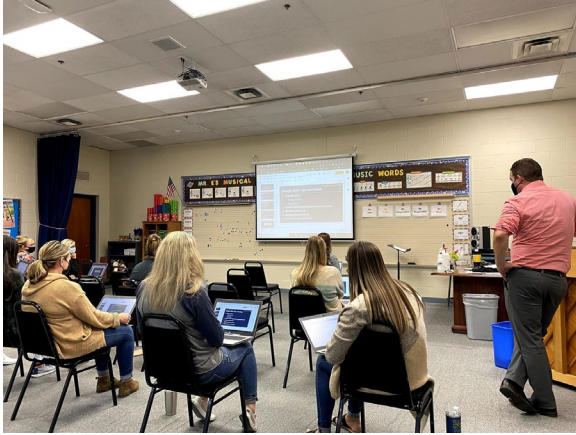
- Average comfortability in December was 4.1

Our Discoveries

- The paired observations were a huge success
- Teachers were highly reflective and took a lot of best practices back to their rooms
- The clear expectations for guided reading helped teachers focus on what mattered most
- Teachers loved seeing what the great things happening in other classrooms



Where are we headed next?



- We have learned that our teachers love to collaborate with each other.
- Once the pandemic is over and we can do paired observations more easily, we will continue to systematically do them.
- We are wondering if we can continue the framework of this system but focus on other areas of instruction?

Bibliography

Marzano, R. J. (2018). *Leading a high reliability school*. Bloomington, IN: Solution Tree Press.

Marzano, R. J. (2017). *The new art and science of teaching*. Bloomington, IN: Solution Tree Press.