

The Development, Implementation, and Impact of an Instructional Model on a Small School Riding off into the Sunset

By: Glen Hopkins, Stinesville Elementary School

Team Members Names: Danielle Butler, John Kerr

Contact: ghopkins@rbbschools.net

Background That Led to Your Team's Inquiry:

In an elementary setting, teachers can sometimes wonder what is expected of them on a daily basis. Going to the Teaching Rubric is so broad and contains multiple domains broken into even more indicators. The question becomes, "If my principal walks into the classroom at any given time, what does he/she want to see?" In August 2018, our staff participated in a survey based on High Reliability Standard: Level 2 - Effective Teaching in Every Classroom. The data we collected from this survey confirmed that teachers at Stinesville Elementary School needed further clarification on indicator 2.3: Predominant Instructional Practices throughout the school are known and monitored. Therefore, the purpose of our action research was to increase knowledge throughout the building of the predominant expectations for classroom instruction.

Statement of Your Team's Wondering:

With this purpose, we wondered what impact would the development and implementation of an Instructional Model have on the daily instruction and pedagogical goals as evident in an increase in the M=Arithmetic Mean for High Reliability Survey 2.3?

Methods/Procedures:

To gain insight into our wondering, the IPLI Leadership Team met with the staff in September/October 2017 to review the data from Marzano's HRS Level 2. During this meeting, we went through each individual indicator and allowed the staff to come to the conclusion that we needed to develop a clear vision for instructional practices at Stinesville Elementary School.

In November 2017, the staff collaborated during our Wednesday Morning PD time to identify specific instructional practices that should be seen on a daily basis, might see on a daily basis, and should never be seen. These brainstorming efforts were placed in the teachers' lounge where teachers were able to review and revise for three week. Teachers created, edited and moved post-it notes between these categories. In December, the staff came back together as a whole to revise the Instructional Model - focusing on the "big ticket items" that are prevalent "now."

In January 2018, the staff posted the Instructional Model in their classrooms and began to self evaluate. In February, the building principal began walkthroughs making note of observed instructional practices. These observations were recorded in the teachers' lounge on a weekly basis where the faculty could what was observed during the week. Teachers were able to reflect on their individual practices and made adjustments as needed.

Marzano's HRS Level 2.3 was administered again in April 2018 to the faculty.

Stating Your Team's Learning and Supporting it with Data:

As a result of analyzing our data, two important things we learned included: 1) Staff ability to describe predominant instructional practices increased from a 3.5 to a 3.9 and 2). Teachers are aware of what is expected of their instructional practices at any given time.

Staff members were able to describe the predominant instructional practices throughout the school. Teachers were able to use the Instructional Model to be aware of the "big ticket items" that were expected on a daily basis and were able to make sure they incorporated them into their daily lesson planning. The vocabulary that teachers could be overheard using in the hallways was common and focused. It would not be unusual to hear teachers saying, "I was able to build individual instruction into this lesson by....." or, "A CLASS Strategy I used today was....." The practices have been there for years, it was now more focused and teachers had the vocabulary and focus they had desired.

Teachers are aware of what is expected of their instructional practices at any given time. With so much "stuff" that is asked of teachers today, this simplified things. One teacher commented before the process, "I feel like I am pulled in so many directions, I don't feel like I am great at anything, I am just floating by." Following this process, the same teacher shared, "This truly simplified things. Instead of thinking I have to do 20 things great, I know that if I can hit these things on our Instructional Model each day, I can focus more on the content in a concise manner."

Providing Concluding Thoughts:

Stinesville Elementary School is closing at the end of the 2017-2018 school year. Regardless of this unfortunate event, the staff at Stinesville Elementary grew exponentially through this process. This year, we all came together as one to ensure that the students had the most "normal" school year they could. Teachers did not talk about the school closing at any point and they did not "mail it in." Teachers were professional and engaged throughout the year. This process, developing and implementing an Instructional Model, was an excellent journey that further enhanced our unity.

Climate and Culture must be healthy before Curriculum can be successful. Even with the school closing, the culture and climate was healthy - possibly the healthiest it has been since 2014 when our principal arrived. With this healthy climate and culture in place, curriculum was able to thrive. While we were all united as a school family socially and emotionally, the Instructional Model allowed us to come together across classrooms and grade levels academically. This Instructional Model allowed teachers to have a common vision for instruction in the classroom.

While our teachers will be absorbed into other schools in the corporation for the 2018-2019 school year, this journey will go with them, allowing them to engage in rich conversations about what instructional practices do and should look like across their new buildings. Teachers are now equipped with the tools they need to focus their instruction and to help the new teachers around them to do the same.

References:

Marzano, R. J., Warrick, P., Simms, J. A., Wills, J., Livingston, D., Livingston, P., . . . Grift, G. (2015). A handbook for high reliability schools. Cheltenham Vic, Vic.: Hawker Brownlow Education.

The Development and Implementation of an Instructional Framework

Stinesville Elementary School
Indiana Principal Leadership Institute

Glen Hopkins- Principal
Danielle Butler - Kindergarten Teacher
John Kerr - Second Grade Teacher



April 2018

Background Information

In August, 2017, our staff participated in a survey based on the High Reliability Standard: Level 2 - Effective Teaching in Every Classroom. After reviewing our survey results, we decided to focus on Leading Indicator 2.3: *Predominant instructional practices throughout the school are known and monitored.*

Based on these results, we would like to increase knowledge throughout the buildings of the predominant expectations for classroom instruction.



Our Wondering

What impact would the development and implementation of an Instructional Model have on the daily instruction and pedagogical goals as evident in an increase in the M=Arithmetic Mean for High Reliability Survey 2.3?

The specific area we will be looking at is: Data from walkthroughs at our school are aggregated to show our school's predominant instructional practices. We would like to increase this from our baseline mean of 3.38 to 3.75.



Our Process

- August: Marzano's High Reliability Schools Survey Level 2 was administered to the entire faculty/staff.
- September: Results from High Reliability School Survey Level 2 were presented to the IPLI Leadership Team.
 - IPLI Leadership Team disaggregated the data and identified Indicator 2.3, *Predominant instructional practices throughout the school are known and monitored*, as the area to focus on for the 2017-2018 school year.
- October: The IPLI Leadership Team came back to the faculty/staff and presented the data.

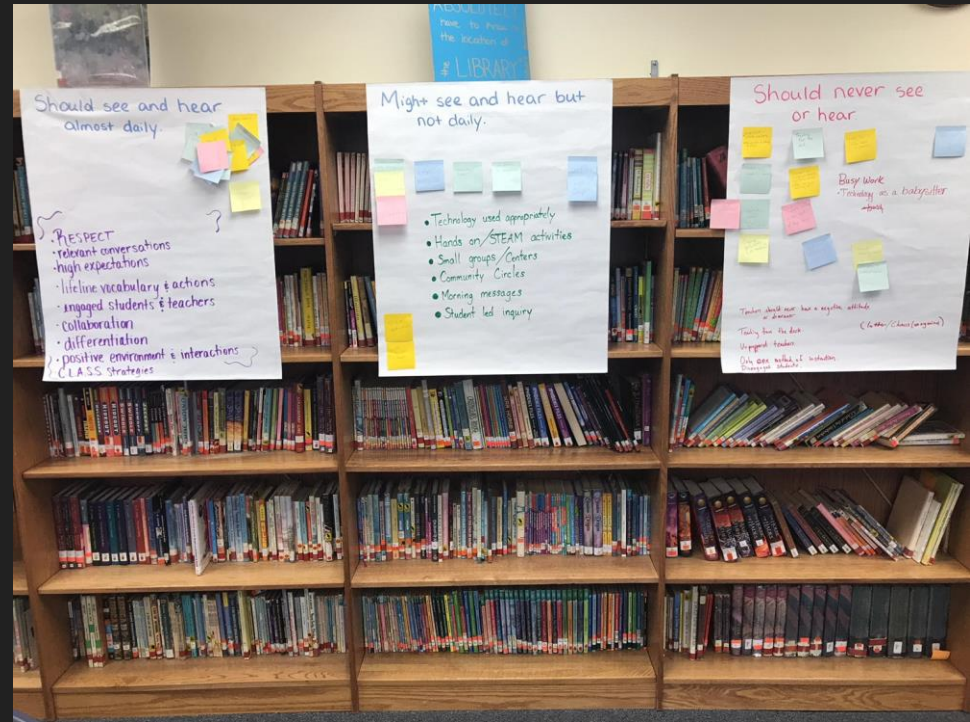
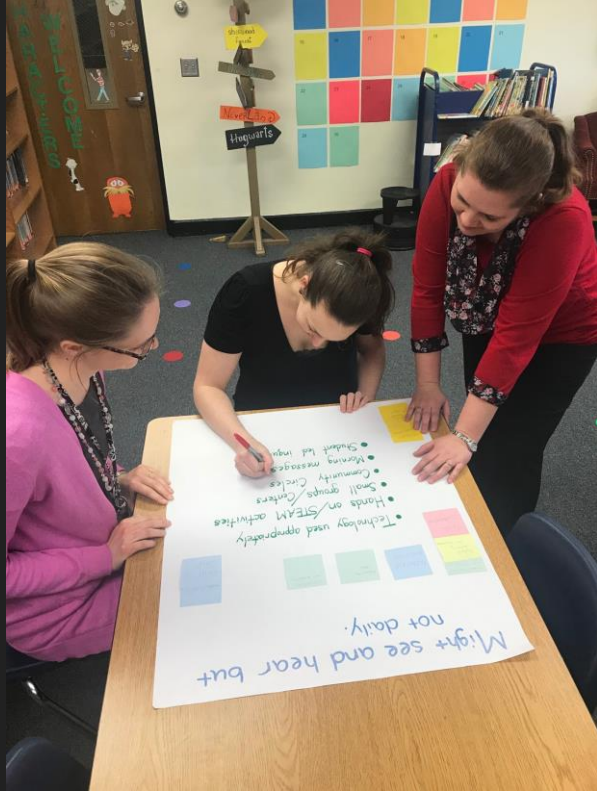


Our Process

- November: The faculty collaborated during Wednesday Morning PD to identify specific instructional practices - this was placed in the staff lounge for reflection/revision for the next three weeks.
- December: The faculty reviewed and revised ideas to finalize the Instructional Model.
- January: Teachers posted the Instructional Model in their classrooms and began to self-evaluate.
- February: Administration began walkthroughs making note of observed teaching practices.
- March: Administration began to report data to staff on chart paper located in the faculty lounge.



Our Process



Our Process

Should See or Hear Daily	Might See or Hear Daily	Should Never See or Hear
<ul style="list-style-type: none">● CLASS Strategies● Lifeline Vocabulary● High Expectations● Respect/Relevant Conversations● Engaged Students & Teachers● Positive Environment● Differentiation● Collaboration	<ul style="list-style-type: none">● Technology Integration● Hands-on/STEAM● Small Groups/Centers● Community Circles● Morning Messages● Student-led Inquiry	<ul style="list-style-type: none">● Busy Work● Technology as a Babysitter● Negative Attitudes● Teaching from the Desk● Unprepared Teaching● Single Teaching Method/Style● Disengaged Students



Collecting Data

Should See or Hear Daily

CLASS Strategies (SPBW) 7 3 8

Lifeline Vocabulary + Actions 6 2 6

High Expectations 8 2 8

Respect / Relevant Conversations 12 4 9

Engaged Students + Teachers 13 5 9

Positive Environment 14 5 9

Differentiation 4 3 5

Collaboration 9 3 6

3/19 - 3/23 (out time)

3/24 - 3/30

4/2 - 4/6

Might See or Hear

Technology Integration 9 1 5

Hands-on/STEAM 4 2 5

Small Groups / Centers 7 3 4

Community Circles 1 4

Morning Messages 15 7 9

Student-led Inquiry 2 4

Should Never See or Hear

Busy Work 2 1 3

Technology as a Babysitter 1 2

Negative Attitudes

Teaching from the Desk 3 2 2

Unprepared Teaching 1 1

Single Teaching Method / Style 1 1 1

Disengaged Students 1



Collecting Data

August 2017 Data (Baseline Mean: 3.4)

- 2.3.1 Data from walkthroughs at our school are aggregated to show our school's predominant instructional practices (M=3.38)
- 2.3.2 School leaders can describe our schools predominant instructional practices (M=4.0)
- 2.3.3 I can describe our school's premininant instructional practices (M=3.50)
- 2.3.4 School leaders give me forthright feedback about my instructional practices (M=3.77)
- 2.3.5 School leaders can describe effective practices and problems of practice in our school (M=4.0)



Collecting Data

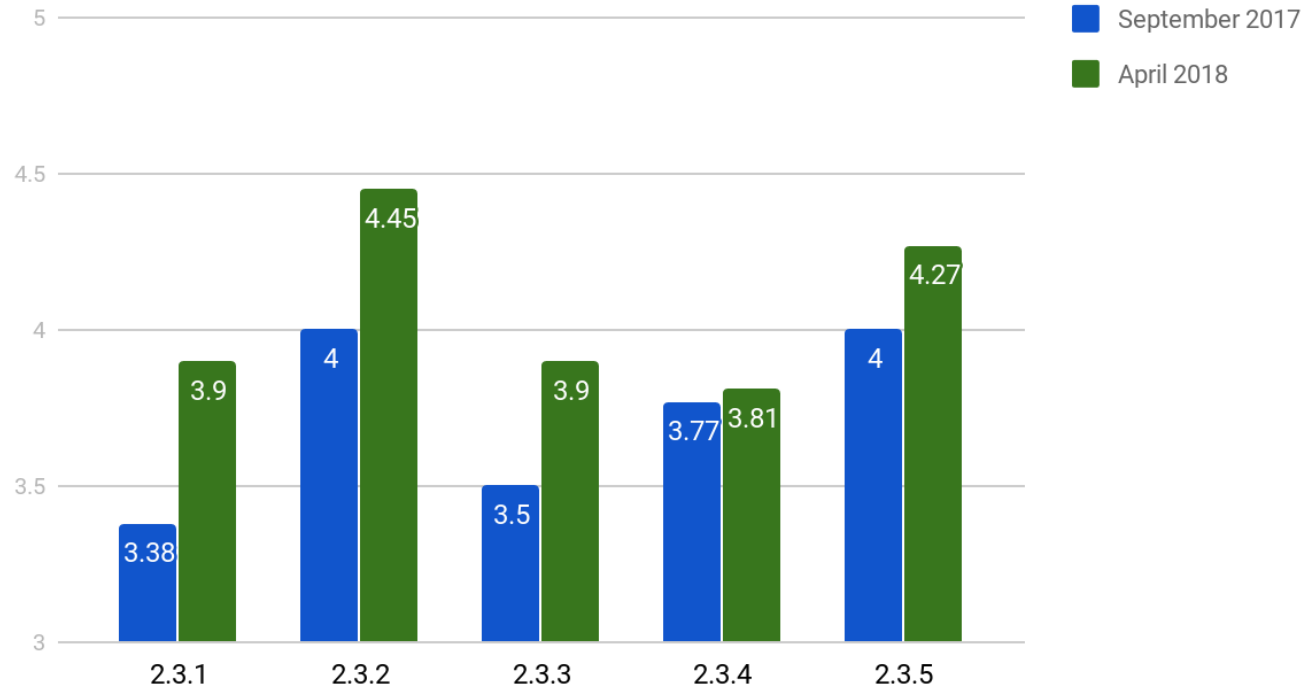
April 2018 Data (Current Mean: 4.07)

- 2.3.1 Data from walkthroughs at our school are aggregated to show our school's predominant instructional practices (M=3.9)
- 2.3.2 School leaders can describe our schools predominant instructional practices (M=4.45)
- 2.3.3 I can describe our school's premininant instructional practices (M=3.9)
- 2.3.4 School leaders give me forthright feedback about my instructional practices (M=3.81)
- 2.3.5 School leaders can describe effective practices and problems of practice in our school (M=4.27)



What We Learned

High Reliability Level 2.3: Effective Teaching in Every Classroom



Next Steps

- Stinesville Elementary School is closing at the end of the 2017-2018 school year.
- Faculty and staff will be absorbed into other elementary schools in the corporation.
- Faculty and staff will take what they have learned in this process, including the development and implementation of an Instructional Model, to the other buildings to develop a common understanding of instructional expectations across the building.

