

Implementation of an Instructional Model

Tri Jr/Sr High School
Principal:

Scott Widner: swidner@shenry.k12.in.us

Team Members:

Ethan Cook: ecook@shenry.k12.in.us

Stacia Guarisco: sguarisco@shenry.k12.in.us

Background Leading to this Inquiry

Upon completing group discussion, we concluded that while our school is filled with mostly highly qualified, caring teachers; we often struggle to find improvement in the area of identifying and executing best teaching practices. It was decided that by providing teachers with a voice in identifying characteristics of good teaching and creating common instructional language, we might be able to move the needle in this area in a positive direction.

The word "TITANS" is written in a large, bold, blocky font with a double outline, positioned at the bottom of the page. In the background, there is a faint, large watermark of a muscular figure in a suit, likely a Titan, with the word "TITANS" written across its chest in a similar blocky font.

Purpose of This Inquiry

The purpose of our action research project is to empower teachers in identifying and creating common instructional language in an effort to increase overall best teaching practices and student achievement.

The image features a faded background watermark of a muscular Titan mascot holding a shield, with the word "TITANS" written in a large, bold, blocky font below it.

TITANS

Our Wondering

A faded background image of a muscular Titan mascot holding a rectangular sign. The mascot is wearing a dark jersey with a white 'T' on the chest. The word 'TITANS' is written in large, bold, block letters at the bottom of the image.

"How does the implementation of common instructional language improve and increase the frequency of best teaching practices?"

Our Actions

- Each PLC was given the “New Art and Science of Teaching” document by Marzano with 43 instructional indicators listed
- Within the PLC, each teacher identified 15-25 indicators that they felt were essential to good teaching
- Each PLC group compiled the results of the indicators that their group identified
- The results from each PLC were compiled to identify 18 instructional indicators used to create our Instructional Indicators for Success
- During classroom observations from 1/17 to 3/23 (28 total), the use of each indicator was tracked using a google sheet
- The results will be shared during a staff meeting on April 19

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>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>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 |

Marzano Research 2016 • marzanoresearch.com

During PLC's, teachers identified the indicators from the document on the left (Marzano, 2016) that they felt were most important to good teaching and our learning community.



Instructional Indicators for Success



Build

- Understanding student backgrounds and interest
- Establishing rules and procedures
- Motivating and inspiring students
- Demonstrating value and respect for reluctant learners
- Celebrating Success

Teach

- Previewing
- Highlighting Critical Information
- Chunking Content
- Engaging Students in Cognitively Complex Tasks
- Demonstrating Intensity and Enthusiasm
- Demonstrating "withitness"

Master

- Tracking Student Progress
- Providing Resources and Guidance
- Structured Practice Sessions
- Purposeful Homework
- Reflecting on Learning
- Informal Assessments of the whole class
- Formal Assessments of Individual Students

The results from the PLC's were compiled to create the Instructional Model pictured to the right.

Our Data--Data Collection

Indicators

Each column is one teacher observation

| | RJ 3/13 | JR 3/13 | MH 3/13 | CR 3/3 | AL 3/3 | DM 3/3 | JY 2/28 | JS 2/28 | RS 2/20 | JB 2/20 | SH 2/8 | KH 2/3 | AT 2/2 | JY 2/8 | SG 2/3 | AC 2/2 | MM 1/26 | DF 1/26 | SA 1/23 | MH 1/17 | Total | Percent | | |
|--|---------|---------|---------|--------|--------|--------|---------|---------|---------|---------|--------|--------|--------|--------|--------|--------|---------|---------|---------|---------|-------|---------|-------|-------|
| Build | | | | | | | | | | | | | | | | | | | | | | | | |
| Understanding student backgrounds and interest | | | 1 | | | 1 | | | | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | | 1 | 17 | 60.7% | |
| Establishing rules and procedures | | 1 | | 1 | 1 | 1 | | | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 19 | 67.9% |
| Motivating and inspiring students | 1 | 1 | | | 1 | | | | | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | | | | 15 | 53.6% | |
| Demonstrating value and respect for reluctant learners | | | | | 1 | 1 | | | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | | | 1 | 1 | 17 | 60.7% | |
| Celebrating Success | | | 1 | 1 | 1 | 1 | | | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | | | 1 | 1 | 19 | 67.9% |
| Teach | | | | | | | | | | | | | | | | | | | | | | | | |
| Previewing | 1 | | | 1 | 1 | | | | 1 | 1 | | 1 | 1 | | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 17 | 60.7% |
| Highlighting Critical Information | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 25 | 83.3% |
| Chunking content | 1 | 1 | | | 1 | | 1 | 1 | 1 | 1 | | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | | | 1 | 19 | 67.9% |
| Engaging students in cognitively complex tasks | | 1 | | | 1 | | 1 | 1 | 1 | 1 | | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 15 | 53.6% |
| Demonstrating intensity and enthusiasm | 1 | 1 | | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 22 | 78.6% |
| Demonstrating "withitness" | | 1 | | | 1 | 1 | | | | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 17 | 60.7% | |
| Master | | | | | | | | | | | | | | | | | | | | | | | | |
| Tracking student progress | 1 | 1 | | 1 | 1 | 1 | | | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 25 | 89.3% |
| Providing Resources and Guidance | | 1 | 1 | 1 | | | | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 19 | 67.9% |
| Structured practice sessions | 1 | | 1 | 1 | | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 24 | 85.7% |
| Purposeful homework | 1 | 1 | 1 | 1 | | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 21 | 75.0% |
| Reflecting on learning | | 1 | | 1 | | 1 | | | | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 15 | 53.6% |
| Informal assessments of the whole class | | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 19 | 67.9% |
| Formal Assessments of Individual Students | 1 | | 1 | 1 | | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 21 | 75.0% |
| | 9 | 14 | 12 | 15 | 8 | 7 | 6 | 14 | 18 | 14 | 17 | 18 | 10 | 8 | 17 | 16 | 13 | 15 | 13 | 10 | 10 | 55.6% | 68.7% | |
| | 50.0% | 77.8% | 66.7% | 83.3% | 44.4% | 38.9% | 33.3% | 77.8% | 100.0% | 77.8% | 94.4% | 100.0% | 55.6% | 44.4% | 94.4% | 88.9% | 72.2% | 83.3% | 72.2% | 55.6% | 68.7% | | | |



Percentage of indicators met by each teacher during the observation

This is the google sheets document used to track the use of the indicators in our teacher created instructional model. A "1" was placed in the cell if the indicator was on display during the observation.

Percentage of teachers that met each indicator

Our Data--Percent by Indicator

| Build | |
|--|-------|
| Understanding student backgrounds and interest | 60.7% |
| Establishing rules and procedures | 67.9% |
| Motivating and inspiring students | 53.6% |
| Demonstrating value and respect for reluctant learners | 60.7% |
| Celebrating Success | 67.9% |
| Teach | |
| Previewing | 60.7% |
| Highlighting Critical Information | 89.3% |
| Chunking content | 67.9% |
| Engaging students in cognitively complex tasks | 53.6% |
| Demonstrating intensity and enthusiasm | 78.6% |
| Demonstrating "withitness" | 60.7% |
| Master | |
| Tracking student progress | 89.3% |
| Providing Resources and Guidance | 67.9% |
| Structured practice sessions | 85.7% |
| Purposeful homework | 75.0% |
| Reflecting on learning | 53.6% |
| Informal assessments of the whole class | 67.9% |
| Formal Assessments of Individual Students | 75.0% |

After compiling data from the 28 teacher observations, this table displays the percentage of teachers that met each individual indicator during the observations.

Green=greater than 80% of teachers displayed the indicator

Yellow=between 60% and 80% of teachers displayed the indicator

Red=less than 60% of teachers displayed the indicator

Our Data--Percent by Observation*

After compiling data from the 28 teacher observations, this table displays the percentage of each indicator that the teacher met during the observation.

Green=greater than 80% of indicators displayed

Yellow=between 60% and 80% of indicators displayed

Blue=between 40% and 60% of indicators displayed

Red=less than 40% of indicators displayed

| | |
|------|--------|
| 3/23 | 55.60% |
| 3/23 | 38.90% |
| 3/19 | 66.70% |
| 3/19 | 61.10% |
| 3/19 | 38.90% |
| 3/19 | 72.20% |
| 3/13 | 77.80% |
| 3/13 | 100% |
| 3/13 | 50% |
| 3/13 | 77.80% |
| 3/13 | 66.70% |
| 3/3 | 83.30% |
| 3/3 | 44.40% |
| 3/3 | 38.90% |
| 2/28 | 33.30% |
| 2/28 | 77.80% |
| 2/20 | 100% |
| 2/20 | 77.80% |
| 2/8 | 94.40% |
| 2/3 | 100% |
| 2/2 | 55.60% |
| 2/8 | 44.40% |
| 2/3 | 94.40% |
| 2/2 | 88.90% |
| 1/26 | 72.20% |
| 1/26 | 83.30% |
| 1/23 | 72.20% |
| 1/17 | 55.60% |

*Teacher initials cut out of screenshot for confidentiality purposes

Our Discoveries

- Learning Statement #1: We learned that continued discussion and a strong focus on desired instructional indicators is necessary for our desired level of growth.
- Learning Statement #2: We learned areas of our teachers' practices that are strong (Highlighting critical information, tracking student progress, and hosting structured practice sessions) as well as areas of needed improvement (motivating and inspiring students, engaging students in cognitively complex tasks, and reflecting on learning).
- Learning Statement #3: We learned that while our instructional model is quite different from our evaluation model, the results align to each other.

Elaboration on Our Discoveries

- We must continually evaluate, discuss, and adjust what we are looking for in classrooms.
- Future professional development opportunities should include ways for teachers to connect with students, ways for teachers to engage students in meaningful thought, and reflection
- Our model is good--we just need to explore ways to increase implementation rates

The logo features a muscular figure holding a shield with the letters 'TITANS' on it, positioned above the word 'TITANS' in a large, bold, blocky font with a double outline.

Where We Are Heading Next

As a result of this action research project, Tri Jr/Sr High will work towards the following action steps:

- Continue to use our instructional model into next fall and beyond; we feel this round of data collection gives us a baseline to grow from
- Tailor professional development sessions in the future to address areas of improvement
- Utilize PLC time in order to emphasize and discuss current teaching strategies as they align to our instructional model.

Bibliography

Marzano, R. J., et al. (2016). *Collaborative Teams that Transform Schools*.
Bloomington, IN: Marzano Publishing.



[Implementation of an Instructional Model]

Principal Name: Scott Widner

School Name: Tri Junior Senior High School

Team Members' Names: Stacia Guarisco and Ethan Cook

Principal's Email Contact:

Background Leading to Our Inquiry (Slide 2)

Upon completing group discussion, we concluded that while our school is filled with mostly highly qualified, caring teachers; we often struggle to find improvement in the area of identifying and executing best teaching practices. It was decided that by providing teachers with a voice in identifying characteristics of good teaching and creating common instructional language, we might be able to move the needle in this area in a positive direction.

The Purpose of Our Inquiry (Slide 3)

The purpose of our action research project is to empower teachers in identifying and creating common instructional language in an effort to increase overall best teaching practices and student achievement.

Our Wondering (Slide 4)

How does the implementation of common instructional language improve and increase the frequency of best teaching practices?

Our Actions (Slide 5, 6)

- Each PLC was given the “New Art and Science of Teaching” document by Marzano with 43 instructional indicators listed
- Within the PLC, each teacher identified 15-25 indicators that they felt were essential to good teaching
- Each PLC group compiled the results of the indicators that their group identified
- The results from each PLC were compiled to identify 18 instructional indicators used to create our Instructional Indicators for Success
- During classroom observations from 1/17 to 3/23 (28 total), the use of each indicator was tracked using a google sheet
- The results will be shared during a staff meeting on April 19

Data Collection (Slide 7)

A google sheet was created with the instructional indicators identified by teachers listed. 28 classroom observations were conducted from 1/17 to 3/23. The indicators were tracked during each of these observations.

Our Data (Slides 8, 9)

The data collected was compiled and broken down in two main fashions. The first data set that we were interested in was the percentage of observations that displayed each indicator. This data gave a great deal of insight into areas of strength as well as areas of improvement.

The second data set that we were interested in was the percentage of indicators that were present in each observation. This data provided areas of strength and areas of improvement for each individual teacher during the specific observation.

Our Discoveries (Slide 10, 11)

Learning Statement #1: We learned that continued discussion and a strong focus on desired instructional indicators is necessary for our desired level of growth.

Learning Statement #2: We learned areas of our teachers' practices that are strong (Highlighting critical information, tracking student progress, and hosting structured practice sessions) as well as areas of needed improvement (motivating and inspiring students, engaging students in cognitively complex tasks, and reflecting on learning).

Learning Statement #3: We learned that while our instructional model is quite different from our evaluation model, the results align to each other.

We must continually evaluate, discuss, and adjust what we are looking for in classrooms.

Future professional development opportunities should include ways for teachers to connect with students, ways for teachers to engage students in meaningful thought, and reflection

Our model is good--we just need to explore ways to increase implementation rates

Where We Are Headed Next (Slide 12)

As a result of this action research project, Tri Jr/Sr High will work towards the following action steps:

- Continue to use our instructional model into next fall and beyond; we feel this round

of data collection gives us a baseline to grow from

- Tailor professional development sessions in the future to address areas of improvement
- Utilize PLC time in order to emphasize and discuss current teaching strategies as they align to our instructional model.

Bibliography (Slide 13)

Marzano, R. J., et al. (2016). *Collaborative Teams that Transform Schools*. Bloomington, IN:

Marzano Publishing.