

Principal Name: Abby Cleghorn

School Name: Rosedale Elementary School

Team Members' Names: Brittany Drummond and Mandy Roush

Principal's Email Contact: cleghorna@swparke.k12.in.us

Background Leading to Our Inquiry (Slide 2)

Rosedale Elementary was ready to take the next step to greatness. While the data from our HRS surveys was positive, we knew we still had areas of growth. Creating a teaching model and allowing teachers to participate in instructional rounds would provide the opportunity for teachers to learn from each other and move our teaching from good to great, while also encouraging consistency across grade levels.

The Purpose of Our Inquiry (Slide 3)

The purpose of this inquiry is to create a framework that maintaining consistency in instructional strategies across different subjects and grade levels. We also want to make sure this framework is flexible enough to adapt to changing needs while being a helpful resource for new teachers starting their careers.

Our Wondering (Slide 4)

We wonder if creating a model of instruction and using it for instructional rounds could promote the consistency and understanding of the critical elements of effective teaching and improve student learning.

Sub Questions:

- How can common language help teachers focus on improving instruction?
- What elements are important to our staff?
- How can instructional rounds improve teacher understanding of elements?

Our Actions (Slide 5)

- 1 - Introduce idea of instructional model to staff
- 2 - Build model through staff discussion
- 3 - Survey staff regarding current use of elements
- 4 - Use survey data to create frequency chart version of instructional model
- 5 - Introduce instructional model to staff; pre-survey and ask for volunteers to host
- 6 - Conduct instructional rounds
- 7 - Reflect on instructional round observations in small group
- 8 - Conduct instructional rounds post-survey
- 9 - Analyze survey data to make future decisions

Data Collection/Our Data (Slide 6-15)

Staff survey over elements used in instructional model

Instructional Model

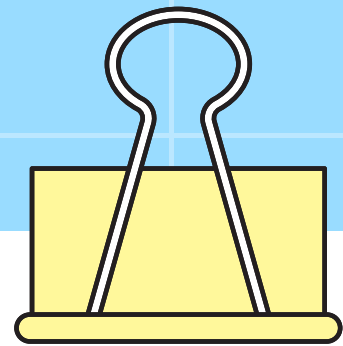
Post instructional rounds survey

Our Discoveries (Slide ?)

- Having the detailed examples of the elements before creating our model would have been helpful.
- Instructional rounds were a success!
- Teachers enjoyed learning from other teachers.
- Teachers are ready for the next step!

Where We Are Headed Next (Slide ?)

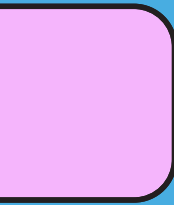
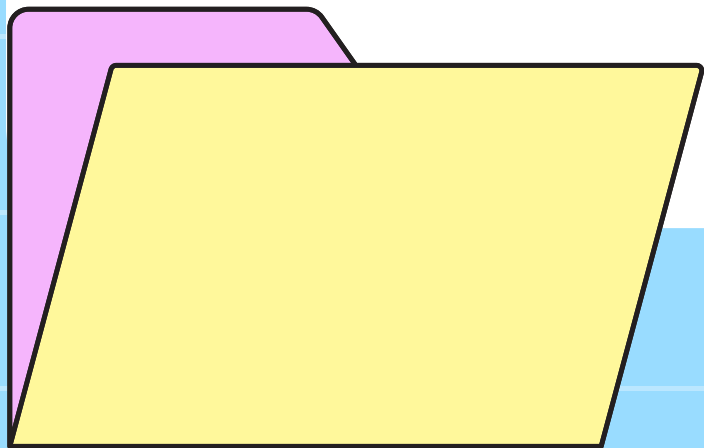
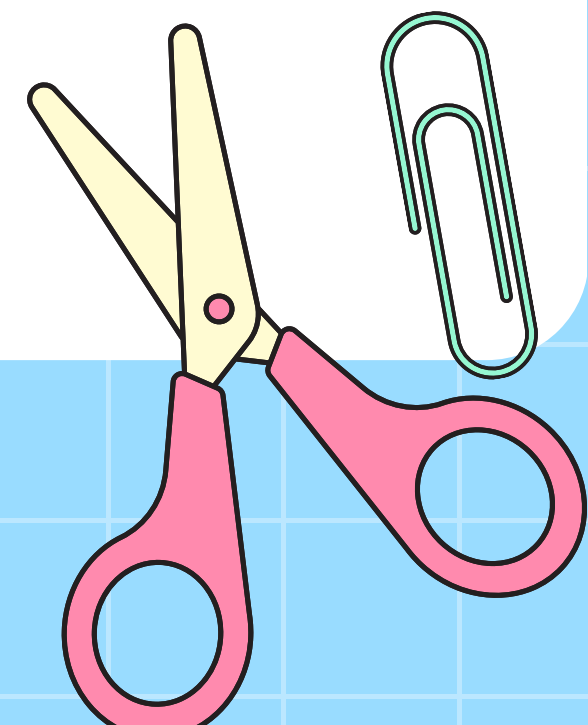
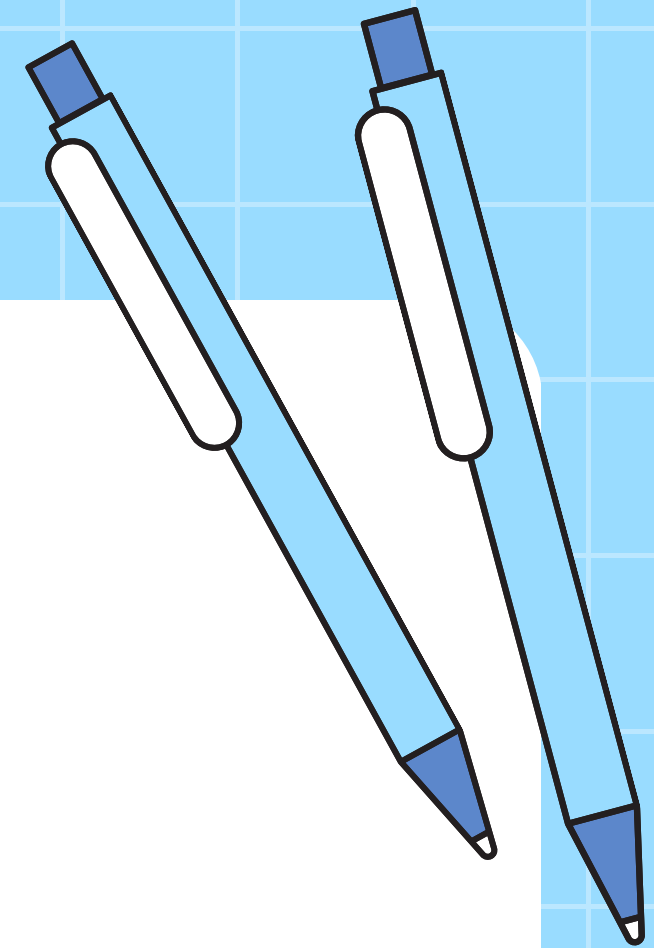
- Focus on Model
- Hold additional instructional rounds
- Share model with new hires and other staff members



LEARNING FROM EACH OTHER

Abby Cleghorn, Brittany
Drummond, & Mandy Roush

ROSEDALE ELEMENTARY SCHOOL

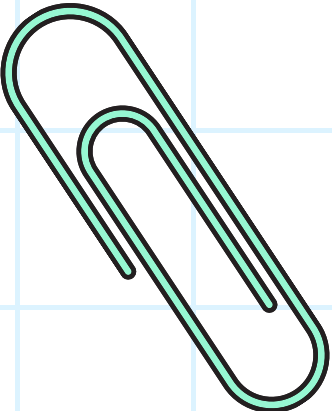


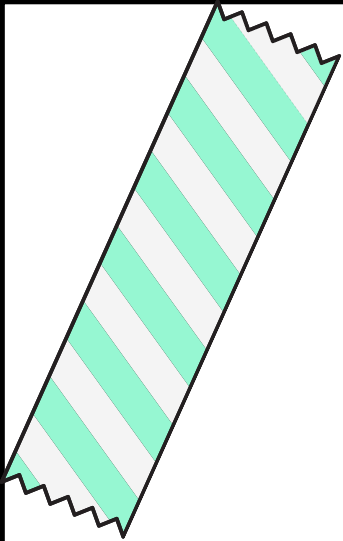


BACKGROUND

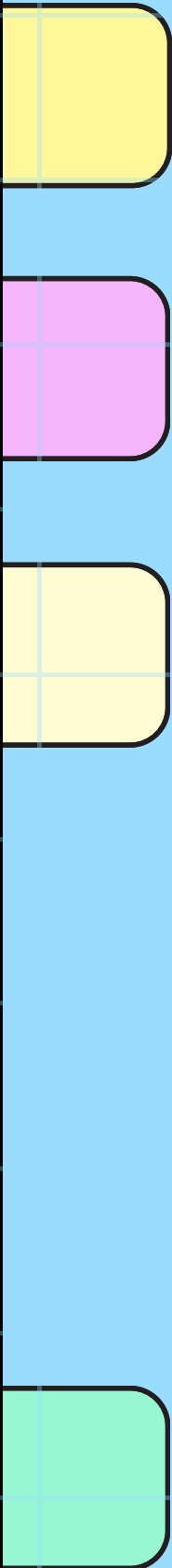


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PURPOSE OF INQUIRY



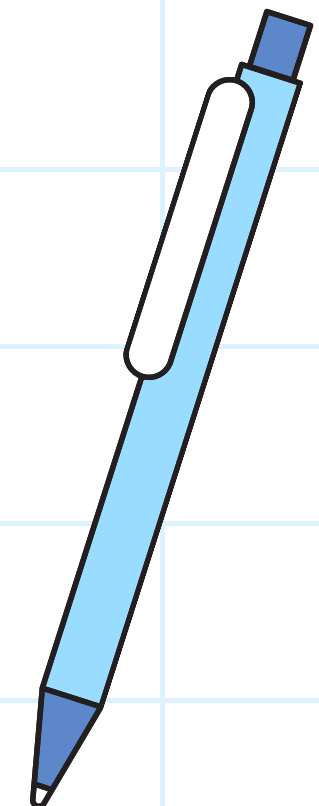
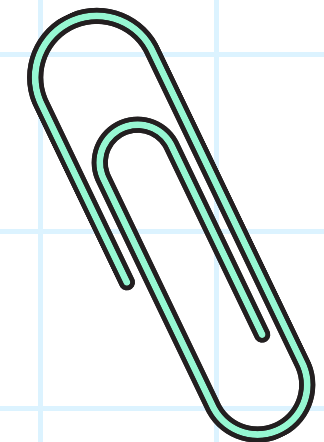
The purpose of this inquiry is to create a framework that maintaining consistency in instructional strategies across different subjects and grade levels. We also want to make sure this framework is flexible enough to adapt to changing needs while being a helpful resource for new teachers starting their careers.

OUR WONDERING

We wonder if creating a model of instruction and using it for instructional rounds could promote the consistency and understanding of the critical elements of effective teaching and improve student learning.

Sub Questions:

- How can common language help teachers focus on improving instruction?
- What elements are important to our staff?
- How can instructional rounds improve teacher understanding of elements?



OUR ACTIONS

01

Introduce idea of instructional model to staff

02

Build model through staff discussion

03

Survey staff regarding current use of elements

04

Use survey data to create frequency chart version of instructional model

05

Introduce instructional model to staff; pre-survey and ask for volunteers to host

06

Conduct instructional rounds

07

Reflect on instructional round observations in small groups

08

Conduct instructional rounds post-survey

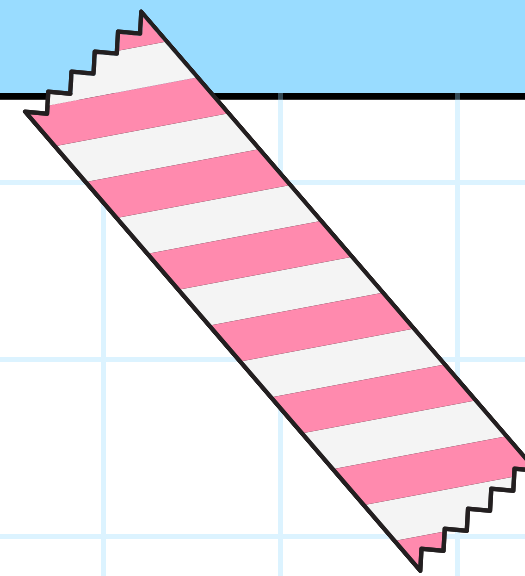
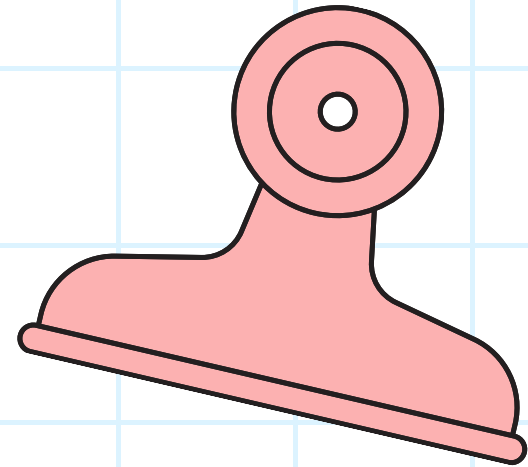
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Analyze survey data to make future decisions

DATA COLLECTION

Two different surveys were used to drive and shape this project.





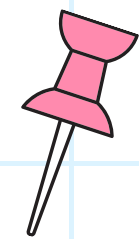
01

STAFF SURVEY OVER ELEMENTS USED IN INSTRUCTIONAL MODEL

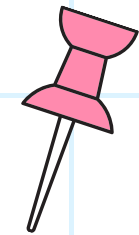
How confident does staff feel with their
implementation of each element in their classrooms?

SURVEY 1

Staff were surveyed on their confidence with each element and asked to indicate which best matched them.



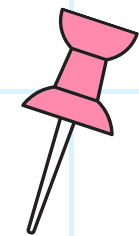
I regularly do this in my classroom.



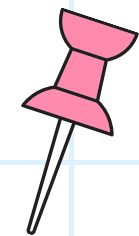
I occasionally do this in my classroom.



I do not do this in my classroom and am not interested in doing so.



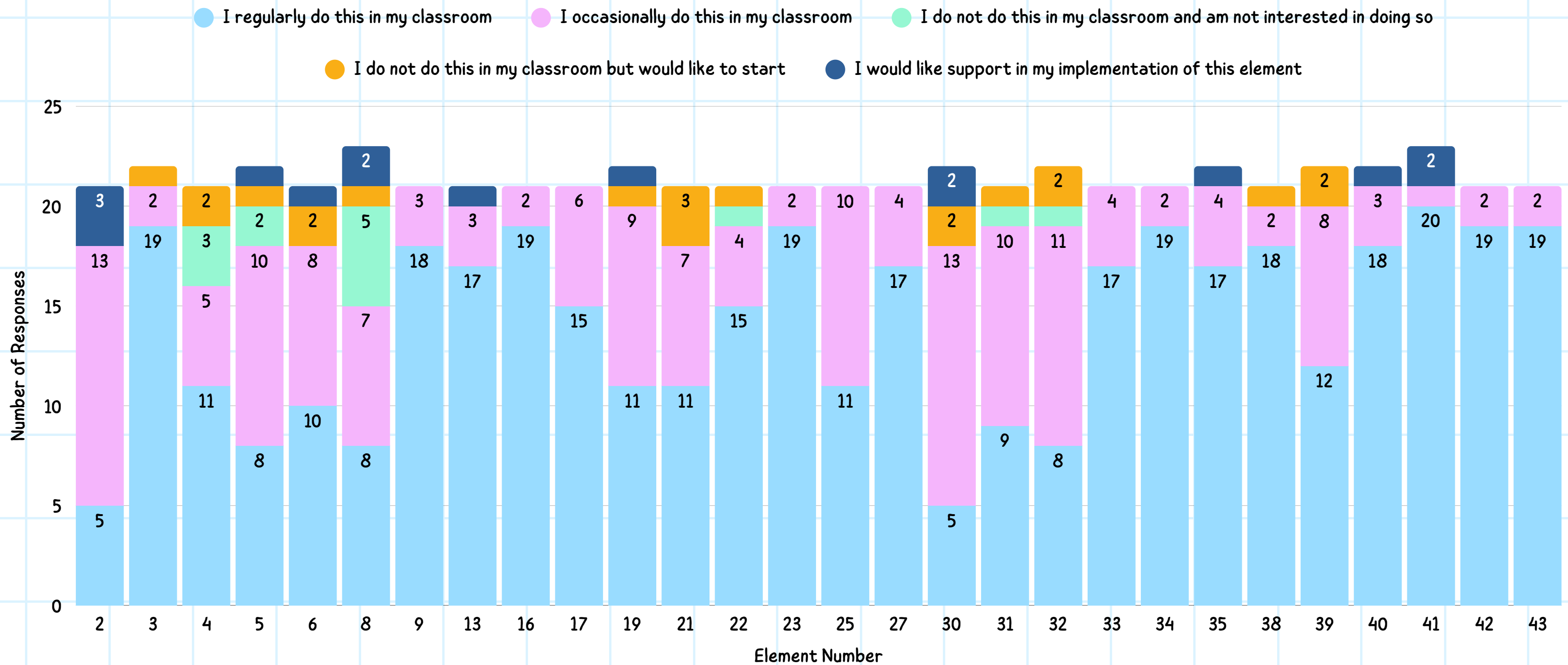
I do not do this in my classroom but would like to start.



I would like support in beginning or improving my implementation of this element.

DATA

Some totals exceed the 21 staff responses as you could select BOTH a frequency and "I would like support."



NOTABLE RESULTS

Nearly every element had a majority implementing high confidence - either always or occasionally used.

Discrepancy in responses in primary teachers versus secondary; indicating the need to differentiate by grade area on the model.

Majority of staff who indicated they were not interested in using certain elements were not traditional classroom teachers, including speech interventionists, special education teachers, etc.

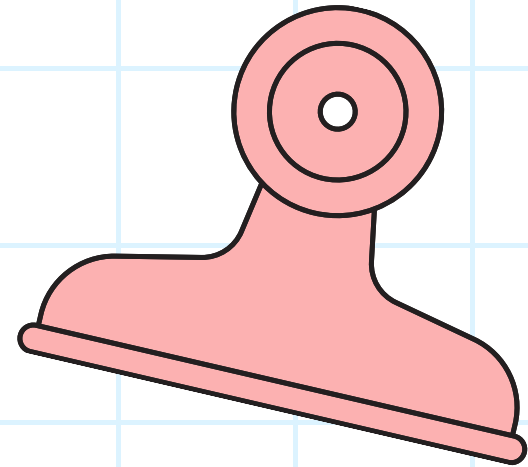
Many teachers indicated they wanted to try implementing a new element or needed support, thus indicating instructional rounds would be beneficial.

FINAL INSTRUCTIONAL MODEL

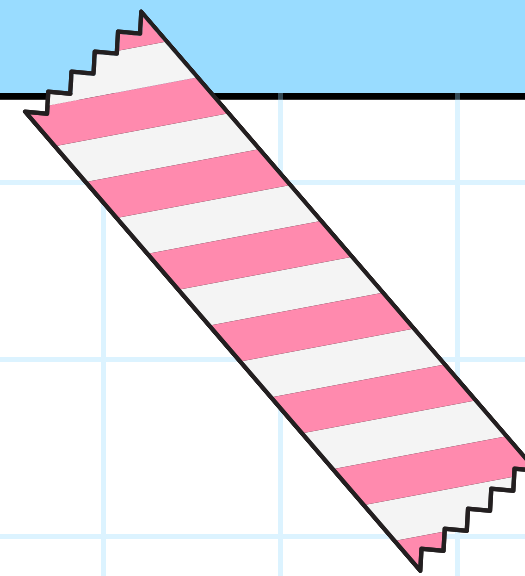
CREATED FROM A COMBINATION OF STAFF PD DISCUSSION & SURVEY DATA

Rosedale Elementary [Model of Instruction](#)/Frequency Table

	Should See and Hear <u>Almost Daily</u>	Should See and Hear <u>Often (~Weekly)</u>	Sometimes or <u>Occasionally See</u>
Feedback (Specific information provided to and from the teacher and learner to clarify and guide learning.)	Providing and Communicating Clear Learning Goals <ul style="list-style-type: none"> 2: Tracking Student Progress 3: Celebrating Success Using Assessments <ul style="list-style-type: none"> 5: Using assessments of individual students 	Using Assessments <ul style="list-style-type: none"> 4: Using assessments for the whole class 	
Content (The ways in which lessons typically progress from direct instruction through use and review of knowledge and skills being learned.)	Direct Instruction Lessons <ul style="list-style-type: none"> 6: Chunking content (P) Conducting Practicing and Deepening Lessons <ul style="list-style-type: none"> 9: Using structured practice sessions Using Strategies that Appear in <u>ALL</u> Types of Lessons <ul style="list-style-type: none"> 16: Highlighting critical information 22: Organize students to interact 	Direct Instruction Lessons <ul style="list-style-type: none"> 8: Recording and representing content (I) Knowledge Application Lessons <ul style="list-style-type: none"> 13: Providing resources and guidance Using Strategies that Appear in <u>ALL</u> Types of Lessons <ul style="list-style-type: none"> 17: Reviewing content 21: Elaborating on information 	Using Strategies that Appear in <u>ALL</u> Types of Lessons <ul style="list-style-type: none"> 19: Reflecting on learning
Context (Addressing the psychological needs of students - things like engagement, a sense of belonging, and high expectations.)	Engagement <ul style="list-style-type: none"> 23: Noticing and <i>responding</i> when students are not engaged 25: Using physical movement (P) 27: Demonstrating intensity and enthusiasm Rules and Procedures <ul style="list-style-type: none"> 35: Demonstrating withitness Relationships <ul style="list-style-type: none"> 38: Using verbal and nonverbal behaviors that indicate affection for students 40: Displaying objectivity and control Communicating High Expectations <ul style="list-style-type: none"> 41: Demonstrating value and respect for learners 42: Asking in-depth questions 43: Probing incorrect answers 	Engagement <ul style="list-style-type: none"> 32: Motivating and inspiring students 	Engagement <ul style="list-style-type: none"> 25: Using physical movement (I) 30: Using academic games 31: Providing opportunities for students to talk about themselves Rules and Procedures <ul style="list-style-type: none"> 33: Establish rules and procedures 34: Organizing the physical layout of the classroom Relationships <ul style="list-style-type: none"> 39: Understanding students' backgrounds and interests



02









POST INSTRUCTIONAL ROUNDS SURVEY

Did staff feel the instructional model was useful?

Did staff feel instructional rounds were beneficial?

SURVEY 2

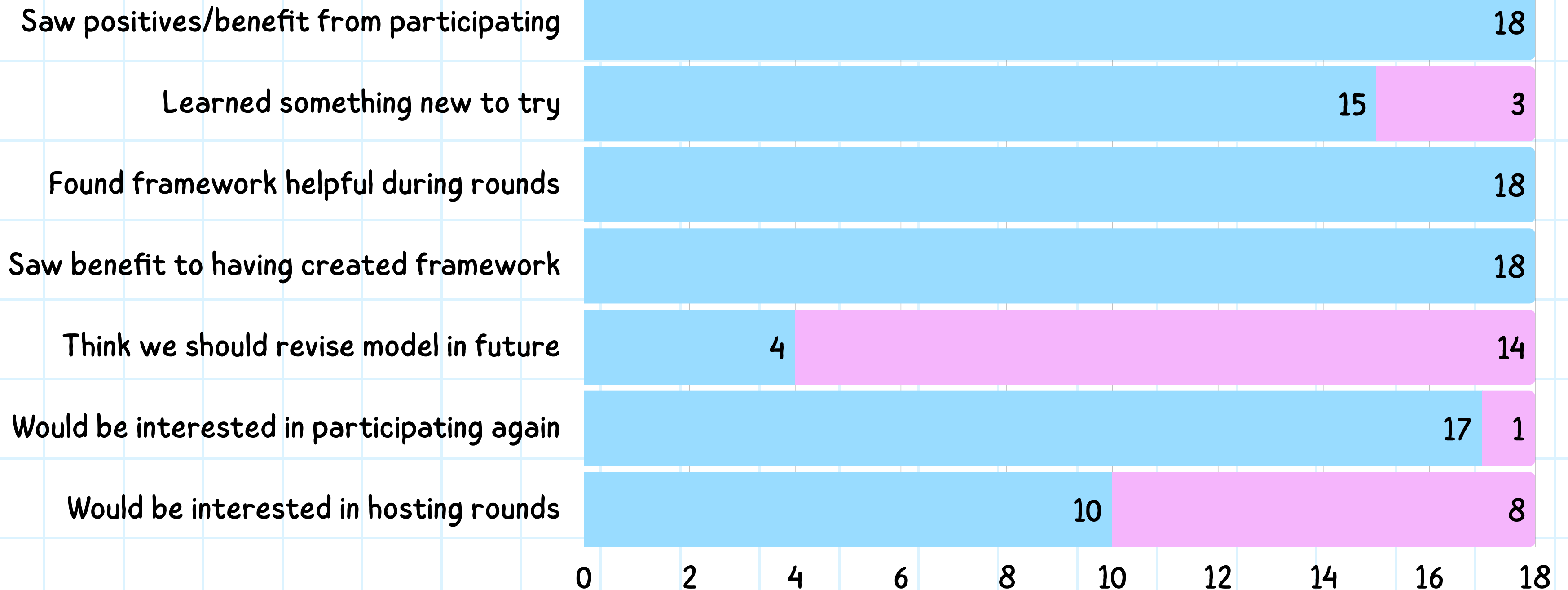
Staff were surveyed on their opinions on instructional rounds following their completion.

-  **Did you see participating in instructional rounds as a positive and/or beneficial experience?**
-  **Did you learn anything or see anything from a colleague during instructional rounds that you want or plan to try in your classroom?**
-  **Did you find the instructional model framework helpful to have during instructional rounds?**
-  **Do you see a benefit to us having created an instructional model in general?**
-  **Do you think we need to revise the model of instruction in the future?**
-  **Would you be interested in participating in or hosting instructional rounds again in the future?**

DATA

Of the 21 staff members who completed the pre-survey, only 18 completed the post-survey

● Yes ● No



RESULTS & RESPONSES

ALL staff members indicated they saw a benefit from instructional rounds.

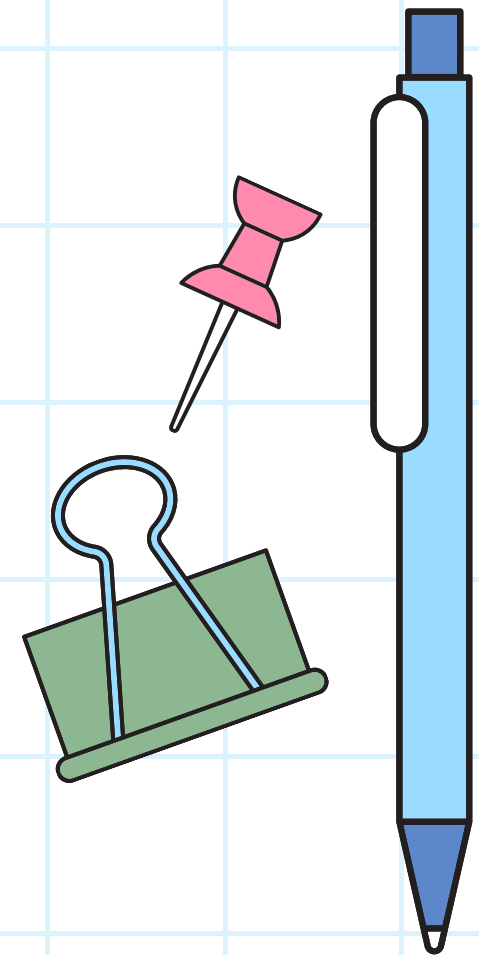
The only staff member who indicated they would not want to participate again was a staff member who is retiring at the end of the year.

Majority of staff members indicated they felt 15-20 minutes was too short and would like a longer observation time.

Many staff members indicated they wanted to verbally debrief with the staff member they observed rather than just sending them an email reflection.

OUR DISCOVERIES

- Having the detailed examples of the elements before creating our model would have been helpful.
- Instructional rounds were a success!
 - Teachers enjoyed learning from other teachers.
- Teachers are ready for the next step!



WHAT'S NEXT?

01

Focus on Model

- Make adjustments and use for additional instructional rounds

02

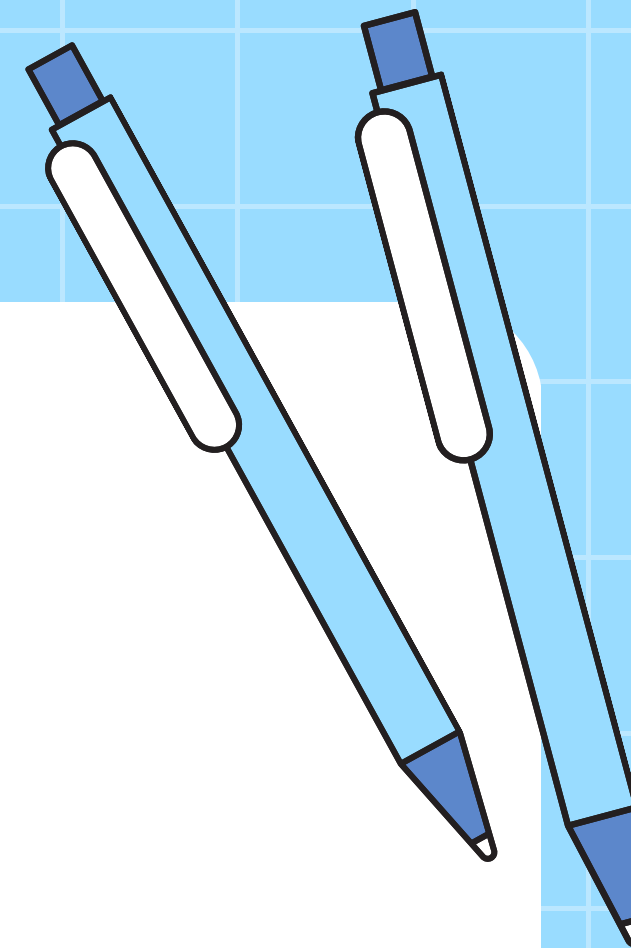
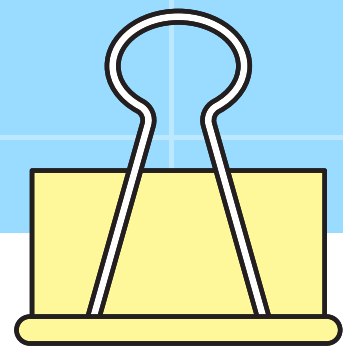
Hold Additional Instructional Rounds

- Staff indicated they would like to participate again early next year

03

Share Model with New Hires and Other Staff Members

- Create consistency



THANK YOU!

Abby Cleghorn, Brittany
Drummond, & Mandy Roush

