Principal Name: Tom Black
School Name: East Central High School
Team Members' Names: Susan Ketcham, Joe Lamb, Tom Black
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Background Leading to Our Inquiry (Slide 2)

Over the last several years, our high school and school system have been moving toward a more transparent approach to best practices through a streamlined evaluation tool. The Issue/Tension/Dilemma/Problem that led to our team's action research has been a lack of understanding/clarity when it comes to best practices and the true purpose of professional learning communities. This has stymied progress toward true teacher efficacy. Can common language, clarity, and understanding help us move from good to great as a school/school system?

The Purpose of Our Inquiry (Slide 3)

Therefore, the purpose of our action inquiry was to implement and measure commonality in language and practice regarding effective instructional practices based in part on SDCSC evaluation tool and in part on Marzano/HRS and Hattie/Visible Learning.

Our Wondering (Slide 4)

With this purpose, we wondered if targeted PLCs, PD, use of Instructional Coaches, etc. increase CLARITY i.e. consistent understanding and implementation of best practices across content areas and throughout the building...and in time improve teacher efficacy Hattie most important measurable area relating to student growth/achievement.

Our Actions (Slide 5-6)

- August 2019 - Instructional Coach implementation
- August 2019 - What is Good Teaching assignment
- August 2019 - HRS Survey 2 and self-created PLC survey
- August 2019 - Rick Roll PD
- August - Qualitative survey assessment
- September 2019 - PLC redesign
- September 2019 - coffee shop/lunch PDs
- *October 2019 - Common Assessment/NWEA data collection for baseline*
- October/November 2019 - PLCs on best practices (Marzano/Hattie)
- November 2019 - The EC Way walk-through Assessment (14)
- December 2019 - The EC Way walk-through Assessment (16)
- January 2020 - Common Assessment/NWEA data collection for growth
- January 2020 - Qualitative survey assessment
- January 2020 - The EC Way walk-through Assessment (*)
- February 2020 - The EC Way walk-through Assessment (*)

- ▢ March 2020 - The EC Way walk-through Assessment (*)
- ▢ March 2020 - Qualitative survey assessment
- ▢ April 2020 - Common Assessment/NWEA data collection for growth
- ▢ April 2020 - Student survey
- ▢ April 2020 - Share findings
- ▢ May - Rick Roll PD

Data Collection (Slide 7)
Data collection from Pre/Post Surveys, to instructional coaching interactions, to Walk-through data, to HRS surveys, spanned nearly 7 months including the e-learning transition.

Our Data (Slides 8-9)
EC Way; Classroom Study

Our Discoveries (Slide 10-12)
- Learning Statement One: Teacher efficacy is a long term effort. This first year has been successful in many ways, but we still have room to grow.
- Learning Statement Two: Layering in best-practices through PLCs, Instructional Coaching, PD, and the school evaluation tool has been beneficial in that there is consistency in the effort regarding teacher efficacy.
- Learning Statement Three: Teacher conversations more frequently revolve around "best-practices" and teachers appear, and from the PLC survey it would seem, to be open to open discussion on best practices/the EC Way.
- E-learning: After a deliberate, patient, and at times slow, process, a forced transition to e-learning brought with it a dramatic change in the willingness of staff to embrace both e-coaches and instructional coaches i.e. e-learning webpage for supports, bi-weekly Google Hangouts, exponentially more direct-contacts from teachers, and openness to assistance and critique

Where We Are Headed Next (Slide 13)
- Continue with a focus on teacher understanding of best practices/efficacy through PLCs, instructional coaches, and PD.
- Implement instructional rounds teacher:teacher on a semi-annual basis (or more if teachers desire it).
- Continue expanding PLC redesign into regular PD rounds involving teachers teaching teachers and periodically arranging PLCs into content/course groups.
- Continue building on the successes gained through e-learning

Bibliography (Slide 14)

- High Yield Strategies (2018)
- Getting Acquainted with the Essential Nine (2002)
- IDOE; Marzano's 9-high-yield-instructional-strategies
- Hattie/Marzano Crosswalk of Instructional Strategies
- Visible Learning (Hattie)

- <u>Marzano/Hattie Commonalities</u>
- <u>Hattie; Effect Size/Learning Achievement</u>
- Visible Learning for Teachers (2009)
- What Works in Schools (2003)
- <u>Seven Practices for Effective Learning</u>

<u>Citing Your Presentation and Publication (Slide 15)</u>

Black, J.T., Ketcham, S., Lamb, J., (2020). Seeking Clarity/Consistency; PLCs and Instructional Coaching. Presented at the annual Indiana Principal Leadership Institute Showcase of Schools, Indianapolis, IN.

CLARITY...
CONSISTENCY...
EFFICACY!

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Background Leading to Our Inquiry

For the last several years, our high school and school district have been moving toward a more transparent approach to best practices through a streamlined evaluation tool. The Issue/Tension/Dilemma/Problem that led to our team's action research has been a lack of understanding/clarity when it comes to best practices and the true purpose of professional learning communities. This has stymied progress toward true teacher efficacy.

Can common language, clarity, and understanding help us move from good to great as a school and district?

The Purpose of Our Inquiry

To **implement** and **measure** **commonality in language** and **practice** regarding **effective instructional practices** based on the SDCS evaluation tool as well as Marzano's High Reliability Schools and Hattie's Visible Learning.
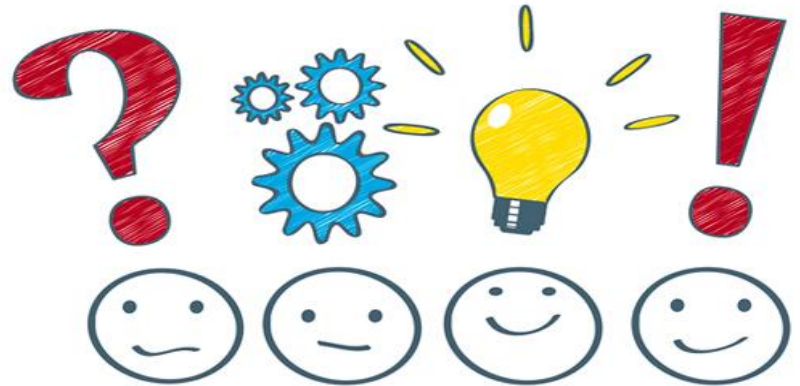
our wondering

- Would targeted PLCs, Professional Development, and use of Instructional Coaches would increase **CLARITY** i.e. consistent understanding and implementation of best practices across content areas and throughout the building?
- In time, would teacher efficacy improve in Hattie's most important measurable area related to student growth and achievement?

Our Actions

AUGUST 2019
- Instructional Coach Implementation
- What is Good Teaching Assignment
- HRS Survey 2 & Self-Created PLC Survey
- Rick Roll PD
- Qualitative Survey Assessment

SEPTEMBER 2019
- PLC Redesign
- Coffee Shop/Lunch PDs

OCTOBER 2019
- Common Assessment/NWEA Data Collection for Baseline

INSTRUCTIONAL COACHING MENU

How can we help you?

APPETIZERS

Student Engagement
Are they bored?
We can help with that!

Data Analysis
Got Data?
We can help with that!

Brainstorming
Need to talk through an idea?
We can help with that!

ENTREE

Classroom Visits
Full service coaching?
We can help with that!

Resources
Looking for something specific? We can help with that!

Coach Chat
Discussions with other teachers and coaches?
We can help with that!

MISSION STATEMENT

East Central Instructional Coaches serve as learning partners with fellow teachers to deliver on the promise of surpassing expectations and inspiring excellence in every student, every day.

CONTACT

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OCTOBER 2019
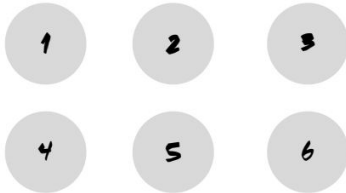- PLC on Best Practices (Marzano/Hattie)

NOVEMBER 2019
- PLC on Best Practices (Marzano/Hattie)
- "The EC Way" Walk-Through Assessment (14)
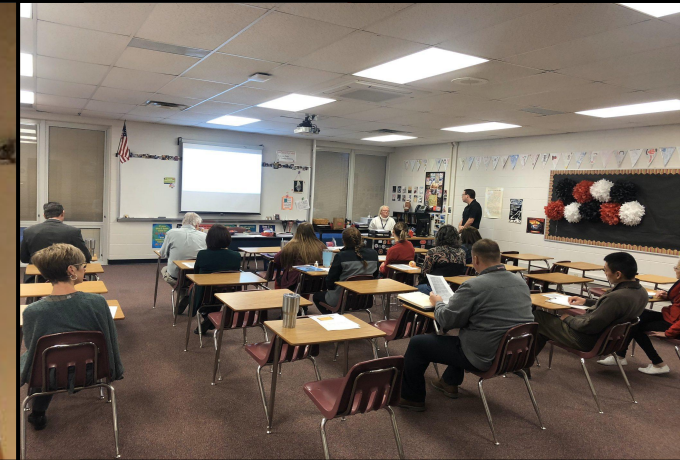
DECEMBER 2019
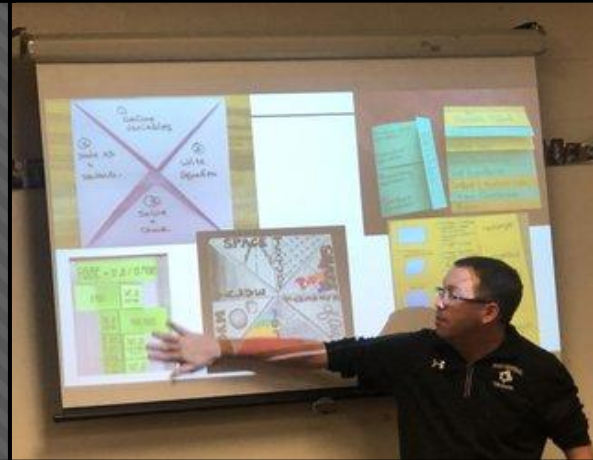- Marzano Marathon PD
- "The EC Way" Walk-Through Assessment (16)

PROFESSIONAL DEVELOPMENT
MARZANO'S MARATHON
LOYALTY CARD

1 2 3
4 5 6

ATTEND 5 MARZANO HIGH-YIELD INSTRUCTION STRATEGIES
PROFESSIONAL DEVELOPMENT SESSIONS AND EARN A PRIZE.

JANUARY 2020
- Common Assessment/NWEA Data Collection
- Qualitative Survey Assessment
- "The EC Way" Walk-Throughs (37)

FEBRUARY 2020
- "The EC Way" Walk-Throughs (75)

MARCH 2020
- "The EC Way" Walk-Throughs (42)
- Qualitative Survey Assessment

APRIL 2020
- Student Survey
- Share Findings

MAY 2020
- Common Assessment/NWEA Data Collection
- Rick Roll PD

"THE EC WAY"

- **High Level of Student/Teacher Engagement**
- **Clear & Challenging Learning Objectives**
- **Inviting, Positive, & Organized Classroom**
- **Student Collaboration & Student-Centered Learning Activities**
- **Data-Driven High Yield Instructional Strategies**
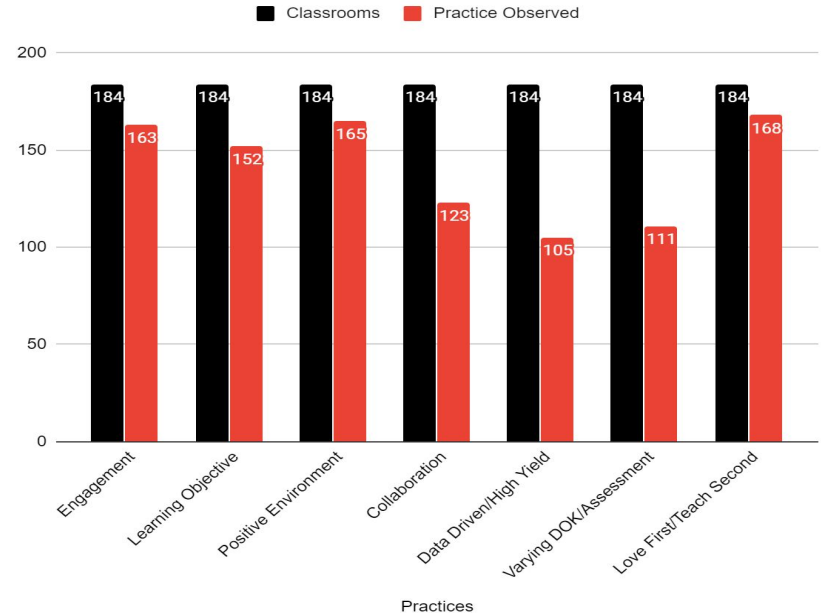- **Varying Levels of Thinking (DOK)**
- **Love First, Teach Second**

#WeAreEC ❤️

DATA

After collectively creating The EC Way (HRS), we implemented walk-through assessments, HRS and self-created pre/post surveys).

PLC Pre/Post Survey
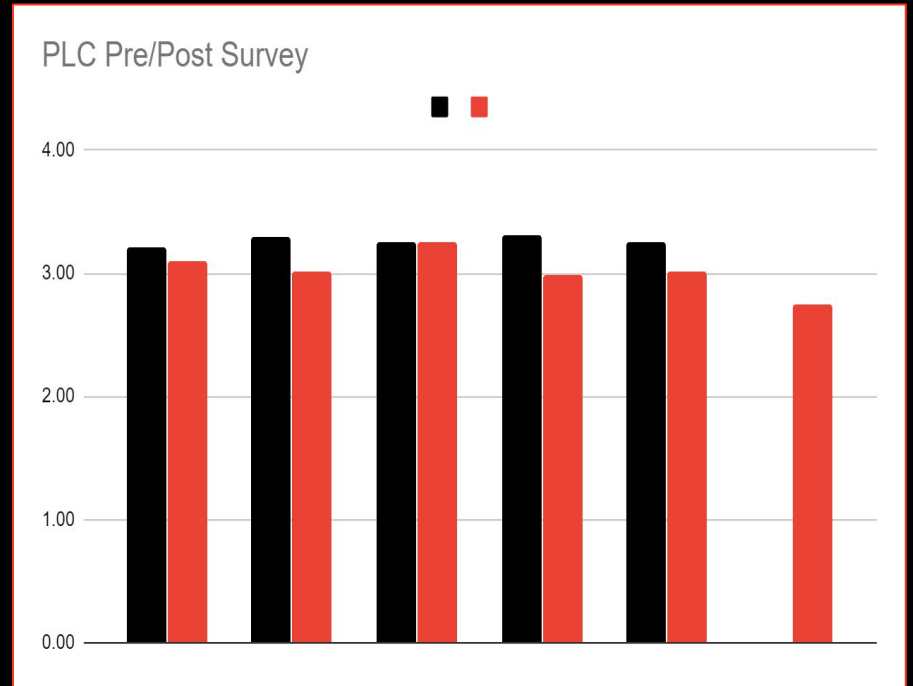
DATA

We completed 184 classroom walk-throughs over several months based on the EC Way.

Classrooms and Practice Observed

- Classrooms
- Practice Observed

Practices	Classrooms	Practice Observed
Engagement	184	163
Learning Objective	184	152
Positive Environment	184	165
Collaboration	184	123
Data Driven/High Yield	184	105
Varying DOK/Assessment	184	111
Love First/Teach Second	184	168

TEACHER COMMENTS

- I feel I have a better understanding of best practices for my classroom.

- I like collaborating with my colleagues to gain new perspectives and ideas.

- I think it is good to look at new approaches to improve on what I already do.

- The data and articles that we have been discussing backs up what we are trying to implement in our classroom

- I have enjoyed getting different perspectives from different departments. Overall, I have enjoyed talking education with teachers in this building that I normally would not have the time to talk with.

OUR DISCOVERIES

- Teacher efficacy is a long term effort. This first year has been successful in many ways, but we still have room to grow.
- Layering in best-practices through PLCs, Instructional Coaching, PD, and the school evaluation tool has been beneficial in that there is consistency in the effort regarding teacher efficacy.
- Teacher conversations more frequently revolve around "best-practices" and teachers appear to be open to discussions about best practices and "The EC Way."

THE E-LEARNING TRANSITION

April and May

After a deliberate, patient, and at times slow, process, a forced transition to e-learning brought with it a dramatic change in the willingness of staff to embrace both e-coaches and instructional coaches.

- E-learning webpage for supports
- Bi-weekly Google Hangouts
- Exponentially more direct-contacts
- Openness to assistance and critique

EFFECTIVE E-LEARNING

PLCs, PD, Instructional Coaching...
Clarity & Consistency

- After e-learning, it became clear that the combination of adapted PLCs, Instructional Coaching, and were certainly making an impact on staff and ultimately teaching and learning.
- Although our ultimate goal of teacher efficacy is still a goal the collective approach to achieving the "The EC Way" has been appropriate and successful in improving clarity and consistency relating to best-practices.

WHAT'S NEXT?

- Continue with a focus on teacher understanding of best practices/efficacy through PLCs, Instructional Coaches, & PD.
- Implement teacher instructional rounds on a semi-annual basis (or more)
- Continue expanding PLC redesign into regular PD rounds involving teachers teaching teachers and periodically arranging PLCs into content/course groups
- Continue building on the successes gained through e-learning

References 🍏

- High Yield Strategies (2018)
- Getting Acquainted with the Essential Nine (2002)
- IDOE; Marzano's 9-high-yield-instructional-strategies
- Hattie/Marzano Crosswalk of Instructional Strategies
- Visible Learning (Hattie)
- Marzano/Hattie Commonalities
- Hattie; Effect Size/Learning Achievement
- *Visible Learning for Teachers* (2009)
- *What Works in Schools* (2003)
- Seven Practices for Effective Learning

CITATION

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