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Background Leading to Our Inquiry (Slide 2)

- Our leadership team reviewed the HRS Survey Data, looking specifically at Level 2. The results showed variance in staff responses when describing our dominant instructional practices.

The Purpose of Our Inquiry (Slide 4)

Therefore, the purpose of our action inquiry was to implement a schoolwide system that communicates a clear vision for the expectations of high quality instruction.

Our Wondering (Slide 3)

With this purpose, we wondered . . . how will identifying and developing a schoolwide instructional model set the foundation for future professional development?

Our Actions (Slides 5 & 6)

- First, our school-based leadership team did a jigsaw of Marzano's work on schoolwide instructional models, specifically focusing on the definitions of (and strategies included with) the 43 elements. The team identified 20 elements as essential elements for high quality instruction at our school.
- Next, our leadership team provided professional development on school-wide instructional models. At the conclusion of our first professional development session on this topic, the teachers submitted two things:
 1. Name one benefit of a schoolwide instructional model.
 2. What questions do you have regarding instructional models?

Data Collection (Slide 7)

Teacher responses to the above question were collected on sticky notes. Responses were anonymous.

Our Data (Slides 8-12)

After reviewing teacher responses, the responses were grouped and made into a circle graph titled “*What did teachers want to know?*” This graph showed all responses given by teachers naming benefits of an instructional model.

The questions submitted by teachers were then categorized into the following 4 categories (accountability/monitoring; implementation process for staff; instructional model framework; implementation with students), and all teacher responses were recorded on the table. The data in the table was converted to a bar graph so our team could see what the majority of the teachers still had questions about.

Our Discoveries (Slides 13-16)

- Learning Statement One: ***All teachers were able to describe the benefits of a schoolwide instructional model.***
 - When surveying teachers, 100% were able to share at least one benefit of a schoolwide instructional model.
- Learning Statement Two: ***Teachers have lingering questions about expectations for written documentation in lesson planning once a schoolwide instructional model is implemented.***
 - Out of the 6 staff members who had questions about the implementation process itself, 3/6 had questions about what documentation was required in lesson plans or submitting paperwork as evidence of instructional elements in practice.
- Learning Statement Three: ***Teachers are unsure of long-term plans and “end goal” of a schoolwide instructional model.***
 - Out of the 6 staff members who had questions about the instructional model itself, 3/6 had questions about the long term goals. Additionally, 4 more staff members had more specific questions about monitoring implementation and teacher accountability.

Where We Are Headed Next (Slide 17)

- Continue professional development for teachers to learn more about the 10 elements we selected for our instructional model.
- Set professional learning goals for ‘25-’26.
- Create framework for instructional rounds to observe instructional elements in practice.

Bibliography (Slide 18)

Marzano, R.J. (2019). *The Handbook for the Art and Science of Teaching*. Bloomington, IN: Solution Tree Press.

Marzano, R.J. (2018). *Leading a High Reliability School*. Bloomington, IN: Solution Tree Press.

Creating a Schoolwide Instructional Model

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Background Leading to Inquiry

Our leadership team reviewed the HRS Survey Data, looking specifically at Level 2. The results showed variance in staff responses when describing our dominant instructional practices.

Leading indicator 2.3: Predominant instructional practices throughout the school are known and monitored.

3	I can describe our school's predominant instructional practices.	0.00%	0	33.33%	4	33.33%	4	33.33%	4	0.00%	0	12
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Our Wondering

How will identifying and developing a schoolwide instructional model set the foundation for future professional development?



The purpose of our action inquiry was to implement a schoolwide system that communicates a clear vision for the expectations of high quality instruction.

Data Collection Conversations for the Leadership Team:

-Leadership team did a jigsaw of Marzano's work on schoolwide instructional models, specifically focusing on the definitions of (and strategies included with) the 43 elements.

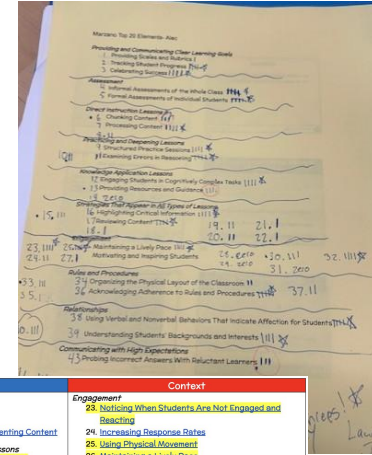
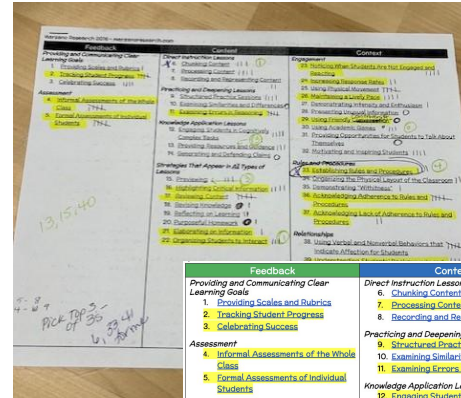
-Each team member individually went through 43 and narrowed to top 20.

-After working individually, the team came together, counted votes for each element.

-Came up with 17, then reviewed next most popular elements to get to 19.

- Team determined we wanted elements representing all 10 instructional design areas, so one was selected from last remaining category.

-Questions: *Are we choosing what we do well vs. what we need to work on? How can we replicate this process with the rest of the staff? How can we collect questions to guide professional development for implementing a schoolwide instructional model?*



Feedback	Content	Content
Providing and Communicating Clear Learning Goals 1. <u>Providing Scales and Rubrics</u> 2. <u>Tracking Student Progress</u> 3. <u>Celebrating Success</u> Assessment 4. <u>Informal Assessments of the Whole Class</u> 5. <u>Formal Assessments of Individual Students</u>	Direct Instruction Lessons 6. <u>Chunking Content</u> 7. <u>Processing Content</u> 8. <u>Recording and Representing Content</u> Practicing and Deepening Lessons 9. <u>Structured Practice Sessions</u> 10. <u>Examining Similarities and Differences</u> 11. <u>Examining Errors in Reasoning</u> Knowledge Application Lessons 12. <u>Engaging Students in Cognitively Complex Tasks</u> 13. <u>Providing Resources and Guidance</u> 14. <u>Generating and Defending Claims</u> Strategies That Appear in All Types of Lessons 15. <u>Brainstorming</u> 16. <u>Highlighting Critical Information</u> 17. <u>Reviewing Content</u> 18. <u>Revising Knowledge</u> 19. <u>Reflecting on Learning</u> 20. <u>Successful Honesty</u> 21. <u>Elaborating on Information</u> 22. <u>Organizing Students to Interact</u>	Engagement 23. <u>Noticing When Students Are Not Engaged and Reacting</u> 24. <u>Increasing Response Rates</u> 25. <u>Using Physical Movement</u> 26. <u>Maintaining a Lively Class</u> 27. <u>Demonstrating Interest and Enthusiasm</u> 28. <u>Presenting Unusual Information</u> 29. <u>Using Friendly Controversy</u> 30. <u>Using Academic Games</u> 31. <u>Providing Opportunities for Students to Talk About Themselves</u> 32. <u>Motivating and Inspiring Students</u> Rules and Procedures 33. <u>Establishing Rules and Procedures</u> 34. <u>Organizing the Physical Layout of the Classroom</u> 35. <u>Demonstrating "Withitness"</u> 36. <u>Acknowledging Adherence to Rules and Procedures</u> 37. <u>Acknowledging Lack of Adherence to Rules and Procedures</u> Relationships 38. <u>Using Verbal and Nonverbal Behaviors that Indicate Affection for Students</u> 39. <u>Understanding Students' Backgrounds and Interests</u> 40. <u>Displaying Objectivity and Control</u> Communicating with High Expectations 41. <u>Demonstrating Value and Respect for Reluctant Learners</u> 42. <u>Asking In-Depth Questions of Reluctant Learners</u> 43. <u>Probing Incomplete Answers with Reluctant Learners</u>

Professional Development for Staff

Leadership team provided professional development on school-wide instructional models.

School-Wide Instructional Model: A Guide for Effective Teaching and Learning

- An instructional model provides a shared framework for high-quality evidence-based teaching practices within a school or district.
- It offers a common language and definition for effective instruction, ensuring consistency and alignment across all grade levels and subject areas.
- This model helps teachers structure lessons for maximum student engagement and understanding.
- Turn & Talk:
 - What are the benefits of an instructional model based on the definition above?
 - How do you think this model might improve your students' learning experiences?

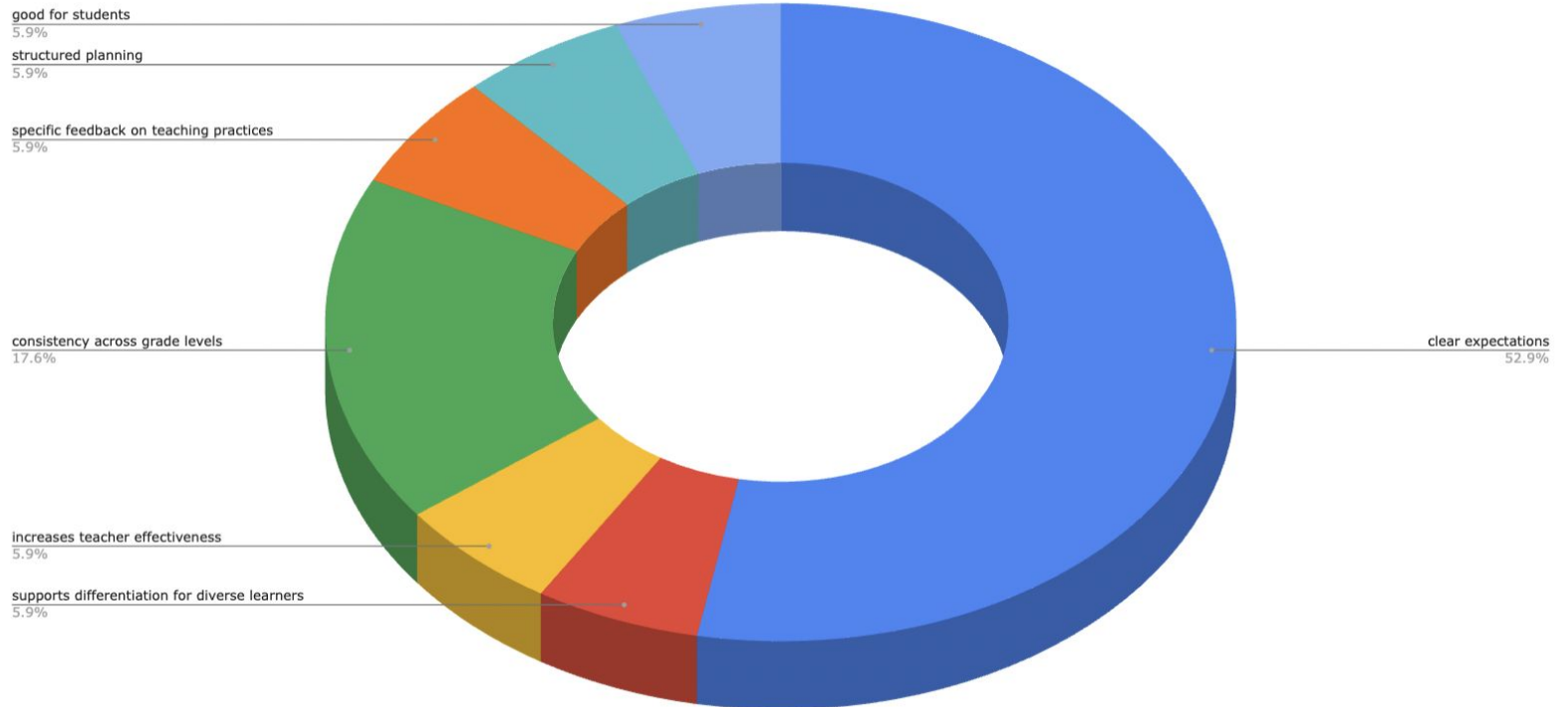
Remember...the TEACHER is the most significant factor influencing student learning. Therefore, investing in effective teacher development is crucial for improving educational outcomes.

What are the benefits of a common school-wide instructional model?

- **Clear Expectations:** Provides a shared understanding of effective teaching practices, reducing confusion and miscommunication.
- **Structured Planning:** Offers a framework for lesson and unit design, guiding teachers in creating engaging and effective learning experiences.
- **Collaborative Improvement:** Facilitates collaboration among educators, allowing for shared learning and continuous improvement of instructional practices.
- **Targeted Feedback:** Provides a basis for specific and actionable feedback on teacher performance, supporting professional growth.
- **Additional Benefits include:**
 - Enhances student engagement and understanding
 - Promotes active learning and critical thinking
 - Supports differentiation for diverse learners

What did teachers learn?

The leadership team collected data from teachers in response to the following:
Name one benefit of a schoolwide instructional model.

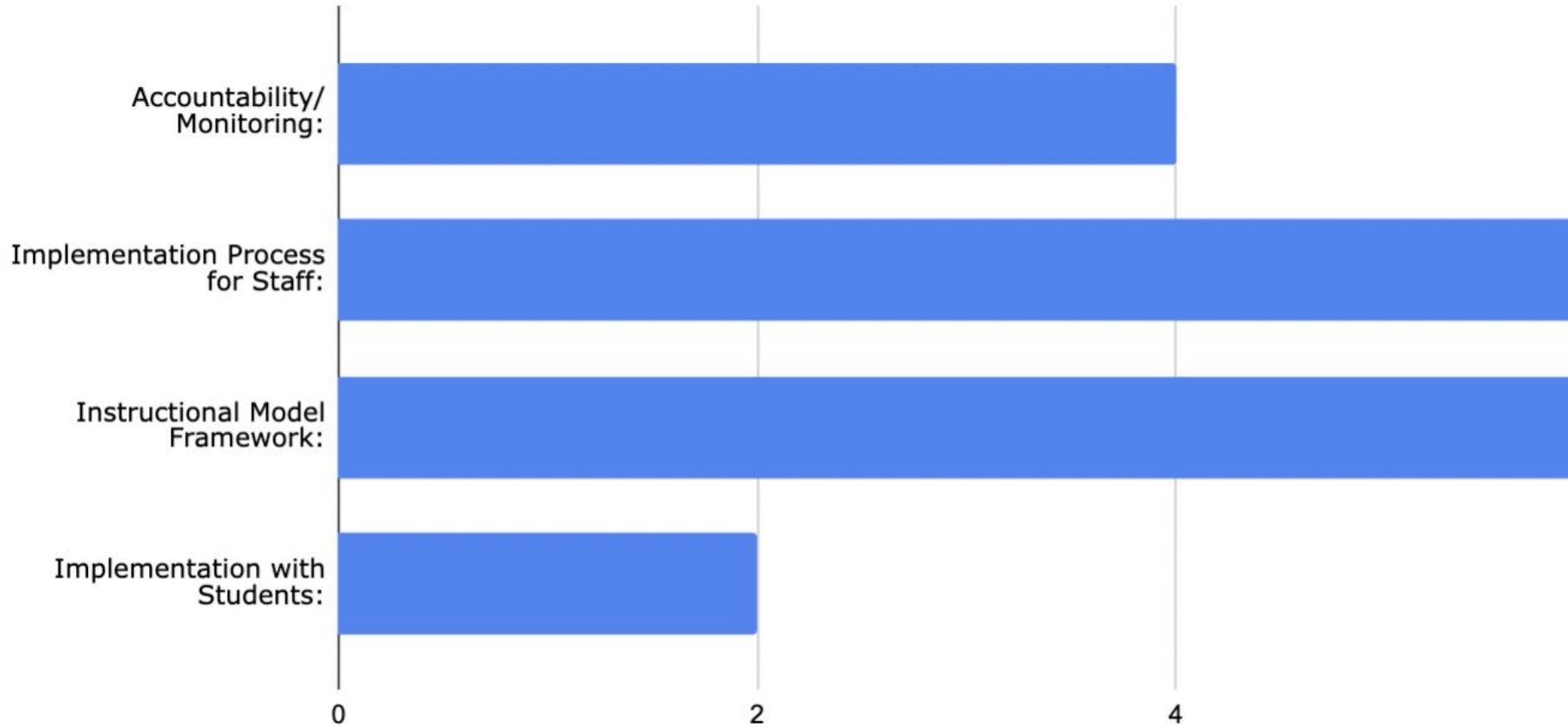


What did teachers want to know?

The leadership team collected data from our teachers as questions they had after initial PD. Responses were analyzed and grouped into 4 categories:

Accountability/Monitoring:	Implementation Process for Staff:	Instructional Model Framework:	Implementation with Students:
<ul style="list-style-type: none"> -What will accountability look like? -How will we track this? -How do we track this as a school? -When do we start using this model? 	<ul style="list-style-type: none"> -Will expectations be exactly the same for all grade levels? -Will all 10 elements be expected in every lesson? -How will these be noted in lesson plans? -Will this require extra planning? -Are we going to have to spend more time turning things in? -Can each grade level have different target/ways to give feedback? 	<ul style="list-style-type: none"> -How will a framework/model be able to differentiated among teachers and personal styles? -Will we work towards implementing all 43 strategies in the following school year? -Will the goal be to eventually learn more elements or just the 10? -Will we reevaluate? -Are the non-selected elements still a possibility to keep? -Are the elements more geared toward day-to-day instruction or longer term? 	<ul style="list-style-type: none"> -What are ways we are going to motivate students the same across grade levels? -When and how can I engage special education students on my level of expectations?

What did teachers want to know?



Continued Professional Development

Then the staff worked collectively to narrow it down to 10 elements.

Group Instructions:

1. Individually review the highlighted elements, using the attached document as needed to better understand each element.
2. Individually select 10 of the highlighted elements you consider to be non-negotiables.
3. As a group, discuss each of your 10 elements and why you've chosen them.
4. Each group determines top 10 elements you can all agree upon as non-negotiables.

Collaborative Groups

Riddell/Lough	Asbury/Jarvis	McCoy/McGaughey
Williamson	Hernandez/Merkel	Claycomb
Brown	Showers	Chapman
Murphy	Utterback	Vinson
Collier	King	Neal
Simpkins	Dowland	Myers/Moore/Smith



Feedback	Content	Context
Providing and Communicating Clear Learning Goals 1. Providing Scales and Rubrics 2. Tracking Student Progress 3. Celebrating Success	Direct Instruction Lessons 6. Chunking Content 7. Processing Content 8. Recording and Representing Content Practicing and Deepening Lessons 9. Structured Practice Sessions 10. Examining Similarities and Differences 11. Examining Errors in Reasoning Knowledge Application Lessons 12. Engaging Students in Cognitively Complex Tasks 13. Providing Resources and Guidance 14. Generating and Defending Claims Strategies That Appear in All Types of Lessons 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	Engagement 23. Noticing When Students Are Not Engaged and Reasoning 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 Rules and Procedures 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 Relationships 38. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students 39. Understanding Students' Backgrounds and Interests 40. Displaying Objectivity and Control Communicating with High Expectations 41. Demonstrating Value and Respect for Reluctant Learners 42. Asking In-Depth Questions of Reluctant Learners 43. Probing Incorrect Answers with Reluctant Learners

Next Steps in Professional Development

Continue to learn about each of the 10 selected elements in depth. Here's a sample of the learning process from our PD:

Element 4: Informal Assessments of the Whole Class

Overview: An effective educator uses informal assessments to get a general sense of how the class is doing regarding a specific topic.

4 Strategies to Explore:

- Confidence rating techniques
- Voting Techniques
- Response Boards
- Unrecorded Assessments

Reflect (2 mins on your own): Reflect and rank yourself on using the rubric.

Our Discoveries

Learning Statement

1

All teachers were able to describe the benefits of a schoolwide instructional model.



Learning Statement

2

Teachers have lingering questions about expectations for written documentation in lesson planning once a schoolwide instructional model is established.



Learning Statement

3

Teachers are unsure of long-term plans and the “end goal” of a schoolwide instructional model.



Learning Statement 1: *All teachers were able to describe the benefits of a schoolwide instructional model.*

When surveying teachers, 100% were able to share at least one benefit of a schoolwide instructional model.

Possible Next Steps:

- Continue professional learning about the specific elements and strategies of Marzano's instructional framework.

Learning Statement 2:

Teachers have lingering questions about expectations for written documentation in lesson planning once a schoolwide instructional model is implemented.

Out of the 6 staff members who had questions about the implementation process itself, 3/6 had questions about what documentation was required in lesson plans or submitting paperwork as evidence of instructional elements in practice.

Possible Solutions:

- Share additional information about professional goal setting and sample documentation for goal reflection using Marzano's work.
- Emphasize the process of learning and reflection.

Learning Statement 3:

Teachers are unsure of long-term plans and “end goal” of a schoolwide instructional model.

Out of the 6 staff members who had questions about the instructional model itself, 3/6 had questions about the long term goals. Additionally, 4 more staff members had more specific questions about monitoring implementation and teacher accountability.

Possible Solutions:

- Revisit the “big picture” plan and share a timeline for initial implementation as well as the year-to-year process to maintain a schoolwide instructional model.
- Preview the concept of instructional rounds.

What's Next?

- Continued PD to learn about the 10 elements we selected for our instructional model.
- Set professional learning goals for '25-'26.
- Create framework for instructional rounds to observe instructional elements in practice.

Bibliography

Marzano, R.J. (2019). *The Handbook for the Art and Science of Teaching*. Bloomington, IN: Solution Tree Press.

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