Demystifying "Good Teaching" – Year 2

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Background Leading to Our Inquiry (Slide 2)

- **Context** – A variety of professional learning initiatives throughout the years without a succinct way of communicating these ideas to new staff
- **Issue/Tension/Dilemma** – Data form HRS Level 2 Survey indicated that teachers do not feel confident that our building has a clearly articulated model of instruction (SD 0.96)
  > 2.1.1 – *School leaders and teacher leaders have developed a written document articulating our schoolwide model of instruction*

The Purpose of Our Inquiry (Slide 3)

Therefore, the purpose of our action inquiry was to address teachers' confusion of what instructional approaches should are valued in the building and should be incorporated in everyday classroom instruction.

Our Wondering (Slide 4)

With this purpose, we wondered how adopting an instructional framework might provide alignment and consistency among all staff members in the building with regard to leading practices in instruction.

Sub-questions:
- What does "good teaching" look like?
- How can an instructional framework help new teachers build foundational skills?
- How can an instructional framework help teachers continue to grow as professionals?

Our Actions (Slides 5-8)

- October 2020: Administer HRS Level 2 Survey
- November 2020:
  - November Staff Meeting
    - review results of HRS Level 2 survey
    - engage teachers in "What does 'good' teaching look like?"
  - Provide teachers w/ examples of instructional models from other schools
- December 2020: Gather a leadership team to solidify an instructional model
- January 2021: Roll out the adopted instructional model to the staff

- January 2021 – March 2021:
  - Incorporate the instructional model in classroom observations
  - (If the sub shortage improves) allow time for teachers to engage in "instructional rounds"
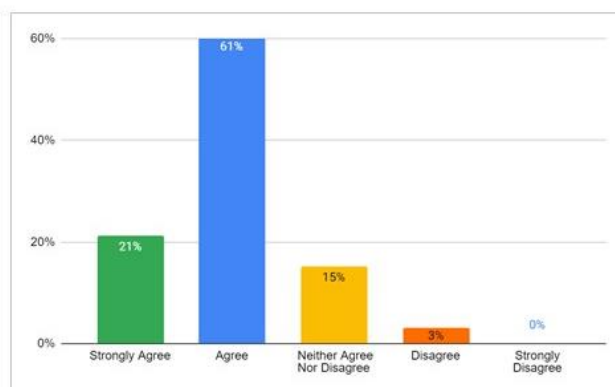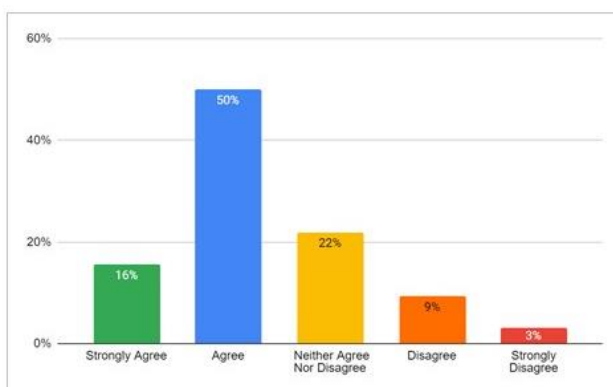- April 2021: administer follow-up HRS Level 2 survey to staff

Data Collection (Slide 9)

- Number of conversations w/ staff in a whole-group setting (staff meeting)
- Number of times instructional model used in classroom observations
- Administer HRS Level 2 survey in March to compare with HRS Level 2 survey in October

Our Data (Slides 10-13)

- Number of conversations w/ staff in a whole-group setting (staff meeting)
  - **October 12**, Administer HRS Level 2 survey
  - **November 2**, HRS Level 2 survey results / What does "good teaching" look like?
  - **December 14**, Debrief conversations w/ small group team
  - **January 11**, Roll out Huntertown Instructional Model
  - **February 8**, Highlight great things from classroom observations
  - **March 8**, Administer HRS Level 2 survey a second time
- Number of times instructional model used in classroom observations
  - 41

| 2.1.1 School leaders and teachers leaders have developed a written document articulating our schoolwide model of instruction.					
October 2020			March 2021		
Responses	Mean	SD	Responses	Mean	SD
32	3.66	0.96	33	4.34	0.70

October 2020	March 2021

School leaders and teacher leaders have developed a written document articulating our schoolwide model of instruction
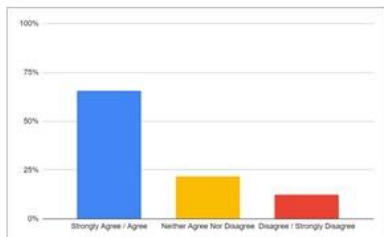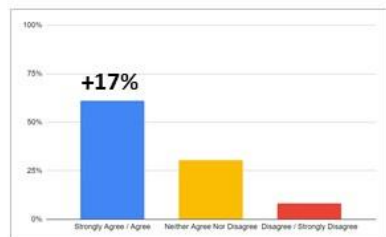

October 2020
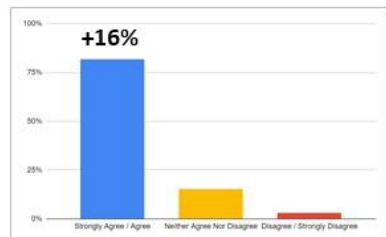
March 2021 **+16%**
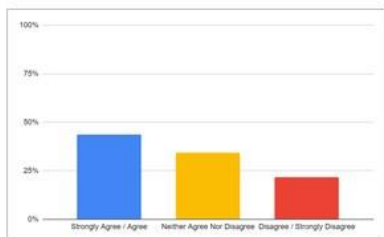
I can describe the major components of our schoolwide model of instruction.

October 2020

March 2021 **+17%**

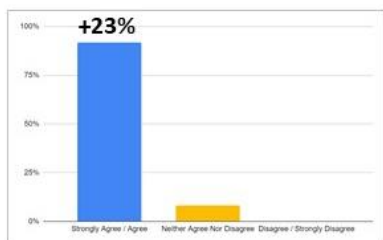| October 2020	March 2021

Our school has a common language for talking about teaching and instruction.

October 2020
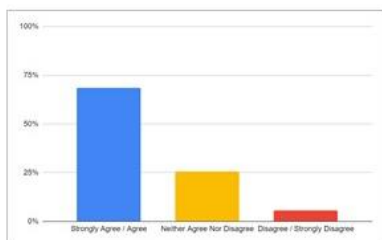
March 2021 **+23%**

I use our schoolwide language of instruction in faculty and department meetings.

October 2020

March 2021 **+14%**
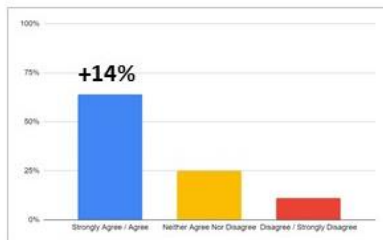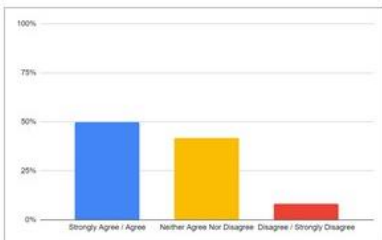
Our Discoveries (Slides 14-17)

- **Learning Statement One**: Veteran teachers and recent hires were not aligned on what "good teaching" looks like.
- **Learning Statement Two:** Teachers appreciated lending their voice in determining what should be included in the instructional model.
- **Learning Statement Three**: Frequent conversations of a topic are needed in order for it to become instilled in the culture.

- **Learning Statement One**: Veteran teachers and recent hires were not aligned on what "good teaching" looks like.
    - A high variance in our initial HRS Level 2 survey results led us to conclude that the staff was split on which leading classroom practices should be commonplace.
    - We discovered that veteran teachers pointed to past professional learning initiatives as their "instructional model."
    - Former professional learning initiatives often do not get passed on to new hires.

- **Learning Statement Two:** Teachers appreciated lending their voice in determining what should be included in the instructional model.
    - The November staff meeting opened a lively discussion among colleagues regarding what they value in classroom instruction.
    - Teachers were open to continue sharing in grade-level PLCs and in a small group leadership team.
    - Teachers commented to the administrator and the two teacher leaders how much they appreciated their involvement in the discussion.

- **Learning Statement Three**: Frequent conversations of a topic are needed in order for it to become instilled in the culture.
    - The data from our HRS Level 2 survey indicates more agreement among teachers about our school-wide model of instruction.
    - This increase in consensus can be attributed to the frequent conversations about the instructional model in each staff meeting since October and in using the document in classroom observations.

Where We Are Headed Next (Slides 18-20)

- Purchase a copy of The New Art and Science of Teaching (Marzano, 2017) for each teacher in the building to use as our "playbook."
- Continue to using the instructional model with classroom observations to highlight what teachers are doing well.
- Track the items above to identify "lead teachers" in the areas listed in the instructional model.
- Implement instructional rounds to highlight "lead teachers" and to spread the great things happening in classrooms.
- Use the instructional model to highlight opportunities for growth; use New Art and Science of Teaching as a resource for getter better every day.
- Use the instructional model in the interview and onboarding process with new staff.

- Through this process of action research, we have learned that data is important in providing the evidence of what is and what is not working. We plan on using tools like the HRS surveys in the future to gain an understanding of where our building is, and where we would like to take it.
- We also learned that data does not have to be strictly numbers; qualitative data can be effective in determining the efficacy of an initiative or the general temperature of the building.

Bibliography (Slide 21)

Marzano, J. (2017). The new art and science of teaching. Solution Tree.

Marzano, R. J., Warrick, P. B., Rains, C. L., DuFour, R. (2018). Leading a high reliability school.
      Solution Tree.

Reaching All Learners Through All Models
Traditional, Blended, & eLearning

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Background Leading to This Inquiry

Stress levels for educators are at an all time high during a pandemic. The mode of education teachers provide can change at a moment's notice, which teachers want to assure students are learning at high levels no matter how teaching and learning is occurring. Teachers have high expectations of themselves, and want to be prepared in the event they do switch from traditional in-person learning to eLearning. This school year we want to focus the actions of our school improvement goal towards the purposeful use of technology in both the traditional and virtual settings.

Background Leading to This Inquiry

Therefore, the purpose of this inquiry is to ensure all staff and students are fluent in virtual and in-person learning tools, while receiving consistent support from their building leaders.

MY WONDERINGS...
How do we assure all students are learning at their differentiated levels with the potential of eLearning or a Blended setting?

◈ How will building leaders assure staff have adequate resources and training to be successful when teaching virtually?
◈ How will building leaders and teachers ensure students have adequate resources and training to be successful when learning virtually?
◈ How will PLC Teams work together to meet the individual needs of all students, when the practice of flexible grouping between teachers is not being implemented (in-person learning)?
◈ Will teachers be less stressed when they feel better prepared?

MY ACTIONS

Action 1

Utilize teacher feedback data to drive professional development for teachers to learn more and implement technology resource tools supported in Canvas.
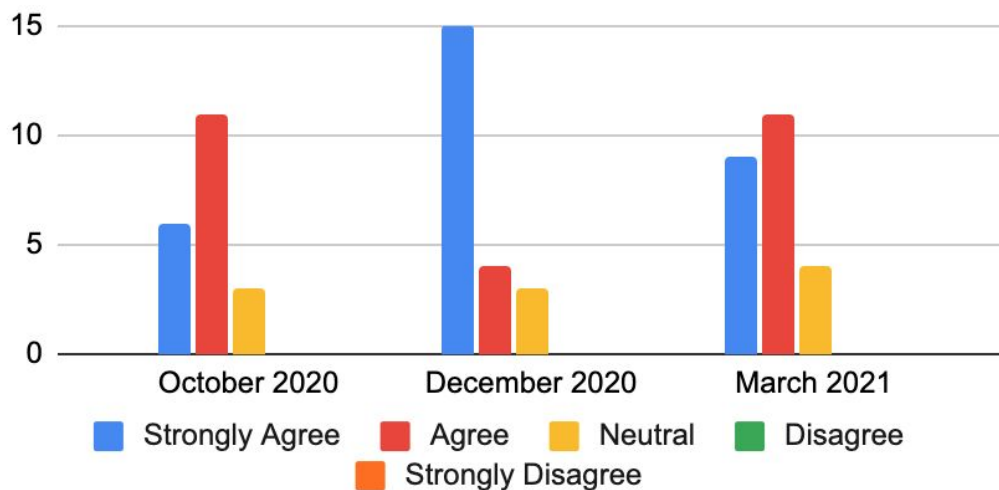
Action 2

Implement building wide eLearning practice days and times, assuring all students and teachers have the opportunity to practice teaching and learning through the Canvas platform.

Action 3

Send home student devices nightly, allowing students and parents to get more familiar with the device and online programming.

5

DATA COLLECTION

## The eLearnings was extremly successful for my class.

This data supports that teachers' confidence grew through the school year. The March data is very powerful, as this reflection is following realtime snow days (v. practice eLearning days).

DATA COLLECTION

We were very excited for this data, as the success of the real time snow days were validation of our work. In classroom practice and access to devices at home throughout the year supported eLearning when the time came.

Students were able to log into Canvas without added support.
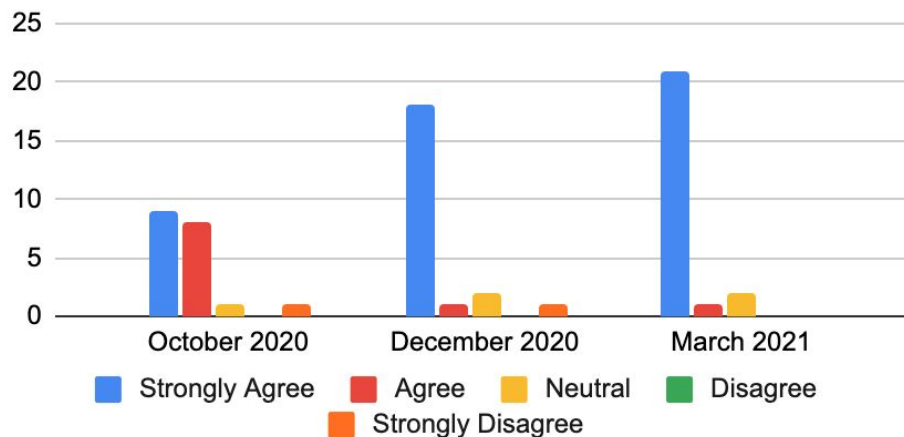
DATA COLLECTION

If provided adequate training, our teachers will integrate newly learned tools. On the eLearning practice days, there was a sense of safety to use new tools (Screencastify, Nearpod). On the snow day, many teachers stayed in their comfort zone to assure success.


# of teachers using identified tools during designated eLearning times.

8
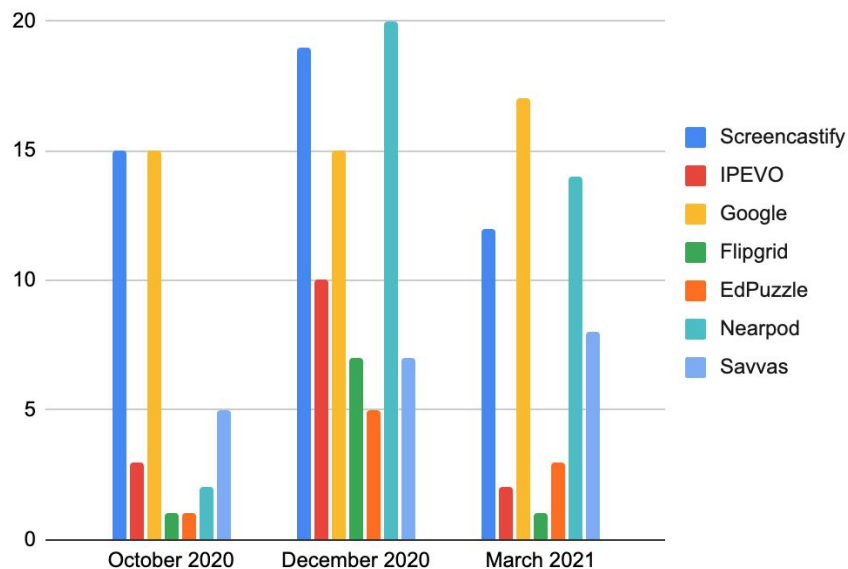
DATA COLLECTION

These two pieces of data are from questions 53 & 54 of the High Reliability School survey, which allowed us to compare/contrast real time vs. the lockdown period. More staff answered during the second survey, as the first was optional. This data reflects that teachers feel that they have been provided opportunities for growth.

School leaders direct the use of technology to improve teaching and learning.

Legend: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
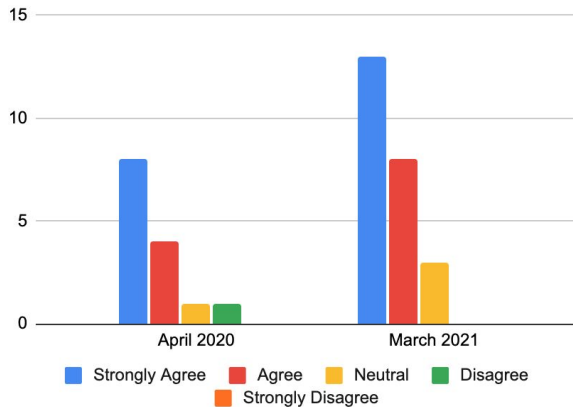
School leaders provide adequate trainng for the instructional technology teachers are expected to use.

Legend: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
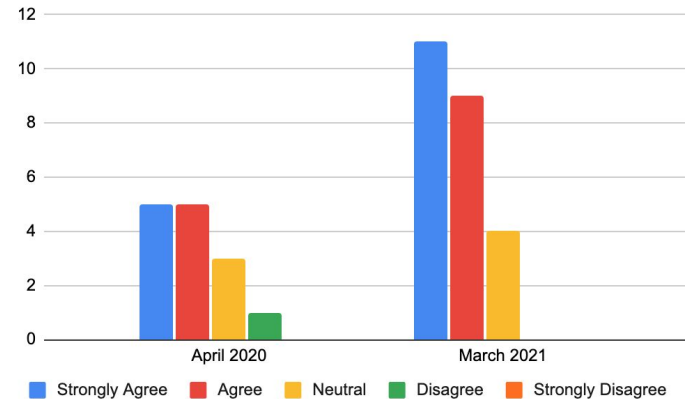
DATA COLLECTION

Ultimately, collaboration plays a huge part in success. Grade 3 had so much success with flexible grouping using Canvas, that they plan to continue this same practice next year. They also providing a school wide professional development to share their data driven planning and collaboration.

NWEA MATH Benchmark Data (% of students)						
Grade	Date of Benchmark	High	High Avg.	Avg.	Low Avg.	Low
K	Sept. 2020	29	28	19	18	6
K	Feb. 2021	28	29	16	13	13
1	Sept. 2020	17	32	23	19	9
1	Feb. 2021	18	22	26	22	13
2	Sept. 2020	26	24	16	18	16
2	Feb. 2021	22	32	18	16	12
3	Sept. 2020	29	26	21	17	6
3	Feb. 2021	37	33	17	8	5
4	Sept. 2020	31	26	23	10	10
4	Feb. 2021	23	29	18	18	14
5	Sept. 2020	48	20	13	13	5
5	Feb. 2021	42	23	14	15	7

DATA COLLECTION

Thinking about the amount of training teachers have had with our school improvement goal that's focused on math, planning for reading was more challenging during a time of social distancing and online learning. This data will be powerful as we look at next year's school improvement goal.

NWEA READING Benchmark Data (% of students)						
Grade	Date of Benchmark	High	High Avg.	Avg.	Low Avg.	Low
K	Sept. 2020	17	24	31	25	4
K	Feb. 2021	25	24	21	15	15
1	Sept. 2020	15	23	18	27	17
1	Feb. 2021	18	18	20	25	21
2	Sept. 2020	36	9	13	16	26
2	Feb. 2021	29	30	12	7	22
3	Sept. 2020	42	30	13	8	8
3	Feb. 2021	39	28	17	10	6
4	Sept. 2020	36	28	15	12	9
4	Feb. 2021	35	28	15	14	8
5	Sept. 2020	41	27	18	11	3
5	Feb. 2021	35	27	20	8	10

OUR DISCOVERIES

Learning Statement #1

Teacher feedback is important in school decision making. Teachers had a voice in their professional development needs, which we believe provided ownership and investment.

Learning Statement #2

Practice makes perfect! Many teachers wanted to be successful, but they communicated that directives for specific practice times assured the practice and eliminated procrastination.

Learning Statement #3

Communication with families and practice at home were instrumental to success. Ultimately, eLearning and/or blended learning cannot be successful without parents supporting their children at home.

Learning Statement #4

Teachers' stress levels decrease when provided with proper support and training. The same can be said for parents if provided with strong communication.

WHERE AM I HEADING NEXT

Continue providing professional development opportunities for teachers to implement technology with purpose in all settings.

Utilize student achievement data to determine our next school improvement plan.

Seek teacher feedback to provide professional development opportunities focused on literacy.

BIBLIOGRAPHY

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◈ Whitaker, Todd. *What Great Principals Do Differently: 18 Things That Matter Most, 2nd Edition.* Routledge: United Kingdom, 2013.

◈ Pink, Daniel H. *When: The Scientific Secrets of Perfect Timing.* Riverhead Books: New York, 2018.