



## Developing Consistent School-Wide Instructional Practices

**Principal Name:** Natalie Schneider

**Teacher Leaders:** Katrena Greer and Keith Story

**School Name:** Crestview Elementary

**Principal's Email Contact:** natalieschneider@msdl.k12.in.us

### **Background Leading to My Inquiry (Slide 1)**

- As a leadership team we have been working with the Learning Science Institute for a few years to try to change our instructional practices. We have provided professional development for teachers to learn new tools for better instruction. Over the past few years we have tracked the implementation of the new instructional practices through rigor diagnostics and classroom observations.
- The data that has been collected does not show a consistent pattern of implementation in all classrooms.

### **The Purpose of My Inquiry (Slide 3)**

Therefore, the purpose of my action inquiry was to find out if instructional practices would be implemented more consistently if teachers were provided an instructional planning tool that outlines non negotiable expectations.

### **My Wondering (Slide 4)**

With this purpose, we wondered in what ways the use of an instructional planning tool will enhance/improve the consistency of the implementation of non negotiable instructional practices in the classroom.

### **My Actions (Slide 5-6)**

- I determined the perception of non negotiable instructional practices of my staff by administering a survey in early January.
- My team and I analyzed the data to determine modifications needed to our existing instructional practices tool.
- Our leadership team visited classrooms, over a 4-week period, to collect baseline data regarding what practices were currently taking place in the classroom using the tool.

- I introduced a revised instructional practices tool to teachers through professional development in February.
- My leadership team revisited each classroom beginning late February using the tool after teachers were given an opportunity to make adjustments to their instruction.
- The leadership team provided feedback to teachers based on classroom visits.
- A post survey was administered in March to determine if teachers' perceptions of non negotiables had changed.

### **Data Collection (Slide 7)**

#### **January**

- Administered pre assessment survey of staff perceptions of the non negotiables.
- Visited classrooms to collect non negotiable baseline data using tool

#### **February**

- Visited classrooms after PD using tool to collect post data

#### **March**

- Continued classroom visits with feedback
- Administered post assessment survey of staff perceptions of the non negotiables.

### **My Data (Slides 8-11)**

#### **Data analysis from teacher perception survey:**

##### **How often are students aware of the standard they are attempting to learn?**

Pre Survey: 75% are often/always

Post Survey: 87% are often/always

##### **How often do you discuss learning targets and success criteria with your students?**

Pre Survey: 75% are often/always

Post Survey: 87% are often/always

##### **How often do you use teaming in your classroom?**

Pre Survey: 60% are often/always

Post Survey: 60% are often/always

**How often do you track student evidence within a lesson to ensure learning is taking place?**

Pre survey: 30% more than twice

Post Survey: 60% more than twice

**Data Analysis from Classroom Visits:** A Google form was used to track instructional practices observed from the instructional tool. Below is the percent each practice was observed in both the baseline and post classroom visits.

- Teacher indicating Standard & LT  
**Baseline Visit: 80%**  
**Post Visit: 95%**  
**(15% increase)**
- Students explain Success Criteria  
**Baseline Visit: 45%**  
**Post Visit: 90%**  
**(45% increase)**
- Students using Success Criteria  
**Baseline Visit: 50%**  
**Post Visit: 84%**  
**(34% increase)**
- Identify Instructional Strategy  
**Baseline Visit: 80%**  
**Post Visit: 95%**  
**(15% increase)**
- Target-Task Alignment  
**Baseline Visit: 75%**  
**Post Visit: 90%**  
**(15% increase)**
- Student evidence aligned to LT  
**Baseline Visit: 70%**  
**Post Visit: 90%**  
**(20% increase)**
- Opportunities for Organizing for Learning  
**Baseline Visit: 40%**  
**Post Visit: 74%**

**(34% increase)**

- Defining Student Roles  
**Baseline Visit: 5%**  
**Post Visit: 44%**  
**(39% increase)**
- Teachers use Data Systems to Track  
**Baseline Visit: 45%**  
**Post Visit: 58%**  
**(12% increase)**
- Students Tracking Progression toward LT  
**Baseline Visit 0%**  
**Post Visit: 32%**  
**(32% increase)**

### **My Discoveries (Slide 16)**

- **Learning Statement One:** Providing an instructional tool supported the consistent implementation of Instructional Practices
- **Learning Statement Two:** Additional Professional Development is needed for specific elements of instructional tool in order for more consistent implementation

We saw an increase in the implementation of all the elements of the instructional planning tool once it was introduced to staff. Both surveys and observations showed an increase in implementation. We came to discover that certain elements did not increase as much as others. We determined that more professional development might be needed for teachers to gain a better understanding of those elements.

### **Where I Am Heading Next (Slide 17)**

#### **Provide Additional Professional Development for Teachers**

- Teaming
- Instructional practices
- Teacher & student tracking toward the learning target

#### **Instructional Rounds**

- Allow teachers to visit classrooms and provide feedback using the instructional tool

Moving forward we are going to continue to provide additional professional development for teachers on the elements that showed the smallest increase in implementation. In order to help the growth of our teachers, we plan to have them use the tool to observe other teachers. This will help them continue their growth with the tool.

### **Bibliography (Slide 18)**

Schneider,N. (2021). Developing Consistent School-Wide Instructional Practices. Presented at the annual Indiana Principal Leadership Institute Action Research Showcase, Indianapolis, IN.

Marzano, R. J., Warrick, P. B., Raines, C.L., & Dufour, R. (2018). *Leading A High Reliability School*. Bloomington, IN.: Solution Tree Press.

# Developing Consistent School-Wide Instructional Practices

Crestview Elementary  
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Team Members: Katrena Greer & Keith Story



## Background Leading to this Inquiry

Over the past few years, our leadership team provided professional development for teachers to learn new instructional practices. After using various tracking methods, the data collected did not show consistent implementation of those instructional practices in classrooms. Our goal was to determine if instructional practices would be implemented consistently if teachers were provided an instructional planning tool that outlines expected school-wide instructional practices.



## Purpose of This Inquiry

Therefore, the purpose of our action inquiry is to find out if instructional practices would be implemented more consistently if teachers are provided an instructional planning tool that outlines non negotiable expectations.

## Our Wondering

With this purpose, we wondered if the use of an instructional planning tool will consistently enhance/improve the implementation of non negotiable instructional practices in the classroom.



## Our Actions

- Determined the perception of non negotiable instructional practices by administering a survey in early January
- Analyzed the data to determine modifications needed to our existing instructional practices tool
- Visited classrooms, over a 4-week period, to collect baseline data regarding what practices were currently taking place in the classroom using the tool



## Our Actions

- Introduced revised instructional practices tool to teachers through professional development in February
- Revisited each classroom beginning late February using the tool after teachers were given an opportunity to make adjustments to their instruction.
- Provided feedback to teachers based upon classroom visits.
- Administered post survey in March to determine if teachers' perceptions of non negotiables had changed



# Data Collection

## January

- Administered pre assessment survey of staff perceptions of the non negotiables.
- Visited classrooms to collect non negotiable baseline data using tool

## February

- Visited classrooms after PD using tool to collect post data

## March

- Continued classroom visits with feedback
- Administered post assessment survey of staff perceptions of the non negotiables.

# Our Data

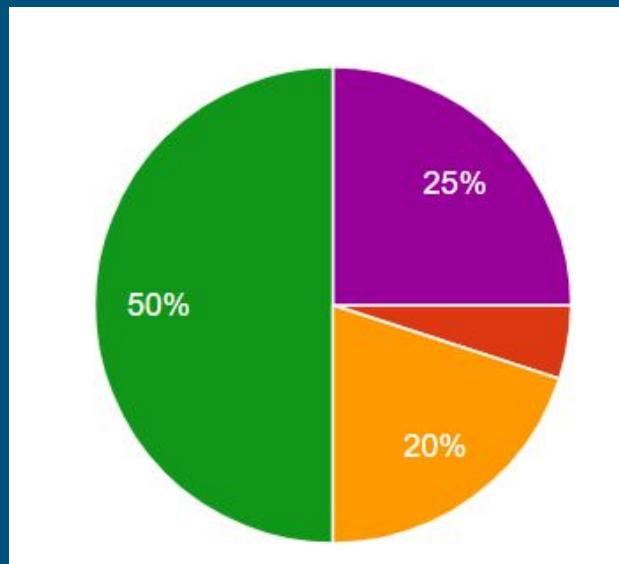


## How often are students aware of the standard they are attempting to learn?

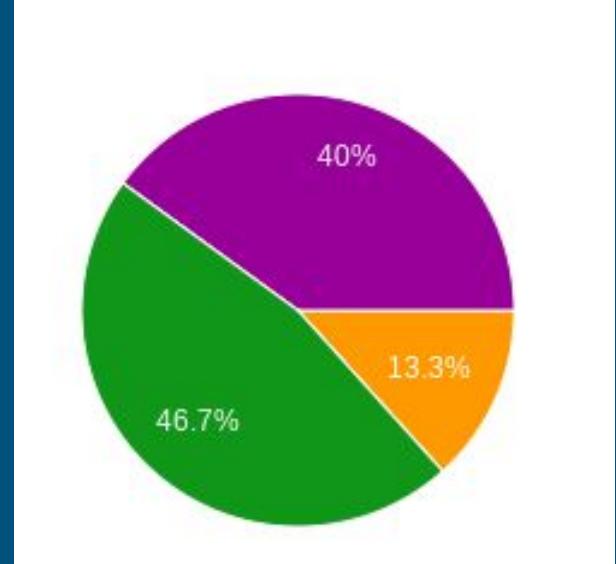
Pre Survey: 75% are often/always

Post Survey: 87% are often/always

*Pre*



*Post*



- 1- Never
- 2- Rarely
- 3- Sometimes
- 4- Often
- 5- Always



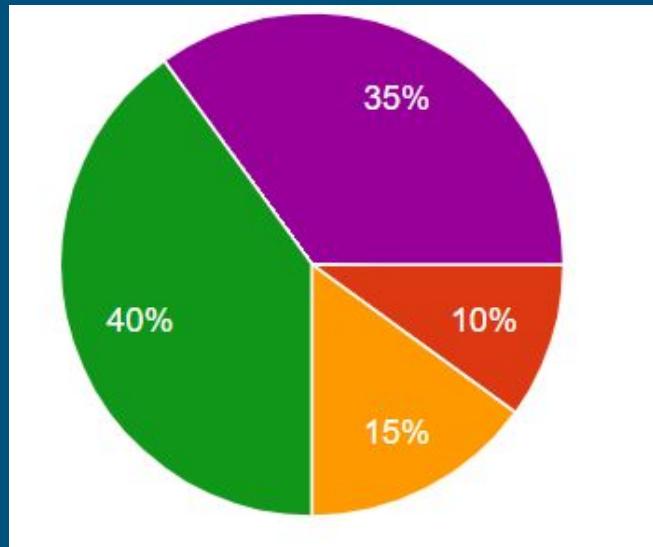
## Our Data

**How often do you discuss learning targets and success criteria with your students?**

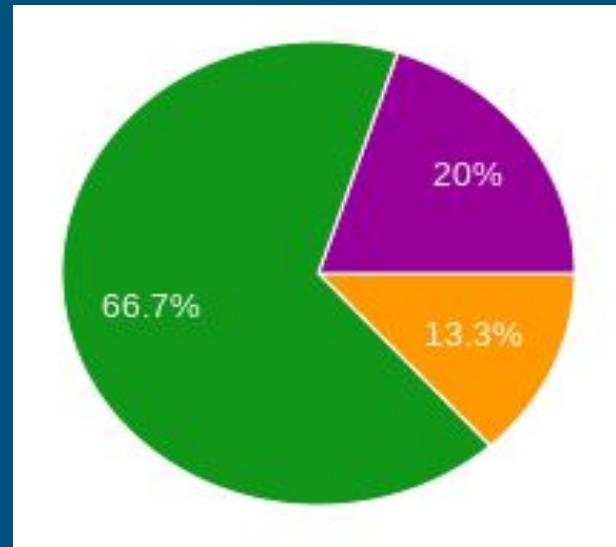
Pre Survey: 75% are often/always

Post Survey: 87% are often/always

*Pre*



*Post*





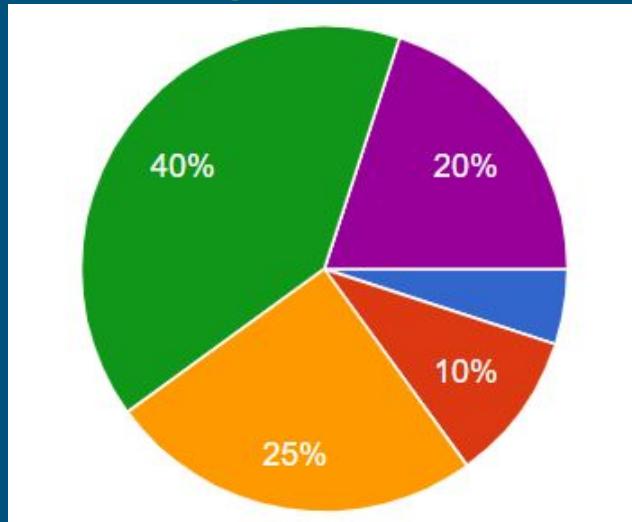
## Our Data

**How often do you use teaming in your classroom?**

Pre Survey: 60% are often/always

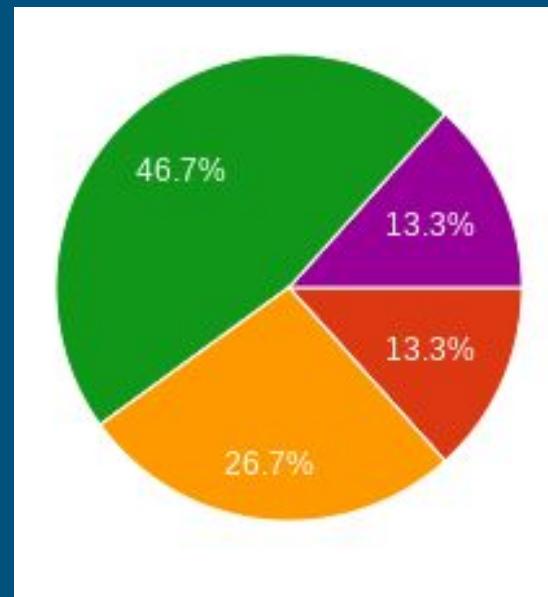
Post Survey: 60% are often/always

*Pre*



- 1- Never
- 2- Rarely
- 3- Sometimes
- 4- Often
- 5- Always

*Post*



# Our Data

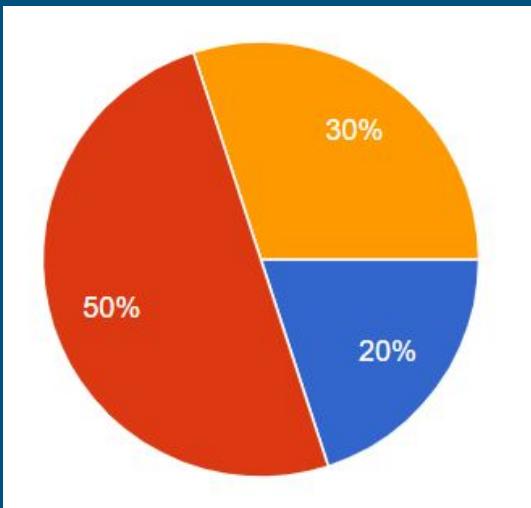


**How often do you track student evidence within a lesson to ensure learning is taking place?**

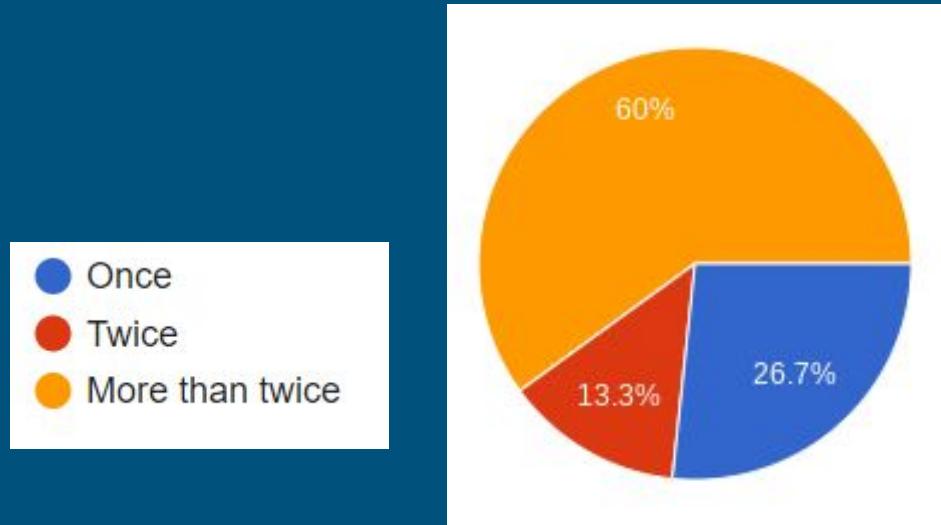
Pre survey: 30% more than twice

Post Survey: 60% more than twice

*Pre*



*Post*



# Instructional Planning Tool



Focus	Components for Success	Monitoring Checklist
Scales & Learning Target	<ul style="list-style-type: none"> <li>Scale Posted with Learning Target indicated</li> <li>If no scale available, post learning target with identified standard</li> </ul>	Is the Learning Target indicated? YES - NO
Success Criteria to achieve the target and the standard	<ul style="list-style-type: none"> <li>Students utilizing Success Criteria to guide their conversations/work</li> <li>Check for Student Readiness by allowing conversations to clarify the learning target and Success Criteria</li> </ul>	Can students explain how to use Success Criteria to achieve Learning Target? YES - NO  Is the Success Criteria being used by students? YES - NO
Instructional Strategy (ies) to achieve the standard	See Teaching Map ( <i>on Back</i> )	Are you able to identify the Instructional Strategy used? YES - NO
Resources	Resources accessible and used by students <ul style="list-style-type: none"> <li>Anchor charts</li> <li>Academic Vocabulary</li> <li>Example(s)</li> <li>Accountable Talk / Sentence stems</li> </ul>	Resources Accessible: <ul style="list-style-type: none"> <li><input type="checkbox"/> Anchor Chart</li> <li><input type="checkbox"/> Vocab.</li> <li><input type="checkbox"/> Example(s)</li> <li><input type="checkbox"/> Acc.Talk/Sent. Stems</li> </ul>

# Instructional Planning Tool



Task	<ul style="list-style-type: none"> <li>• Task aligned to learning target at <i>or above</i> level of taxonomy</li> <li>• Check for Student Readiness by allowing conversations to clarify task directions</li> <li>• Students produce evidence of learning</li> <li>• Teacher monitors student use of Success Criteria</li> <li>• Teacher allows time for students to come up with solution themselves</li> <li>• Students use resources to remind them of learning (anchor charts, notes, etc.)</li> </ul>	<p>Is the Task aligned to the Learning target? YES - NO</p> <p>Do students understand the Task? YES - NO</p> <p>Does Student Evidence match Learning Target? YES - NO</p>
Organizing for learning with a purpose	<ul style="list-style-type: none"> <li>• Determine how to Organize Students for Learning (partner, team, or independent)</li> <li>• Roles and Responsibilities <ul style="list-style-type: none"> <li>◦ clearly defined</li> <li>◦ matched the task(s)</li> </ul> </li> </ul>	<p>Does this Task provide opportunities for collaboration? YES - NO</p> <p>Are roles clearly defined? YES - NO</p> <p>Do roles match Task? YES - NO</p>
Data	<ul style="list-style-type: none"> <li>• Verify students' learning based on Success Criteria</li> <li>• Document students progression toward Learning Target (met/in progress/not met)</li> <li>• Teacher identifies and provides support for students who are not progressing toward the Learning Target(s).</li> </ul>	<p>Are Data Systems being used to Track progression toward Learning Target? Teacher: YES - NO Students: YES - NO</p>

# Our Data



## Data analysis from classroom visits:

- Teacher indicating Standard & LT **80%-95% (15% increase)**
- Students explain Success Criteria **45%-90% (45% increase)**
- Students using Success Criteria **50%-84% (34% increase)**
- Identify Instructional Strategy **80%-95% (15% increase)**
- Target-Task Alignment **75%-90% (15% increase)**



# Our Data

## Data analysis from classroom visits:

- Student evidence aligned to LT **70%-90% (20% increase)**
- Opportunities for Organizing for Learning **40%-74% (34% increase)**
- Defining Student Roles **5%-44% (39% increase)**
- Teachers use Data Systems to Track **45%-58% (12% increase)**
- Students Tracking Progression toward LT **0%-32% (32% increase)**



# Our Discoveries

- Learning Statement One:
  - **Providing an instructional tool supported the consistent implementation of Instructional Practices**
- Learning Statement Two:
  - **Additional Professional Development is needed for specific elements of instructional tool in order for more consistent implementation**



## Where We Are Heading Next

- **Provide Additional Professional Development for Teachers**
  - Teaming
  - Instructional practices
  - Teacher & student tracking toward the learning target
  
- **Instructional Rounds**
  - Allow teachers to visit classrooms and provide feedback using the instructional tool

# Bibliography

Marzano, R. J., Warrick, P. B., Raines, C.L., & Dufour, R. (2018). *Leading A High Reliability School*. Bloomington, IN.: Solution Tree Press.