Effective Implementation of Common Instructional Practices

Corydon Intermediate School
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Background Leading to this Inquiry

- IPLI team attended conferences in July and September.

- Our focus was on the Six Qualities of High Performing Schools taken from guest speaker, Phil Warrick, co-author of A Handbook for High Reliability Schools.

- Dr. Warrick stressed that these qualities MUST be followed in sequential order.

- After administering the staff survey for Safe and Collaborative Culture, the leading indicator survey results showed that Corydon Intermediate School was highly efficient in all level one areas.

- The second leading indicator stated that high performing schools must have clearly defined standards of instructional practices.

Purpose of This Inquiry

Although we believe that we have a lot of wonderful things at CIS, including an amazing staff, after listening to Phil Warrick speak at one of our sessions about High Reliability Schools, it was determined that as a school we really needed to work on High Reliability Standard Level 2: Effective Teaching in Every Classroom. This really resonated with the teacher leaders that attended IPLI.

Our action research plan was to work as a school to collaborate, develop, and implement an instructional framework that incorporated establishing instructional outcomes, we should see these during classroom observations.

Our Wondering

How will implementing common Corydon Intermediate School instructional practices affect classroom instruction and student academic growth.

Our Actions

- During one of our early release Continuous Improvement Fridays we divided the staff into three different groups and had them fill out a Padlet.

- Each group filled out what they thought should always be seen and heard daily in the classroom, what might be seen or heard, and what should never be seen nor heard.

- When we came back together we discussed each column and developed common language for teacher/classroom expectations.

Our Actions

- Every classroom teacher then posted the instructional practices in their classroom: [Classroom Expectations Padlet](#) (See slides at the end of the presentation.)

- We also made a chart that was posted in the teacher's lounge each month.

Data Collection

- During the months of January, February, and March, Mrs. Joseph conducted walkthroughs with no teacher's names attached.

- **January Tally Sheet**

- **February Tally Sheet**

- **March Tally Sheet**

Data Collection

Mrs. Joseph compiled a [spreadsheet](#) to make tallies of what was observed.

																	Total
I can statements			1	1	1	1	1	1	1					1	1	1	10
Clear directions	1	1	1	1	1	1	1	1	1	1	1	1			1	1	14
Praise/positivity	1	1	1		1	1				1	1				1		8
Engagement		1			1	1	1			1	1	1	1	1			9
Laughter					1	1											2
Encouragement	1		1											1			5
Technology			1	1			1		1	1					1		6
Higher level questions			1	1								1	1				4
Formative assessments		1	1	1	1	1		1		1			1				8
Students reading	1		1	1		1	1	1	1	1	1	1			1		11
Differeniation			1							1	1	1					4
Class discussions	1		1			1		1			1	1					6
Greeting/interacting	1		1	1	1	1	1	1	1	1	1	1		1	1		13
Group work															1		1
Student collaboration							1			1	1				1		4
Growth Mindset							1				1						2
Student led discussions			1		1		1			1	1			1			6
Growth Tracking				1	1												2
Personal interactions			1	1	1	1	1	1	1	1			1	1			10

Monthly chart comparisons were made to ensure common practices were being implemented in each classroom.

Our Data

- After three months of data collection, the IPLI team analyzed the hallway walkthrough data and determined the three greatest areas of need: growth mindset, student led discussion, and higher order questioning.

- During a Continuous Improvement Friday (CIF), the staff was divided into three groups based on these areas of need. Using Padlet, each group collaborated and shared strategies that they used in the classroom to demonstrate their specific area of need.

- Cross grade level discussions led to teachers sharing the various ways that they are currently implementing these strategies in their classroom.

Our Data

- **[Growth Mindset Padlet](#)**

- **[Student Led Discussion Padlet](#)**

- **[Higher Order Questions Padlet](#)**

- After looking at each of the Padlets, it was determined by the staff that future PD be focused on Higher Order Questioning.

Our Discoveries

Teachers need to be more deliberate on using higher order thinking questions with fidelity daily.

There needs to be more laughter in the classroom.

Having an instructional framework that is observed frequently makes teachers more aware of what they are implementing in the classroom**.**

Where We Are Heading Next

- I wonder if the teachers set personal goals, could we develop differentiated professional development based on those goals.

- Teacher observing other teachers using a predetermined checklist.

- Revisit the instructional model and make adjustments to make it more relevant based on the new information gained through our professional development.

Where We Are Headed Next

- Principal documentation of questions teachers pose in the classroom. Those will be posted in the teacher's lounge where teachers can have input in turning those into DOK level 3 and 4 questions.

- During future CIFs, we will continue to revisit our higher order questioning skills in order to strengthen these.

- If a future gap or decline is noticed within the indicators, then those shortfalls can be used to drive future professional development.

Bibliography

- Marzano, R.J., P., & Simms, J.A., (2014), A Handbook for HIgh Reliability Schools… The Next Step in School Reform. Bloomington, IN: Marzano Research

Should see and hear almost daily	Might see and hear but not daily	Should never see or hear
- I can statements/ instructional outcomes - Clear directions - Praise/Positivity - Engagement - Laughter - Encouragement - Technology - Higher level questions - Formative assessments - Students reading - Differentiation - Class discussions - Greeting/interacting	- Group work - Student collaboration - Growth mindset - Student-led discussions - Growth tracking - Personal interactions with students - Summative assessments	- Negativity - Inappropriate use of technology - Negative sarcasm - Bullying - Name calling - Inappropriate language/actions

March Hallway Walks ~~HHT HHT HHT~~ I

Should see and hear almost daily

- I can statements/ instructional outcomes ~~HHT HHT~~
- Clear directions ~~HHT HHT~~ IIII
- Praise/Positivity ~~HHT~~ II
- Engagement ~~HHT~~ IIII
- Laughter II
- Encouragement ~~HHT~~
- Technology ~~HHT~~ I
- Higher level questions IIII
- Formative assessments ~~HHT~~ III
- Students reading ~~HHT HHT~~ I
- Differentiation IIII
- Class discussions ~~HHT~~ I
- Greeting/interacting ~~HHT HHT~~ III

Might see and hear but not daily

- Group Work I
- Student collaboration IIII
- Growth Mindset II
- Student led discussions ~~HHT~~ I
- Growth tracking II
- Personal interactions with students ~~HHT HHT~~
- Summative assessments ~~HHT~~

Should never see or hear

- negativity
- inappropriate use of technology
- negative sarcasm
- bullying
- name calling
- inappropriate language/action

- Higher level questions
- Formative assessments
- Students reading
- Differentiation
- Class discussions
- Greeting/interacting

assessments

Growth Mindset

Made with big dreams

Quote of the day/precept of the day.

Using positive quotes to encourage

Read aloud:
The Girl Who Never Made Mistakes

I Can't Do That, Yet

Class Dojo videos/resources

You will get it eventually, you just need more practice.

Adding "yet" to the end of comments

How are you doing this in your classroom

Goal tracking sheets

(for pretests)

Make sure to celebrate all growth/accomplishments

Pulling up chart

with growth mindset before tests

print posters to hang in classroom with growth quotes/encouragement

Turn a negative into a positive

Student Led Discussions

Made with an open mind

Jigsaw groups

*Discuss why certain facts may be more important than others

Socratic Seminar video

This is a really great video on how to have your students participate in Socratic Seminars (featureshigher order thinking skills)

The article is referenced to help answer the question.

AVID Socratic Seminar
by Jennifer Madland
youtube

How are you doing this in your classroom?

Problem solving groups

3 Act Math

https://whenmathhappens.com/3-act-math/

Socratic Seminars

Wiseman

Literacy circles/Book clubs

Higher Level Questions

Made with joy

Turn and talk and if there is a difference, then find out who is right and who is wrong.

Explain or justify

Evaluate goal sheets. Explain why they did not meet a goal.

Vocabulary (verbs) that are in the standards

screencastify

How are you doing this in your classroom?

Pearson Lessons/Tests

online circuits

Research paper involving real world situations

American Revolution Role Playing

STEM

leveled readers

Effective Implementation of
Common Instructional Practices

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Background Leading to Our Inquiry (Slide 2)

We have an amazing staff at Corydon Intermediate School, but through the IPLI process we realized that there were some things that we could work on as a school to make us even better. As an IPLI team, myself and two classroom teachers, we identified the strengths and weaknesses as presented to us through the data gather from the Six Qualities of High Performing Schools taken from guest speaker, Phil Warrick, co-author of A Handbook for High Reliability Schools. Dr. Warrick stressed that these qualities MUST be followed in sequential order. After administering the staff survey for Safe and Collaborative Culture, the leading indicator survey results showed that Corydon Intermediate School was highly efficient in all level one areas. The second leading indicator stated that high performing schools must have clearly defined standards of instructional practices.

As we delved deeper into the data it was evident that CIS did not have clearly defined written instructional strategies. Our team worked together to develop a school wide model that we all could follow.

The Purpose of Our Inquiry (Slide 3)

Although we believe that we have a lot of wonderful things at CIS, including an amazing staff, after listening to Phil Warrick speak at one of our sessions about High Reliability Schools, it was determined that as a school we really needed to work on High Reliability Standard Level 2: Effective Teaching in Every Classroom. This really resonated with the teacher leaders that attended IPLI.
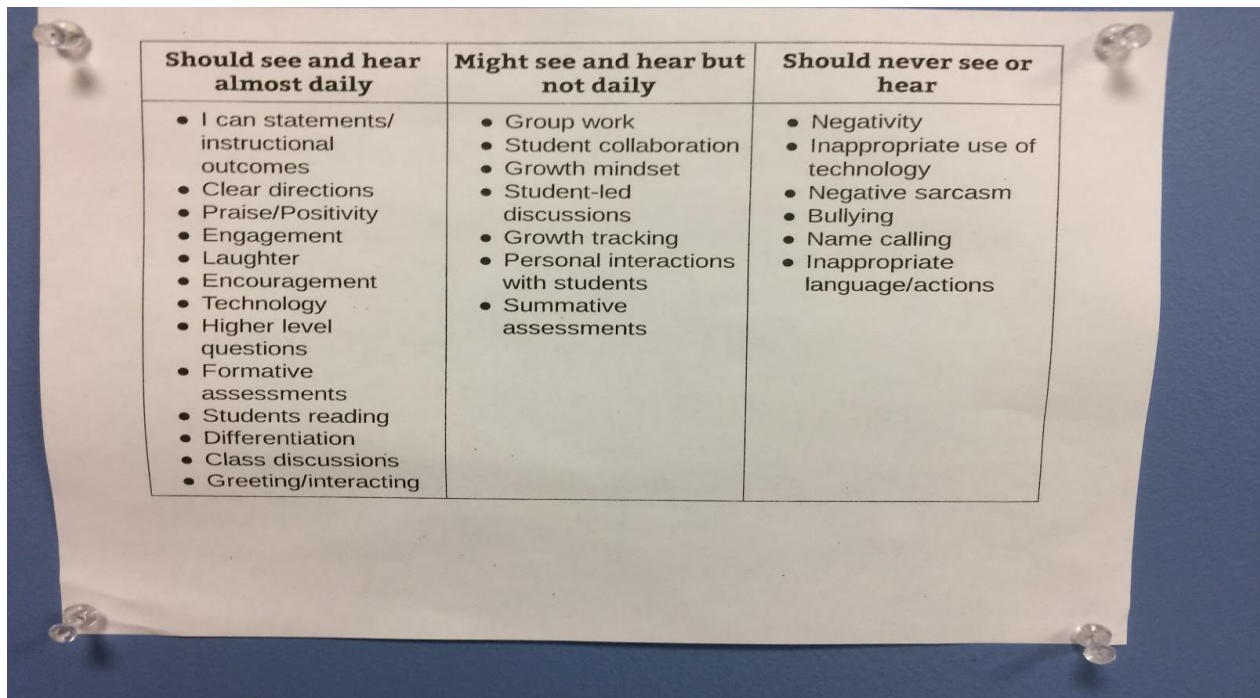
Our action research plan was to work as a school to collaborate, develop, and implement an instructional framework that incorporated establishing instructional outcomes of what we should see and hear almost daily, might see and hear but not daily and what we should never see or hear in our classrooms.

Our Wondering

With this purpose, we wondered how implementing common Corydon Intermediate School instructional practices affect classroom instruction and student academic growth.

Our Actions (Slides 5 & 6)

During one of our early release Continuous Improvement Fridays in December we discussed the survey that the staff took and talked to the teachers about what instructional practices might look like in their classrooms. There was a lot of looking around and uncertainty among the staff. It was then decided (as anticipated) that we would introduce the staff to a sample of instructional practices that included the three categories of: what we should see and hear almost daily, might see and hear but not daily and what we should never see or hear. We then divided the staff into three different groups to discuss each attribute. As the discussion progressed the teachers entered their thoughts using Padlet. When we came back together we discussed each column and developed common language for teacher/classroom expectations. There was a lot of duplicate responses so it did not take much time to design the final chart. The staff agreed that they would post this in their classrooms for them to review.

Should see and hear almost daily	Might see and hear but not daily	Should never see or hear
• I can statements/ instructional outcomes • Clear directions • Praise/Positivity • Engagement • Laughter • Encouragement • Technology • Higher level questions • Formative assessments • Students reading • Differentiation • Class discussions • Greeting/interacting	• Group work • Student collaboration • Growth mindset • Student-led discussions • Growth tracking • Personal interactions with students • Summative assessments	• Negativity • Inappropriate use of technology • Negative sarcasm • Bullying • Name calling • Inappropriate language/actions

Data Collection (Slides 7 & 8)

Data was collected from the weekly walkthroughs the principal made in each classroom. The team made a chart paper listing the pre-discussed attributes and posted that in the teacher's lounge. At the end of the week, the principal entered what was observed. We did this for three months.
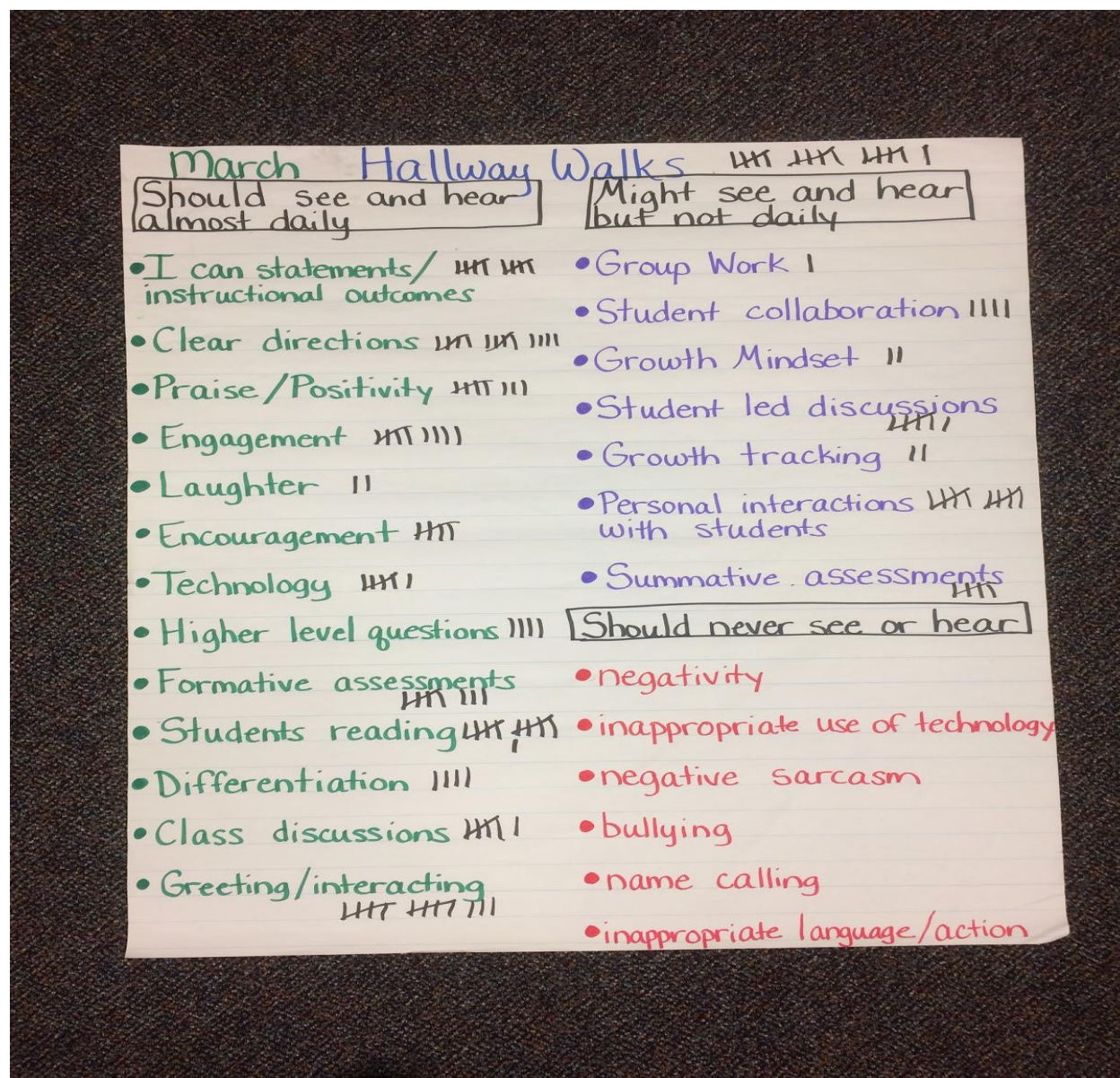
Below is a sample of one month of observations. This helped me keep track of what I saw before entering the information on the sheet in the teacher's lounge. This was not shared with the teachers as I did have names and dates at the end for me to keep track of who I visited and when.

Category	Total
I can statements	10
Clear directions	14
Praise/positivity	8
Engagement	9
Laughter	2
Encouragement	5
Technology	6
Higher level questions	4
Formative assessments	8
Students reading	11
Differeniation	4
Class discussions	6
Greeting/interacting	13
Group work	1
Student collaboration	4
Growth Mindset	2
Student led discussions	6
Growth Tracking	2
Personal interactions	10

Our Data (Slides 8, 9 & 10)

After three months of collecting data, the IPLI team analyzed the hallway walkthrough and identified the three greatest areas of need. During a Continuous Improvement Friday (CIF), the IPLI team presented the findings and determined that the three areas of need were: growth mindset, higher order thinking questions and student led discussions. We then divided the staff into three groups and assigned each one of the areas of need. Using Padlet the groups collaborated and shared strategies that they used in the classroom to demonstrate their specific area of need. Cross grade level discussions let to teachers sharing various ways they currently use to implement these strategies in their classrooms.

There was great conversations and in the end the staff as a whole decided that they wanted to focus on higher order thinking. While they knew what it means they were not comfortable with how it would look. They then requested some PD on this topic.

Our Discoveries (Slide 11)

The teachers discovered that they need to be more deliberate in using higher order thinking questions in the classroom. During this process the teachers have asked for time to collaborate to design questions for their units. We will take some of our CIFs, have the teachers bring a

lesson and collaborate to formulate questions. Their questions will be shared out and see if they fit in the level three and four of the higher order thinking questions guidelines.

They also learned that having an instructional framework that is observed makes classroom teachers more aware of what they are implementing in the classroom. We will continue to revisit our framework throughout the next year. We hope that this will continue to lead our professional development so that our weaknesses become our strengths. We do need to pare down the framework form so that we can focus on the strategies that we want to see in the classroom and work to become stronger in those areas. Again this will guide our professional development throughout the school year.

Where We Are Headed Next

This action research project would not have been successful without the strength of the team teachers. They were the ones who reassured the staff throughout. When we first started this action research, we were concerned that what we had planned would not engage the teachers and they would look at this as one more thing they had to do. Since starting this process the opposite actually happened, it has been eye opening and has strengthened our staff. We have a purpose that we have not had before. As we move forward, the staff has made it clear that they do not want this to be a "one and done". They felt like they had ownership in the process. The data gained directed our professional development. During our Continuous Improvement Fridays we will continue to revisit the higher order thinking process and how we can implement those in our daily classroom. They have asked for videos and extra time for planning to incorporate higher order thinking questions into their lessons. Next year during my hallway walks I am going to document the questions that teachers are asking. From those, I will post them in the work rooms and have the teachers add comments as to how they can turn those questions into DOK 3 and 4.

I will continue my hallway walks with the focus being on the instructional model as well as the higher order questioning. I would like revisit the instructional model and make adjustments so that it is more relevant based on the new information gained and let that guide our professional development.

This process had energized me and there are several other areas that I want to work on. I wonder if the teachers set personal goals, could we develop differentiated professional development based on those goals. I would also like teachers observe other teachers using a predetermined checklist. This was actually suggested a few years ago and it never came to fruition.

Bibliography

Marzano, R.J., P., & Simms, J.A., (2014), A Handbook for High Reliability Schools… The Next Step in School Reform. Bloomington, IN: Marzano Research