

# High Yield Methods, Strategies, and Instructional Practices

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## **Background That Led to Your Team's Inquiry:**

Based on our results of our Marzano High Reliability Schools Survey our team felt like our weakest area where we could make the biggest impact would be in the area of instructional practices. Our school has had a high turnover of teachers over the last several years. With that turnover there have been several teachers who were not familiar with previous initiatives in instructional practices.

It was important to our team to bring everyone up to speed with what instructional practices we should be seeing. When we saw the chart from Marzano's presentation that talked about what we should see often, what we should see occasionally, and what we should never see in a classroom we knew that we had something that we could use to make a difference in our classrooms.

Therefore, the purpose of our action research was to improve the daily instructional practices in our classrooms.

## **Statement of Your Team's Wondering:**

Would a focus on a school wide list of instructional strategies of what we should see daily, often but not daily, and never see, help prioritize our initiatives and improve our instructional strategies used in our classrooms?

## **Methods/Procedures:**

To gain insights into our wondering we began a discussion and some research in a faculty meeting. Teachers were asked to come up with what they thought a worthwhile instructional practice was and share it with the entire group. Our principal shared a printout from the book "Best Practice" by Zemelman, Daniels, and Hyde. Also, the teachers were given a copy of Marzano's (Nine) High-Yield Instructional Strategies as another reference.

Then, the teachers were given a copy of the chart from Marzano's HRS Handbook that asked "What do you expect instructionally in your classrooms?" Teachers compiled their own lists on this chart. Those were combined into one spreadsheet. The teachers were then asked to go through the entire list on the spreadsheet and rank themselves on each and share this self evaluation with the principal.

Next, the teachers chose three of those methods that they would like to improve upon. Teachers were asked to take a survey on those three goals early January and then again late in March to see if they had "grown".

## **Stating Your Team's Learning and Supporting it with Data:**

As a result of analyzing our data we learned two important things. We learned that teachers were willing to improve their teaching and focus on the instructional strategies they used in their classrooms. We also learned when teachers were deliberate and focused on their instructional methods their teaching improved.

Teachers were willing to improve their teaching and focus on instructional strategies they used in their classrooms. The teachers were more than cooperative in this research. Teachers wanted ideas that would help them in their instruction. The collaboration during the brainstorming session was telling. Many teachers were "leaning in" at their tables and expressed excitement at being able to try different methods. It was as if the principal had given them "permission" to step outside the box.

Teaching improved when teachers were deliberate and focused on their instructional methods. Through principal observations there were evident improvements by many teachers in areas like engagement, differentiation, and fewer discipline issues. Teachers reported they felt a better sense of satisfaction with their teaching. We also believe we will see immediate impact in student scores and long-term results as well.

## **Providing Concluding Thoughts:**

Our journey through this action research project was beneficial for our students. The instruction they received was better than before and will continue to be better for the foreseeable future.

We learned that we can always improve. We cannot become passive and quit learning and pushing ourselves as professionals. We must now continue to refine our instructional practices and continue to try new effective methods.

## **References:**

N/A