

Impactful Observations

Center Grove Middle School North

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Background Leading to this Inquiry

- ◎ HRS data identified the need for more opportunities to view instruction.
- ◎ ILEARN item specs and educator resources refer to questions being asked at multiple depths of knowledge.
- ◎ Standards for Success observation rubric indicators related to questioning at various levels and having students perform at higher levels are some of the least observed for our school as a whole.

Purpose of this Inquiry

Therefore, the purpose of our action inquiry was to . . .

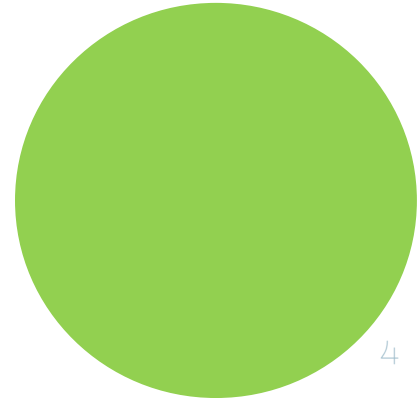
- Provide the opportunity for teachers to view and discuss classroom instruction
- Grow teacher capacity in effective questioning



Our Wondering

How can observing and discussing classroom instruction improve the educational experiences of our students?

- ◎ high-level questioning
- ◎ question stems
- ◎ the ways questions are answered





Our Actions

- ◎ PD opportunities on February 6, March 6 and April 17 for opportunity to view and discuss video
- ◎ Curation of video for observation
- ◎ Creation of a tool for use in observation
- ◎ Questions created to prompt discussion



Our Actions

- ◎ Instructional Rounds completed in December
- ◎ RACE constructed response strategy implementation “show and tell” in October during team meetings. Each department shared their use of RACE specific tasks, sample student work, etc.

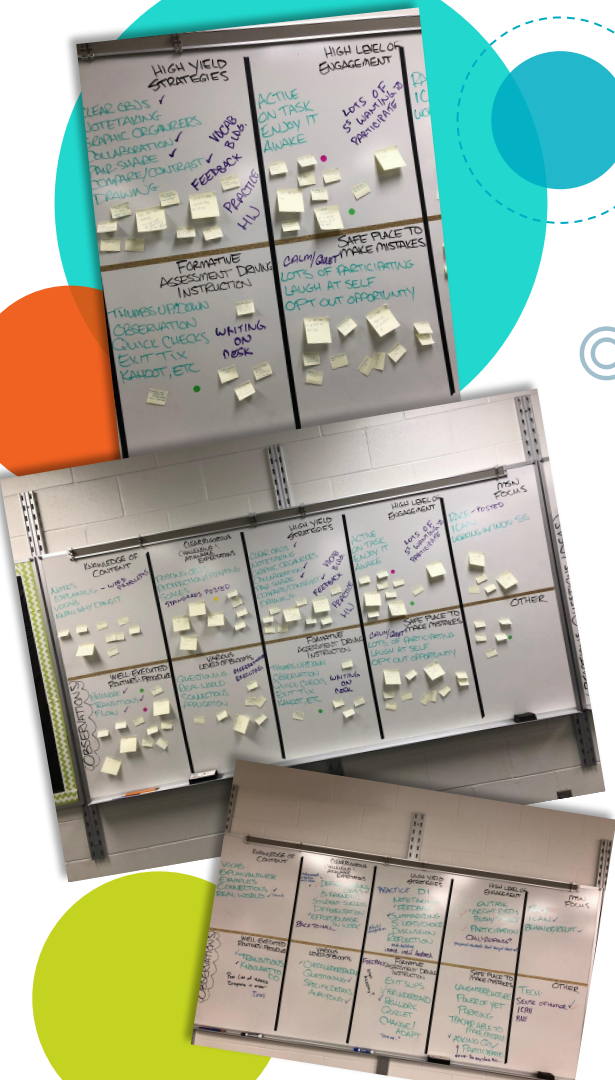


Data Collection

- ◎ Instructional Rounds processing
- ◎ Photos and discussion notes from PD opportunities
- ◎ Administrative observation data

Our Data

- ◎ Instructional Rounds Debrief
 - ◎ Utilized Instructional Snapshot
 - ◎ Shared what types of evidence possible before observations
 - ◎ Collected evidence and discussed after observations



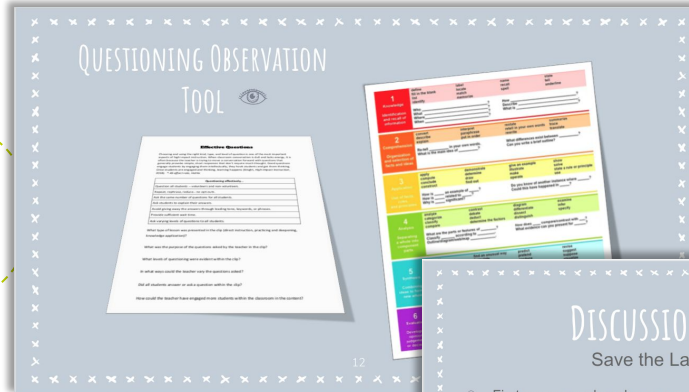
Our Data

- Teachers from all content areas and grade levels shared and discussed current RACE writing strategy classroom practices

English/Language Arts	Math	Science	Social Studies	Unified Arts
Grade 8				
<ul style="list-style-type: none">Target Mini-Lesson: Choosing the best quotes & evidenceFocus on note-taking for constructed response writingGraphic Organizer: lead-in sentence, clarifying sentence, explanationFocus on ILEARN multi-text, including	<ul style="list-style-type: none">ICAN similarities to RACE: Restate the question, What is the question? How do we solve it?, Explain through the work, Answer/proof that they are donePerformance Tasks such as "Prove that the Pythagorean Theorem works." Or "Which of	<ul style="list-style-type: none">Construct & justify a hypothesis with <u>evidence-based</u> conclusion for all labsOrganizer for writing hypothesis & color codingSentence starters such as "my hypothesis was supported..." C is typically numbers or observational	<ul style="list-style-type: none">RACE as an assessment tool: addition to test, such as "Explain what the Columbian Exchange was and its historical significance."Use as practice ("mini RACE days") such as comparisons of tribes	Spanish 8 <ul style="list-style-type: none">Learning adjectives: watch videos and describe physical traits using evidence from what was in the video (Kardashians, The Office, Spongebob)Write a paragraph about their best friend, planning & answering all parts of the

Our Data

Effective Questioning PD



QUESTIONING OBSERVATION TOOL

Effective Questions

1. Open questions have an unlimited number of responses. Open questions prompt a long response.

2. Closed questions have a finite number of possible answers. Closed questions elicit short responses.

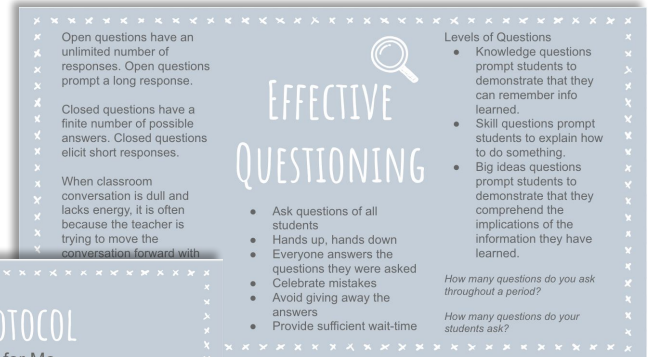
3. When classroom conversation is dull and lacks energy, it is often because the teacher is trying to move the conversation forward with

4. Knowledge questions prompt students to demonstrate that they can remember info learned.

5. Skill questions prompt students to explain how to do something.

6. Big ideas questions prompt students to demonstrate that they comprehend the implications of the information they have learned.

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EFFECTIVE QUESTIONING

Open questions have an unlimited number of responses. Open questions prompt a long response.

Closed questions have a finite number of possible answers. Closed questions elicit short responses.

When classroom conversation is dull and lacks energy, it is often because the teacher is trying to move the conversation forward with

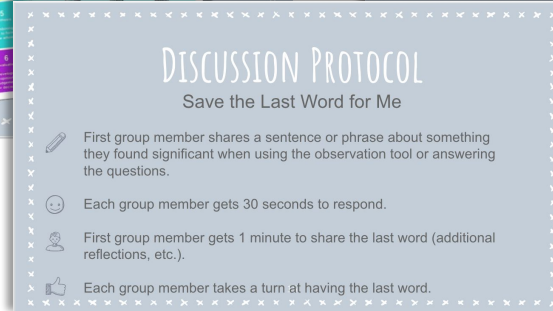
Levels of Questions

- Knowledge questions prompt students to demonstrate that they can remember info learned.
- Skill questions prompt students to explain how to do something.
- Big ideas questions prompt students to demonstrate that they comprehend the implications of the information they have learned.

How many questions do you ask throughout a period?

How many questions do your students ask?

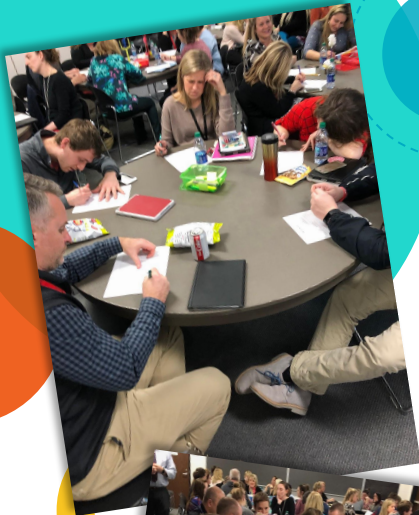
- Ask questions of all students
- Hands up, hands down
- Everyone answers the questions they were asked
- Celebrate mistakes
- Avoid giving away the answers
- Provide sufficient wait-time



DISCUSSION PROTOCOL

Save the Last Word for Me

- First group member shares a sentence or phrase about something they found significant when using the observation tool or answering the questions.
- Each group member gets 30 seconds to respond.
- First group member gets 1 minute to share the last word (additional reflections, etc.).
- Each group member takes a turn at having the last word.



Our Data

Teachers

- ◎ Viewed video of instruction
- ◎ Completed observation tool
- ◎ Participated in active discussion



Our Data

Table Discussion Example Comments

- It seemed to be lower level questioning.
- They were all closed except for two.
- I didn't see any cold-calling but she called on all of them with hands up.
- She called multiple times on her "go-to" girl.
- Would you give that a level 3 or 4 when she asked why...?
- They don't really debate anything or compare it to anything else. They are going to, but we don't see that portion



Our Data

- ◎ What is one thing we talked about today that you look forward to trying tomorrow?
 - ◎ Wagon Wheel discussion format
 - ◎ Answer in complete sentences, practice restating the question
 - ◎ No opt-out, circle back to students
 - ◎ Avoid using questioning as a “gotcha”



Our Data

Administrative Observation Data

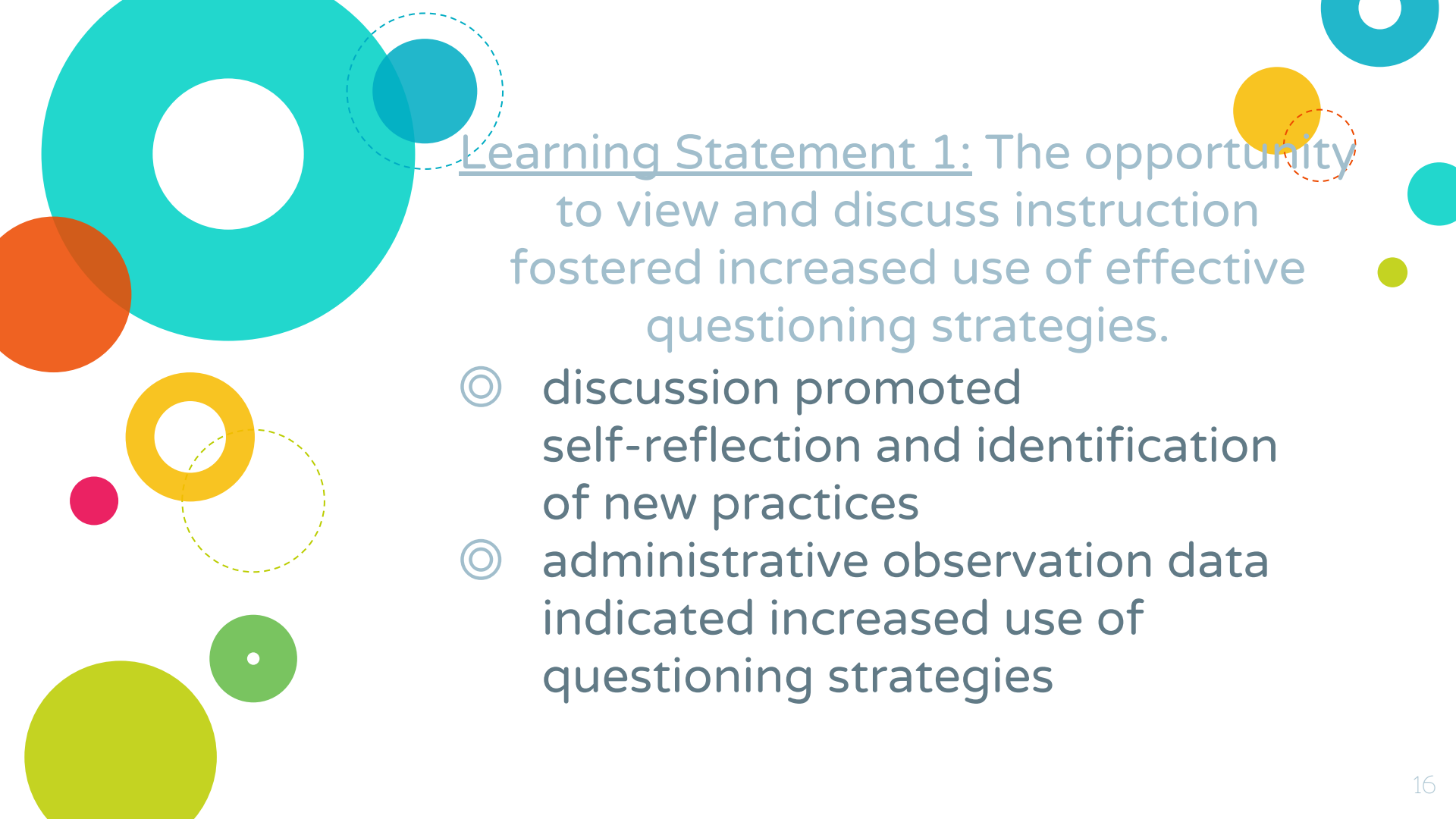
- ◎ Questioning is no longer the least clicked highly effective indicator on the teacher evaluation rubric for Domain 2, Instruction.
- ◎ It has actually surpassed 3 other indicators.

Our Discoveries

Learning Statement 1: The opportunity to view and discuss instruction fostered increased use of effective questioning strategies.

Learning Statement 2: A focus on instructional practice is impactful and promotes growth.





Learning Statement 1: The opportunity to view and discuss instruction fostered increased use of effective questioning strategies.

- ◎ discussion promoted self-reflection and identification of new practices
- ◎ administrative observation data indicated increased use of questioning strategies



Learning Statement 2: A focus on instructional practice is impactful and promotes growth.

- ◎ Teachers indicated a variety of strategies that they would be trying as a result of the professional development
- ◎ Increased awareness of questioning strategies evident through informal conversations and discussions



Reflection

- ◎ Increased enthusiasm
- ◎ Focused intention and purpose
- ◎ Generated discussion



Next Steps

- ◎ We will continue to focus on instructional practice with the opportunity to view and discuss classroom implementation as part of our school improvement plan.
- ◎ We wonder how a similar focus on best instructional practice for students who receive Special Education services will improve the educational experiences of our students.



References

- © Knight, J. (2013). High impact instruction: A framework for great teaching. Thousand Oaks, CA: Corwin
- © Lemov, D. (2015). Teach like a champion 2.0: 62 Techniques that put students on the path to college. San Francisco, CA: Jossey-Bass
- © Marzano, R. (2017). The new art and science of teaching. Bloomington, IN: Solution Tree Press

Thanks!



Any questions?



Impactful Observations

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School Name: Center Grove Middle School North

Team Members' Names: Chelsea Fleming, Beth Heavin

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Background Leading to Our Inquiry

HRS Level 2 survey data revealed that providing teachers opportunities to regularly view and discuss video examples of effective teaching at faculty and department meetings was one of our greatest areas for improvement (mean 2.76, SD 1.13). ILEARN item specs and educator resources refer to questions being asked at multiple depths of knowledge. Standards for Success observation rubric indicators related to questioning at various levels and having students perform at higher levels are some of the least observed for our school as a whole. It became evident that our students were experiencing limited opportunities to answer a wide range of effective questions.

The Purpose of Our Inquiry

Therefore, the purpose of our action inquiry was to provide the opportunity for teachers to view and discuss classroom instruction and grow teacher capacity in effective questioning.

Our Wondering

With this purpose, we wondered how observing and discussing classroom instruction can improve the educational experiences of our students. We focused our efforts on high-level questioning, question stems, and the ways questions are answered.

Our Actions

First, our team began by identifying where opportunities to view and discuss video of instruction would fit within our professional development calendar. We planned for three sessions that included February 6, March 6 and April 17. Then, we began the curation of video for observation. Research was done to find videos that simply provided chunks of classroom instruction in middle school classrooms. Next, we used the work of Jim Knight to guide the creation of a tool for use in guiding observation while watching the videos. Finally, presentations and questions were created to anchor viewing and prompt discussion. Other opportunities to view and discuss classroom instruction were planned through instructional rounds and a RACE writing strategy "show and tell" during the second 9 weeks. These additional opportunities did not take place through video or during staff meetings, though we felt they were powerful practice to include.

Data Collection

To better understand what was being implemented throughout our project, we decided to collect images and notes from Instructional Rounds processing, notes from RACE writing practices discussion, photos and discussion notes from the professional development opportunities, as well as administrative observation data.

Our Data

Data was collected in a number of formats and provided a range of information regarding the impact of our actions. Instructional Rounds debrief images capture the use of the instructional snapshot and pre- and post-observation discussions. Notes were also taken during the RACE writing strategy “show and tell.” Though these opportunities were not specific to effective questioning, we did feel it was important to include them due to the observation and discussion of classroom practices.

Photographs were taken while teachers viewed video of instruction, completed the observation tool, and participated in the active discussion during the early-release professional development opportunities. Table discussion examples include comments such as:

- “It seemed to be lower level questioning.”
- “They were all closed except for two.”
- “I didn’t see any cold-calling, but she called on all of them with hands up.”
- “She called multiple times on her “go-to” girl.”
- “Would you give that a level 3 or 4 when she asked why...?”
- “They don’t really debate anything or compare it to anything else. They are going to, but we don’t see that portion.”

Examples of responses to the question, “What is one thing we talked about today that you look forward to trying tomorrow?” were collected and included:

- Wagon Wheel discussion format
- Answer in complete sentences, practice restating the question
- No opt-out, circle back to students
- Avoid using questioning as a “gotcha”

Administrative Observation Data showed that questioning is no longer the least clicked highly effective indicator on the teacher evaluation rubric for Domain 2, Instruction. It has actually surpassed 3 other indicators.

Our Discoveries

Through the implementation of this project, our team learned:

- The opportunity to view and discuss instruction with a focus on questioning fostered increased use of effective questioning strategies.
- A focus on instructional practice is impactful and promotes growth.

The opportunity to view and discuss instruction fostered increased use of effective questioning strategies which was evident through discussion that promoted self-reflection and identification of new practices to be used within classrooms. Administrative observation data also indicated an overall increase in the use of questioning strategies building-wide.

We have found that focusing on instructional practice is impactful and promotes growth through teachers' indication of a variety of strategies that they would be trying within their classrooms as a result of the professional development. Also, increased awareness of questioning strategies has become evident through informal conversations and discussions with teachers throughout the building. This project has shown to have increased enthusiasm for instructional practice, focused intention and purpose in regard to effective questioning, and generated impactful discussion.

Where We Are Headed Next

We will continue to focus on instructional practice with the opportunity to view and discuss classroom implementation.

We wonder how a similar focus on best instructional practice for students who receive Special Education services will improve the educational experiences of our students.

Bibliography (Slide 19)

- Knight, J. (2013). High impact instruction: A framework for great teaching. Thousand Oaks, CA: Corwin
- Lemov, D. (2015). Teach like a champion 2.0: 62 Techniques that put students on the path to college. San Francisco, CA: Jossey-Bass
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