



Instructional Strategy Focus to increase Collective Staff Efficacy

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Background Leading to Our Inquiry

Based upon the staff feedback we received and analyzed from the High Reliability surveys that were completed in September, my staff feels that we do not have a clear school-wide focus on which instructional strategies we should collectively implement in our classrooms.

The Purpose of Our Inquiry

To continue to add to our instructional strategies “tool belt”. How can I increase the collective efficacy of our staff? How can I encourage my staff to learn from each other to increase their knowledge and implementation of best instructional practice? Will doing the above increase the achievement of our students?

Our Wondering

Would including the teachers in the decision making process on the determination of a school-wide instructional strategy focus increase our collective staff efficacy? Would having a narrow, school-wide instructional strategy focus increase student achievement?

Our Actions

As a staff we selected 15 of the 43 strategies (as outlined by Robert Marzano) that align with our school vision and mission. Of those 15 strategies I then identified four to focus on through remaining our staff development. These 3 strategies were chosen based upon staff input, observations, and discussion. My goal is to increase the teachers’ effectiveness in using these strategies, which will in turn increase student achievement. As a part of this process I will also be implementing the use of Instructional Rounds. This will give my teachers an opportunity to learn from each other, give feedback in order to grow, and increase our collective

Data Collection

Our team collected pre-assessment data to help us to gauge which strategies our teachers were most unfamiliar with implementing consistently in their classrooms. We used Google Forms to collect the data. During our PD sessions I collected exit slips in which the teachers completed as part of their reflection and goal-setting activity. These were also analyzed as a part of our qualitative data collection. Finally, we had the teachers complete a post-assessment to determine if the structured PD helped them to better understand (and ultimately utilize more) the 3 instructional strategies.

Data

At the end of our 3 month PD focus we found that...

- 74% of teachers expressed an increased level of understanding of the 3 focused instructional strategies
- 79% stated that they learned most from their participation in instructional rounds
- 68% stated that they have a better understanding of our collective instructional focus
- 63% stated that they have already implemented new strategies acquired in the last 3 months in their classrooms
- 74% stated that they will implement new instructional strategies in the future

Our Discoveries

Teachers felt that the instructional rounds were the most impactful portion of the PD plan - they loved observing their peers and learning from each other. We have been able to create school-wide consistency and continuity by being intentional about which instructional strategies we are focusing on and utilizing in class. Teachers are reflecting more about their teaching style and are more cognizant of the strategies they are using in class.

Where We Are Headed

We will continue to conduct Instructional Rounds and make it a focal point of our building level PD. As a staff we will revisit the selected school-wide instructional strategies and choose 3 to do a "deep dive" on in the fall. Finally, we will analyze and evaluate our student data to find trends in our student achievement in correlation to our instructional focus

Bibliography

Hattie, J. and Zierer, K. (2018). *10 Mindframes for Visible Learning*.

New York, NY: Routledge

Marzano, Robert (2017). *The Art and Science of Teaching*.

Bloomington, Indiana: Solution Tree Press

Instructional Strategy Focus to increase collective staff efficacy

**Monrovia Middle School
2020-2021 School Year**

**Principal: Rebecca McPherson rmcpherson@m-gsd.org
Teacher Leaders: Andrew Grismore and Whitney Reeder**

School Background Information



- Small, rural school in Morgan County
- 360 middle school students, grades 6 -8
- 19 certified teachers
- 39% Economically Disadvantaged
- 16% Special Education
- The last 2 years has been a culture shift; focusing on building relationships among the staff and with the students
- Our PD focus has been on identifying and developing effective strategies for increasing student engagement, checking for understanding, and teacher clarity (Hattie)

Purpose of our inquiry

To continue to add to our instructional strategies "tool belt".

- How can I increase the collective efficacy of our staff?
- How can I encourage my staff to learn from each other to increase their knowledge and implementation of best instructional practice?
- Will doing the above increase the achievement of our students?

Wondering



I wonder...

- Would including the teachers in the decision making process on the determination of a school-wide instructional strategy focus increase our collective staff efficacy?
- Would having a narrow, school-wide instructional strategy focus increase student achievement?



Action Plan

1. Introduce and select 15 instructional strategies for school-wide focus (Marzano)
2. Pre-Assess staff on knowledge and ability to effectively use the selected strategies
3. Develop and facilitate structured PD centered on strategies the staff said they understood or utilized the least
4. Collect mid-semester data on the effectiveness of the PD on teacher understanding and use of strategies
5. Track student data for instructional effect on achievement

MMS Instructional Strategies

Feedback

Providing Scales and Rubrics

Tracking Student Progress

Celebrating Success

Informal Assessment of Whole Class

Content

Examining Errors in Reasoning

Engaging Students in Cognitively Complex Tasks

Generating and Defending Claims

Reflecting on Learning

Context

Noticing When Students are Not Engaged

Demonstrating Intensity and Enthusiasm

Using Academic Games

Motivating and Inspiring Students

Establishing Rules and Procedures

Using Verbal and Nonverbal Behaviors to Indicate Affection for Students

Demonstrating Value and Respect for Reluctant Learners

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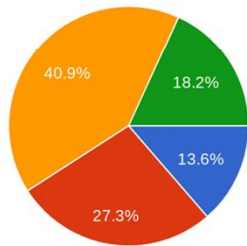
Using Verbal and Nonverbal Behaviors to Indicate Affection for Students

Demonstrating Value and Respect for Reluctant Learners

STAFF PRE-ASSESSMENT

I have my students examine errors in reasoning...

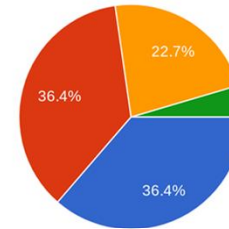
22 responses



- Multiple times per lesson (more than twice)
- Once per lesson
- 2-3 times a week
- Never

My comfort level and understanding of how to have my students generate and defend claims is...

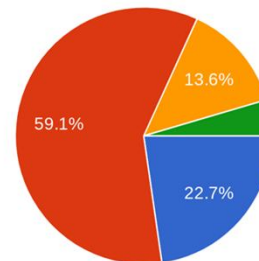
22 responses



- I know how to use this strategy and use it regularly
- I know how to use this strategy, but do not use it often
- I am not sure I understand this strategy, but want to learn more
- I do not understand this strategy

My comfort level and understanding of how to have my students reflect on their learning is...

22 responses



- I know how to use this strategy and use it regularly
- I know how to use this strategy, but do not use it often
- I am not sure I understand this strategy, but want to learn more
- I do not understand this strategy

Our PD Strategy

January

- Staff PD centered on Examining Errors in Reasoning
- Instructional rounds centered on observing teachers utilizing this strategy
- Individual action plan/goal for strategy usage

February

- Staff PD centered on Generating and Defending Claims
- Instructional rounds centered on observing teachers utilizing this strategy
- Individual action plan/goal for strategy usage

March

- Staff PD centered on Reflecting on Learning
- Instructional rounds centered on observing teachers utilizing this strategy
- Individual action plan/goal for strategy usage

Sample Staff Goals and reflections

"Do more Exit Tickets where they have to share what they learned, what they still want to know, what they are confused about, etc."

"I like the tweet method to have students sum up what they learned and why it is important."

"Have students create their own questions for the class to answer and create their own rubric for the writing assignment."

"I need to model and/or teach them what working with a partner looks like and sounds like."

"I feel my style is "pactive". I have a lot of times where students are leading the conversation, but if they wanted to "space out" they could."

Staff Post-Assessment Data

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Discoveries

- Teachers felt that the instructional rounds were the most impactful portion of the PD plan - they loved observing their peers and learning from each other
- We have been able to create school-wide consistency and continuity by being intentional about which instructional strategies we are focusing on and utilizing in class
- Teachers are reflecting more about their teaching style and are more cognizant of the strategies they are using in class

What's Next For MMS?

- Continue to conduct Instructional Rounds and make it a focal point of our building level PD
- Revisit the selected school-wide instructional strategies and choose 3 to do a "deep dive" on in the fall
- Analyze and Evaluate our student data to find trends in our student achievement in correlation to our instructional focus

Bibliography

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