Researching, Creating and Implementing a School-Wide Instructional Model

Indian Creek Elementary School

Principal: Eric Long
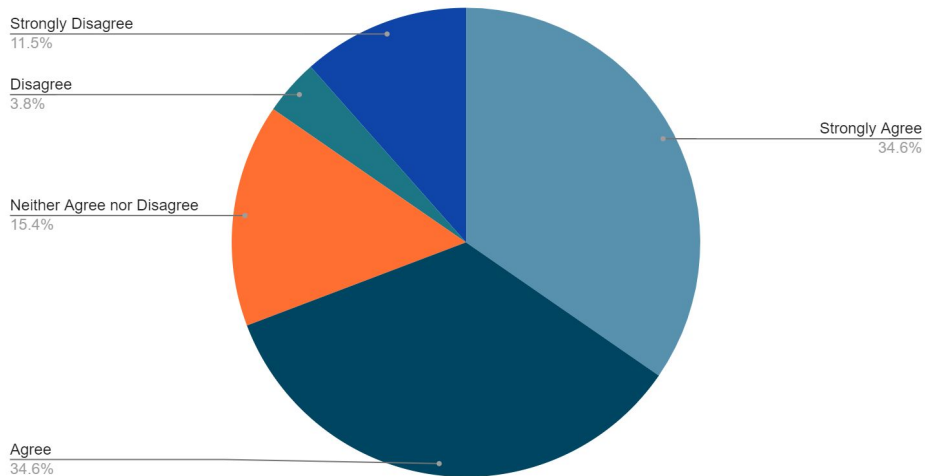elong@nhj.k12.in.us

Team Member:
Angie Burkett

Team Member:
Cindy Stewart

Background Leading to this Inquiry

- 30.7% - no school-wide model of instruction
- Curriculum Map? Individual Plans? Evaluation Rubric?

Leading Indicator 2.1 (Question 1) School leaders and teacher leaders have developed a written document articulating our schoolwide model of instruction.

Strongly Disagree
11.5%

Disagree
3.8%

Neither Agree nor Disagree
15.4%

Strongly Agree
34.6%

Agree
34.6%

Purpose of This Inquiry

- Make sure the entire staff is on the same page when it comes to our instructional model. What is an instructional model?
- Provide teachers more time to talk about instructional strategies and practices.
- Provide consistency among the classrooms. What are the most important aspects of teaching in our building?

Our Wondering

With this purpose, we wondered how will researching, developing and implementing an instructional model impact teaching and learning within our school.

How do we encourage consistency with the instructional model?

How can we increase discussions about effective instructional strategies/practices?

Our Actions

HRS Level 2 Survey

HRS Level 2 Data Analysis

Gather Input From Teachers on 43 Elements

Develop Instructional Model Based off Study and Input

Literature Study: *The New Art and Science of Teaching*

Discuss 10 Design Areas and 43 Elements

Implement Instructional Model School-Wide

Provide PD on Elements Within Instructional Model

Data Collection

Input on 43 Elements ✓

Instructional Model ✓

Instructional Rounds Document ✓

✓ Instructional Rounds Survey

✓ Meeting Agenda and Notes

✓ Instructional Round Feedback

Elements	Design Team	Kdg	1st	2nd	Total Score
Celebrating Success	2	1	1	1	5
Motivating and Inspiring Students	2	1	1	1	5
Tracking Student Progress	2	1	1	1	5
Providing Resources and Guidance	2	1	1	1	5
Using Physical Movement	2	1	1	1	5
Using Academic Games	2	1	1	1	5
Using Verbal and Nonverbal Behaviors that Indicate Affection for Students	2	1	1	0	4
Maintaining a Lively Pace	2	1	0	1	4
Establishing Ruels and Procedures	1	1	1	1	4
Organizaing Students to Interact	2	0	1	0	3
Providing Opportunities for Students to Talk About Themselves	1	1	1	0	3
Demonstrating Value and Respect for Reluctant Learners	1	0	1	1	3
Providing Scales and Rubrics	1	1	1	0	3
Using Informal Assessments of the Whole Class	1	0	1	1	3
Highlighting Critical Information	1	1	0	0	2
Reflecting on learning	1	0	1	0	2
Noticing and Reacting When Students are Not Engaged	1	1	0	0	2
Demonstrating Intensity and Enthusiasm	1	1	0	0	2
Ackowledging Adherence to Rules and Proecedures	1	1	0	0	2
Understanding Students' Backgrounds and Interests	1	1	0	0	2
Reviewing Content	0	1	1	0	2
Acknowledging Lack of Adherence to Rules and Procedures	1	0	0	0	1
Using Structured Practice Sessions	1	0	0	0	1
Engaging Students in Cognitively Complex Tasks	0	0	1	0	1
Organizing the Physical Layout of the Classroom	1	0	0	0	1
Demonstrating Withitness	1	0	0	0	1
Displaying Objectivity and Control	1	0	0	0	1
Asking In-Depth Questions of Reluctant Learners	0	0	1	0	1
Using Fromal Assessments of Indivudal Students	0	0	0	1	1

Green - Every group selected this element.

Orange - Three of the four selected this element.

Yellow - Two of the four selected this element.

Red - Only 1 group selected this element.

Design Team - 2 points

Grade Level - 1 point

ICES Instructional Model

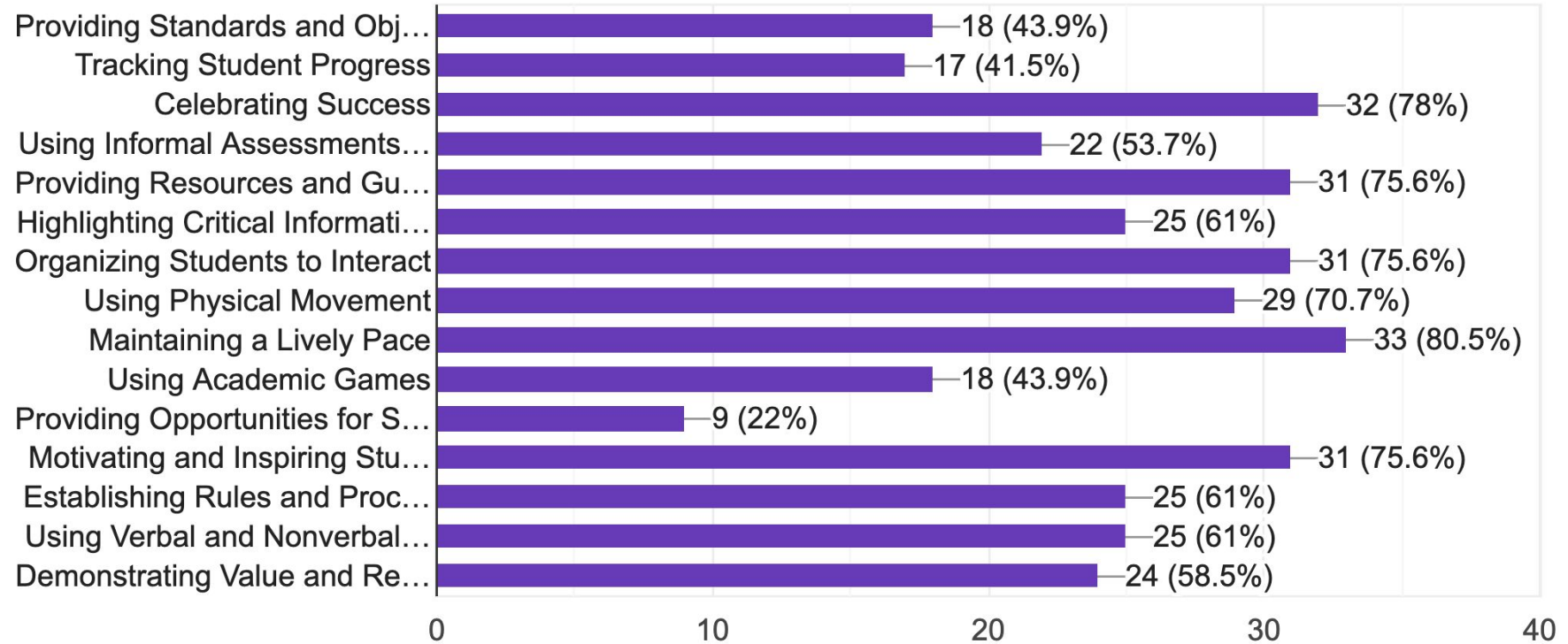| Feedback	Content	Context
- Providing Standards and Objectives - Tracking Student Progress - Celebrating Success - Using Informal Assessments of the Whole Class	- Providing Resources and Guidance - Highlighting Critical Information - Organizing Students to Interact	- Using Physical Movement - Maintaining a Lively Pace - Using Academic Games - Providing Opportunities for Students to Talk about Themselves - Motivating and Inspiring Students - Establishing Rules and Procedures - Using Verbal and Nonverbal Behaviors that Indicate Affection for Students - Demonstrating Value and Respect for Reluctant Learners

Instructional Rounds

Teacher's Name _____

1) What is something different in this room than in my own classroom?

2) What is something that is similar in my room and this teacher's classroom?

3) What is one question I still have after visiting this teacher?

4) What is something that I loved seeing as I was visiting?

Which instructional elements did you see during your classroom visit? (Check all that apply)

41 responses

Element	Count (Percentage)
Providing Standards and Obj…	18 (43.9%)
Tracking Student Progress	17 (41.5%)
Celebrating Success	32 (78%)
Using Informal Assessments…	22 (53.7%)
Providing Resources and Gu…	31 (75.6%)
Highlighting Critical Informati…	25 (61%)
Organizing Students to Interact	31 (75.6%)
Using Physical Movement	29 (70.7%)
Maintaining a Lively Pace	33 (80.5%)
Using Academic Games	18 (43.9%)
Providing Opportunities for S…	9 (22%)
Motivating and Inspiring Stu…	31 (75.6%)
Establishing Rules and Proc…	25 (61%)
Using Verbal and Nonverbal…	25 (61%)
Demonstrating Value and Re…	24 (58.5%)

Date: Tuesday, November 30, 2021
Location: Indian Creek Elementary School - Cafeteria
Time: 7:00am-7:30am

Attendance:

Eric Long	kelli smith	Christie Smith	Shannon Vansickle
Emily Squier	Syd Surface	Julie Beasley	Cindy Stewart

1. Group Norms
   a. Start on time/End on time
   b. Respect - listen/be open
   c. Be prepared (agenda/goal oriented)
   d. Stay positive
   e. Active participation
2. Action Research Project
   a. Review Inquiry Brief
   b. Book Study
      i. Feedback (Chapters 1-2)
         1. Providing and Communicating Clear Learning Goals
         2. Using Assessments
      ii. Content (Chapters 3-6)
         1. Conducting Direct Instruction Lessons
         2. Conducting Practicing and Deepening Lessons
         3. Conducting Knowledge Application Lessons
         4. Using Strategies that Appear in All Types of Lessons
3. Instructional Rounds - Getting teachers into other classrooms
   a. No PLC meeting this Wednesday
   b. No PD this Wednesday
   c. Do we make this structured (give them a form) or unstructured?
      i. What is something different in the classroom than your room?
      ii. What is something similar?
      iii. What is one question you still have?
      iv. What is something you loved seeing?
   d. Meet and discuss the following Wednesday

Date: Tuesday, January 18, 2022
Location: Indian Creek Elementary School - Cafeteria
Time: 7:00am-7:30am

Attendance:

Eric Long	kelli smith	Christie Smith	Shannon Vansickle
Emily Squier	Angie Burkett	Julie Beasley	Cindy Stewart

1. Group Norms
   a. Start on time/End on time
   b. Respect - listen/be open
   c. Be prepared (agenda/goal oriented)
   d. Stay positive
   e. Active participation
2. Action Research Project
   a. Review Inquiry Brief
3. Next Steps
   a. Creating Instructional Model
      i. What design areas and elements should we focus on?
         1. 10-15 for the model
      ii. How many do we focus on? Which ones are the most important?
         1. Focus on 2-3 at a time - Have PDs for the 2-3 we are focusing on
      iii. What do Marzano and Hattie agree on?
         1. https://www.evidencebasedteaching.org.au/robert-marzano-vs-john-hattie/
      iv. Examples?
         1. https://indianapli.org/wp-content/uploads/School-Wide-Instructional-Model-By-Carmine-Akers.pdf
         2. https://indianapli.org/wp-content/uploads/99-Problems-and-an-Instructional-Model-Isn_t-One-Ryan-Jenkins.pdf
         3. https://indianapli.org/wp-content/uploads/Instructional-Strategy-Focus-to-increase-collective-staff-efficacy-and-student-achievement-Rebecca-McPherson.pdf
         4. https://www.ode.state.or.us/wma/teachlearn/commoncore/smart_card_color_wlfc.pdf
         5. https://www.baltimorecityschools.org/sites/default/files/inline-files/UIFR_Full.pdf
         6. https://www.forsyth.k12.ga.us/cms/lib/GA01000373/Centricity/Domain/22/IF%20July2019%20Version%20.pdf
         7. https://sites.google.com/ncmcs.org/mcs-k-5-math-framework/home
4. Important Elements to Include?
   a. Providing and Communicating Clear Learning Goals
      i. Providing Scales and Rubrics - 3
      ii. Tracking student progress - 5
      iii. celebrating success - 7

Instructional Round Feedback

- I loved the stations that Jenny had going to introduce her students to the topic of money. Some were playing a learning game with her, some were playing a money/dice game with a small group, some were watching fun money videos, and some were doing a coin identification paper. I would definitely love to set up similar stations in my room. The kids were all engaged and learning.

- I loved how she explained everything about her standards to her students. I also love how she has everything that her students need in their baskets, since they don't have desk with storage in them. I also loved where she had students raise their hand if they knew how to complete the task, so a friend could go to them if they needed help during stations. I also love how one of the stations was interactive play where they were able to build communication skills.

- I love how the students were given a proper amount of wait time to answer each question. I also loved how other students were able to help the students who were stuck on each sight word.

Our Discoveries

1. Giving staff opportunities and time to get into other teachers' classrooms is some of the best professional development you can provide staff.

2. Teachers had similar thoughts as to what elements were the most important to include in our instructional model.

3. Providing professional development focused on the different elements of our instructional model is important. Making sure staff are on the same page and know what each element looks like and entails is important.

Where We Are Heading Next

1. Provide professional development on each of the 15 elements we selected as part of our instructional model.

2. Continue to provide staff time and opportunities to get into each other's classrooms.

Bibliography

Killian, S. (2021, September 27). 8 strategies Robert Marzano & John Hattie agree on. Retrieved April 5, 2022, from http://www.evidencebasedteaching.org.au/robert-marzano-vs-john-hattie/

Marzano, R. J. (2017). *The new art and science of teaching*. Solution Tree.

Thank You!

Principal Name: Eric Long
School Name: Indian Creek Elementary School
Team Members' Names: Angie Burkett and Cindy Stewart
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Background Leading to Our Inquiry (Slide 2)

ICES completed the HRS Level 2 survey early in the school year. When looking through the data, our IPLI Leadership Team realized that Leading Indicator 2.1 showed some area of improvement for ICES. We had 30.7% of our staff indicate that we have not developed a written document articulating our school-wide model of instruction. For those that indicated we have, we were unable to get a definite answer as to what the document was (individual plans, curriculum map, evaluation rubric). Our standard deviation for this particular question was 1.28, which was our highest standard deviation on the entire survey.

The Purpose of Our Inquiry (Slide 3)

Therefore, the purpose of our action inquiry was first to get all of our staff to understand what an instructional model is and how it can help teachers. We want them to understand what we as a school deem as the most important elements of teaching and have more consistency among the classrooms. We also wanted to provide teachers more opportunities and time to talk about instructional strategies and practices.

Our Wondering (Slide 4)

With this purpose, we wondered how researching, developing and implementing an instructional model impact teaching and learning within our school. We also had questions that stemmed from this wondering. How do we encourage consistency with the instructional model? How can we increase discussions about effective instructional strategies and practices?

Our Actions (Slide 5)

 To begin our action research, our IPLI Leadership Team and our school's Design Team came together and did a literature study on *The New Art and Science of Teaching* by Robert Marzano. We divided up the book into three manageable sections and came back after each section to discuss what we had read and what insights we gained during that section of reading. After we finished the entire book, we also looked at an article titled *8 strategies Robert Marzano & John Hattie agree on* by Shaun Killian. Since

both Marzono and Hattie are big in educational research, we wanted to see what similarities they had in their thinking.

During the beginning stages of our action research, we also discussed as a team how we were going to get staff to begin talking about instructional strategies and practices more often. We began talking about instructional rounds and how we could go about getting teachers into other classrooms. We discussed how we can provide time for teachers to do this since time is always hard to find. We decided that the week we are asking them to get into classrooms, we will not have PLC meetings (about 30 minutes) and also I will cancel our professional development meeting for that week (about 45 minutes). We asked them to go into two different classrooms for at least ten minutes. So they were giving up 20 minutes but getting back over an hour of time. We felt like this was a fair trade and would be beneficial. After each instructional round, we would discuss what we saw and learned during the process at the following grade level meeting.

Our next big task was to go through the 10 design areas and 43 elements that Marzano writes about in his instructional model. We knew we didn't want to use all 43 elements as our model, we wanted to choose which ones we felt were the most important and start there. We felt like if we gave our staff 43 elements that they need to know and use in their classroom, they would quickly be overwhelmed. During the process of figuring out which elements we wanted to include in our instructional model, we had the grade level leaders get input from their teams on what the team felt was the most important. Once we had input from our Design Team and grade level teams, we were ready to select the elements to include in our instructional model.

Reviewing the input from staff was an important part of creating our instructional model. We created a spreadsheet to help us determine which elements were selected as the most important. If at least 5 Design Team members felt an element was important, it received 2 points. If at least 3 Design Team members felt it was important, it received 1 point and the element received zero points if less than three Design Team members felt it was important. For the grade level input, if the grade level as a whole thought the element was important, it received 1 point. Once all of these numbers were in the spreadsheet, we were able to sort the data. Eventually, we selected 15 elements to put in our instructional model. Seven out of the fifteen elements had every group indicate that it was important. Six of the elements had three of the four groups indicate it was important. The Design team chose the last two elements to put in our instructional model based on the overall score within the spreadsheet.

Once we had all of the numbers crunched, we created our instructional model which included 15 of the 43 design elements. We distributed this to the entire staff so they could have it handy in their classroom at all times. Once we had our instructional model, we discussed the importance of providing professional development on each of the elements. It is important that all of our teachers understand what each element is and looks like in the classroom. We decided the best way to do this is to focus on 2-3 elements each quarter. It will take around a year to provide professional development on each of the 15 elements.

Data Collection (Slide 6)

We have several items included in our data. We have the spreadsheet we used to figure out which elements to include in our instructional model. We have our instructional model document, a questionnaire we had teachers complete during their first instructional rounds, a survey we had teachers complete after their second instructional round, meeting notes and agendas and we included some feedback from some of the instructional rounds.

Our Data (Slides 7-11)

Our first set of data is our spreadsheet to determine what elements we wanted to include in our instructional model. Points were awarded as follows:
- Design Team
  - 2 Points if 5 or more members voted for element to be included
  - 1 point if if 3 or more members voted for element to be included
  - 0 points if less than three members voted for element to be included
- Grade Level
  - 1 point if grade level voted for the element to be included

Once we had that information in our spreadsheet, we color coded the spreadsheet. The elements in green indicate that all three grade levels and the Design Team felt the element was important to include in our instructional model. Elements highlighted in orange indicate that three of the four groups indicated the element was important to include. Yellow highlighted elements indicated that two of the four groups voted for the element and red indicates that only one group indicated the element should be included in our instructional model.

Out of the fifteen elements that we selected, seven of them had all four groups indicate they thought they should be included in our instructional model and six of the elements had at least four groups vote for them. The last two elements that were selected were based on overall number of points and by the Design Team.

Once we had our fifteen elements selected, we organized them into the three categories that Robert Marzano used. Those categories were feedback, content, and context with the majority of the fifteen elements in the context category.

During our 2nd round of instructional rounds, we asked teachers to look for the fifteen elements that are part of our instructional model in the classrooms that they observe. The data showed that the element of maintaining a lively pace was the element that was most observed at just over 80%. The element that was seen least was providing opportunity for students to talk about themselves at 22%.

Our Discoveries (Slide 12)

During this process, we realized how much the teachers enjoyed getting into other teachers' classrooms. Teachers made comments and kept asking if they would be given additional opportunities to get into different classrooms. We want this to continue because so much can be learned by watching other teachers.

We thought it was great that the staff had similar thoughts about which elements should be included in our Instructional Model. Out of the fifteen elements that we selected, seven of them had all four groups indicate they thought they should be included in our instructional model and six of the elements had at least four groups vote for them. The last two elements that were selected were based on overall number of points and by the Design Team.

Our last discovery goes back to our original HRS Level 2 survey. We had many staff members indicate that we had an instructional model in place before beginning this action research. The issue was that no one had the same thought as to what the instructional model actually was (individual plans, curriculum map, evaluation rubric). The same could be said about the different elements that we included in our Instructional Model. Just giving teachers our Instructional Model document that includes fifteen elements is not enough. We need to make sure our entire staff is on the same page as to what each of the elements entails and what it looks like in the classroom.

Where We Are Headed Next (Slide 13)

We haven't gotten to the point where we have provided professional development on the fifteen elements within our Instructional Model. Professional development on the elements is important because we want our entire staff to understand what each element looks like within the classroom. It is important that everyone is on the same page. The Design Team thought it would be best to focus on just a few elements at a time as to not overwhelm the staff. Each quarter, we would change our focus until we were able to provide professional development on each element.

Our first two elements that we will be focusing on are providing standards and objectives and maintaining a lively pace. We selected these two elements by looking at the data from our instructional rounds. We looked to see what elements were visible during the instructional rounds and we chose one that wasn't seen very much and another that was an easy addition to lessons.

During this process, we realized how much the teachers enjoyed getting into other teachers' classrooms. We want this to continue because so much can be learned by watching other teachers. We will continue to provide opportunities and time for teachers to complete instructional rounds each quarter of the school year. This will be part of our professional development that we create going forward.

Bibliography (Slide 14)

Killian, S. (2021, September 27). 8 strategies Robert Marzano & John Hattie agree on. Retrieved April 5, 2022, from http://www.evidencebasedteaching.org.au/robert-marzano-vs-john-hattie/

Marzano, R. J. (2017). *The new art and science of teaching*. Solution Tree.