

Our Journey with Levels 1, 2, and 3 in Marzano

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Background That Led to Your Team's Inquiry:

After collecting data from our Marzano surveys, informal conversations, and other observations, we determined that we wanted to address key areas from the first three levels of Higher Reliability Schools. Therefore, the purpose of our action research was to we prioritize our needs and choose a course of action that connected those needs with the concepts that we have learned.

We first decided to reinvent our PLC process due to a history of ineffectiveness and the urgency that was placed in the readings of Dr. Marzano. Despite our initial desire to go to other Levels first, we agreed upon the foundational benefit of good collaboration.

We then transitioned into examining our instructional practices. We saw benefit in the development of an instructional model in how it could address several concepts in our building.

Statement of Your Team's Wondering:

With this purpose, we wondered how can a redesign of our PLC process improve communication, better instructional practices, and build on the culture of GCHS?

With this purpose, we wondered how does the product and the process of building an instructional model impact the formal and informal conversations of GCHS?

Methods/Procedures:

To gain insights into our wondering(s) we.

- (1) Had a realization that our current PLC process was not working for a multitude of reasons
- (2) Attempted to develop a system that was teacher-driven, but yet gave the flexibility for topics to be inserted that must be covered.
- (3) Through the use of the Google Suite, provided opportunities for teachers to set up PLC topics, communicate with each other, and document the conversations that occurred in our new model.
- (4) Collected input on statements that would be incorporated into an instructional model, and then strategically trimmed it down while incorporating buy-in/feedback.
- (5) In multiple layers, we were able to craft a final document that is now displayed with every teacher in every classroom.

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

As a result of analyzing our data, we learned that our teacher-driven PLC process has increased communication, impacted instructional strategies, and benefited the morale of our building.

We have also learned that our instructional model has clearly defined who we are as a school and what we value, gave us a reference for conversations on improvement, and catapulted into commitments that we can all take ownership and honor.

Providing Concluding Thoughts:

This process has been incredibly beneficial for our building. This model has given us a method/vehicle to drive our efforts with purpose. Defaulting and allowing teacher direction/control, has been challenging at times, but very fruitful in the end. We have been thrilled with our process, and will continue these concepts in the future. We are already excited about our next step in the process, and we are finished with the 'requirements' of the program.

References:

<https://docs.google.com/presentation/d/1CeJvcw-mgfdQR7UvK9vGmQhWSZOIJpiaopmilLGZ4xM/edit?usp=sharing>