Measuring the Impact of a Schoolwide Instructional Model on Consistent Use of Best Practices

Waldron Junior-Senior High School

Action research by

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and Mark Shadiow

Team Members

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English


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Science

Mark
Shadiow

Principal

Background Leading to this Inquiry

In our HRS Level 2 teacher survey results, we noticed that 2.1 was an area for improvement in our building. Teachers did not feel there is a clear shared vision as to how instruction should be addressed in the school. Specifically, we were lacking a written document articulating our schoolwide model of instruction and teachers felt they are unable to describe major components of our schoolwide model of instruction.

The purpose of this action research is to determine the outcomes of implementing a schoolwide instructional model on consistent use of best practices across all grade levels and content areas.
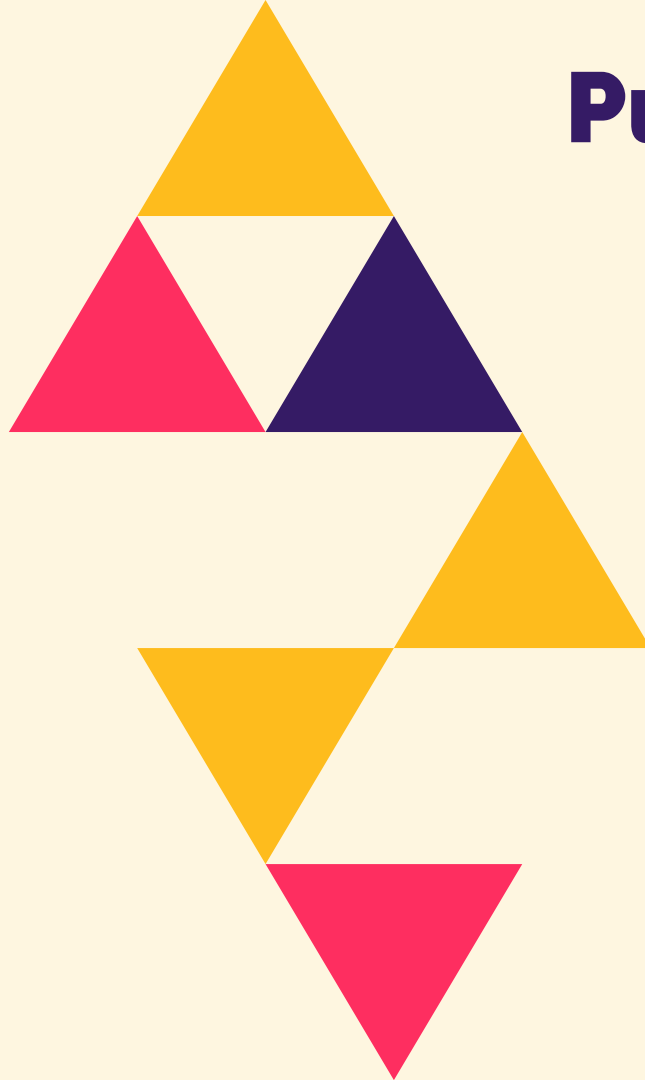
Purpose Of This Inquiry

Our Wondering

What impact will implementing an instructional model have on developing a shared sense of clarity and focus among faculty as it relates to instructional best practices that are implemented in the classroom?

School Information

Waldron Junior-Senior High School

- Shelby County, Indiana
- 286 students
- 22 teachers, 5 instructional assistants
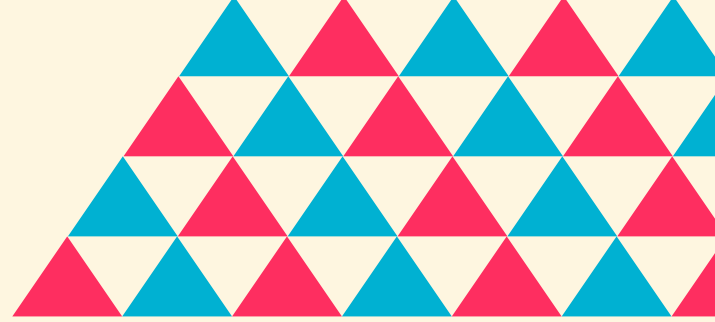
Development of Instructional Model

- Defined the PLC at Waldron High School
- Created Collaborative Teams within our PLC
- During PLC time, collaborative teams looked at the 43 indicators from Marzano to brainstorm
- Teachers combined lists of "everyday occurrences," "regularly implemented instructional strategies," and "unacceptable behaviors and practices" for consideration
- Leadership team categorized items and narrowed down the list
- Gave a draft back to collaborative teams for final review
- Printed and distributed final copy to be posted in each classroom

Waldron Junior-Senior High School Instructional Model

Everyday Occurrences	Regularly Implemented Instructional Strategies	Unacceptable Behaviors and Practices
- Teacher fosters a safe, welcoming classroom environment - Teacher establishes positive relationships with all students - Teacher is punctual and prepared to teach - Teacher shows enthusiasm for learning - Teacher moves around the classroom - Teacher demonstrates content knowledge - Teacher provides meaningful learning objectives - Teacher differentiates instruction - Teacher regularly checks for understanding - Teacher enforces simple, consistent rules and procedures - Teacher sets high expectations for students - Teacher celebrates success	- Students are given opportunities to collaborate - Students are given opportunities for physical movement - Students are given choices - Students play academic games - Students engage in higher order thinking and problem solving - Content is relatable to students' lives or current events - Teacher utilizes formal and informal assessments including bell ringers and exit tickets - Teacher integrates technology into lessons - Teacher incorporates hands-on instruction	- Arriving late or unprepared for class - Displaying disinterest or showing up disengaged - Setting low expectations - Belittling or shaming students - Engaging in power struggles - Giving up on a student - Providing meaningless busywork - Demonstrating disrespect for students or staff - Providing content that is not age-appropriate - Enabling chaos or lack of structure - Using unprofessional language or gossip - Demonstrating favoritism

Ongoing Monitoring of Implementation

- Classroom walkthroughs by administrators
- Formal observations by administrators
- Peer observations and reflection questions (required one per semester for each teacher)
- Shared best practices from peer observation reflections to staff – all related to instructional model
- Conversations within collaborative teams
- Reference in everyday conversations with teachers, students, and stakeholders

Data Collection

- Pre- and post-survey data
- Walkthrough data
- Peer observation notes
- Qualitative notes

Survey Data - HRS Leading Indicator 2.1

Pre-survey:

88.1% of staff agree or strongly agree with "The school leader communicates a clear vision as to how instruction should be addressed in the school"

Post survey:

95.8% of staff agree or strongly agree with "The school leader communicates a clear vision as to how instruction should be addressed in the school"

Question	Pre-Survey Average	Post Survey Average
School leaders and teacher leaders have developed a written document articulating our schoolwide model of instruction (SMI).	3.88	4.29
New teachers have opportunities to learn about our SMI.	3.67	4.20
I can describe the major components of our SMI.	3.82	3.63
School leaders limit the number of new initiatives, prioritizing those related to our SMI.	3.75	3.88
Our school has a common language for talking about teaching and instruction.	3.89	3.79
I use our schoolwide language of instruction in faculty and department meetings.	3.72	3.75
I use our schoolwide language of instruction during PLC meetings.	3.27	3.67
I use our schoolwide language of instruction in informal conversations.	3.53	3.42

Walkthroughs

Once implemented, administrators made comments related to practices contained within the instructional model

Summary of All Walk-Throughs for 2023

2022-23 ▼   **All Building Staff** ▼

Shelby Walk-Through

Number of Walk-Throughs With Clicks: 158
Number of Check Ins: 0
Sum of Walk-Throughs and Check Ins: 158

The Students Were:	The Teacher Was:
On task (144)	Explaining expectations (44)
Taking a test or quiz (10)	Direct instruction (lecture) (79)
Completing projects (32)	Individualized instruction (58)
Completing worksheets (30)	Group instruction (18)
Using technology (52)	Differentiation of instruction (11)
Listening and/or responding (78)	Modeling (54)
Rote Answers (15)	Using effective questioning strategies (39)
Higher-level Answers (20)	Asking higher order questions (13)
Collaborating (52)	Asking entry level questions (10)
	Using wait time effectively (38)
	Moving among students (119)
	At desk (35)

Classroom Environment:

Lesson objective clear (121)
Standards correlation evident (144)
Visuals in room and used by students (97)
Classroom rules and expectations posted (131)
Emergency procedures posted (145)
Lesson plans available
Rubrics in use

Teacher differentiates instruction

Students are given opportunities to collaborate.

Teacher provides meaningful learning objectives.

Teacher moves around the classroom.

Peer Observation Notes

Teachers are asked to watch a lesson from any teacher in the building.

Teachers are asked three reflection questions:

1. What do I see and hear that reaffirms something I do?

2. What do I see and hear that I would like to know more about?

3. What do I see and hear that I would like to try in my own practice immediately?

Name of the teacher you are observing:

Fryer

Class period and subject you are observing:

7th period 7th Grade ELA

What do I see and hear that reaffirms something I do?

Using real world examples from YouTube to gain interest into the topic. Loved the perspective video that was shown. The kids were excited about something as simple as an Apple product advertisement.
Give all students a chance to answer and participate in the discussion.
Allow them to get to a comfortable location so they feel like they can focus on their work.

What do I see and hear that I would like to know more about?

How do I get them to stay quiet for longer than 5 min? They stayed quiet for all 10 min of reading. I saw the use of proximity a lot. What technique do you use at the beginning of the year? I need to learn how to slow down. More wait time on directions and calling on students.
Once class moved into a discussion, how do you ignore students? One kid would shout out often and you just moved past it. I always feel like a have to address something.

What do I see and hear that I would like to try in my own practice immediately?

Have posted "nothing to do?" And give a list of things they could do. It is up all of the time, so I can just add to the list.

Qualitative Notes

10/6/22 – Student issue in a classroom that teacher needed guidance – teacher said "don't worry, I won't belittle or shame the student when I speak with her."

12/20/22 – 100% completion rate of peer observations for semester 1

1/2/23 – Teacher work day – Many teachers were closely looking at student achievement data when I stopped in their classrooms to touch base for the new semester

1/20/23 – MTSS conversations within collaborative teams are more solution-oriented than in the past

2/1/23 – Noticing less downtime in classrooms, more individual focus on students during walkthroughs

2/21/23 – Meeting with parents about inappropriate talk in classroom – pointed out instructional model, noted that's not been my experience in that room (walkthroughs)

3/9/23 – Teacher used unacceptable behavior/practice in the classroom and was cause for concern among students and parents. Referenced instruction model in communication with stakeholders

Learning Statements

Learning Statement 1

Developing a common language in our schoolwide model of instruction has helped to clarify expectations related to the instructional practices utilized regularly by teachers.

Learning Statement 2

Implementing a schoolwide model of instruction enhances our vision of what effective teaching looks like in our school.

Learning Statement 3

Providing regular opportunity for peer observations within our PLCs has increased the use of best practices in the classroom as outlined in the model.

Where we are heading next...

- Continue to monitor the implementation of Instructional Model
- Revise on an annual basis
- Continue the practice of peer observations moving forward
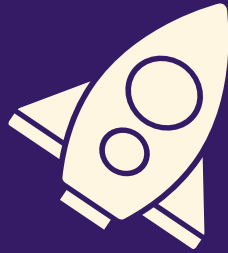
Bibliography

Dana, N. & Yendol-Hoppey, D. (2016). *The PLC book.* Thousand Oaks, CA: Corwin.

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Schoolwide Instructional Model
on Consistent Use of Best Practices**

Principal Name: Mark Shadiow
Teacher Leaders: Stephanie Fryer, Jordan Gibson
School Name: Waldron Junior-Senior High School
Principal's Email Contact: mshadiow@ses.k12.in.us

Background Leading to Our Inquiry (Slide 3)

In our HRS Level 2 teacher survey results, we noticed that 2.1 was an area for improvement in our building. Teachers did not feel there is a clear shared vision as to how instruction should be addressed in the school. Specifically, we were lacking a written document articulating our schoolwide model of instruction and teachers felt they are unable to describe major components of our schoolwide model of instruction.

The Purpose of Our Inquiry (Slide 4)

Therefore, the purpose of our action research is to determine the outcomes of implementing a schoolwide instructional model on consistent use of best practices across all grade levels and content areas.

Our Wondering (Slide 5)

What impact will implementing an instructional model have on developing a shared sense of clarity and focus among faculty as it relates to instructional best practices that are implemented in the classroom?

Our Actions (Slides 6-9)

The timeline of our actions is listed below. We began by developing a definition of our PLC at Waldron Junior-Senior High School and then developed a focus on instructional best practice, using our collaborative teams to brainstorm and narrow down a list of everyday occurrences, regularly implemented instructional strategies, and unacceptable behaviors and practices for teachers.

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Data Collection (Slide 10)

Our data collection comes from a pre- and post-survey, a reflection journal and walkthrough notes, and peer observation notes.

Our Data (Slides 11-17)

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Our Discoveries (Slide 18)

Learning Statement One: Developing a common language in our schoolwide model of instruction has helped to clarify expectations related to the instructional practices utilized regularly by teachers.
Learning Statement Two: Implementing a schoolwide model of instruction enhances our vision of what effective teaching looks like in our school.

Learning Statement Three: Providing regular opportunity for peer observations within our PLCs has increased the use of best practices in the classroom as outlined in the model.

Where We Are Heading Next (Slide 19)

Continue to monitor the implementation of Instructional Model
Revise on an annual basis
Continue the practice of peer observations moving forward

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