

# EQUITABLE INSTRUCTIONAL STRATEGIES FOR ALL

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WESTLANE MIDDLE SCHOOL

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# BACKGROUND LEADING TO INQUIRY

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- As I was thinking about this inquiry, I was wondering about the teaching in individual classrooms. Then that changed into what different students learned in the classroom. I then finally decided to look at what different students were experiencing throughout their 8 classes.
- Once I decided this, I finalized the students I was going to follow, I then changed my thinking to looking at instruction for different students through the lens of equity



# PURPOSE OF THIS INQUIRY

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- As a school, we have been looking at equity throughout in terms of discipline and environment. I felt that as I went along in this inquiry, that I needed to begin looking at equitable classroom experiences.
- I wanted more visibility in the classroom
- I wanted to know what our students were experiencing in the classroom

## MY WONDERING

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- One of the biggest wonderings I had was whether or not my students were experiencing different learning activities depending on the different classes they were in. For example, what do Special Education students experience in their classes? ENL students? General Education students? Honors students? Would the same teacher use different strategies with different groups?



## MY ACTIONS

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- First, I identified the highest yield strategies
  - 1. Discussion amongst students
  - 2. Student Choice
  - 3. Movement and sharing
  - 4. Brain Breaks
  - 5. Checks for Understanding
  - 6. Different modalities of delivery
- Second, I identified a wide variety of students to follow:
  - 1. Special Education – 7<sup>th</sup> grade Male, 6<sup>th</sup> grade Female
  - 2. ENL – 6<sup>th</sup> Grade Female – Level I and 8<sup>th</sup> grade Male – Level 4
  - 3. Honors student in all honors – 6<sup>th</sup> grade Male and 8<sup>th</sup> grade Female
  - 4. General Ed Student – 6<sup>th</sup> grade Female, 7<sup>th</sup> 8<sup>th</sup> grade Female



# MY ACTIONS

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- I created a google form with the class, student and strategies observed
- I created a schedule to get into all 8 of each students' classes over the course of three months

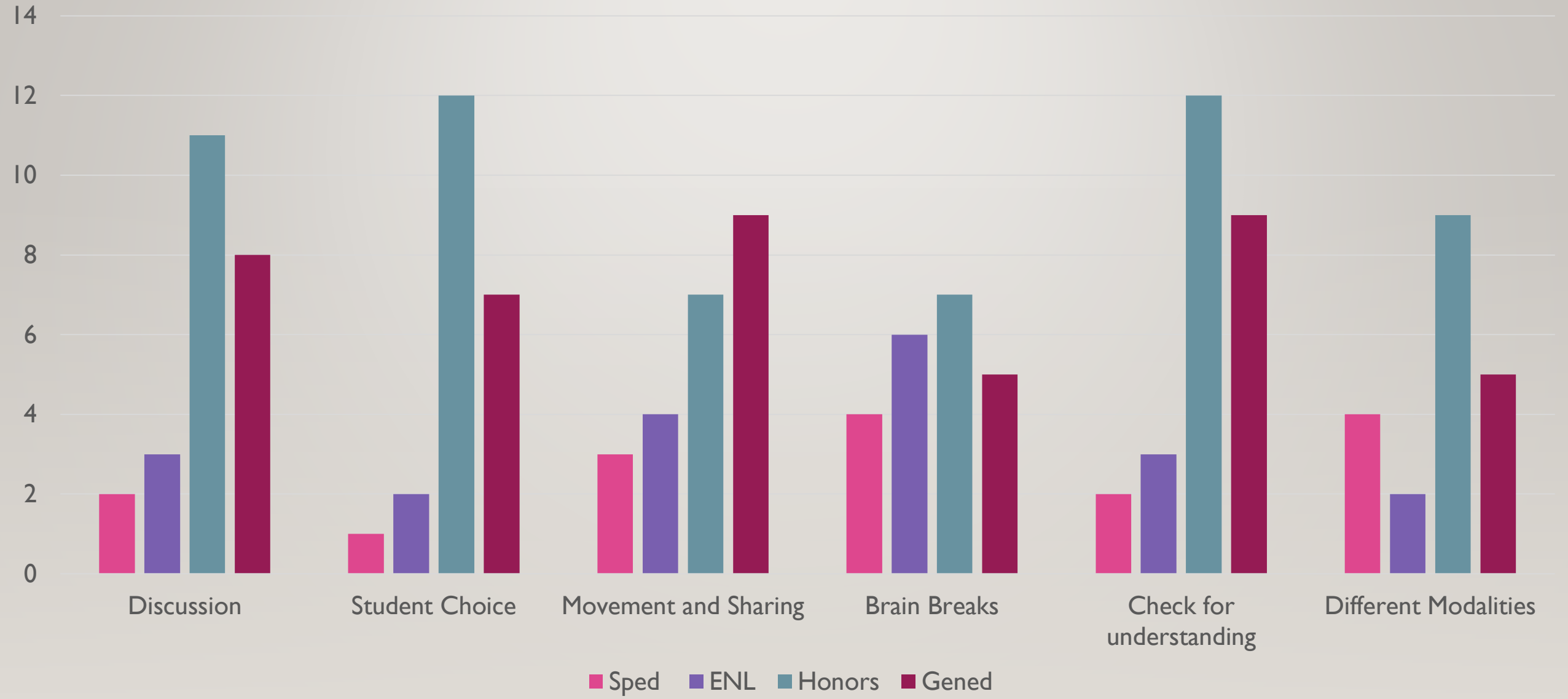
# DATA

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- Every strategy had a maximum times happening of 16, as I chose 2 students from each category
- I looked for intentional strategies and asked for clarification if it was not clear during
- Here are the results:



# Strategies in Classes





# MY DISCOVERIES

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## Discovery #1

- Honors classes have the most high-yield strategies used in all the classes

Discussion and Checks for Understanding are used in nearly every class. The students also seemed to expect them, as the students were engaged in the activities in a high percentage

# MY DISCOVERIES

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## Discovery #2

- Our students with exceptional learning needs are experiencing the fewest high-yield strategies

Not only are these classes not utilizing Discussions and Checks for Understanding, the students who are ENL and Special Ed also do not have any scaffolding for the discussions and can opt-out of the discussion and not participate.

# MY DISCOVERIES

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## Discovery #3

- The most activity done in classes that are supported in Special Ed and ENL is done by teachers.

A lot of the activity in these classes are teachers reading a lot of notes and having students write down notes. The teachers are doing a large chunk of the work in these classes.



## NEXT STEPS

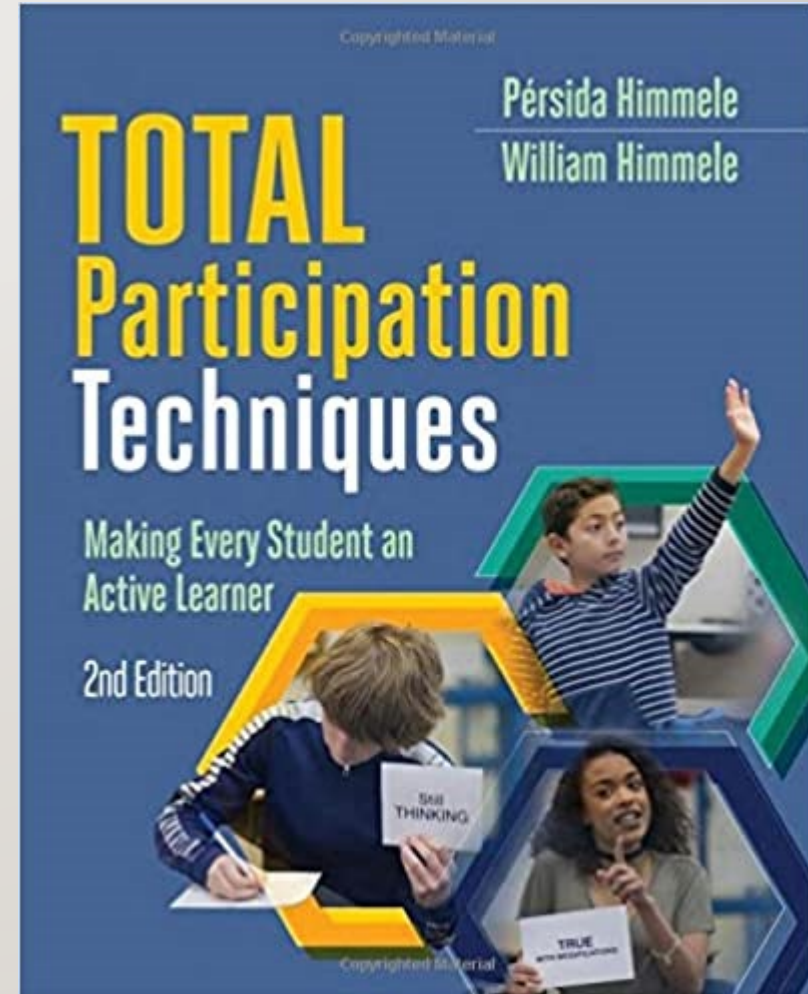
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- Next year, I want to focus on PD with Total Participation Techniques with our staff
- I want to track engagement with various strategies
- I want to lead discussions of how it is equitable when the use of high-yield strategies are used with all students.
- I would also like to survey teachers and students about their favorite learning activities

## BIBLIOGRAPHY

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- Himmele, P., & Himmele, W. (2011). *Total participation techniques: Making every student an active learner*. Alexandria, Va: ASCD.





## Equitable Instructional Strategies For All

**Principal Name:** Bill Pitcock

**School Name:** Westlane Middle School

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### **Background Leading to My Inquiry (Slide 2)**

As I was thinking about my inquiry, I knew I wanted to get into more classrooms and to work on being a stronger instructional leader. As I went further into thinking about it, I started to think about my inquiry from a student perspective. I began to wonder about what my students were experiencing in the classroom. I wanted to learn how they were learning throughout their schedule.

### **The Purpose of My Inquiry (Slide 3)**

We have been working toward creating more equitable experiences for our students at my school, but we are focusing on discipline and classroom management. This inquiry is the start of the process towards looking at the equity in instructional strategies that our students are experiencing.

### **My Wondering (Slide 4)**

What do my students experience in their classes? Do my honors students experience more high-yield strategies than General Education Students? What do our Special Education students experience in their classes? Are the classes that each are in substantially different? Are they the same? We have a large ENL population – what are they experiencing

### **My Actions (Slide 5-6)**

First, I identified the highest yield strategies

- 1. Discussion amongst students
- 2. Student Choice
- 3. Movement and sharing
- 4. Brain Breaks
- 5. Checks for Understanding
- 6. Different modalities of delivery

Second, I identified a wide variety of students to follow:

- 1. Special Education – 7<sup>th</sup> grade Male, 6<sup>th</sup> grade Female
- 2. ENL – 6<sup>th</sup> Grade Female – Level 1 and 8<sup>th</sup> grade Male – Level 4
- 3. Honors student in all honors – 6<sup>th</sup> grade Male and 8<sup>th</sup> grade Female
- 4. General Ed Student – 6<sup>th</sup> grade Female, 7<sup>th</sup> 8<sup>th</sup> grade Female

I created a google form with the class, student and strategies observed

I created a schedule to get into all 8 of each students' classes over the course of three months

### **Data Collection (Slide 7)**

I created a Google form that had drop down capabilities as to what I saw. I took some notes on what I saw, but they were not consequential. I looked at intentional strategies being used and talked to teachers afterward if I could not tell if a strategy was planned as well.

### **My Data (Slides 8)**

The data from my research showed the following:

Special Education and ENL students – Special education and ENL students (and their classmates) experienced the fewest amount of my defined high-yield strategies in their classes.

General Education students experienced more high yield strategies than Special Education and ENL.

Honors students experienced the most High Yield strategies of all the groups.

### **My Discoveries (Slide 9-11)**

Discovery #1 - Honors classes have the most high-yield strategies used in all the classes  
Discussion (11/16) and Checks for Understanding (12/16) are used the majority of classes.

The students also seemed to expect them, as the students were engaged in the activities in a high percentage.

Discovery #2 - Our students with exceptional learning needs are experiencing the fewest high-yield strategies

Not only are these classes not utilizing Discussions and Checks for Understanding, the students who are ENL and Special Ed also do not have any scaffolding for the discussions and can opt-out of the discussion and not participate.

Discovery #3 - The most activity done in classes that are supported in Special Ed and ENL is done by teachers.

A lot of the activity in these classes are teachers reading a lot of notes and having students write down notes. The teachers are doing a large chunk of the work in these classes. I wrote down when teachers were doing direct lecture and tracked the time. I did not make it part of this inquiry, but may make it part of our next one.

### **Where I Am Heading Next (Slide 12)**

Next, I would like to get some ideas from teachers and students about what their most enjoyable. What helps students learn best? Do teachers agree with students in what works best? Which High-Yield strategies have the highest level of student engagement?

I want to focus on PD with Total Participation Techniques with our staff

I want to lead discussions of how it is equitable when the use of high-yield strategies are used with all students

### **Bibliography (Slide 13)**

Himmele, P., & Himmele, W. (2011). *Total participation techniques: Making every student an active learner*. Alexandria, Va: ASCD.