# Building an Instructional Snapshot

Northridge Middle School

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# Background Leading to this Inquiry

- At the summer seminar, we heard a presentation about developing an instructional snapshot and determined this would be a benefit to our school.

- Based on level 2 survey results

- Discovered indicator 2.1 – "The school leaders and teacher leaders have developed a written document articulating our schoolwide model of instruction."

- We realized we did not have a written document articulating our school-wide model of instruction.

# Purpose of This Inquiry

Therefore, the purpose of our action inquiry was to create a solid foundation on which to build a progressive snapshot of Northridge Middle School's instructional practices.

# Our Wondering

How will identifying the current instructional snapshot build a common tool box of best practice instruction in our school?

# Our Actions

*October 17*

- Staff Meeting - Individual Instructional Model Snapshot Handout Due

*December 1*

- Wondering Statement

*January 30*

- Grade Level Department (Data Team) - Instructional Model Comparison and Merging Document

*February 1*

- Strategies chart posted in the lounge

*March 6*

- Department Meeting Comparison of Snapshots and Merger

*March 13*

- Whole staff instructional model hand-in and conversation

*April*

- Data Collection & Analysis

# Data Collection

## What do you expect instructionally in your classroom? Language Arts

| Should See and Hear Almost Daily | Might See and Hear But Not Daily | Should Never See or Hear |
|---|---|---|
| <ul><li>Interaction & Collaboration (student-student)</li><li>Questioning Strategies</li><li>Resources/Class Materials available for all students</li><li>Academic Conversations</li><li>Active Learning and Engagement</li><li>Focused Discussions</li><li>Learning Goals (Standard-Based)</li><li>Clear classroom routines</li><li>High Expectations for All Students</li><li>Informal Assessments</li><li>Teacher Withitness</li><li>Time cues for finishing tasks /transitions</li><li>Teacher feedback</li><li>Whole group/small group instruction</li><li>Large assignments chunked to monitor progress and check for understanding</li><li>Use of non-verbal cues for redirection</li></ul> | <ul><li>Due dates, assignments, instructions, and materials posted</li><li>1-1 feedback</li><li>Tracking Data</li><li>Teacher Collaboration (Teacher)</li><li>Students clarifying questions from teacher</li><li>Guiding questions to aid in the gradual release of responsibility</li><li>Academic Games</li><li>Working Independently</li><li>Teacher effort to understand backgrounds interests</li><li>Celebrating Major Students Successes</li><li>Modifications and differentiation</li><li>Academic Vocabulary</li><li>Formal Assessments</li><li>Opportunities for students to talk about themselves (in relation to the content)</li><li>Revision of writing</li><li>Using homework as reinforcement of learning</li><li>Multi-step tasks that increase DOK</li><li>Use of technology tools to increase the availability of accommodations and differentiation</li><li>Reading and writing integrated with core class content</li><li>Visual models of writing tasks/instruction</li><li>Data-driven instruction</li><li>Purpose of instruction and assignment</li></ul> | <ul><li>Students humiliated and/or disrespect of students</li><li>Disregard of safety and school rules</li><li>"I don't know" or "I can't do this"</li><li>Heads on desks</li><li>Shut up</li><li>Students allowed to refuse to try</li><li>Students allowed to continue to disrupt other students learning.</li><li>Power struggles</li><li>Unengaged teacher</li><li>Time filler assignments</li></ul> |

## What do you expect instructionally in your classroom? Math

| Should See and Hear Almost Daily | Might See and Hear But Not Daily | Should Never See or Hear |
|---|---|---|
| <ul><li>Warm-up problems that review previously taught standards</li><li>Review the assignment from the previous day</li><li>Present a new lesson on a math standard</li><li>Give a practice assignment</li><li>Attention to common mistakes with intent to stopping those mistakes from happening</li><li>Pushing students to give their best effort daily</li><li>Tracking Student Progress</li><li>Celebrating Success</li><li>Identifying Critical Information</li><li>Organizing Students to Interact with New Knowledge</li><li>Chunking Content into 'Digestible Bites'</li><li>Recording and Representing Knowledge</li><li>Organizing Students to Practice and Deepen Knowledge</li><li>Revising Knowledge</li><li>Providing Resources and Guidance</li><li>Re-engaging Students who Are Not Engaged</li><li>Maintaining a Lively Pace</li><li>Demonstrating Intensity and Enthusiasm</li><li>Demonstrating 'Withitness'</li><li>Applying Consequences for Lack of Adherence to Rules and Procedures</li><li>Acknowledging Adherence to Rules and Procedures</li><li>Using Verbal and Nonverbal Behaviors that</li></ul> | <ul><li>Using Academic Games</li><li>Game style activities to increase understanding and give more practice</li><li>Partner or group work to create dialogue about a topic</li><li>Mixed ability groups and sometimes groups with similar abilities so I can work with small groups on specific weaknesses</li><li>Informal assessments like "exit slips/tickets" or "entrance tickets"</li><li>Formal/Summative assessments</li><li>Reminders of rules and classroom procedures</li><li>Cross-curricular discussions</li><li>Explanations and encouragements to promote a growth rather than a fixed mindset</li><li>Practice given through digital means</li><li>Problem solving activities both on paper and digitally</li><li>Goal setting as pertains to NWEA testing as well as their general progress in math</li><li>Conversations about what they might decide to do once they graduate from high school. Could be college, trade school, or work references.</li><li>Remediation</li><li>Individual discussion with students about poor performance on assessments</li></ul> | <ul><li>Organizing the Physical Layout of the Classroom</li></ul> |

| Should See and Hear Almost Daily | Frequency | Might See and Hear | Frequency | Should Never See or Hear | Frequency |
|---|---|---|---|---|---|
| Bellringer/warm ups | 9 | 1-on-1 Interactions with Students | 4 | Acceptance of "I Don't Know" | 2 |
| Building relationships | 4 | Academic Games | 6 | Acceptance of Disengaged Students | 2 |
| Content Area Vocab Used | 7 | Character Education | 2 | Acceptance of Poor Student Behavior | 1 |
| Disecting Content | 2 | Clear Deadlines for Projects | 1 | Bullying | 1 |
| High Expectations for all students | 4 | Cross-Curricular Collaboration | 5 | Disengaged Teacher | 1 |
| Informal Assessment | 2 | Formative Assessment | 7 | Disregard of School Rules | 5 |
| Monitoring student progress | 2 | Independent Work Time | 4 | Filler Assignments | 4 |
| Positive Reinforcement | 5 | Modifications/Differentiation | 7 | Horseplay | 3 |
| Redirection - Verbal/Non-Verbal | 3 | Project-Based Learning | 1 | Inappropriate Language | 3 |
| Resources available to students | 1 | Real World Applications | 2 | Ridicule of Students | 10 |
| Review - Checking for Understanding | 4 | Remediation | 7 | Student Favoritism | 2 |
| Scaffolding | 2 | Student Collaboration (Groups) | 8 | Unacceptance of Student Work | 1 |
| Standards - Alignment w/ Standards | 7 | Student Reflection | 1 | Unsafe Learning Environment | 8 |
| Student Engagement | 4 | Student Setting Goals | 3 | Unstructured Time | 1 |
| Student Interaction | 1 | Summative Assesments | 4 | | |
| Student/Peer Interaction | 5 | Teacher Modeling w/ visual stimuli | 3 | | |
| Teacher communicates daily agenda | 9 | Technology (Use of) | 12 | | |
| Teacher communicates daily goals | 2 | Tracking Data - Test Scores | 6 | | |
| Teacher Communicates Expectations of All Students (Rules) | 5 | | | | |
| Teacher feedback to students | 5 | | | | |
| Teacher Withitness | 1 | | | | |
| Whole class instruction | 4 | | | | |

| Should See and Hear Almost Daily | Obs. Frequency | Might See and Hear | Obs. Frequency | Should Never See or Hear | Obs. Frequency |
|---|---|---|---|---|---|
| Bellringer/warm ups | | 1-on-1 Interactions with Students | | Acceptance of "I Don't Know" | |
| Building relationships | | Academic Games | | Acceptance of Disengaged Students | |
| Content Area Vocab Used | | Character Education | | Acceptance of Poor Student Behavior | |
| Disecting Content | | Clear Deadlines for Projects | | Bullying | |
| High Expectations for all students | | Cross-Curricular Collaboration | | Disengaged Teacher | |
| Informal Assessment | | Formative Assessment | | Disregard of School Rules | |
| Monitoring student progress | | Independent Work Time | | Filler Assignments | |
| Positive Reinforcement | | Modifications/Differentiation | | Horseplay | |
| Redirection - Verbal/Non-Verbal | | Project-Based Learning | | Inappropriate Language | |
| Resources available to students | | Real World Applications | | Ridicule of Students | |
| Review - Checking for Understanding | | Remediation | | Student Favoritism | |
| Scaffolding | | Student Collaboration (Groups) | | Unacceptance of Student Work | |
| Standards - Alignment w/ Standards | | Student Reflection | | Unsafe Learning Environment | |
| Student Engagement | | Student Setting Goals | | Unstructured Time | |
| Student Interaction | | Summative Assesments | | | |
| Student/Peer Interaction | | Teacher Modeling w/ visual stimuli | | | |
| Teacher communicates daily agenda | | Technology (Use of) | | | |
| Teacher communicates daily goals | | Tracking Data - Test Scores | | | |
| Teacher Communicates Expectations of All Students (Rules) | | | | | |
| Teacher feedback to students | | | | | |
| Teacher Withitness | | | | | |
| Whole class instruction | | | | | |

# Our Data

| Should See and Hear Almost Daily | Obs. Frequency | Freq from Staff Meet. |
| --- | --- | --- |
| Scaffolding | 15 | 2 |
| Teacher communicates daily goals | 15 | 2 |
| Disecting Content | 19 | 2 |
| Teacher Communicates Expectations of All Students (Rules) | 19 | 5 |
| Bellringer/warm ups | 20 | 9 |
| Informal Assessment | 20 | 2 |
| Teacher communicates daily agenda | 21 | 9 |
| High Expectations for all students | 23 | 4 |
| Resources available to students | 25 | 1 |
| Student/Peer Interaction | 25 | 5 |
| Monitoring student progress | 26 | 2 |
| Building relationships | 28 | 4 |
| Content Area Vocab Used | 28 | 7 |
| Positive Reinforcement | 28 | 5 |
| Standards - Alignment w/ Standards | 28 | 7 |
| Review - Checking for Understanding | 29 | 4 |
| Whole class instruction | 29 | 4 |
| Redirection - Verbal/Non-Verbal | 30 | 3 |
| Student Interaction | 30 | 1 |
| Teacher feedback to students | 31 | 5 |
| Teacher Withitness | 35 | 1 |
| Student Engagement | 36 | 4 |

# Data Continued

| Might See and Hear | Obs. Frequency | Freq from Staff Meet. |
|---|---|---|
| Summative Assesments | 1 | 4 |
| Character Education | 2 | 2 |
| Student Reflection | 3 | 1 |
| Student Setting Goals | 3 | 3 |
| Remediation | 4 | 7 |
| Tracking Data - Test Scores | 4 | 6 |
| Academic Games | 5 | 6 |
| Clear Deadlines for Projects | 5 | 1 |
| Cross-Curricular Collaboration | 5 | 5 |
| Modifications/Differentiation | 6 | 7 |
| Project-Based Learning | 7 | 1 |
| Formative Assessment | 8 | 7 |
| Teacher Modeling w/ visual stimuli | 10 | 3 |
| Student Collaboration (Groups) | 11 | 8 |
| 1-on-1 Interactions with Students | 13 | 4 |
| Real World Applications | 16 | 2 |
| Independent Work Time | 21 | 4 |
| Technology (Use of) | 22 | 12 |

| Should Never See or Hear | Obs. Frequency | Freq from Staff Meet. |
|---|---|---|
| Acceptance of "I Don't Know" | 0 | 2 |
| Bullying | 0 | 1 |
| Disregard of School Rules | 0 | 5 |
| Filler Assignments | 0 | 4 |
| Horseplay | 0 | 3 |
| Inappropriate Language | 0 | 3 |
| Student Favoritism | 0 | 2 |
| Unacceptance of Student Work | 0 | 1 |
| Unsafe Learning Environment | 0 | 8 |
| Disengaged Teacher | 1 | 1 |
| Ridicule of Students | 1 | 10 |
| Unstructured Time | 1 | 1 |
| Acceptance of Disengaged Students | 3 | 2 |
| Acceptance of Poor Student Behavior | 4 | 1 |

# Our Discoveries

1. We learned that our perception does not always match our reality.

2. Our staff is willing to engage in conversation of teaching and learning.

3. Learned a new way to run staff meetings.

# Where We Are Heading Next

- Formalize what our instructional snapshot looks like
- Ensure indicator 2.1 is a more cohesive picture
  - Provides staff with the ability to verbalize instructional practices and allows new teachers a tangible document helping them to understand our school's best practices.
  - Share common nomenclature among staff
- Teachers observing other teachers during instruction

- Reflection
  - McREL Implementation – Changed

# **Bibliography**

Marzano, R. J., Warrick, P., & Simms, J. A. (2014). *A handbook for high reliability schools: The next step in school reform*. Bloomington, IN: Marzano Research Laboratory.