Instructional Model and Goals

Kouts Middle Senior High School

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Background Leading to this Inquiry

Teachers did not feel they knew what administrators wanted to see in the classroom.

Teachers were unsure of the vision.

Teachers did not have any set goals.

When we reviewed the **Level 2 survey data**, a few things became apparent:
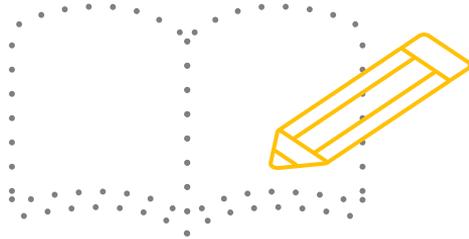
Purpose of This Inquiry

Therefore, the purpose of our action inquiry was to provide the teachers with an **instructional model** they could use as a reference for what was to be seen in the classrooms. In addition to the instructional model, the teachers also created a **personal goal** for second semester.

How would instruction be affected with the addition of the instructional model and teachers setting a personal/professional goal for second semester?

Our **Actions**

After reviewing the **Level 2 data**, we did the following:

- ▸ Brainstormed ideas to put into an instructional model
- ▸ Created the instructional model
- ▸ Distributed a self audit checklist

Instructional Model

KMHS Instructional Model

Should See & Hear Almost Daily

Feedback
- Learning goals
- Celebrating success
- Checks for understanding

Content
- Chunking content
- Purposeful homework
- Bell to bell learning
- Integration of DoK 3 / 4 thinking and prompts for elaboration on information
- Active learning while incorporating technology
- Collaborative learning

Context
- Disruptions to learning are addressed quickly and respectfully
- Students executing procedures routinely
- Encouragement and enthusiasm for student learning
- Building relationships with students

Should See & Hear Often

Feedback
- Examining errors in reasoning
- Creating opportunities for peer review

Content
- Differentiation in classroom activities
- Teaching in guided practice after instruction

Context
- Linking content to real world applications
- Understanding students' backgrounds and interests

Should Not See or Hear

- Negative sarcasm or disrespect
- Chromebooks used other than for assignments / learning
- Only the teacher talking about the context or activity
- Homework that is not purposeful

The vision of Kouts Middle High School is to provide every student with a safe, positive learning experience where connections for life are made.

10.05.2018

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Self Audit Checklist

Instructional Model Self-Audit

Please be honest with yourself as you complete the form.

KMHS Instructional Model					
Feedback	**4** **Innovating**	**3** **Applying**	**2** **Developing**	**1** **Beginning**	**0** **Not Using**
What do I typically do to provide clear learning goals?					
What do I typically do to celebrate success?					
What do I typically do to check for student understanding?					
What do I typically do to help students find the errors in their reasoning / work?					
What do I typically do to allow students to review or assess one another?					

- Teachers created a goal to address a checklist item **of their choice**.
- Teachers posted their goal **in their classroom**.

Goals

GOAL: Because algebra requires daily practice to be successful and because many students do not complete homework, I will create a variety of assignments that allow more class time for this practice.

My goal for this semester is to integrate more level 3 and 4 (depth of knowledge) activities throughout each unit.

2019 Goal

Balance the use of Collaborative learning groups, to allow students to learn from each other, with teacher instruction.

Posted Goals

I will make German relevant by better connecting students to the German-speaking world and heritage.

Posted Goals

Miss O'Brien

My Goal is:
To differentiate my individual <u>classroom</u> instruction for ALL students at different ability levels.

Data Collection

1. Teachers filled out the [self audit](self%20audit).
2. Prep meetings were conducted to discuss the audit and next step of a goal.
3. All teachers created a goal from the audit and emailed it to Tom.
4. All goals were posted somewhere in the classroom.
5. More prep meetings to discuss results.

Data

Goal: To give the students a better preview of what instruction is to com

How is it going?: It has been going well. Spending more time at the end of class with "things to think about." Giving the students a preview of what will happen tomorrow. Right now it is verbal and through Google Classroom, but wants to start posting it in class as well for the in class visualization

What is the struggle?: Making sure to stop class a few minutes befo class ends to give that preview. On the bell sounds it is difficult to keep their attention.

Data

- <u>Goal:</u> To integrate more level 3 & 4 (depth of knowledge) activities throughout each unit.

<u>How is it going?</u> In Wealth there are 9 seperate Standards. They are all posted in the class and titled the "Fine 9". As units progress questions like: "How does your family life affect your decisions about ...?"

the discussion in class has been much better. The students are connecting to the material more, and are more purposeful in the language they use.

<u>What has been the struggle?</u> Having more concrete proof of the discussion. Spending more time digging into the material and not glancing over it.

Data

Christkindlmarket Chicago

Virtual Field Trips

Tasting *Germknödel mit Powidl* cooked by Level 4

Shipshewana, IN

Kelly Does Her Thing- YouTube
Instagram
Meme Backgrounds

Data
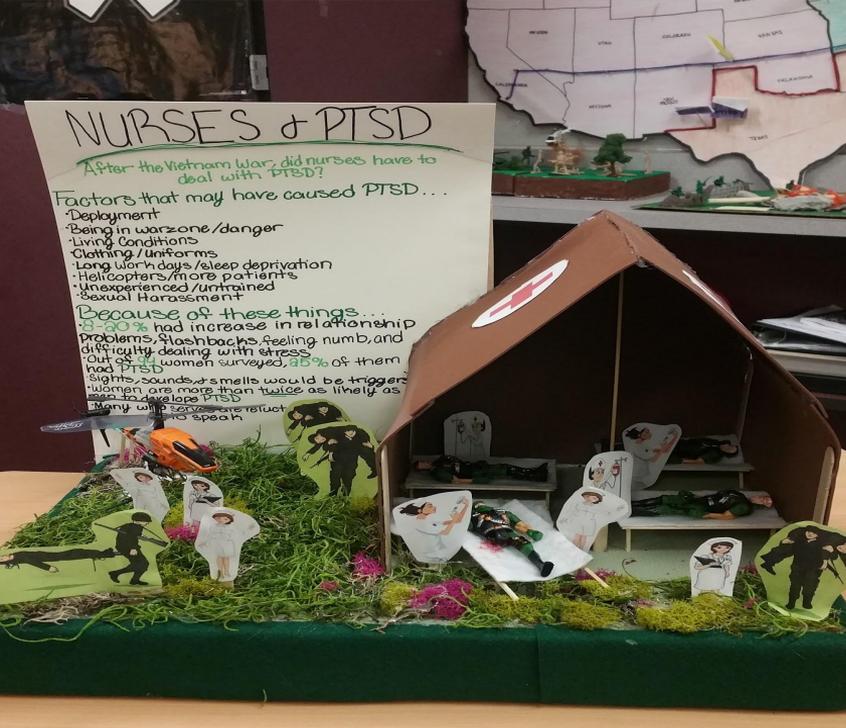
Diorama

Journal

Teacher Name: **Jessica O\'Brien**

Student Name: _____

CATEGORY	4	3	2	1
Videography	Video does not rock/shake and the focus is excellent throughout.	Video does not rock/shake and the focus is adequate throughout.	Video has a little rocking or shaking, but the focus is excellent throughout.	The video rocks/shakes often OR the focus is not adequate.
Setting Up the Interview	The student introduced himself, explained why he wanted to interview the person, and asked permission to set up a time for an interview.	The student introduced himself and asked permission to set up a time for the interview, but needed a reminder to explain why he wanted to do the interview.	The student asked permission to set up a time for the interview, but needed reminders to introduce himself and to tell why he wanted to interview the person.	The student needed assistance in all aspects of setting up the interview.
Knowledge Gained	Student can accurately answer several questions about the person who was interviewed and can tell how this interview relates to the material being studied in class.	Student can accurately answer a few questions about the person who was interviewed and can tell how this interview relates to the material being studied in class.	Student can accurately answer a few questions about the person who was interviewed.	Student cannot accurately answer questions about the person who was interviewed.
Notetaking	The interviewer took occasional notes during the interview, but usually maintained focus on the person rather than the notes. Notes were added to immediately after the interview so facts were not lost.	The interviewer took occasional notes during the interview, but usually maintained focus on the person rather than the notes. No additional notes were taken.	The interviewer took notes during the interview, but did so in a way that interrupted the \"flow\" of the interview. Additional notes may, or may not, have been taken.	The interviewer took no notes during or after the interview.
Report Writing	The report is well organized and contains acc... quota... take... inter...	The report is well organized and ...accurate	The report contains accurate quotations and facts taken from the interview.	The report is lacking facts and quotations from the interview OR the quotes and facts are not ...

Individual Rubric

Students were able to choose their own topic, and project type. We also made a rubric together to meet their individual needs

Differentiation for ALL students on Assessments! (Posted Goal)

Sketchnotes

Google My Maps
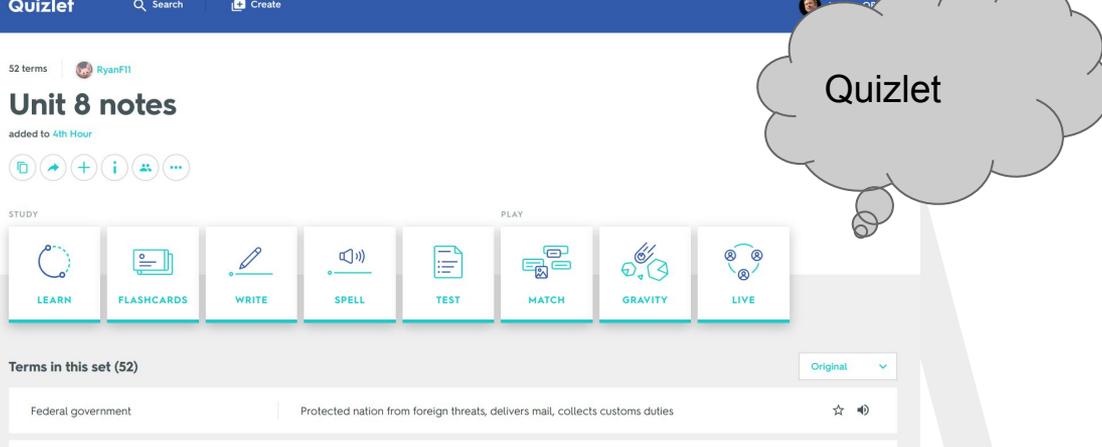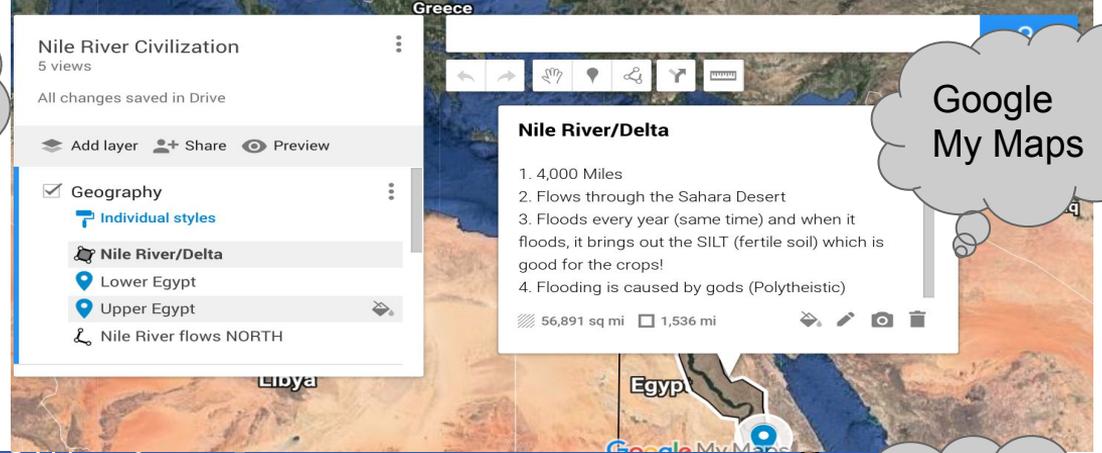
Quizlet

Differentiation for ALL Students on Notes

Our **Discoveries**

- ▸ We still have work to do.
- ▸ First time in a very long time setting goals
- ▸ This is a work in progress.
- ▸ Can be meaningful

- Goals continue-- 1 per semester for 2019-20
- Leadership team formed
- PD on SMART goals needed

Where We Are Heading Next

Bibliography

Marzano, R. J. (2016). *Collaborative teams that transform schools: The next step in PLCs*. Bloomington, IN: Marzano Research.

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

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York: Routledge.

CREDITS

Special thanks to all the people who made and released these awesome resources for free:

- ‣ Presentation template by SlidesCarnival
- ‣ Photographs by Death to the Stock Photo (license)

Principal Name: Tom Stoner
School Name: Kouts Middle/Senior High School
Team Members' Names: Kristen Calvert and Jessica O'Brien
Principal's Email Contact: tom.stoner@eastporter.k12.in.us

Background Leading to Our Inquiry (Slide 2)

When we reviewed the Level 2 survey data a few things became apparent:
- Teachers did not feel they knew what administration was looking for when they came into the classroom
- Teachers were unsure what the vision of the school was
- Teachers did not have any set goals they were trying to achieve

The Purpose of Our Inquiry (Slide 3)

Therefore, the purpose of our action inquiry was to was to provide the teachers with an instructional model they could use as a reference for what was to be seen in the classroom. In addition to the instructional model, the teachers also created a personal goal for the second semester.

Our Wondering (Slide 4)

With this purpose, we wondered how would instruction be affected with the addition of the instructional model and the teachers setting a personal/professional goal for the second semester.

Our Actions (Slide 5, 8)

After reviewing our Level 2 survey data we did the following:

- We began with brainstorming ideas we needed to include into an instructional model
- We created the instructional model based off of our current evaluation system
- Created and distributed a self-audit checklist
- Teachers created a goal based off of any item of their choosing from their self-audit
- Teachers posted the goal in their classroom

Data Collection (Slide 11)

We collected our data in the following ways:

- The teachers filled out their self-audit

- Prep meetings were conducted to discuss the results of the self-audit and the next step of a goal
- All teachers created a goal from their self-audit and emailed that goal to Tom
- Each teacher was to post their goal somewhere in their classroom
- More prep meetings to discuss the results of the goal were scheduled

Our Data (Slides 12-17)

We collected our data in a number of different ways. One teacher, whose goal was to have a meaningful conversation with each of her 6th grade students, created a spreadsheet of her roster and would put a star next to the name of a student each time she had that meaningful conversation. Her goal was to have that conversation twice in a grading period with each student.

Notes from the prep meetings Tom conducted with teachers were also used for data collection. The teachers were asked three questions: How is the goal going? What has been the struggle? and What is needed from me (Tom)?

Pictures, videos, and virtual field trips were used as way to collect data as well.

Individualized rubrics and student choice of topics and presentation methods were used to differentiate for all students

Our Discoveries (Slide 18)

Our discoveries are:
- We still have work to do.
- This was the first time in a very long time teachers were asked to create a goal
- This is a work in progress
- With the right goal, this can be a very meaningful experience

We still have work to do: Some of our goals were difficult to measure. We need to do more with how to create a goal that can be measured in some way.

This was the first time in a very long time teachers were asked to create a goal: With the implementation of RISE our teachers had not been asked to create goals, just follow the checklist of the evaluation rubric. Asking them to create those goals pulled many out of their comfort zones.

This is a work in progress: We are not done doing goals. We need to have a goal to reach for so we know what it is we want to accomplish

With the right goal, this can be a very meaningful experience: The teachers that put time and effort into their goal and reaching that goal found the experience meaningful. They felt there was meaningful learning for the students take place and meaningful growth for them.

Where We Are Headed Next (Slide 19)

As we begin to think about the 2019-20 school year we are headed in this direction:
- Goal creation will continue
- Professional development on creation of SMART goals will be sought out

- A leadership team consisting of teachers and administration has been formed

As a team we felt the creation of goals can help us align to the vision of the school. For this year we wanted to introduce it slowly and so the teachers were allowed to create a goal over anything they felt they wanted to improve upon. In the future we would like to see the goals be measurable. As a team we also recognize many of our staff may need professional development on how to create goals that are measurable so we would like to find some pd on SMART goals.

The final direction we are headed is the creation of a leadership team. We asked ourselves; How do we continue to make a difference? We recognized the more teachers we can get into the leadership of the school the better off we will be. The leadership team will consist of the principal, assistant principal, athletic director, two middle school teachers, and two high school teachers. We will not only explore improvements we can make in our practices, but what are we currently doing we no longer need to do. It is important to us to not add items to the teachers already full plate without taking something off of their plate.

Bibliography (Slide 20)

Books:
- Marzano, R. J. (2016). *Collaborative teams that transform schools: The next step in PLCs*. Bloomington, IN: Marzano Research.

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

- Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York: Routledge.

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Congratulations on completing the Year 2 Action Inquiry process! You and your team members can list your project as both a professional presentation and a professional publication on your resume. Here are examples of the correct ways to cite:

Presentation

Stoner, T., Calvert, K., & O'Brien, J. (2019). Instructional model and goals. Presented at the annual Indiana Principal Leadership Institute Showcase of Schools, Indianapolis, IN.

Publication

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