



Instructional Snapshot & Instructional Rounds Project

Mt. Vernon Middle School

Amanda Hill - 6th grade Math

Brian Johnson - PE/Swim Teacher

Benjamin Williams - Principal

Session 3 - Table #1 - 10:35 am to 11:05 am



Background Leading to this Inquiry

Mt. Vernon Middle School (grades 6, 7, and 8) has been in the midst of a very unique, yet somewhat temporary, educational setting. In order to cut costs back in 2011 corporation-wide due to a financial crisis, the 8th grade was housed at our High School. So for 7 school years, MVMS has been educating students in 2 separate buildings, and at the same time, seeking to build a strong professional learning community to enhance student achievement. In January of 2019, construction and the reunification of the 3 grades was completed, therefore providing an opportunity for staff to grow closer together in culture, as well as improve and strengthen instructional practices.



Purpose of this Inquiry (Abstract)

After analyzing Level 2 HRS survey data for MVMS, our team found that responses to leading indicator 2.6 needed improvement - *“Teachers have opportunities to observe and discuss effective teaching.”*

The purpose of inquiry was to find authentic solutions to enhance the MVMS professional culture where Teachers had a agreed-upon common set of core instructional values and were given time to view and discuss effective teaching strategies.



Our Wondering

With this purpose, our wondering was that, if by building and implementing a school-wide instructional snapshot and by developing a staff-wide program of instructional rounds, will these 2 strategies raise student achievement.



Our Actions

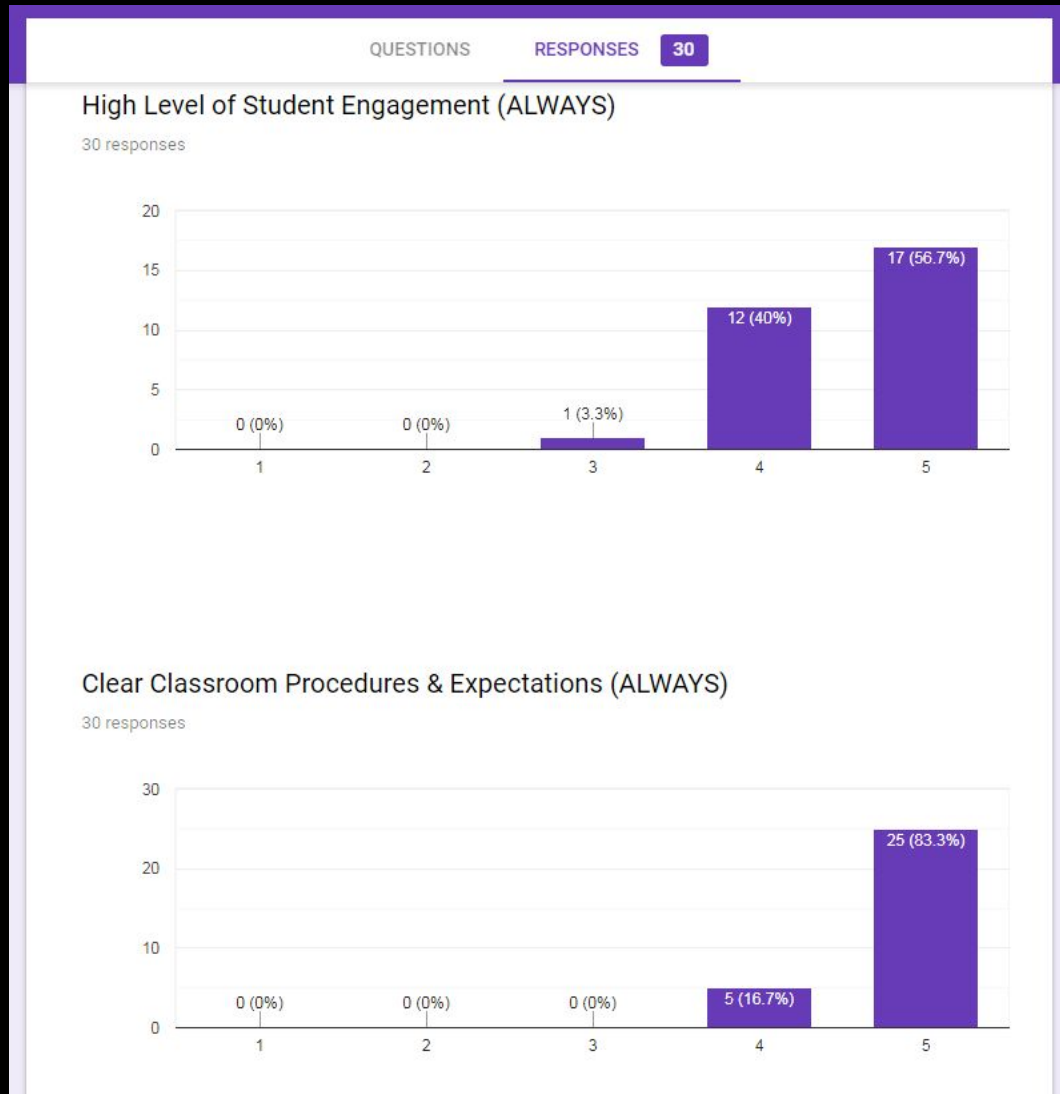
1. Introduce the Instructional Snapshot concept to the staff.
2. Brainstorm and collect ideas as a faculty for the Instructional Snapshot in a PLC meeting.
3. Using Google Forms, Teachers rate the proposed ideas for the Instructional Snapshot from 1 to 10. (1=strongly disagree and 10=strongly agree).
4. Use the ratings to finalize the Instructional Snapshot in order to create an agreed consensus of our core instructional values.



Our Actions

1. Introduce the concept of Instructional Rounds to the staff.
2. Build a staff-wide schedule and a framework for Instructional Rounds at MVMS.
3. Initiate Instructional Rounds with every certified Teacher participating.
4. Implement and review a staff survey concerning the Instructional Snapshot and Instructional Rounds process in order gain perspective and provide data for continuous school improvement.

Our Data **Click [HERE](#) for the Instructional Snapshot Survey results*



Data Collection **created and agreed upon by the MVMS Faculty*



MVMS INSTRUCTIONAL SNAPSHOT



ALWAYS

High Level of Student Engagement

Clear Classroom Procedures & Expectations

Positive Student/Teacher Interaction

Variety of instructional strategies showing Depths of Knowledge/Bloom's Taxonomy

Maximize Instructional Time

Bell to Bell Instruction

Data-Driven Instruction utilizing a variety of formative assessments and checks for understanding

Inclusion of all Students

Safety

Reflection

SOMETIMES

Positive & Productive Parent Involvement & Communication

Relevant Use of Technology showing Blended Learning

Cross-Curricular Connections

Collaborative Learning

Differentiation of Instruction

The 4 C's of STEM (Communication, Collaboration, Creativity, and Critical Thinking)

Summative Assessments that are Relevant & Rigorous

Think Outside of Box

NEVER

Isolating Self from Team & Department Responsibilities

Unprofessional Behavior

No Clear Objectives or Lesson Plans

Disorganized

Lose Your Cool

Allowing Distractions in the Classroom

Differences in Students Seen in Negative Way

Demean, Ridicule, Berate, or Argue with Students

Physical Altercations

Lower Expectations

Give Up on a Student

Wasted Instructional Time

Busy Work

Leaving Nothing for the Substitute Teacher

Unsafe Classroom



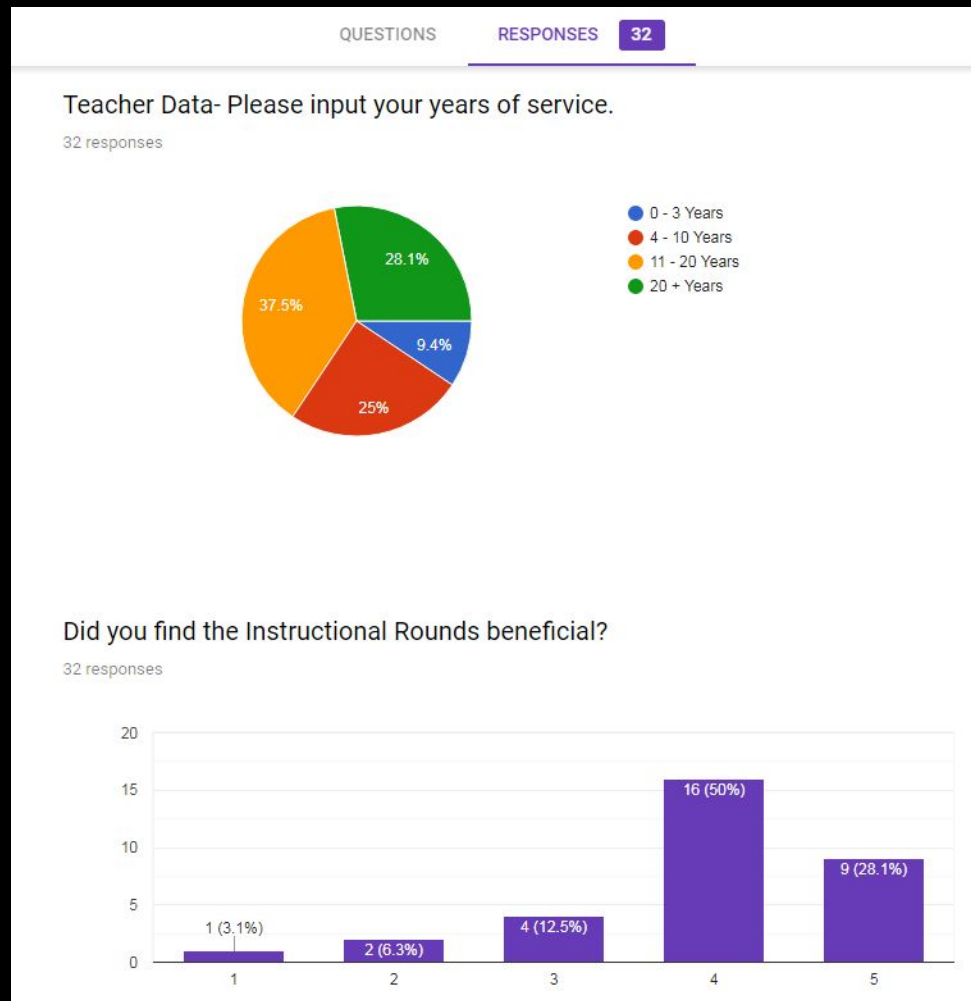
Our Instructional Rounds Process

- MVMS Instructional Rounds Schedule** *click [HERE](#)
- MVMS Instructional Rounds Agenda** *click [HERE](#)



Instructional Rounds Data

MVMS Instructional Rounds Survey Results *click [HERE](#)



Instructional Rounds Data



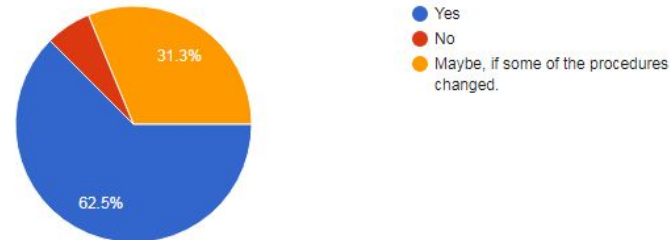
QUESTIONS

RESPONSES

32

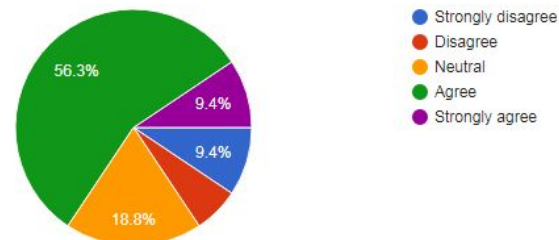
Would you like to participate again in Instructional Rounds?

32 responses



Combining Instructional Rounds with grade-level department meetings was beneficial.

32 responses



Our Discoveries



- A Teacher commented how she was re-energized by the Instructional Rounds, particularly in the area of visual supports and classroom decor. She sought the advice of various staff members and added multiple visual supports to her classroom and decorated her classroom for a warmer and more inviting environment for kids.
- One teacher was particularly excited that another teacher would want to come observe his room. Unfortunately, he was out of the building the day of the scheduled instructional rounds. He did share what his classroom looked like, and invited the staff in at any other time they would like to visit.
- It was especially exciting to see our subject matter being taught in a another subject. (Math topics in science lesson) It was cool to see the connections.)

Our Discoveries



- “I sat through a class where the teacher was a fast talker. I wasn’t familiar with the content. I know that I can be a fast talker as well, and it made me more cautious of fast talking in my room.”
- “It was great to see new ideas, and to get confirmation on our ways of teaching as well.”
- “I didn’t think I would like it, but I really did!”
- It was beneficial to connect with other buildings such as the High School or Elementaries.
- It was beneficial to have an Administrator with us to set the tone and talk about what we observed.



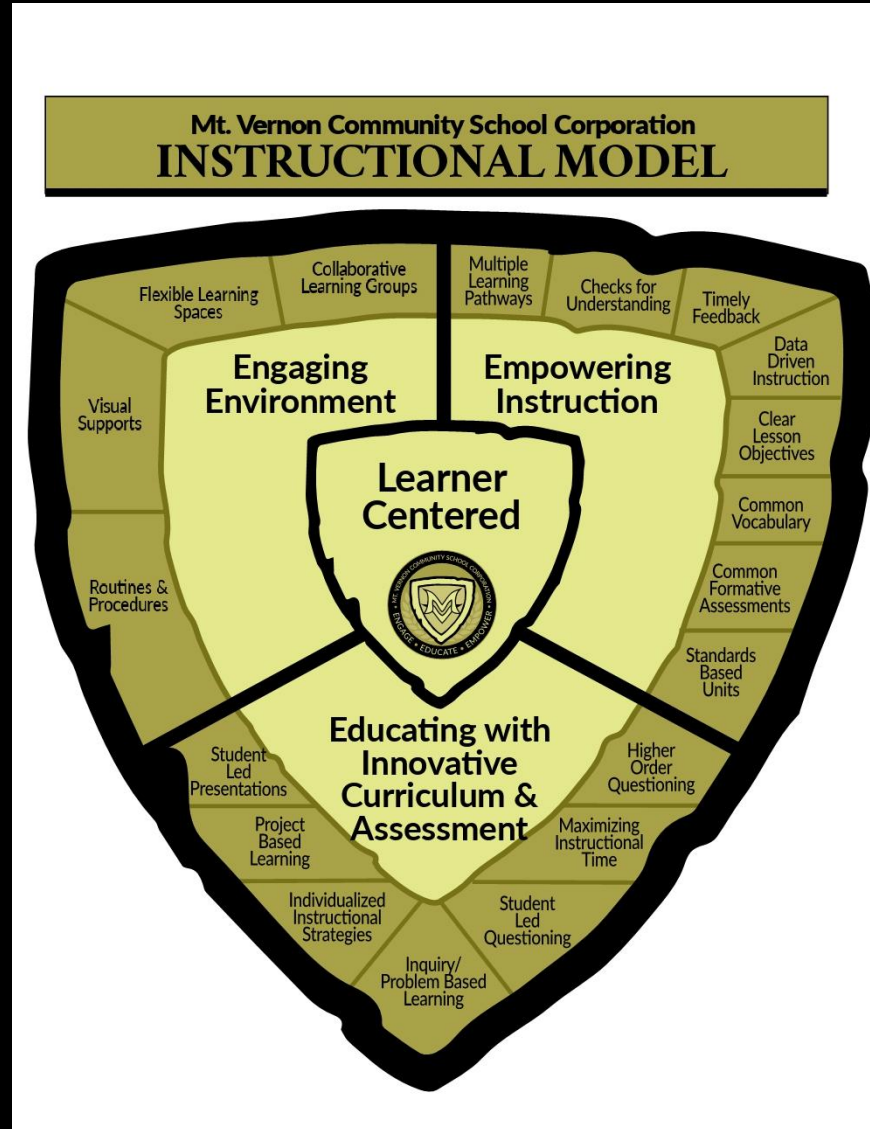
Where We Are Heading Next

After viewing the survey data that shows almost 94% of the faculty would like to continue and participate in Instructional Rounds again, we are looking to implement rounds in mid-May. With the conclusion of iLearn and NWEA testing, the implementation of Rounds #2, along with grade-level departments meetings, would be beneficial for our staff as they prepare for the 2019-2020 school year. From the survey results, a majority of faculty members would like to implement rounds on a ½ day schedule. We will also change one of the tools in this project, by utilizing the MVCSC Instructional Model developed by the Central Office and MV Faculty. (View the MVCSC Instructional Model on the next slide.) Teachers will use this as a guide when they observe a class.

Therefore, we will go with a Rounds format that includes . . .

- a briefing meeting with Administrator
- 1 Classroom visit for approx. 15-20 minutes utilizing the MVCSC Instructional Model **Administrator choice*
- 1 Classroom visit for a minimum of 15 minutes utilizing the MVCSC Instructional Model **Teacher choice*
- Grade-Level Department Collaboration
- Data collection & analysis & further implementation for 19-20

The MVCSC Instructional Model





Bibliography

- Marzano, R. J., Warrick, P., Simms, J. A., Wills, J., Livingston, D., Livingston, P., Grift, G. (2015). *A handbook for high reliability schools*. Cheltenham Vic, Vic.: Hawker Brownlow Education.
- DuFour, Richard, et al. “Leading a High Reliability School™.”, 2018.
- “Collaborative Teams That Transform Schools.” *Marzano Research | Collaborative Teams That Transform Schools*, 2016.

MVMS 2018-19 AR Presentation Narrative

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