An Instructional Model Built for Us

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Background Leading to My Inquiry

At Lake Ridge, we have a three headed monster that to drives our instruction (New Tech, 8-Step, and the RISE rubric). We are a New Tech school which focuses on the Virtual and Deeper Learning model. In this model is it broken down into:

    a. Culture
    b. Technology routines
    c. Learner-centered classroom
    d. Learning outcomes
    e. Application in content
    f. Assess, process, and affect.

Through New Tech, we also grade with five (5) outcomes for each class:

    a. Collaboration
    b. Agency (work ethic)
    c. Knowledge and thinking
    d. Written assessments
    e. Oral assessments

We are also an 8-step school, where we give a formative assessment on three state standards in a 5-week windows. The perfect instructional window is where a teacher teachs one standard a week for three weeks. After this three week period, there is a formal assessment given to the students. Teachers review the data/scores and determine who did not master each standard. The Teacher then has two (2) weeks to reteach and give another formal assessment to provide data that the students has mastered each standard. Then we have a learning log meeting with the grade level team to discuss the data and how to impact the instruction for our students.

When I evaluate our teacher, Lake Ridge Schools use the RISE Evaluation Rubric. The evaluation language in RISE is not combatable with the New Tech

philosophy. It is like making a peanut butter and jelly sandwich but replacing the jelly with mayonnaise.   Not good! I have always struggled to align these three tools to better support our teachers and philosophies at Lake Ridge.

The Purpose of My Inquiry

The purpose of this action research project is to better align these three instructional models to produce one instructional crosswalk to better support our teachers and students.

My Wonderings

I wonder how connecting RISE, the New Tech learning model, and Indiana State Standards into an instructional crosswalk will assist me to better lead and enhance the staff's instructional practices? Can we create one instructional model to lead our instructional practices? Once this model is created, what will the teacher think? Will they support this new model? Will there be push back? Once this crosswalk is completed, can this be a districtwide philosophy?

My Actions

I will start by dissecting the RISE evaluation tool and the New Tech virtual and deeper learning tool to evaluate how the two intertwine. I focused on common words that linked the three together including the RISE domains (left column). I created a middle column with the goal of having concrete evidence/examples of this new domain. The third column is for scripting my evaluation notes and writing a follow-up evaluation message. I will begin to create one instructional crosswalk that will align each one of these models.

Data Collection

I created a rough draft and had a New Tech team meeting consisting of 7 teachers to review the document. I wanted to get their thoughts and input on how to make this crosswalk better. Based upon the New Tech Leader Survey I adjusted the crosswalk and received some great feedback from the teachers.

I selected certain teachers from the New Tech team to experiment on with the new evaluation crosswalk. I will use their lesson plans in ECHO (teacher/student management system) and live instruction to formulate the crosswalk.

My Data

I evaluated four out of the seven New Tech team members. After the evaluation was scripted, and I added my thoughts to the document, I meet with each teacher to review their lesson and get their feedback from the crosswalk.

Here were some of the comments from the teachers:
- 10-year teacher says, "New Tech and RISE have never matched, but this makes sense."
- Examples are explicit and provide teachers with many how-to's
- Connecting the two of these makes it easier to understand what a classroom should look like or involve.
- The things we are doing in class regarding New Tech will be more meaningful to teachers if we know that is what we are being evaluated on.
- The crosswalk does a nice job of connecting the RISE evaluation standards with the New Tech model. It is MUCH easier to see the connection in this document rather than searching for connections between the to.
- Many specific examples are helpful, especially when teachers are preparing for their formal eval but even for day-to-day instruction, reminds us of best practices.

My Discoveries

The crosswalk was difficult for me in the beginning because of entering the data. It took the first two evaluations to get into a routine on how to script and what information when into what box.

I felt like the process broke down the three instructional models into chuck that were easier to identify and understand. Really helped me define the domains. This allowed me to provide better feedback to the teachers about our three components of the instructional model. For example, this would be a great place to add a workshop for your student who did not master a standard, or this domain in RISE is incorporated in New Tech here.

Another great discovery was the benefit of the key words and examples used in the crosswalk to increase the understand of both the teachers and evaluator. In the New Tech survey, teachers wanted an explanation of the evaluation process and this provided it for them.

I learned that RISE does not have a technology component on the evaluation rubric, where New Tech does. Technology is a vital part of our culture

at Lake Ridge and that needs to be reflected in a teacher's evaluation. I also need to put a focus on the New Tech learner-centered classroom by putting the student as an active constructor of understanding. I have always known this, but I have a new focus on putting the student in a position where they are involved in the learning process.

Bottom line for me is that the crosswalk has provided me clarity that New Tech, RISE, and 8-step can be assembled into one document to provide a better evaluation process for all teachers.

Where Am I Headed Next?

I will present the crosswalk to our Superintendent and Assistant Superintendent to see if this could be a district-wide model in the future. I do believe this is the best for everyone and will push us in a positive direction. In order to make this work, I need to get all staff on board and define each domain with them. This is an important aspect we cannot forget. I believe the crosswalk will be adjusted over time as more data and people get involved.   This is a great starting point for our district.

AN INSTRUCTIONAL MODEL BUILT FOR US

LAKE RIDGE NEW TECH MIDDLE SCHOOL

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BACKGROUND LEADING TO THIS INQUIRY

- We are a New Tech school which focuses on the <u>Indicators of Deeper Learning</u>. New Tech grades with five (5) outcomes: collaboration, agency (work ethic), knowledge and thinking, written assessments, and oral assessments.

- We are also an 8-step school, where we give a formative assessment on three state standards in a 5-week window.

- When I evaluate our teachers, Lake Ridge Schools uses the RISE Evaluation Rubric.

- I have always struggled to align these three tools to better support our teachers and philosophies at Lake Ridge.

PURPOSE OF THIS INQUIRY

- The purpose of this action research project is to better align these three instructional models to produce one instructional crosswalk that will better support our teachers and students.

MY WONDER?

- I wonder how connecting RISE, the New Tech virtual and the deeper learning model, and Indiana State Standards into an instructional crosswalk will assist me to better lead and enhance the staff's instructional practices.?

SUB-QUESTIONS?

- Can we create one instructional model to lead our instructional practices?

- Once I have a written model, will I need buy-in from the leadership team, New Tech team, and then the staff?

- Once this crosswalk is completed, can this be a district-wide philosophy?

MY ACTIONS

- I will be dissecting the RISE evaluation tool and the New Tech deeper learning tool to evaluate how the two intertwine. I would like this done by December 1st.

- On top of these two tools, we need to make sure that the state standards (8-step process) is embedded in our instructional model.

- I will create one instructional crosswalk, on a google doc, that will align each one of these models.

- Crosswalk Instructional Model

DATA COLLECTION

- I met with the New Tech team to get their input and adjusted the crosswalk

- I evaluated selected teachers using this instructional crosswalk

- I used their lesson plans in ECHO (teacher/student management system) and live instruction to formulate the crosswalk.

- Recorded evaluations in Standards for Success (evaluation management system) and entered the crosswalk evaluation data.

MY DATA

- Crosswalk Instructional Model

- I met with the New Tech Leadership team in December to get their feedback. New Tech Leader Survey

- I did four evaluations using the crosswalk

  - Evaluation 1

  - Evaluation 2

  - Evaluation 3

  - Evaluation 4

MY DISCOVERIES

- <u>Negatives</u>

- RISE does not have a category for technology.

- The crosswalk was difficult for me in the beginning because of entering the data.

- <u>Positives</u>

- This crosswalk has allowed me to have some great conversations with my staff about how we interpret each outcome. "How the evaluator or the teacher viewed each domain."

MY DISCOVERIES

- I felt like the process broke down the three instructional models into chunks that were easier to identify and understand. The crosswalk really helped me define the domains.

- I really enjoyed the feedback that I was able to give the teacher in each crosswalk domain.

- I used the key words in the crosswalk to identify different parts of the lesson. This helped create expectations for the teachers.

MY DISCOVERIES

- Here are some of the comments from the teachers:
  - 10-year teacher says, "New Tech and RISE have never matched, but this makes sense."
  - Connecting the two of these makes it easier to understand what a classroom should look like or involve.
  - The things we are doing in class regarding New Tech will be more meaningful to teachers if we know we are being evaluated on it.
  - The crosswalk does a nice job of connecting the RISE evaluation standards with the New Tech model. It is MUCH easier to see the connection in this document rather than searching for connections between the to.

MY DISCOVERIES – HOW HAS IT CHANGED ME?

- Technology is a vital part of our culture at Lake Ridge. I feel that it needs to be reflected in the teacher's lesson plans.

- Focus needs to be put on the New Tech learner-centered classroom by putting the student as an active constructor of understanding.

- This has provided me clarity that New Tech, RISE, and the 8-step process can be assembled into one document to provide a better evaluation process for all teachers.

WHERE AM I HEADED NEXT

- In order to make this work, I need to get all staff on board and define each domain with them.

- I believe the crosswalk will be adjusted over time as more data comes in.

- My plan is to present the crosswalk to our Superintendent and Assistant Superintendent to see if this could be a districtwide model in the future.

BIBLIOGRAPHY

- NTN Indicators of Deeper Learning
  - [Virtual and Deeper Learning](#).

- Instructional Transformation Rubric
    https://drive.google.com/file/d/1cIBoCF59bBMkSCAl58iLjZwMe3o3-kk9/view

- IDOE Rise Rubric
  - https://www.doe.in.gov/sites/default/files/evaluations/rise-handbook-2-0-final.pdf

- IDOE Rise Handbook
  - https://www.doe.in.gov/sites/default/files/evaluations/rise-handbook-30.pdf

EXTRA DOCUMENTATION

- <u>8-Step Calendar</u>

- <u>IPLI Notes</u>

  - https://docs.google.com/document/d/1yALkA8C0kfPDLLTj9-UCDSf7z2SsY1tAaGTOFZdpRkg/edit?ts=5ff48fb0