Building Strong Connections

Principal Karalyn Skinner-kskinner@attica.k12.in.us

Annette Crane-English Teacher

Rachel Swank-SS Teacher

BUILDING STRONG CONNECTIONS

Attica Jr/Sr High School

Building Strong
Connections

🧩 *Among Colleagues*

🧩 *With our Students*

🧩 *Between new content and the world our students know*

The problem that led to my inquiry . . .

A lack of school-wide focus on instructional priorities.

A lack of time built in for teacher collaboration.

Therefore. . .
THE PURPOSE OF MY INQUIRY is to. . .

- *Provide school-wide clarity on our instructional priorities.*

- *Create opportunities for teachers to collaborate and discuss issues / strategies related to these priorities.*

4

MY WONDERING:

How can creating an instructional model assist in the development and implementation of productive PLCs?

MY ACTIONS. . . . . .

1. Instructional Model

Staff collaboration to identify most critical components of instructional process.

Staff vote on formatting.

2. Staff Self-Audit

Create self-audit using the components of instructional model.

Data analysis to find school-wide focus for PLCs.

3. Implement PLCs

Create PLC Teams

Decide Time/Place/Norms

Teachers share research, strategies, experiences, reflections.

Action Timeline

Aug 2019-
Dec 2019

Instructional Model

- Staff collaborates to identify the most critical components of the instructional process.
- Jigsaw activity over several weeks and different teacher groups using google sheets
- Consensus on which instructional components to include in priorities.
- Few drafts developed with different formats
- Staff votes on formatting.

1. DEVELOP AN INSTRUCTIONAL MODEL

Teachers collaborated with many groups to identify what they consider the most crucial components of an effective instructional process.

Categories:

- Culture
- Instruction
- Planning
- Assessment

1. DEVELOP AN INSTRUCTIONAL MODEL

	Always See	Sometimes See	Never See
Planning	no wasted time	flexibiltiy to student needs as they arise during less	no direction
	organized plan/agenda	real world application/lessons	plan for entire nine weeks
		reflection for future lessons	canned lessons
		differentiation	
Instruction	Gagne's Nine Events of Instruction	Lecture Videos	disrespect by students and/or teacher
	Establish Respectful & Functional Atomosphere	small group	chaos
	student engagement/participation	whole group	lack of everything (no work going on)
		Questioning/answering (Bloom's)	
		concept understanding work	
		application of skills	
Culture	Respect	listening to instruction	disrespect between students and/or teacher
	Students comfortable to ask questions	active learning	inappropriate behavior
			total disruption

Awesome SPED ▾   Science/Ag ▾   Social Studies ▾   PE/FACS ▾   Math ▾   English ▾   Fine Arts   ◀ ▶

A → T → T → I → C → A

Format A

ANALYZE

Analyze Content
1. Organize content and identify the priority standards.

2. Develop a curriculum map:
-scope (depth)
-sequence (order)
-pacing (time)

Analyze Learners
3. Identify what my students already know.

4. Identify how my students learn best.

5. Identify the interests and life goals of my students.

TARGET

Identify Learning TARGETS

6. Determine what my students will be able to do at end of each lesson.

7. Communicate the learning TARGETS to ALL of my students.

8. Establish success criteria: for each target, determine what evidence is needed for my students to demonstrate mastery.

TIE TOGETHER

Design the Lesson
9. Design a structured lesson plan that accommodates the needs of ALL of my students and maintains focus on targeted objective.

In your lesson planning, give consideration to:

Chunking time, Bellringers, Review & Spiral Instruction, Meaningful Practice, Checks for understanding, Application Exit Tickets

IMPLEMENT

Deliver the Lesson
10. Management Plan Execute a classroom management plan that minimizes disruption, holds my students accountable, and creates a safe environment.

11. Instructional Strategies Implement instructional strategies that will accomplish the learning targets.

EX. Jigsaw, Stations, Cooperative Learning, Presentations, Experiments, DIscussions,

CAPTURE, CONNECT, & CHALLENGE

12. Engage ALL Learners

Capture: Capture student attention with a hook, spark interest/ curiosity in content.

Connect: Connect content to the world my students know. Make material meaningful and relevant to their lives.

Challenge: Apply appropriate levels of challenge and rigor.

Challenge students' prior knowledge- find something that contradicts what they thought they knew.

ASSESS & ADJUST

13. Formative: Use formative assessments often to gage my students' understanding.

14. Feedback: Provide regular and meaningful feedback on progress toward mastery and reinforce student effort.

15. Reteach: Adjust and modify instruction, reteach if necessary.

16. Summative: Develop and deliver a culminating measurement of mastery.

17. Reflect

Attica Instructional Model

Format B

CULTURE

ALWAYS SEE:

- Safe & orderly classroom
- Respect for all people & property
- All school/classroom rules enforced consistently
- High expectations for all
- Teacher passionate and knowledgeable of content

OFTEN SEE:

- Teacher connecting to students on a personal level
- Celebrate success
- Empathetic to obstacles in students outside life and striving to remove barriers to learning.
- Positive environment - empathy and compassion

PLANNING

ALWAYS SEE:

- Create & communicate clear learning targets - all student
- Structured lesson plan to meet learning targets.
- Communicate expectations, resources, and due dates
- Plan for the needs of ALL students - accommodations

OFTEN SEE:

- Curriculum map covering all standards and includes scope, sequence, & pace
- Utilize data to modify instruction & reteach
- Establish success criteria -measure learning target
- Chunk content into manageable sections

INSTRUCTION

ALWAYS SEE:

- Ensure all students are engaged and on task
- Maximize instructional time - learning bell to bell
- Teacher actively participates in student learning
- Lesson activities support the stated learning target

OFTEN SEE:

- Differentiated instruction, modify student groupings, student choice
- Review - spiral instruction
- High Order Thinking
- Create BUY IN - Capture & maintain attention
- Guided Practice

ASSESSMENT

ALWAYS SEE:

- Regularly (twice weekly) record student progress toward proficiency (grades)
- Provide meaningful feedback to students on performance

MAY SEE:

- Pre-assess to determine prior knowledge
- Formative assessment to check for understanding
- Summative assessment to measure mastery of learning targets and standards

NEVER SEE

Unprepared- "Winging it"
Unsupervised Students
DIsengaged Teacher/students

Idle - "Free Time"
Unsafe Activities
Disrespect

Student-controlled classroom
Low Expectations
Ridiculing / Negative sarcasm

Format C

	ALWAYS SEE	OFTEN SEE	NEVER SEE
Culture	Safe & orderly classroom conducive to learing created by efficient procedures and routines.	Celebrate success	Disrepect of people or property
	Respect for all people & property	Teacher connecting to students on a personal level	Ridiculing students / negative sarcasm
	All school and classroom rules enforced consistently	Empathetic to obstacles in students outside life and striving to remove barriers to learning.	Low Expectations
	High expectations for all		Student Controlled Classroom
	Positive environment including encouragement, empathy, and compassion		Unsafe Activities "horseplay"
	Teacher demonstrates passion and knowledge of content		
Planning	Communicate learning targets, expectations, resources, and due dates to all parents & students	Viable curriculum map covering all standards and includes scope, sequence, & pace	Unprepared - "winging it"
	Develop a structured lesson plan to meet learning targets.	Utilize data to modify instruction & reteach	"Free Time"
	Plan for the needs of ALL students by providing necessary accommodations	Establish success criteria to measure learning target	Unsurpervised students
	Chunk content into manageable sections		
Instruction	Students are engaged and on task	Differentiated instruction, groupings,	Disengaged Teacher / students
	Maximize instructional time - learning bell to bell	Review - spiral instruction	
	Teacher actively participates in student learning	High Order Thinking	
	Lesson activities and content support the stated lea	Create BUY IN - Capture & maintain attention	
		Meaningful Guided Practice/application	
		Student Choice	
		Challenge prior knowledge	
		Relate content to student lives or real world.	
Assessment	Regularly (twice weekly) record student progress toward proficiency (grades)	Pre-assess to determine prior knowledge	UNFAIR Assessments
		Formative assessments to check for understanding	
	Provide meaningful feedback to students on performance	Summative assessment sto measure mastery of learning targets and standards	
		Teacher proctoring with proximity to minimize cheating.	

Instructional Model Preference Data

Which model do you prefer?

18 responses
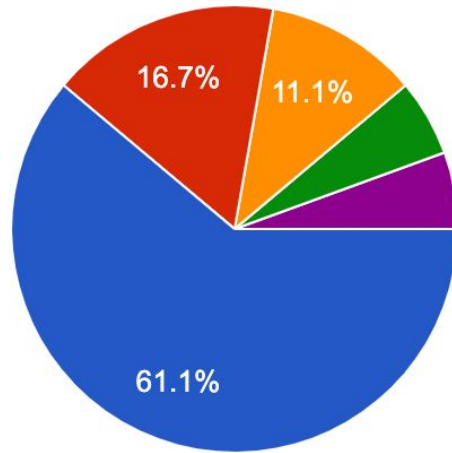
Legend:
- A
- B
- C
- I don't love any of them - I think we can combine components to come up with a better one.
- I think C would be helpful in our evaluation process.

Pie chart values: 61.1%, 16.7%, 11.1%

Action Timeline

Aug 2019-Dec 2019

Jan 2020

Instructional Model

- Staff works together in collaboration to identify the most critical components of instructional process.
- Jigsaw activity over several weeks with google sheets
- Consensus on which instructional components included in priority
- Few drafts developed with different formats
- Staff votes on formatting.

Self Audit

- AR Team creates a self-audit using the components of adopted instructional model.
- Staff takes self audit.
- AR Team performs data analysis to find a focused area of improvement for PLCs.

Teachers rate themselves on each of the components and elements of the newly adopted instructional model.

Link to Self Audit

Each lesson meets the needs of every learner with appropriate modifications / accommodations. *

	0	1	2	3	4	5	
I do not demonstrate evidence of this component.	○	○	○	○	○	○	This area is a strength of mine and I feel I could help others with this.

I strategically and intentionally "chunk" time to make the most of each class period. *

	0	1	2	3	4	5	
I do not demonstrate evidence of this component.	○	○	○	○	○	○	This area is a strength of mine and I feel I could help others with this.

I utilize bell ringers to make the most of instructional time. *

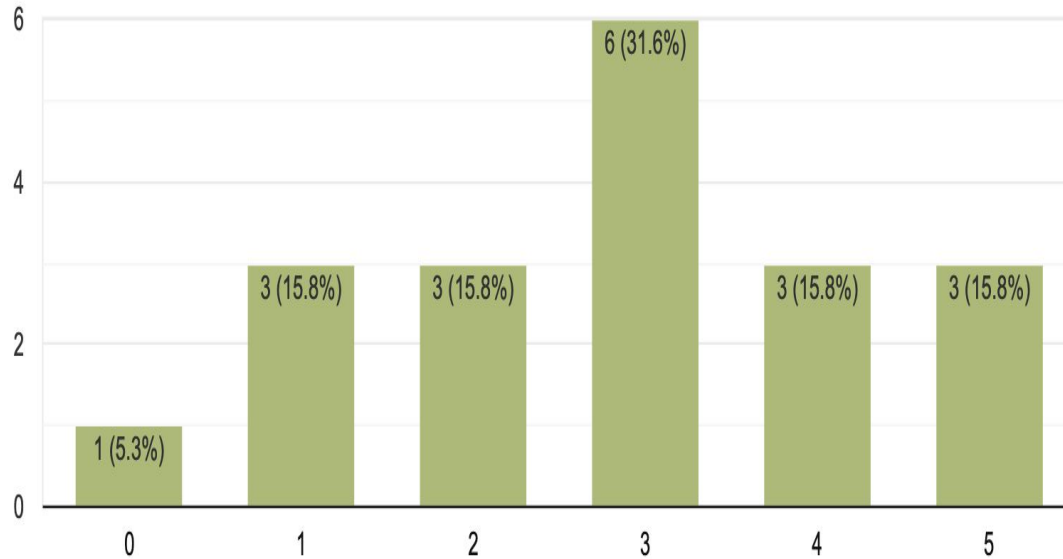|	0	1	2	3	4	5	
I do not demonstrate evidence of this component.	○	○	○	○	○	○	This area is a strength of mine and I feel I could help others with this.

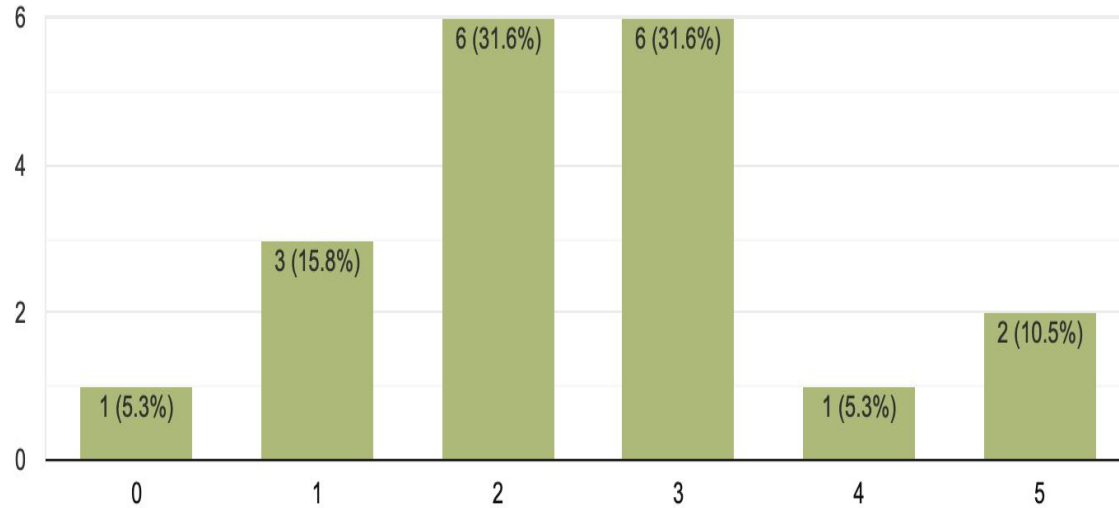I utilize bell ringers to make the most of instructional time.

19 responses

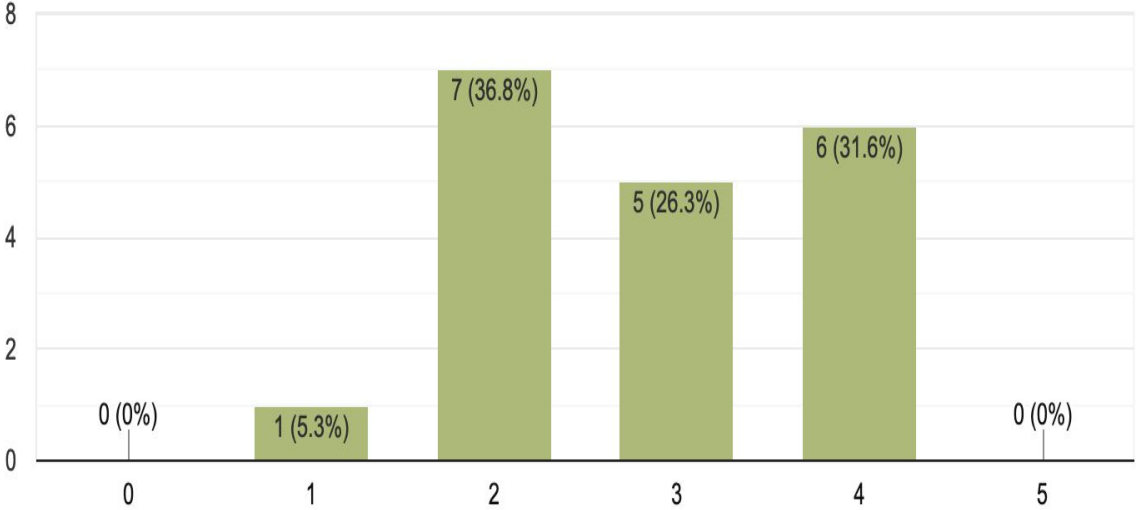I utilize exit tickets at the end of class to determine how much learning took place.

19 responses

I have developed a curriculum map OR I have planned out the scope (depth to which standards are covered).
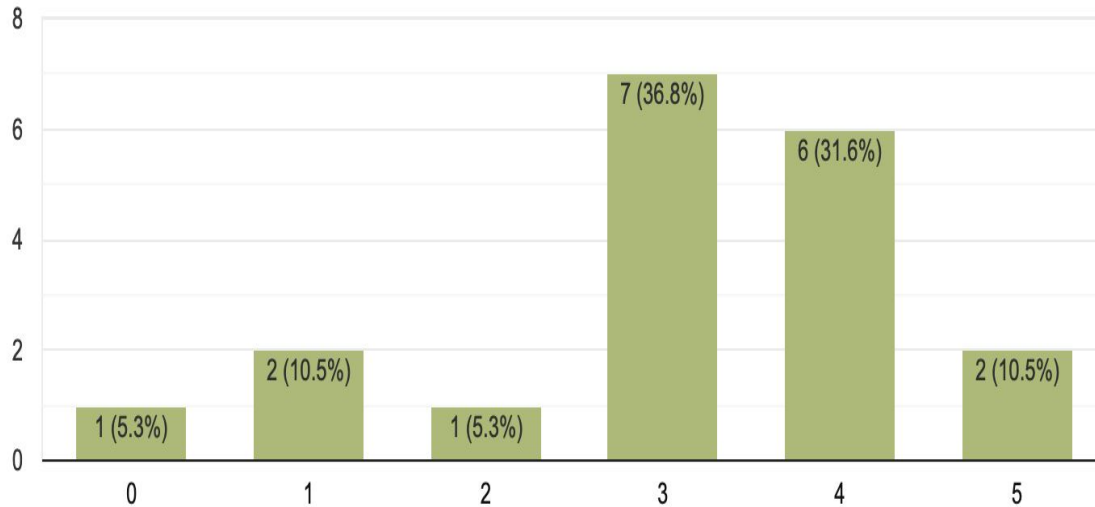
19 responses

ASSESS and ADJUST

I frequently use formative assessments to gain insight on how much students understand BEFORE a summative assessment.
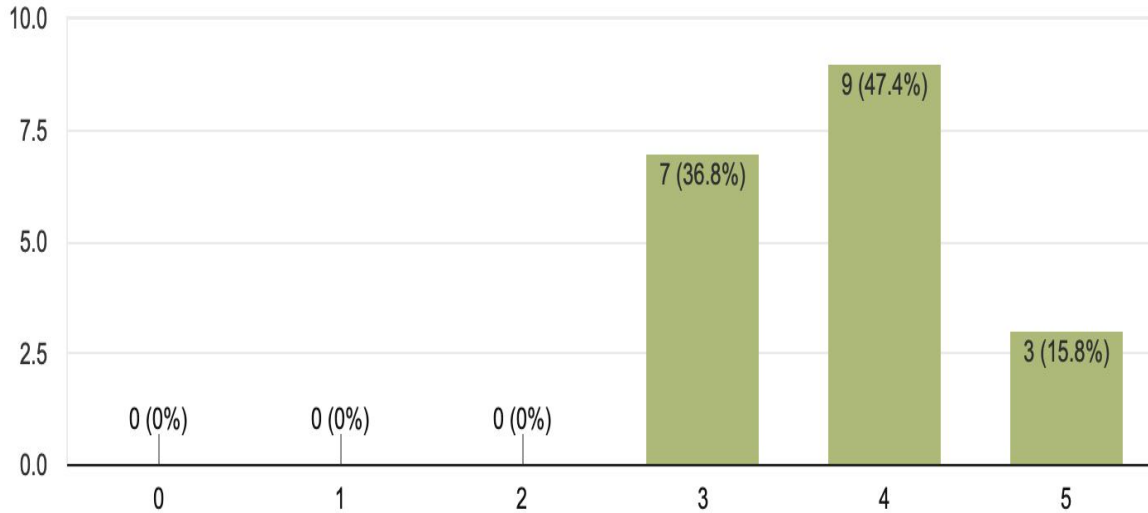
19 responses

I frequently seek out ways to connect the content to the students and the world they live in and I strive to make it relative to them.

19 responses

Action Timeline

Aug 2019–
Dec 2019

Jan 2020

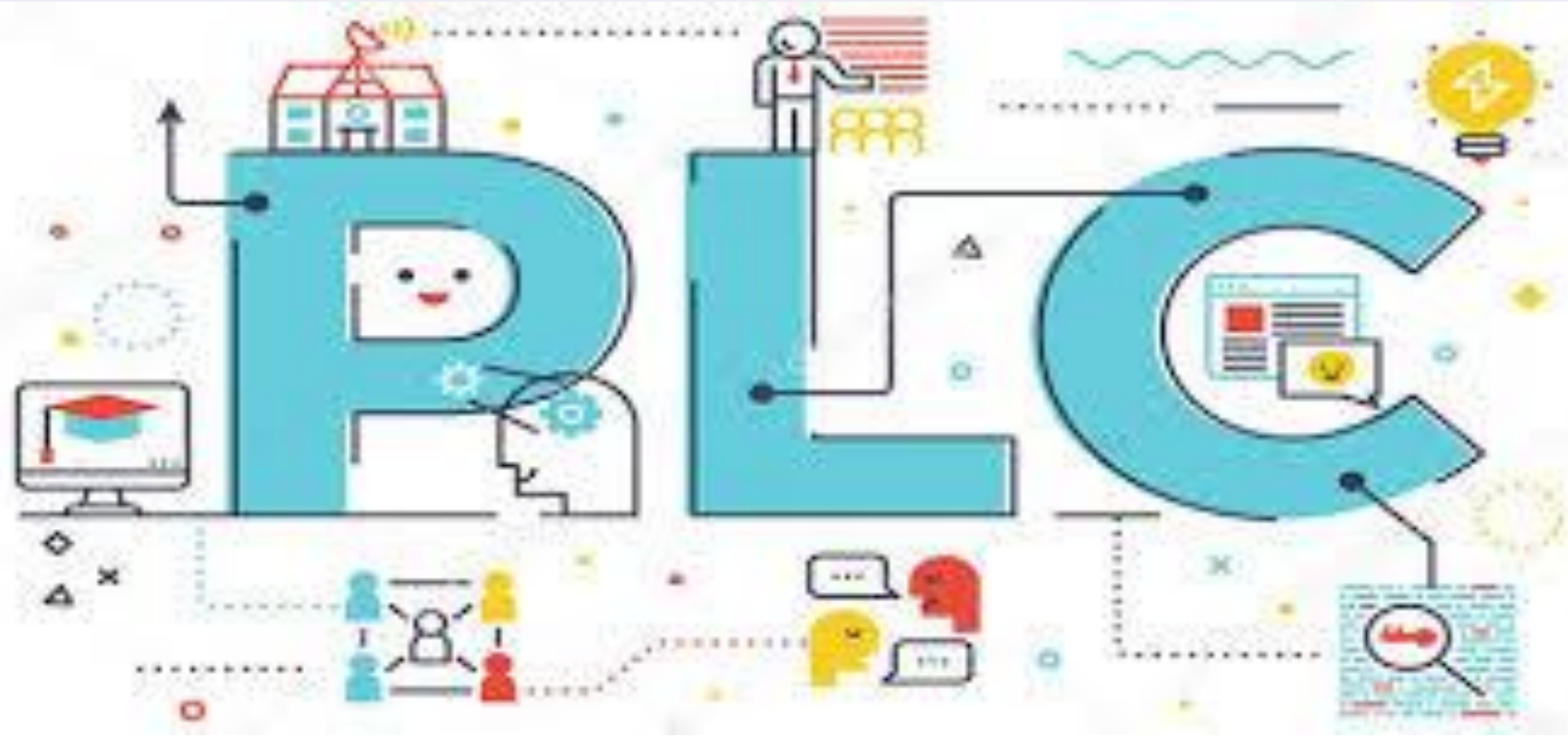Feb 2020

Instructional Model

- Staff works together in collaboration to identify the most critical components of instructional process.
- Jigsaw activity over several weeks with google sheets
- Consensus on which instructional components included in priority
- Few drafts developed with different formats
- Staff votes on formatting.

Self Audit

- AR Team creates a self-audit using the components of adopted instructional model.
- Staff takes self audit.
- AR Team performs data analysis to find a focused area of improvement for PLCs.

PLCs Developed

- AR Team divides staff into PLC groups.
- PLCs decide time and place for meetings.
- AR team trains staff on PLCs – purpose, etc.
- PLCs create norms.
- AR team develops timeline / agendas for PLCs

Building Strong Connections

To coincide with our school year theme, the AR team
decided to keep our goal of "building strong connections"
(also a part of instructional model)
as the focus of
each PLC group

BUILDING STRONG CONNECTIONS

Attica Jr/Sr High School

Our PLC team created some excitement about the new PLC process.

We are so excited to begin our PLC process and collaborate together to find ways to "Build Strong Connections" and to connect all of the.....

pieces

Peanut Butter
CANDY IN A CRUNCHY SHELL

NET WT (113 g)

NEW
SINCE 1894
HERSHEY'S

Reese's
pieces CANDY

MILK CHOCOLATE &

Action Timeline

Aug – Dec 2019	Jan 2020	Feb 2020	Mar –May 2020

Instructional Model

- Staff works together in collaboration to identify the most critical components of instructional process.
- Jigsaw activity over several weeks with google sheets
- Consensus on which instructional components included in priority
- Few drafts developed with different formats
- Staff votes on formatting.

Self Audit

- AR Team creates a self–audit using the components of adopted instructional model.
- Staff takes self audit.
- AR Team performs data analysis to find a focused area of improvement for PLCs.

PLCs Developed

- AR Team divides staff into PLC groups.
- PLCs decide time and place for meetings.
- AR team trains staff on PLCs – purpose, etc.
- PLCs create norms.
- AR team develops timeline / agendas for PLCs

PLCs Implemented

- PLC teams meet weekly.
- PLCs all working toward goal – Building Connections
- PLC collaborates on different ways to enhance connections to content.
- Each member does mini AR process– research, action, reflect, and share out.
- All PLCs present findings

AR Project Interrupted . . . Pandemic Strikes!

CORONAVIRUS (COVID-19)

Due to the drastic change in our instructional processes, progress was halted. However, we did pivot to continue working in PLCs each week as a staff. Staff found them to be helpful during this time.

Data to be collected . . . .

MARZANO . – LEVEL 2 (Instructional Practices)

Leading Indicator 2.1: The school leader communicates a clear vision as to how instruction
should be addressed in the school.

Leading Indicator 2.1: The school leader communicates a clear vision as to how instruction
should be addressed in the school.

Leading Indicator 2.3: Predominant instructional practices throughout the school are
known and monitored.

Leading Indicator 2.5: Teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.

1

Data to be collected . . . .

Panorama (SIG) Survey Results

Q.1: At your school, how valuable are the available professional development opportunities?

Q.2: How helpful are your colleagues' ideas for improving your teaching?

Q.4: Through working at your school, how many new teaching strategies have you learned?

.

Q.6: How often do your professional development opportunities help you explore new ideas?

Q.7: How relevant have your professional development opportunities been to the content that you teach?

2
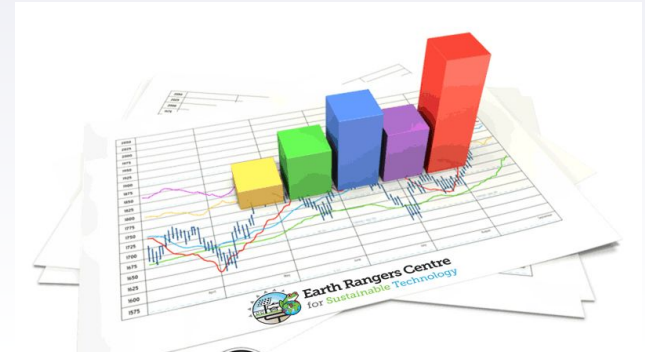
DISCOVERY #1

Teachers were VERY invested in the process of developing a school-wide instructional model.

DISCOVERY #2

Teachers very excited to belong to groups to collaborate and have time built into the day to discuss instructional strategies.

DISCOVERY #3

Instructional model is a HUGE tool for teachers new to the teaching profession or even just new to AHS. This has also served as a good starting point in instructional coaching conversations.

Quotations are commonly printed as a means of inspiration and to invoke philosophical thoughts from the reader.

This is a slide title

- ▶ Here you have a list of items
- ▶ And some text
- ▶ But remember not to overload your slides with content

Your audience will listen to you or read the content, but won't do both.

You can also split your content

White

Is the color of milk and fresh snow, the color produced by the combination of all the colors of the visible spectrum.

Black

Is the color of coal, ebony, and of outer space. It is the darkest color, the result of the absence of or complete absorption of light.

In two or three columns

Yellow

Is the color of gold, butter and ripe lemons. In the spectrum of visible light, yellow is found between green and orange.

Blue

Is the colour of the clear sky and the deep sea. It is located between violet and green on the optical spectrum.

Red

Is the color of blood, and because of this it has historically been associated with sacrifice, danger and courage.

Where we are headed next. . . .

- Utilize the self-audit data to group teachers.
- Have each group focus on one of instructional model components.

Where we are headed next. . . .

- Have staff complete mini AR over course of year and present to staff their trials and what they found to work to accomplish goals

Where we are headed next. . . .

- Utilize PLC groups to also analyze assessment data and plan interventions / strategies accordingly.