Growing Together with Our School-Wide Instructional Model

Crawfordsville Middle School collaboratively developed a School-Wide Instructional Model. Development of the model was followed by collecting multiple points of data to indicate appropriate areas of support. These areas of support were then targeted through teacher led professional development opportunities within our PLC's.

Crawfordsville Middle School

Principal: Brent Bokhart, bbokhart@cville.k12.in.us

Teacher Leaders: Tami Haas and Rachel O'Neal

Background

Curriculum Mapping

Developed Building-Wide Curriculum Maps Over the Past Three Years

Assessments

Developed Common Assessments Over the Past Two Years

PLC's

Developed Professional Learning Communities Over the Past Two Years

Next Piece?

Where Do We Go Next in Our Process?

Effective Teaching

Develop a School-Wide Instructional Model

Our Wondering

School-Wide Instructional Model

How will developing and implementing a School-Wide Instructional Model impact our student achievement?

Action Steps

Develop
Collaboratively Developed School-Wide Instructional Model

Analyze
Analyzed Teacher PD Needs Through Data Collection

Implement
Delivered Teacher Led Professional Development Opportunities

Develop

School-Wide Instructional Model

○ Teacher Led

○ Whole Staff Input

○ Teacher Buy-In

| Should See and Hear Almost Daily	Might See and Hear Almost Daily	Should Not See or Hear
• Teachers providing consistent routines, procedures, and expectations for their students. • Teachers providing students with an engaging environment that allows class discussion, exploration, questioning, and reflection. • Teachers providing a positive, caring, and encouraging environment.	• Teachers incorporating or providing opportunities to use technology. • Teachers providing a mix of whole group, small group, one on one, or self-guided instruction. • Teachers incorporating personal experiences, connections, and humor in their lessons.	• Teachers providing unsafe activities. • Teachers using negative sarcasm. • Teachers having low expectations for their students.

Analyze

Walkthrough's
A Closer Look at Our Current Practices
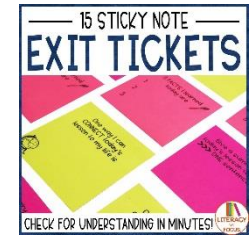
Exit Tickets
Teacher Feedback from SWIM Discussion

SWIM Feedback
Individual Feedback Regarding SWIM

Next Steps
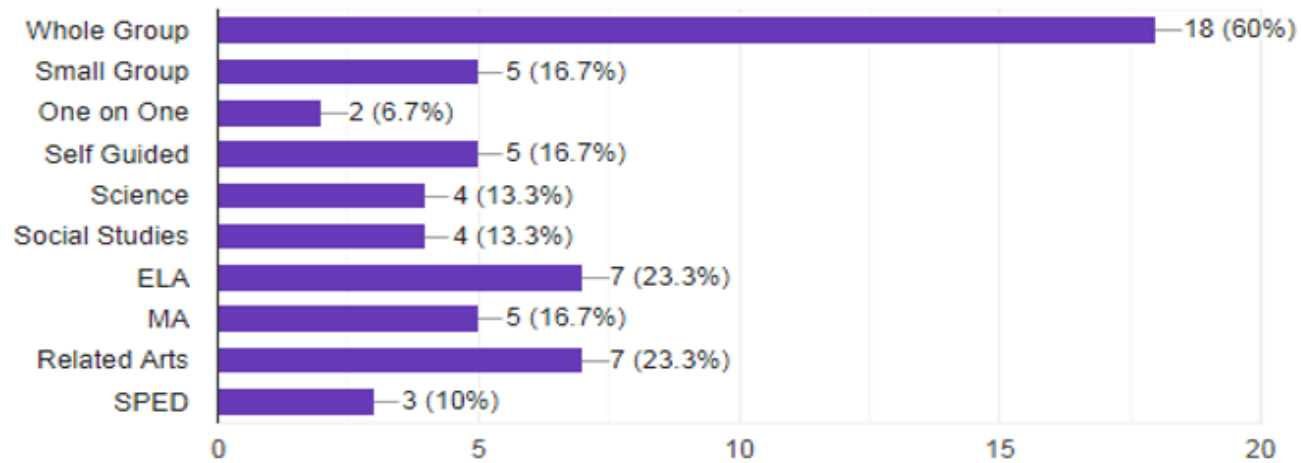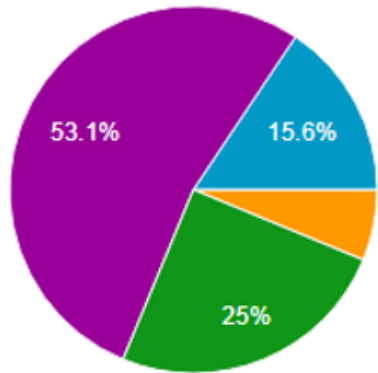Teacher Led Professional Development

30 responses

SUMMARY | INDIVIDUAL

Accepting responses

How can the implementation of a building wide instructional model improve instruction in our school?

30 responses

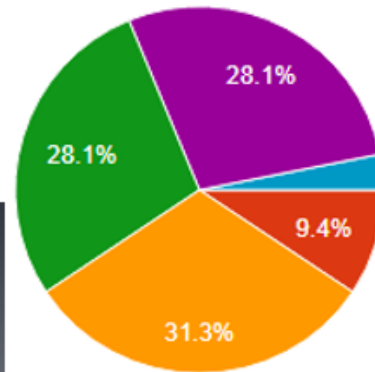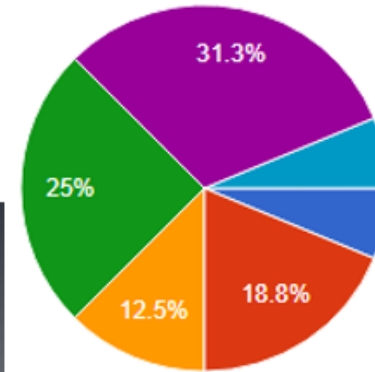|	Count
Whole Group	18 (60%)
Small Group	5 (16.7%)
One on One	2 (6.7%)
Self Guided	5 (16.7%)
Science	4 (13.3%)
Social Studies	4 (13.3%)
ELA	7 (23.3%)
MA	5 (16.7%)
Related Arts	7 (23.3%)
SPED	3 (10%)

Whole Group

15.6% - Advancing (5)
53.1% - Progressing (17)
25% - Implementing (8)
6.3% - Initiating (2)
0% - Planning
0% - Unsure

Small Group

3.1% - Advancing (1).
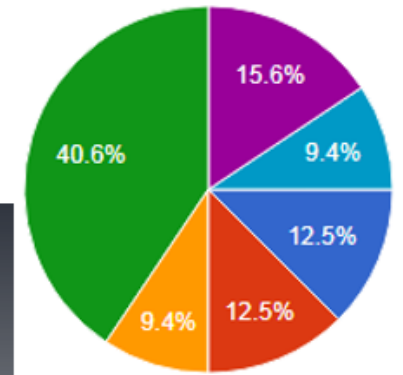28.1% - Progressing (9)
28.1% - Implementing (9)
31.3% - Initiating (10)
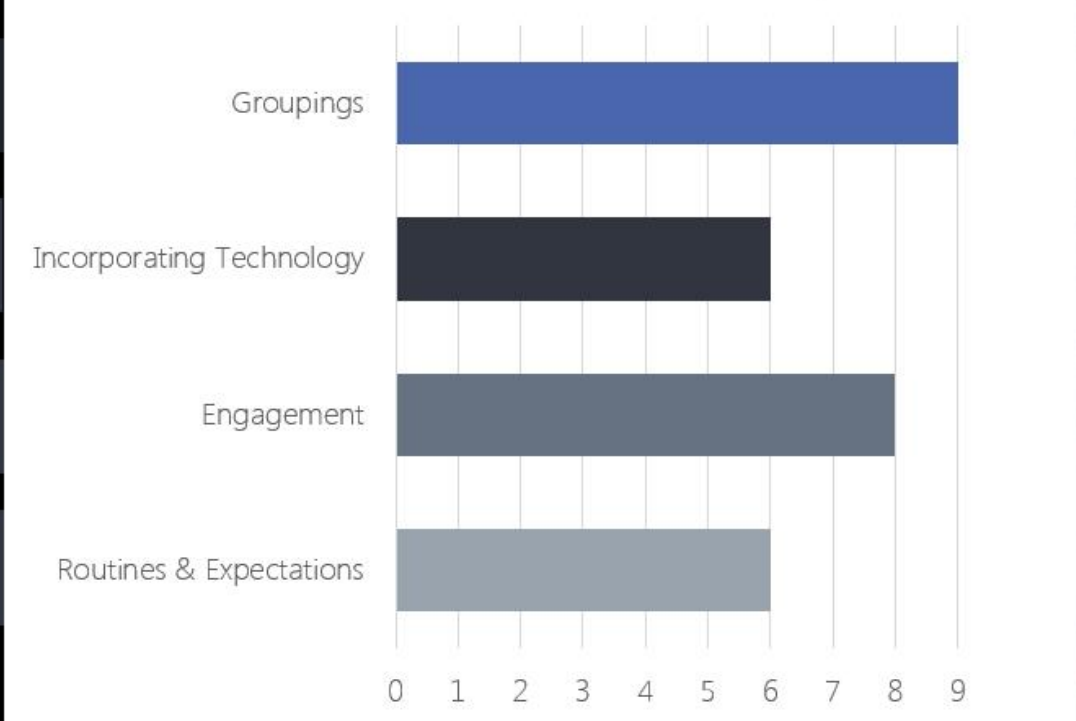9.4% - Planning (3)
0% - Unsure

One on One

6.3% - Advancing (2).
31.3% - Progressing (10)
25% - Implementing (8)
12.5% - Initiating (4)
18.8% - Planning (6)
6.3% - Unsure (2)

Self-Guided

9.4% - Advancing (3).
15.6% - Progressing (5)
40.6% - Implementing (13)
9.4% - Initiating (3)
12.5% - Planning (4)
12.5% - Unsure (4)

31%

20.5%

28%

20.5%

Groupings

Incorporating Technology

Engagement

Routines & Expectations

0 1 2 3 4 5 6 7 8 9

"Professional development to support teachers is our greatest need. It's important to scaffold what is expected of teachers as much as it is of students."

— Michael Soguero

BE RESPONSIBLE · BE KIND · BE RESPECTFUL · BE SAFE
CHS

- ○ Professional Learning Communities

  - • Technology Integration

  - • Student Engagement

  - • Differentiated Groupings

  - • Routines and Expectations (August 2019)

- ○ Teacher Led

  - • Current Teachers Called Upon to Deliver

  - • Modeled Strategies Through Delivery

  - • Immediately Applicable Strategies

- ○ Classroom Impact

  - • Implement One Strategy and Provide Feedback

    - • What Strategy?

    - • How it was Used?

    - • How did Students Respond?

    - • Would You Use Again?

Implementation

Teacher Led Professional Development Based Off School-Wide Instructional Model and Teacher Data Collection

- 76% of Teachers Responded the Strategy Used Was in Place of Something Else
  - Something New!
  - Out of Comfort Zone!
- 84% of Teachers Used the Strategy to Introduce a New Skill or Review a Previously Taught Skill
  - 68% to Review a Previously Taught Skill
  - Next Steps – Other Ways Beyond Introducing and Reviewing
- 96% of Teachers Responded They Would Use the Strategy Again
  - Success!
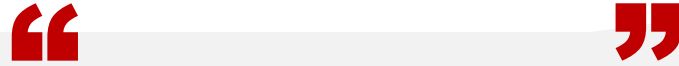 - Path to Teacher Led Learning and Growth!

Discoveries

Teachers Enjoy Authentic Conversation and Learning in Their Practice – A Path to a Growth Mind-Set of Continual Learning in Our Profession

Testimonials
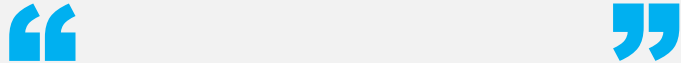
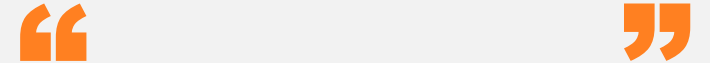" Students were engaged and smiling and enjoyed it much more than a paper study guide. "

" I wish there was a time to get with colleagues on what they find and use in the classroom and actually see it in action. "

" The professional development sessions were very helpful, as I like to try new things in my classroom. "

" It is helpful as a new teacher to get ideas from others! "

Next Steps

How will we proceed?

Initial Steps	Next Steps	Continued Steps
• Additional Walkthrough Data • Review SWIM • Finish Teacher Led PD • Routines and Procedures • Review Sessions Offered Early in the Year Through PLC's	• Access to Supports • Coaching • Modeling • Co-Teaching • Follow-Up PD Through PLC's	• Instructional Rounds • Teacher Inquiry Team • Develop • Pilot • All Staff

Crawfordsville Middle School

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THANK YOU

Sources

Marzano, Robert J., Warrick, Philip B., Simms, Julia A. (2014). *A Handbook for High Reliability Schools*. Solution Tree.

[Growing Together with Our School-Wide Instructional Model]

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Background Leading to Our Inquiry (Slide 2)

The past three years our building has worked at developing course curriculum maps, common summative assessments, and integrating and developing professional learning communities. We felt our next step was exploring effective teaching in all classrooms, which led us to our inquiry and action research.

The Purpose of Our Inquiry (Slide 2-3)

Therefore, the purpose of our action inquiry was to develop and school-wide instructional model in order to more effectively move forward with effective teaching in every classroom.

Our Wondering (Slide 3)

With this purpose, we wondered: How will developing and implementing a School-Wide Instructional Model impact our student achievement?

Our Actions (Slide 4-6)

Our first action in our AR process was to develop a school-wide instructional model. Development was led by teacher leaders during our PLC time and whole staff input took place over the course of three collaboration meetings. The next step was to analyze teacher professional development needs through data collection. A priority of this process was to keep it applicable to what teachers are doing in their classrooms and to implement teacher led professional development that fit the needs of our staff.

Data Collection (Slide 7-9)

Our team collected data from a few different viewpoints. First, administrative walkthrough's were conducted to take a closer look at our current instructional practices as aligned to our newly developed instructional model. Teacher leaders facilitated PLC time that provided for reflective and deeper discussion into the meaning of our instructional model. Exit tickets were taken to pin point teacher feedback related to the instructional model, which was

used to assist in developing the professional development plan that would be implemented in the second semester. Lastly, a google survey was delivered to the staff to determine further specifics of professional development related to the instructional model.

Our Data (Slides 10-12)

Once data collection was complete a presentation was developed in order to communicate the results of the walkthrough data, teacher exit tickets, and google survey. It was a goal to keep the process as much teacher driven as possible, so communicating the results of the data was key to the AR process. Data showed that teachers were wanting professional development in the following areas: technology integration, student engagement, differentiation and groupings, as well as consistent routines and procedures. Teacher leaders were approached to assist in developing and delivering the different sessions that would be offered. These teacher leaders presented on technology integration, student engagement, and student differentiation and groupings over the course of three different PLC collaboration meetings in January and February of 2019. It was determined that a workshop over consistent routines and procedures would best take place at the beginning of the school year and is scheduled for August 2019. Following the workshops that did occur teachers were expected to implement one newly learned strategy or skill acquired through the professional development workshops. Teacher provided feedback on implementation through a google survey.

Our Discoveries (Slide 11)

The following learning statements explain our discoveries made through the AR process.

- Providing opportunities for teachers to be involved in the process and ownership in the process created more teacher buy in and that it was not just a top down mandate
- Teachers enjoy and want more time to discuss applicable instructional strategies within their professional learning communities
- A majority of teachers are willing to try new strategies and skills

It was a priority of the process to be as teacher driven as possible. Teachers developed the instructional model, provided feedback on classroom and instructional wants, and also developed and presented the professional development workshops. At conclusion of the process teacher feedback was positive on how much ownership they felt they had in the process. This feedback confirms our first learning statement and will impact future building initiatives.

The past few years a lot of time has been spent working on developing curriculum maps and common assessments, so to be able to focus on effective teaching has been positive for our staff. This is evident through teacher feedback such as "I wish there was a time to get with colleagues on what they find and use in the classroom and actually see it in action," or "it is helpful as a new teacher to get ideas from others!" Knowing that teachers are wanting and enjoying this type of collaboration we can more effectively plan future professional development within our professional learning communities.

Data showed that ¾ of teachers used a strategy that was newly learned in one of the professional development workshops and that 96% of teachers would use the strategy again in their classroom. Knowing that teachers are willing to integrate new strategies and skills into their classroom, this helps our building when planning future professional development.

<u>Where We Are Headed Next (Slide 13)</u>

Our most valued reflection is the importance of having teacher ownership in school wide instructional practices. This is evident through our data collection and teacher feedback. This leads into some of our next steps of continuing support through professional development in our school wide instructional model. This also leads us into how to approach our next step of implementing instructional rounds.

<u>Bibliography (Slide 14)</u>

Marzano, Robert J., Warrick, Philip B., Simms, Julia A. (2014). *A Handbook for High Reliability Schools*. Solution Tree.