The MEC Way: What does it look and sound like?

Principal Name: Carl Blythe
School Name: Mary Castle Elementary
Team Members' Names: Ashley Jones and JaMia Jones
Principal's Email Contact: carlblythe@msdlt.k12.in.us

Background Leading to Our Inquiry (Slide 2)

We are in year 5 of working with Learning Sciences Institute. The first few years, we placed a strong emphasis on our instructional model and making shifts that would better prepare students for the future. Over the past few years, we have worked to shift our instructional model to be more student-centered as we prepare students for the new economy. Oftentimes, our own educational experiences shape how we create educational experiences for our students, but we had to make a shift. As a school, it is our goal to have shared commitments for teaching and learning with deliberate practice as we ensure equity and access for all students. But how does defining our instructional model impact staff development and student achievement, both individually and collectively?

The Purpose of Our Inquiry (Slide 3)

Therefore, the purpose of our action inquiry was to increase the use of common language and implementation of our instructional model through observing instruction, defining key components of our instructional practices, and engaging in professional development with teachers. As instructional leaders, our goal is to ensure clarity with instructional expectations so that all students have equity and access to a guaranteed and viable curriculum.

Our Wondering (Slide 4)

With this purpose, we wondered how our understanding and defining of the MEC Way (school-wide instructional model) will impact implementation of instruction for low variance, both individually and collectively in PLCs.
- How do we define instruction at MEC?
- How can we use the evaluation model to support monitoring of our instructional model on a daily basis?

Our Actions (Slide 5-8)

- **Reflect and Review our Instructional Model with the Leadership Team**
  - Reviewed the Marzano Teaching Map as it was the foundation of our instructional shift
  - Reviewed our non-negotiables and deliberate practices that have been shared since are emphasis on our instructional shift.

- Reflected on past and present professional development that has impacted our instructional model

- **Reflect and Review our methods for Monitoring Instruction**
  - Utilized resources from LSI as we worked to define our model of instruction
    - Growth Tracker
    - Trend Tracker
  - Utilized our evaluation model, The Focused Teacher Evaluation Model (FTEM), to ensure alignment and consistency with our instructional model.

- **Create an Implementation Plan (in progress)**
  - PLC Leaders review the document to provide feedback and input
  - PLC Leaders use the document in grade level PLCs to obtain in the moment feedback.
  - Hold Vertical PLCs that would prompt use for the document both collectively and individually.
  - Hold peer-to-peer observations utilizing the tool focusing on the Standards-based Instruction area
  - Reflect on teacher professional practice through self-assessment of the tool.

Data Collection (Slide 9)

Although this project is still in progress, we hope to collect in the following ways:

- **Trend Tracker:** The Trend Tracker is a tool from LSI that we use to gather trends in the areas of Standards-based Student Evidence, Organizing Students to Achieve the Standard, and Monitoring to Take Action in A Lesson.
- **Informal and Formal Observations:** With our evaluation and instructional models being tightly aligned, we had hope to use data from informal and formal observations as a measure of tracking progress of teacher professional practice and student evidence.
- **Teacher Growth Plans:** With our evaluation model, teachers are to select a targeted element to focus on. Teachers create a smart goal and develop an action plan toward showing growth in an identified area. We hoped to use this data to correlate growth success from the use of the school created tool.

My Data (Slides 10)

We are still at the beginning of our implementation stages and are not at the point of collecting data.

Types of Data we hope to collect:
- Trend Tracker

- Informal and Formal Observations
- Progress of Teacher Growth Plans

My Discoveries (Slide 11)

Once we are able to correlate the data with use of the tool, we are hoping to learn of discoveries and trends.

Where Are We Am Heading Next (Slide 12)

- Continue to define The MEC Way: Our Model of Instruction by identifying the key components and denoting what it looks and sounds like.
- Seek additional input from tiers of leadership to strengthen the document as well as ownership.
- Develop more of a system for utilizing the tool and making it a reference document for self-reflection, peer feedback, and/or coaching feedback.
- Collect evidence on the alignment of this at-a-glance document to our evaluation model, tools for monitoring instruction and student achievement results to affirm teacher growth with use of deliberate practice and student success.

Bibliography (Slide 13)

- Marzano, Robert J., Waters, T., & McNulty, B. A (2005). *School Leadership That Works: Research to Results.* Alexandria, VA: Association for Supervision and Curriculum Development. Internet resource
- Dana, N. F. (2009). Leading with Passion and Knowledge. Corwin: California

The MEC Way!

What does it look and sound like?

Mary Castle Elementary School
carlblythe@msdlt.k12.in.us

Background Leading to Our Inquiry

We are in year 5 of working with Learning Sciences Institute. The first few years, we placed a strong emphasis on our instructional model and making shifts that would better prepare students for the future. Over the past few years, we have worked to shift our instructional model to be more student-centered as we prepare students for the new economy. Oftentimes, our own educational experiences shape how we create educational experiences for our students, but we had to make a shift. As a school, it is our goal to have shared commitments for teaching and learning with deliberate practice as we ensure equity and access for all students. But how does defining our instructional model impact staff development and student achievement, both individually and collectively?

Purpose of Our Inquiry

Therefore, the purpose of our action inquiry was to increase the use of common language and implementation of our instructional model through observing instruction, defining key components of our instructional practices, and engaging in professional development with teachers. As instructional leaders, our goal is to ensure clarity with instructional expectations so that all students have equity and access to a guaranteed and viable curriculum.
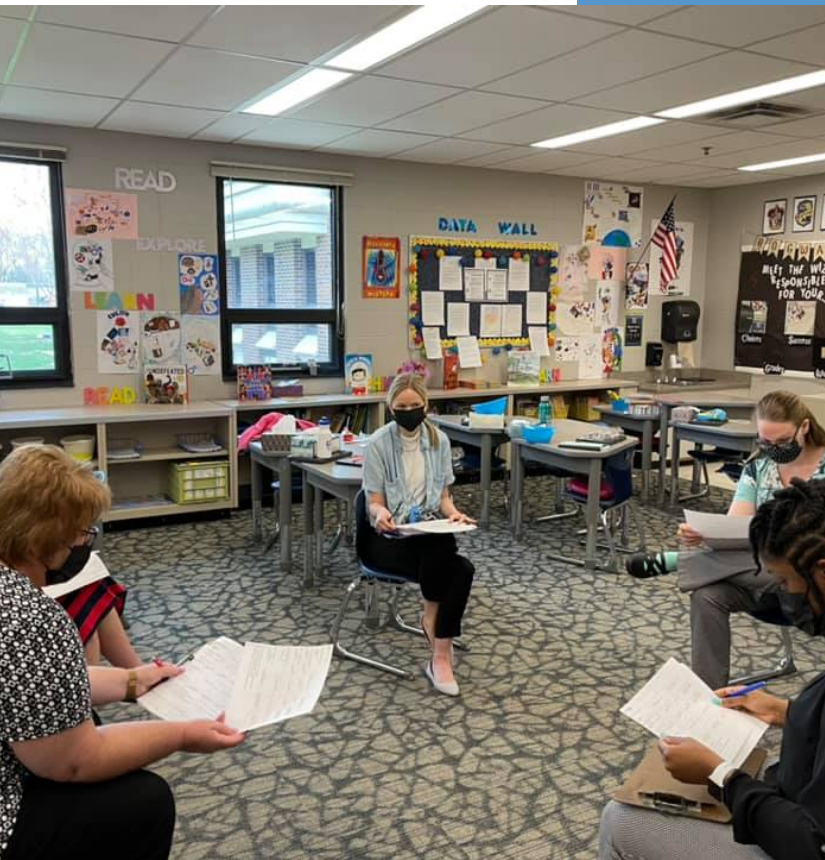
Our Wondering

With this purpose, we wondered how our understanding and defining of the MEC Way (school-wide instructional model) will impact implementation of instruction for low variance, both individually and collectively in PLCs.

- How do we define instruction at MEC?
- How can we use the evaluation model to support monitoring of our instructional model on a daily basis?

Our Actions

Reflect and review our instructional model with the leadership team.
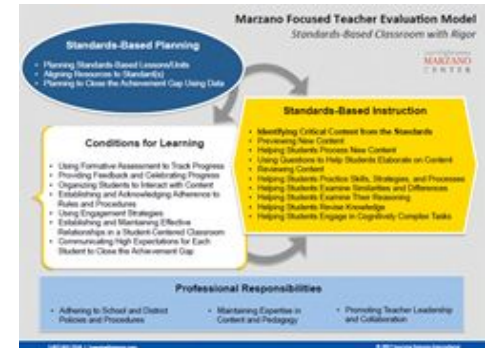
Reflect and review our methods for monitoring instruction
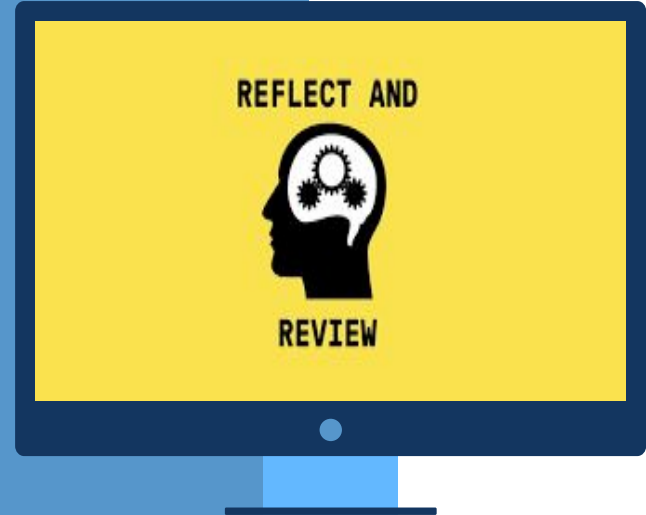
Create an implementation plan

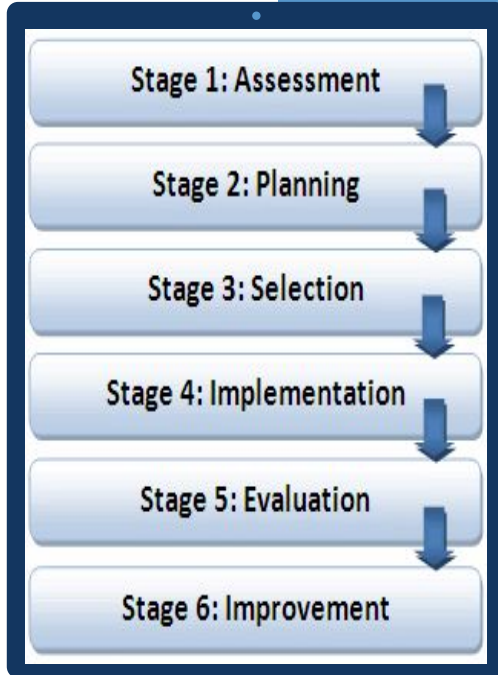# Reflect and review our instructional model with the leadership team.

- Reviewed the Marzano Teaching Map as it is the foundation of our instructional shift
- Reviewed our non-negotiables and deliberate practices that have been shared since our emphasis on our instructional shift
- Reflected on past and present professional development that has impacted our instructional model

Reflect and review our methods for monitoring instruction

- Utilized resources from LSI as we worked to define our model of instruction
  - Growth Tracker
  - Trend Tracker
- Utilized our evaluation model, The Focused Teacher Evaluation Model (FTEM), to ensure alignment and consistency with our instructional model.

REFLECT AND

REVIEW

Created an
implementation plan

Stage 1: Assessment

Stage 2: Planning

Stage 3: Selection

Stage 4: Implementation

Stage 5: Evaluation

Stage 6: Improvement

- PLC Leaders review document to provide feedback and input
- PLC Leaders use the document in grade level PLCs to obtain in the moment feedback.
- Hold Vertical PLCs that would prompt use for the document both collectively and individually.
- Hold peer-to-peer observations utilizing the tool focusing on the Standards-based Instruction domain
- Reflect on teacher professional practice through self-assessment of the tool

Data Collection (In Progress)

Trend Tracker

The Trend Tracker is a tool from LSI that we use to gather trends in the areas of Standards-based Student Evidence, Organizing Students to Achieve the Standard, and Monitoring to Take Action in A Lesson.

Informal & Formal Evals

With our evaluation and instructional models being tightly aligned, we had hoped to use data from informal and formal observations as a measure of tracking progress of teacher professional practice and student evidence.

Teacher Growth Plans

With our evaluation model, teachers are to select a targeted element to focus on. Teachers create a SMART goal and develop an action plan toward showing growth in an identified area. We hoped to use this data to correlate success from the use of the school created tool.

Our Data

We are still at the beginning of our implementation stages and are not at the point of collecting data.

Types of Data

- Trend Tracker
- Informal and Formal Observations
- Progress of Teacher Growth Plans

Our Discoveries

To be continued...

Once we are able to correlate the data with use of the tool, we are hoping to learn of our discoveries and trends.

Where are we headed next?

- Continue to define The MEC Way: Our Model of Instruction by identifying the key components and denoting what it looks and sounds like.
- Seek additional input from tiers of leadership to strengthen the document as well as ownership.
- Develop more of a system for utilizing the tool and making it a reference document for self-reflection, peer feedback, and/or coaching feedback.
- Collect evidence on the alignment of this at-a-glance document to our evaluation model, tools for monitoring instruction and student achievement results to affirm teacher growth with use of deliberate practice and student success.

Bibliography

- Marzano, Robert J., Waters, T., & McNulty, B. A (2005). *School Leadership That Works: Research to Results.* Alexandria, VA: Association for Supervision and Curriculum Development. Internet resource
- Dana, N. F. (2009). Leading with Passion and Knowledge. Corwin: California

Thanks!

Do you have any questions?
carlblythe@msdlt.k12.in.us
317-964-4600
http://marycastle.ltschools.org/

<u>Cohort 7, Year 2</u>
- Carl Blythe, Principal
- Ashley Jones, Teacher Leader
- JaMia Jones, Teacher Leader