Keokuk Middle School Instructional Rounds

January 15, 2015
Student Achievement

• Gary, anything you’d like us to know?
Teacher Professional Development
Theory of Action

Keokuk Community School District
District Theory of Action

If we are a community in pursuit of student learning at high levels for all stakeholders...

With a laser like focus on...

What it is we expect students/teachers/community members to know, understand, and be able to do:

Iowa Core Curriculum, Positive Behavior Intervention Supports

How we as a system will know when all stakeholders are learning:

Formative Assessment, MAP Data, SWIS Data

Seeking to improve...

How we as a system will respond when stakeholders are not learning:

Response to Intervention (RTI)

How we as a system will respond when stakeholders already have learned it:

Response to Intervention (RTI), TAG services

Then we as a system will increase student achievement and engagement throughout our entire learning community

Protected time/resources
Communication with all stakeholders
Consistent research based classroom practices
Teacher and student reflection
Community involvement
Problem of Practice

• The Problem of Practice at Keokuk Middle school focuses on the type of tasks students are being asked to do. We are striving to create a learning environment where engagement, challenge and relevance form the foundation for our students’ learning.
Focus Questions . . . .

• What are the students doing?
• What are the teachers doing?
• What is the level of task the students are asked to complete?
Classroom Schedule
Network Norms . . . .

- DO talk with students at appropriate times
- Once in the classroom, remain for the entire time
- Refrain from using cell phones or texting while in classrooms
- Be open to learning from each other
- Commit to attending scheduled Rounds visits
- Provide honest and candid feedback to colleagues
- Maintain confidentiality
- Be transparent
- Keep focused on the work
- Be reflective
- Have some fun, laugh
MS Debrief

- Roles
  - Network members
    - Stay in descriptive voice
    - Stick to the evidence
Individually (10 minutes)

Review your notes:
Star observations that are relevant to POP
Select 5-10 pieces of data and record on individual sticky-notes
Small Group (15 minutes)

Set up a chart

Share observations of each classroom

Post evidence for each of the 3 topics

<table>
<thead>
<tr>
<th>What are the students doing?</th>
<th>What is the teacher doing?</th>
<th>What is the task the students are being asked to complete?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence:</td>
<td>Evidence:</td>
<td>Evidence:</td>
</tr>
</tbody>
</table>
Partner Group (40 minutes)

Groups 1 & 2
Groups 3 & 4

- Designate a facilitator, recorder, and reporter (*make charts*)
- Discuss evidence and determine patterns
- Make Prediction
Share out . . .

- Patterns (based on observations in classrooms)
- Prediction (based on observations)
Prediction:

If you were a student at this school, and you did everything you were expected to do, what would you know and be able to do?

*This is another chart!
# Optimal Learning

<table>
<thead>
<tr>
<th>Prediction</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Keokuk Leadership)</td>
</tr>
<tr>
<td>What is the definition of optimal learning and teaching in Keokuk Middle School as it pertains to the Problem of Practice and Theory of Action?</td>
</tr>
<tr>
<td>What would the students be saying and doing?</td>
</tr>
<tr>
<td>What would the teachers be saying and doing?</td>
</tr>
</tbody>
</table>
NLOW (GAP Analysis)

Fishbowl
KMS team verbalizes GAP from the debrief/data and optimal learning definition.
Administrative Team takes notes to ask reflective questions for support
   Questions should be focused on the core
   Remember grain size--specific
   Remember different to review Leadership, Structure and Instructional basis for questions.
## Reflective Questions

<table>
<thead>
<tr>
<th>Reflective Questions ARE:</th>
<th>Reflective Questions ARE NOT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Ended</td>
<td>Yes/No or single response</td>
</tr>
<tr>
<td>Judgment free</td>
<td>Contain bias</td>
</tr>
<tr>
<td>Uses positive presuppositions “As a district with new and experienced teachers…”</td>
<td>“As a district with inexperienced staff…”</td>
</tr>
<tr>
<td>Uses explorative language: “What might be some possible ways to…”</td>
<td>“Can’t your district…?” Shouldn’t…Couldn’t?</td>
</tr>
<tr>
<td>Invites thinking at upper levels of knowledge</td>
<td>Questions that are recall/factual levels</td>
</tr>
<tr>
<td>Open for interpretation and meaning</td>
<td>Leading: “So what would Gradual Release look like for you…”</td>
</tr>
</tbody>
</table>
NLOW

Network prioritize questions for

1. Quick win
2. What would priority for 6 weeks
3. What would be priority for 6 months
As a group, determine: What does the administration or teaching staff need to do:

1. Next Week
2. Next Month
3. By the end of the school year
Keokuk Middle School Team - What additional questions did this work generate about the POP?
Wrap Up

Evaluate the day