Instructional Rounds

Schickler School Board Presentation
October 3, 2018
Board Goal 3

Develop, support, and sustain high-quality collaborative processes that improve teacher performance and student achievement.

Say what??

Essential Literacy Practices? Bright Spot School?
3rd Grade Reading Law
A Parent Guide to Public Act 306

1 What Is the Law All About?

In an effort to boost reading achievement, Michigan lawmakers passed Public Act 306 in October 2016. Michigan's test scores on both the Michigan based M-STEP ELA assessment and the NAEP (National Assessment of Educational Progress) reading assessment have shown a need for attention to early reading and literacy.

To help more students be proficient by the end of 3rd grade, the law requires extra support for K-3 students who are not at grade level in reading.

Contact your building principal for further information and support for your child.

Identifying Schools Beating the Odds

- Ran the two separate studies of schools Beating the Odds using considerably different methodologies
  1. Schools performing above their predicted levels based on risk factors
     - Percent economically disadvantaged
     - Percent students with disabilities
     - Percent English language learners
     - Percent minority
  2. Schools performing above a comparison group of the most demographically similar schools in the state
     - Identified schools as beating the odds for this presentation only if they were identified in both studies as beating the odds
     - Provides a strong basis for concluding that these schools are indeed beating the odds.
COMING TOGETHER
IS A BEGINNING;
KEEPING TOGETHER IS
PROGRESS; WORKING
TOGETHER IS SUCCESS.

- Henry Ford

Mini Instructional Rounds

“Teamwork:
Simply stated, it is less
me and more we.”
Anonymous
**Schickler Mini Instructional Rounds**

- Composed of small groups of mixed grade level teachers
- 10 minutes in each room
- Remained silent during observation or while traveling
- Documented evidence of each essential literacy practice
- Debriefed to determine areas where essentials were clear and less clear
Reading Now Network
Reading Now Network

• Comprised of administrators and key people from neighboring counties

• Collecting data from Bright Spot Schools in a non-evaluative way

• Focused on K-3 Essential Literacy Practices

Common Traits Among Schools with High Reading Proficiency

• Uncompromising Focus on Reading
• Relevant Data Used Deeply
• Shared Leadership, Sustained Commitment
• Classroom Management Focused on Learning
• Collective Responsibility for Every Child’s Success
The Framework
The Framework

• Follows the “Harvard Model” at elementary and “Linking Walks” model at secondary

• Build background with principal

• 15 minute rotations in classrooms

• Debrief, analyze, chart data, and present results

• Articulate Next Level work

• Q&A, feedback, & wrap up
LCS Administrators
Horizontal & Vertical Collaboration
LCS administrators

• Follows same protocol
• Provides vertical and horizontal collaboration
• Creates consistency among levels
Benefits
Focus, clarity, cohesiveness
**Benefits**

- Teachers observing colleagues
- Focusing PD for the entire year
- Ripple effect of change
- Analysis of Literacy Essentials
- Vertical and horizontal alignment