Common Framework for Instruction

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Background That Led to Your Team's Inquiry:

The September seminar brought a focus on Level 2 Survey data from Dr. Marzano's book, A Handbook for High Reliability Schools: The Next Step in School Reform.

Survey data illustrated need to limit input of new iniatives, and prioritize those related to model of instruction. So the ARP team identified behaviors that we should always, sometimes, and never see based on the expectations currently in place. We then provided the opportunity for feedback

As a ARP team, we worked through the analysis of survey data and found decided to focus on identify a framework of academic expectations based on current initiatives within the school. .

Statement of Your Team's Wondering:

How would have a written document of academic expectations support teachers in meeting expectations of current school-wide iniatives?

Methods/Procedures:

In order to implement ARP the team

• Shared survey data w/staff at a faculty meeting
• Shared the academic expectations model identified and background and how it was identified
• Providing opportunity for all teachers to provide feedback
• Created a walkthrough document that reflects document
• Conducted classroom observations using document
• Communicate results to school and individuals

Stating Your Team's Learning and Supporting it with Data:

• Discourse in the creation of document from staff was healthy. The roll out by the teachers supported the feeling that the creation of the document was based on "stuff" we are already expected to be doing. When giving the opportunity for feedback, staff as the whole engaged in discussion of how it does align to current initiatives as well as sought clarification

• Usage was limited to administrators and the communication was not consistent enough to make the impact desired. Therefore as a next step is to use amongst teachers at the start of the year and at each grading period. This will also focus clear dates for communication by administrators.

Providing Concluding Thoughts:

The process of creating a school-wide helped the school because of the involvement by those it would be applied to. It allowed for the combination of school initiatives to be placed in one document which supports consistency of instruction across classrooms. However, there is a need to increase the usage to include teachers observing peers using document and greater consistency in communication of data.

References:

N/A