

# Common Instructional Framework-Guiding Lessons and Professional Development

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## **Background That Led to Your Team's Inquiry:**

Our team focused our attention on the level 2 survey for High Reliability Schools for our action research. Through analyzing the data we found that one area of improvement to focus on was in the area of our schoolwide model of instruction. Therefore, the purpose of our action research was to create a common instructional framework that our staff members could describe and use to guide their instruction on a daily basis.

## **Statement of Your Team's Wondering:**

Through the creation of a common instructional framework would our staff continue to strengthen their teaching abilities through professional development?

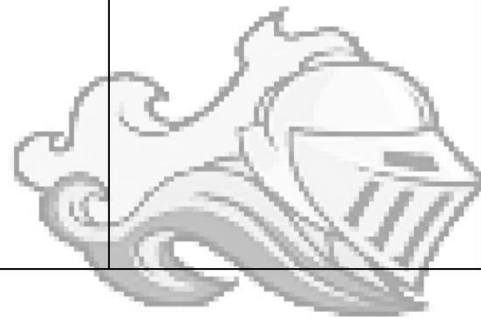
To continue our wonder we also focused on two sub questions: How do we continue to foster professional conversations with common language on quality lessons? Will a common instructional framework help with whole staff professional development needs?

## **Methods/Procedures:**

To gain insights into our wondering, we began by discussing the survey findings with our staff during a professional development meeting. We guided our staff to focus their attention to three categories that would make up our model of instruction: what we should see every day in a classroom, what we might see in the classroom, and what we should never see in the classroom. Staff created their three lists individually, collaborated with their departments, and then as a whole staff we created a common list which is evident in chart 1.

**EAST NOBLE MIDDLE SCHOOL**  
**INSTRUCTIONAL FRAMEWORK**  
**2016-2017**

Should See	Might See	Never See
<ul style="list-style-type: none"> <li>✓ Objectives</li> <li>✓ Student engagement</li> <li>✓ Positive interactions/fun</li> <li>✓ Student collaboration</li> <li>✓ Authentic praise</li> <li>✓ Prepared lessons with plan B</li> <li>✓ Academic vocabulary</li> <li>✓ Respect</li> <li>✓ Differentiation/accommodations</li> <li>✓ Formative Assessment</li> <li>✓ Reading and writing</li> <li>✓ Efficient transitions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Celebrations</li> <li>▪ Higher DOK</li> <li>▪ Use of technology</li> <li>▪ Independent practice</li> <li>▪ Projects and activities</li> <li>▪ Note-taking</li> <li>▪ Re-teaching—small group instruction</li> <li>▪ Learning from failure</li> <li>▪ Assessments</li> <li>▪ Games</li> <li>▪ 1:1 conferencing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sarcasm</li> <li>▪ Disrespect</li> <li>▪ Teacher not helping students</li> <li>▪ Busy work/irrelevant</li> <li>▪ Put-downs/bullying</li> <li>▪ Unsafe/harmful behaviors</li> <li>▪ Arguing with a student</li> <li>▪ Unattended classrooms</li> </ul>



Once the instructional framework was completed teachers continued to focus their lesson planning on items that were in the “should see every day” column. This really helped focus our attention to key items that were successful approaches to lesson planning.

As the building principal I focused on collecting data for the action research project. Data collection was done through informal walk-throughs in classrooms on a daily basis. I would focus on two items from the “should see every day” column during a two week window. As I was walking in classrooms I would simply check off if that item was evident in the classroom during that particular visit. This continued for several months and each item was focused on twice during this cycle.

I analyzed the data through the use of an excel document. This document helped me determine the items that were observed on a more frequent basis vs the items that were observed fewer times during the walk-throughs. I used this data analysis to guide future professional development needs for my staff.

**Stating Your Team’s Learning and Supporting it with Data:**

As a result of analyzing our data, two important things we learned include: The areas of professional development needed in the future; The need for individual staff goal setting on two-three items within the “Should See Every Day” column.

The first important learning outcome from analyzing the data was the need of specific professional development in weak areas for the staff. This included: formative assessments and student collaboration. Through analyzing the data in chart 2, our team concluded our professional development sessions in the future should focus on student collaboration and formative assessments. During classroom walk-throughs these items were evident on a less regular basis than other items that should be seen every day in the classroom.

**Instructional Framework Data Tracking**  
(32 Teachers)

	Objectives	Student Engagement	Positive Interactions/Fun	Student Collaboration	Authentic Praise	Prepared Lessons with Plan B	Academic Vocabulary	Respect	Differentiation/Accommodation	Formative Assessment	Reading and Writing	Efficient Transition
Oct 31 to Nov 11	100%			72%			81%					
Nov 14 to Nov 22		75%								65%		81%
Nov 28 to Dec 19			78%		78%			100%				
Jan 2 to Jan 13	100%					100%			87%			
Jan 16 to Jan 27				62%				100%			100%	
Jan 20 to Feb 10			81%			100%	100%					
Feb 13 to Feb 24		87%			81%					72%		
Feb 27 to Mar 10									94%		100%	72%

The second important learning outcome our team discussed was the need for individual goals for each staff member based on the instructional framework. Our staff can continue to grow through learning from the strengths of their teaching partners. During the upcoming school year, staff will select two items from the list they feel are strong areas of their teaching and two areas of weaknesses. During the year they will focus their own professional development on those two items of weakness.

**Providing Concluding Thoughts:**

Our action research team learned some valuable information along the way during this action research cycle. Our main focus coming into the action research was to help improve our school and strengthen our staff professionally to continue and maximize the potential in our students every day. Through careful data analysis of the staff level 2 survey of High Reliability Schools, we concluded our efforts would have the greatest impact on staff in the area of instructional framework.

As a staff we worked together and collaborating on our vision of great teaching in the classroom. This was a very self-reflective activity that helped our staff begin the process of improving their instructional focus. This was an action research that had immediate results and one that will help us continue to grow in the future through building on our original wondering.

Our team's new wondering is going to focus on individual staff improvement through goal setting and collaboration with peers in their areas of weakness and strengths. Overall this was a very successful action research cycle. Our team learned several things about our staff and school throughout the process.

**References:**

N/A