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School Name: Wayne Center Elementary School

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Background Leading to Our Inquiry (Slide 2)

During the previous school year, we did a book study on the Fundamental 5. We have been focusing on improving instructional strategies in the classroom. One problem teachers were facing was... How do they include the Fundamental 5 practices with everything else that is required as part of their curriculum?

The Purpose of Our Inquiry (Slide 3)

Therefore, the purpose of our action inquiry was to help create a document that would help guide teachers as to what is expected during instruction in various curriculum areas.

Our Wondering (Slide 4)

With this purpose, we wondered in what ways can creating curriculum/instructional framework norms effect teacher instruction to implement deliberate practice and intentional teaching?

Our sub-questions we also discussed were:

- What data do we want to collect that will impact instruction in classrooms?
- Will teacher input on effective instruction help build our schoolwide curriculum norms?
- What do we do once norms are created? What are our action steps (changes, innovations, or interventions that need to take place)?
- Will staff feel that the curriculum norms are helpful?

Our Actions/Data Collection (Slides 5-19)

- First, we completed a book study of the Fundamental 5 with staff share-outs for each essential instructional practice. (August – September)
- Second, we completed a Nearpod Activity to collect staff input on effective instruction. (October)
- Next, our Leadership Team met to review the collected data. We looked for patterns in staff data to develop and create Instructional Framework Norms. (October)

- Then, we created an Instructional Framework Norms resource poster for the staff and rolled out the norms to the staff. (November)
- Next, our certified teachers took a Pre-Norms Survey to see how many of the norms they were already using. (November)

Data Statements:

- 100% of our Special Education teachers use the norms 3-5 days a week.
 - 100% of our Specials teachers do not use the norms.
 - 33% of our teachers use 6 or more out of the 7 norms during Reading Workshop.
 - 33.3% of our teachers use 9 or more out of the 12 norms during Guided Reading.
 - 50% of our teachers use 7 or more out of the 9 norms during Interactive Read Aloud.
 - 18.2% of our teachers use 9 or more out of 11 norms during Writing Workshop.
 - 50% of our teachers use 7 or more out of the 9 norms during Math Workshop.
 - 27.3% of our teachers use 5 or more out of 6 norms during Social Studies.
 - 36.4% of our teachers use 6 or more out of 7 norms during PLTW/Science.
-
- Next, teachers started to intentionally use the curriculum norms to help plan and guide their instruction. (November, December, January, February)
 - During this process, teachers were asking to observe other teachers who felt that they were strong in specific instructional norm areas.
 - Names were added to the bottom of the Instructional Framework norms for a quick reference.
 - Our team created and introduced the Idea Bandit model so that teachers had the opportunity to observe each other.
 - As they observed each other, they completed an Idea Bandit Google form.
 - Teachers followed the following steps if they wanted to participate in the Idea Bandit process:
 - 1-They needed to think about what area of the Instructional Norms that they wanted to see in action.
 - 2-They needed to choose a colleague that they wanted to observe.
 - 3-They needed to email Mrs. Carroll with the Instructional Norm area and who they wanted to observe.
 - 4-Mrs. Carroll then helped arranged the time and got coverage for their room if it was necessary.
 - All efforts were made to try and make these observations occur during a teacher's collaboration time as much as possible so that teachers did not have to miss instructional time with their students.
 - 5-Teachers that observed others were asked to fill out a Google form while they observed.
 - Ms. Wilder created quick surveys that teachers were required to fill out while they observed an Instructional Norm area. Teachers were asked to fill it out by the end of the day that they completed the observation.

- Next, we had certified teachers take the Post-Norms Survey. (March)

Data Statements:

- 100% of our Special Education teachers use the norms 3-5 days a week. (Stayed the same)
 - 33.3% of our Specials teachers are now using the norms. (Up 33.3 %)
 - 50% of our teachers use 6 or more out of the 7 norms during Reading Workshop. (Up 16.7%)
 - 92.9% of our teachers use 9 or more out of the 12 norms during Guided Reading. (Up 59.6%)
 - 100% of our teachers use 7 or more out of the 9 norms during Interactive Read Aloud. (Up 50%)
 - 44% of our teachers use 9 or more out of 11 norms during Writing Workshop. (Up 25.8%)
 - 100% of our teachers use 7 or more out of the 9 norms during Math Workshop. (Up 50%)
 - 50% of our teachers use 5 or more out of 6 norms during Social Studies. (Up 22.7%)
 - 58.3% of our teachers use 6 or more out of 7 norms during PLTW/Science. (Up 21.9%)
- Finally, our leadership team met and reviewed the post- curriculum norms survey results and discussed our next steps.

Our Discoveries (Slide 20)

- Learning Statement One: Teachers appreciated having a voice in this process.
 - Many teachers voiced their appreciation for being able to give input as to what they felt was important for quality instruction in their classroom.
- Learning Statement Two: Teachers are utilizing the Idea Bandit Peer Observation opportunity.
 - In the very short time, we offered this to teachers, we had 11 teachers express interest and become Idea Bandits!
- Learning Statement Three: Intentional instructional practices have improved due to clear expectations.
 - Here are a few statements from teachers that we collected on the Post-Norm survey to back up this learning statement.
 - I feel like the norms are working well to frame the expectations for classroom teachers. It makes it easy to look at these norms and be able to tell what I need to improve on/what I am missing from my lessons. They are very helpful and laid out in a way that I know exactly what is expected out of me as a teacher.
 - I feel good about the norms. I really like that this is the standard for instruction, and it helps me with my planning to help reach effectiveness while working within my room.
 - I feel like it is very helpful to self-assess my planning and assist me in understanding what more I can do to make it even better!
 - I think it is helpful to go through and look at each subject and check to see what is being accomplished for each subject or what needs to be more routinely covered

for each subject. I feel like some subjects I feel confident that I am following the norms but can see that for other subjects I need to get into a better routine of using them to make my instruction better.

- Learning Statement Four: Our new teachers wish they would have had this resource to start the year. It has transformed their teaching.
 - I have personally witnessed/observed a teacher, who was 1 step away from being out on an improvement plan, use these the instructional norms faithfully and has had 3 effective observations in the last 4 months.
- Learning Statement Five: We learned that we need to continue to require these norms as a guide in the future.

Where We Are Heading Next (Slide 21)

We will continue to implement and require teachers to use the instructional norms moving forward as well as give them the opportunity to be an Idea Bandit.

We will also be meeting with our special's teachers to do a more in-depth study of what expectations look like for them.

We will implement Cross Grade Level Growth Teams for teachers to support one another in the norm area they feel the weakest in and want the most support in. They will set goals as teams and help hold one another accountable.

Bibliography (Slide 22)

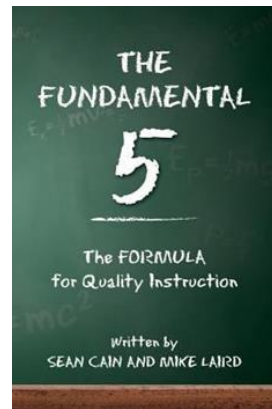
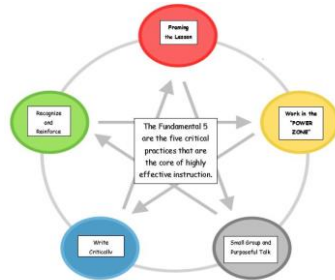
- Sean Cain and Mike Laird (May 2011). Fundamental Five – 5 Quality Instructional Practice for Effective Teaching. Create Space.

Instructional Framework Norms = Intentional Teaching



Principal's Name: Jaime Carroll
Principal's Email: jcarroll@eastnoble.net
Team Members' Names:
Angie Sibert & Kris Wilder

Background Leading to this Inquiry



- **During the previous school year, we did a book study on the Fundamental 5. We have been focusing on improving instructional strategies in the classroom. One problem teachers were facing was... How do they include the Fundamental 5 practices with everything else that is required as part of their curriculum?**

The purpose of our action inquiry was to help create a document that would help guide teachers as to what is expected during instruction in various curriculum areas.



Our Wondering

In what ways can creating curriculum/instructional framework norms effect teacher instruction to implement deliberate practice and intentional teaching?



Sub questions:

- **What data do we want to collect that will impact instruction in classrooms?**
- **Will teacher input on effective instruction help build our schoolwide curriculum norms?**
- **What do we do once norms are created? What are our action steps (changes, innovations, or interventions that need to take place)?**
- **Will staff feel that the curriculum norms are helpful?**

Our Actions/Data Collection

First, we completed a book study of the Fundamental 5 with staff share-outs for each essential instructional practice.

(August – September)

Second, we completed a Nearpod Activity to collect staff input on effective instruction.

(October)



Miss Endres

Subject areas where I run small groups:

- Guided reading groups (weekly)
- Math groups (daily)
- Writing groups (as needed)

Asking deeper seeded questions:

- Math: Using the questions provided by iReady to help get students explaining/sharing how they solved their work.
- Reading: I use the questions provided by the IRA or GR cards. The IRA questions are discussed during our small group lessons. The GR questions are put on to the reading slides so we stop and answer them during the read aloud.

Pair/Share
What is another way to write Maya's riddle for her number?

Pair/Share
Tell how you found the greater number.

Our Actions/Data Collection

**Next, our
Leadership Team
met to review the
collected data.
We looked for
patterns in staff
data to develop
and create
Instructional
Framework
Norms.**

(October)

MUST Do's in IRA?			
ton n and talk	Clea discussion	Kris question	Teacher question along the
n ussion	Katie P Discussion	Z Discussions	Deaneen Discuss
hanie roduce, discussion ing reading	Shrub the teacher must read not a random reader	Rachel connect to own lives	Kris read the book to y students
uss genre	Jasten Tuttle show connections to pictures	T Turn and talk	Teacher response to readin writing
en y the pictures	Z Time to turn and talk	Dawn infer	Chelsey Provide hook to story/connections to story
ession	Dawn model your thinking	Stephanie turn and talk	Terri Share connections
ing aloud for kids to your thinking	Chelsey Teacher modeling thinking/reading	Teacher read with expression, involve the students	Jasten Tuttle book with a purpose
precisions	Kris discussion	T making connections	Chelsey Going back to the text/pictures

MUST Do's in Math Workshop?			
	Katie P iReady	Quinton Mini Lesson	Chelsey Minilessons
	Stephanie iReady	Dawn iReady	Kris Hands on activities
ork	Chelsey iReady	Rachel Run iREADY	Quinton Math Facts
	Deaneen hands-on activities	Rachel Run mini lessons	Dawn Math facts
nipulatives	Jessica small group	Rachel hands on activities	T mini lessons
	Terri Explaining answers in writing	Dawn small group	Quinton Small groups
	Kris basic fact practice	Rachel higher level thinking	Deaneen discussions around m

Our Actions/Data Collection

**Then, we created an Instructional
Framework Norms resource poster for the
staff and rolled out the norms to the staff.**

(November)



**Posters are on the
next 2 slides.**

Curriculum/Instructional Framework Norms - - - - 2020-2021

Reading Workshop	Guided Reading	Interactive Read Aloud	Writing Workshop
<p>In a 90-minute block, these components must be present.</p> <p>Reading mini lesson/discussion</p> <p>Guided reading groups</p> <p>Interactive Read Aloud</p> <p>(Possible rotations/Choice Board)</p> <p>Independent reading</p> <p>Word work</p> <p>Reading response (IRAPPP)</p>	<p>Teacher is with leveled group (approx. 6 students)</p> <p>Framing the lesson - introduction</p> <p>Picture walk when necessary</p> <p>Word work when necessary</p> <p>Vocabulary work when necessary</p> <p>Students at small group are reading to themselves while teacher is reading with student</p> <p>Teacher is in the Power Zone</p> <p>Teacher is conferring with a teaching point</p> <p>Purposeful questions are being used (DOK)</p> <p>Discussion between teacher and students</p> <p>Students will complete a reading response/writing critically</p> <p>Teacher takes analytical notes/running records</p>	<p>Teacher reading the book out loud.</p> <p>Framing the lesson is evident</p> <p>Purposeful discussion/Turn and Talk</p> <p>Teacher is in the Power Zone</p> <p>Students make connections between texts</p> <p>Teacher uses specific vocabulary</p> <p>Teacher models thinking out loud</p> <p>Theme vs. Message</p> <p>Students write critically in response to text</p>	<p>Genre study focus must be evident</p> <p>Teacher teaches a mini lesson with a targeted focus</p> <p>Framing the lesson is evident</p> <p>Teacher uses mentor text as example</p> <p>Teacher models the writing expectation</p> <p>Time is allotted for student writing</p> <p>Writing process steps are taught</p> <p>Teacher is conferring with students</p> <p>Teacher is in the Power Zone</p> <p>Peer conferences are also evident</p> <p>Targeted students share out (focusing on skill taught that day)</p>

Curriculum/Instructional Framework Norms - - - - 2020-2021

Math Workshop	Social Studies	PLTW/Science	GOAL Work
Mini lesson/ Framing the lesson is evident	Mini lesson/ Framing the lesson is evident	Mini lesson/ Framing the Lesson is evident	Students work is focused on IEP goal work
Hands on activities when applicable	Discussion/Collaboration is evident	PLTW kits are being used	Teacher is in the Power Zone
I Ready minutes daily (approx. 10)	Real world connections are discussed	Hands on experiences are evident within the activity	
Use of Instructional and Problem-Solving book is evident	Students are writing critically when applicable	Discussion/Collaboration is evident	
Small group instruction daily	Teacher is in the Power Zone	Teacher is in the Power Zone	
Teacher is in the Power Zone	*Could be integrated into ELA block	Scientific Inquiry Process is evident	
Mathematical discourse is evident		Students are writing critically when applicable	
Students are writing critically when applicable			
Math fact routine practice is occurring			

Our Actions/Data Collection

Next, our certified teachers took a Pre-Norms Survey to see how many of the norms they were already using.

(November)

Questions Responses 18



Pre-Curriculum Norms Survey

Based on the information you provided on Oct. 30, our Leadership Team met and created a list of expectations based on different aspects of our curriculum. This work is to help us get a better understanding of what effective practices for instruction that are currently in place right now. (Pre-Norms Survey)

Pre-Instructional Norms Survey Data



Data Statements:

100% of our Special Education teachers use the norms 3-5 days a week.

100% of our Specials teachers do not use the norms.

33% of our teachers use 6 or more out of the 7 norms during Reading Workshop.

33.3% of our teachers use 9 or more out of the 12 norms during Guided Reading.

50% of our teachers use 7 or more out of the 9 norms during Interactive Read Aloud.

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27.3% of our teachers use 5 or more out of 6 norms during Social Studies.

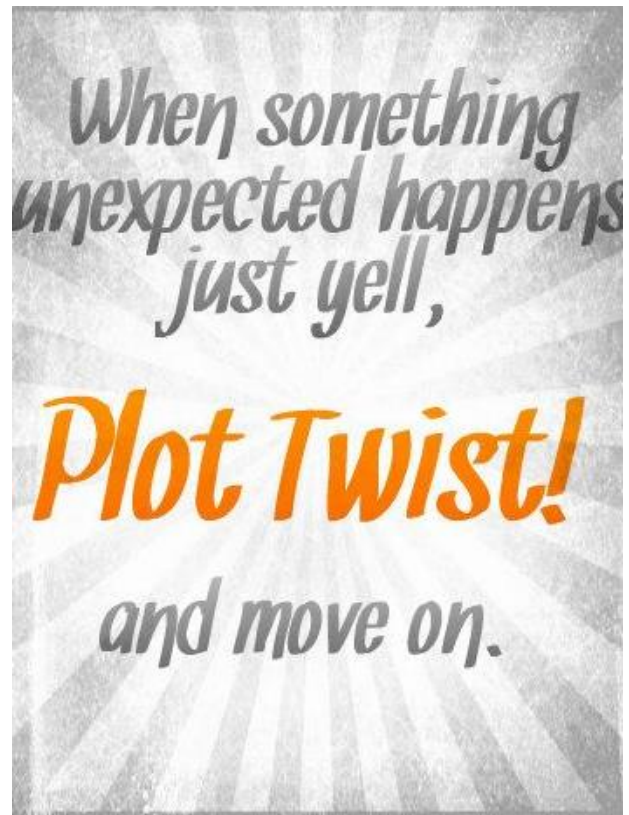
36.4% of our teachers use 6 or more out of 7 norms during PLTW/Science.

Our Actions/Data Collection

Next, teachers started to intentionally use the curriculum norms to help plan and guide their instruction

(November, December, January, February)





When something
unexpected happens
just yell,
Plot Twist!
and move on.

- **During this process, teachers were asking to observe other teachers who felt that they were strong in specific instructional norm areas.**
-
- **Names were added to the bottom of the Instructional Framework norms for a quick reference.**
 - **Our team created and introduced the Idea Bandit model so that teachers had the opportunity to observe each other.**
 - **As they observed each other, they completed an Idea Bandit Google form.**



You can be an Idea Bandit!

1-Please think about what area of the Instructional Norms that you would like to see in action.

2-Choose a colleague that you want to observe.

3-Email Jaime with the Instructional Norm area and who you would like to observe.

4-Jaime will arrange a time and get coverage for your room.

We will work to see if we can make these times happen during your collaboration time as much as we can so that you do not miss teaching time, but that might not always be possible.

5-If you choose to observe a colleague, you will be asked to fill out a Google form while you are observing.

Kris has created quick surveys that you will fill out while you are observing that Instructional Norm area. Please fill out by the end of the day that you observe.

Science - <https://forms.gle/JH7BeJZiYrCbUAFg6>
Social Studies - <https://forms.gle/V74cnakqjvFRxRq39>
Math - <https://forms.gle/cbm1j42mSFmcQ2Ap9>
Guided Reading - <https://forms.gle/oSJkasJtsGuMabRE9>
Interactive Read Aloud - <https://forms.gle/LZhqXbaLzHQC8F77>
Reading Workshop - <https://forms.gle/zsgHCE6HhUPuvALM6>
Writing Workshop - <https://forms.gle/BhsEVuFTdqakqQNA>
Goal Work - <https://forms.gle/hXkGQTaUdKwQXKLM9>
Specials - <https://forms.gle/iB4UfsAmL9SC7MEG7>

Guided Reading - Idea Bandit

As you drop in to learn from a colleague, fill out the form to help you look for our instructional norms.

What components did you notice?

- Teacher is with leveled group (approximately 6 students)
- Framing the lesson - Introduction
- Picture walk when necessary
- Word work when necessary
- Vocabulary work when necessary
- Students at small group are reading to themselves while teacher is reading with student
- Teacher is in the Power Zone
- Teacher is conferring with a teaching point
- Purposeful questions are being used (DOK)
- Discussion between teacher and students
- Students will complete a reading response/writing critically
- Teacher takes analytical notes/running records

Tell about a "takeaway" or an "aha moment" you had from your visit.

Your answer

What is something you noticed that you want to try in your classroom?

Your answer

Submit



Our Actions/Data Collection

**Next, we had
certified teachers
take the Post-
Norms Survey
(March)**



Post-Curriculum Norms Survey

We would like to do a quick check in on how the Curriculum norms are helping you with instruction in the classroom.

Post-Instructional Norms Survey Data



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58.3% of our teachers use 6 or more out of 7 norms during PLTW/Science. (Up 21.9%)

Staff Comments on Post- Norms Survey

- **I feel like the norms are working well to frame the expectations for classroom teachers. It makes it easy to look at these norms and be able to tell what I need to improve on/what I am missing from my lessons. They are very helpful and laid out in a way that I know exactly what is expected out of me as a teacher.**
- **I feel good about the norms. I really like that this is the standard for instruction, and it helps me with my planning to help reach effectiveness while working within my room.**
- **I feel like it is very helpful to self-assess my planning and assist me in understanding what more I can do to make it even better!**
- **I think it is helpful to go through and look at each subject and check to see what is being accomplished for each subject or what needs to be more routinely covered for each subject. I feel like some subjects I feel confident that I am following the norms but can see that for other subjects I need to get into a better routine of using them to make my instruction better.**

Our Actions/Data Collection

**Finally, our team met
and reviewed the
post- curriculum
norms survey results
and discussed our
next steps.**



WHAT DID
WE LEARN?



1. Teachers appreciated having a voice in this process.



2. Teachers are utilizing the Idea Bandit Peer Observation opportunity.



3. Intentional instructional practices have improved due to clear expectations.



4. Our new teachers wish they would have had this resource to start the year. It has transformed their teaching.

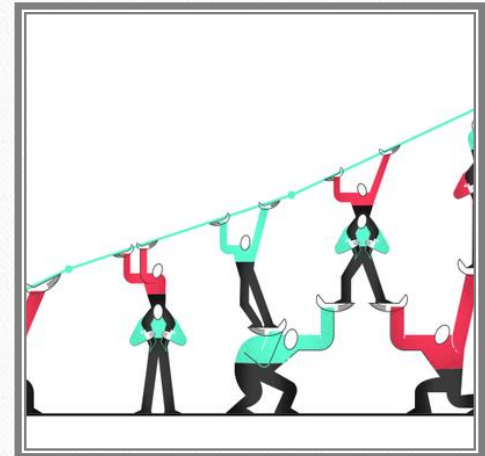


5. We learned that we need to continue to require these norms as a guide in the future.

We will continue to implement and require teachers to use the instructional norms moving forward as well as give them the opportunity to be an Idea Bandit.

We will be meeting with special's teachers to do a more in-depth study of what expectations look like for them.

We will implement Cross Grade Level Growth Teams for teachers to support one another in the norm area they feel the weakest in. They will set goals as teams and help hold one another accountable.



BIBLIOGRAPHY



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