

# Consistent and Effective School-Wide Instruction

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## **Background That Led to Your Inquiry:**

If we are to move forward with improved student achievement, then it is vital that effective instruction is taking place in every classroom. Have we as a staff decided what makes up effective instruction? Have we come to a consensus on what we should see everyday in the classroom? Does every teacher know what the instructional expectations are?

## **Statement of Your Wondering:**

What constitutes effective instruction and how do we ensure that it is taking place in every classroom?

## **Methods/Procedures:**

To gain insights into our wondering staff members were put in small groups to brainstorm. The groups were given examples of other school's documents of instructional practices. They were to create lists in three categories; Should See(academic vocabulary), Might See(cooperative learning), Never See(busy work).

The findings of the groups were compiled into one master list. The following week, the groups met again and came up with their top ten in each category. One week later, teachers worked alone from the compiled list and picked their individual top ten for categories one and two. They also included descriptive definitions of each practice.

We then came together as a staff and work solely on finalizing the category: What We Should See Everyday. We also came to a consensus on the definition of each instructional practice.

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

As a result of analyzing our data, we learned that, not only were teacher instructional expectations not defined, we had never defined what we considered to be effective instructional practices.

With no defined instructional expectations, teachers were all over the spectrum as to what was taking place daily in their classrooms. They had no real guidance as to what the principal expected from them. What is important to see everyday?

To complicate that even more, there was no consensus as to what instructional practices were considered the most critical. It may have come down to individual preference.

This process provided the opportunity to work together and make clear as a staff what is expected and in what form.

### **Providing Concluding Thoughts:**

This was a good start for us. It has allowed us to come together and set a clear course for the future. We have determined what the expectations are for daily classroom instruction and we have also clearly defined what those instructional practices look like.

All teachers now know what instructional practices they are expected to incorporate into their classroom on a daily basis. It has also allowed to determine if we need additional professional development in the identified instructional practices.

Our long term plan is to become a Highly Reliable School. This process was one small but important step in that direction.