

# Framed for Success: Western High School's Journey in Developing and Implementing Instructional Frameworks

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

Western High School has continued to make academic gains and solidify various aspects of our curriculum, instruction, and assessment. We have had and continue to update curriculum maps. We have professional learning communities. We have common grading practices and weights. We have a daily student resource time for remediation. We have these and many other things that are helping us to move forward academically. However, one thing we did not have was a clear and well understood model or framework for instruction. We relied on our evaluation instrument to convey expectations, but these expectations were muddled in the depth and breadth of that instrument.

The lack of a clear and understood instructional framework combined with data from the HRS Survey and the fact that 40% of the faculty is new to Western High School over the past 3 years, made it apparent we needed a clear and concise document that outlined "The Western Way" with regard to instruction. Therefore, the purpose of our action research was to collaboratively develop and begin to implement an instructional framework for Western High School.

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

With this purpose, we wondered will going through the collaborative process of developing and implementing a framework for instruction help define high quality instruction for all and lead to greater student success?

## **Methods/Procedures:**

To gain insights into our wondering, we started with a close examination of the HRS data which indicated there was inconsistency in whether or not we had an instructional model. This indicated there was probably some confusion as to what an instructional model is and how it is used. A random show of hands at a PLC meeting confirmed this belief.

To being developing the instructional framework, as an IPLI team we first reviewed and discussed instructional models provided and how to develop and implement them at Western. At our next department chair meeting we introduced the concept by having the chairs worte down their thoughts on a blank "high quality instruction" chart that had three categories: always, sometimes, never. Once the chairs jotted down their thoughts we followed this initial activity with a short discussion on quality instruction and the importance of having a collaborative model of instruction. It was explained we would be extending this process and concept out to the whole faculty at an upcoming meeting.

At the following faculty/PLC meeting we had everyone get in the right frame of mind regarding instruction by following the professional development plan “Effective Teaching, Part 1” from The Ten-Minute Inservice by Whitaker & Breaux. Teachers were given 5 minutes to complete the high quality instruction chart on their own. Each PLC team then discussed the individual input and collaborated to produce a single chart for each PLC team. The raw data from the PLC team high quality instruction charts were put into a Google Form. A week later at the next PLC meeting the teachers were asked to mark the statements they felt were the most critical/important/essential.

The data from the Google Form was analyzed by the IPLI team with the addition of our curriculum director/instructional coach. The data and information from the Google Form were cross-referenced with our evaluation instrument to determine the Instructional Frameworks for Western High School. The Instructional Frameworks were then shared in small groups with the Department Chairs and School Improvement Leadership Team. After their review and discussion, the Western Instructional Frameworks were shared with the entire faculty.

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

As a result of analyzing our data, three important things we learned include: 1) while Western was demonstrating strong academic success, there was no well understood instructional framework, and 2) Teachers have a wide range of what they consider to be effective instruction, and 3) when the stage is properly set, the teachers can collaboratively agree on a positive and effective instructional framework.

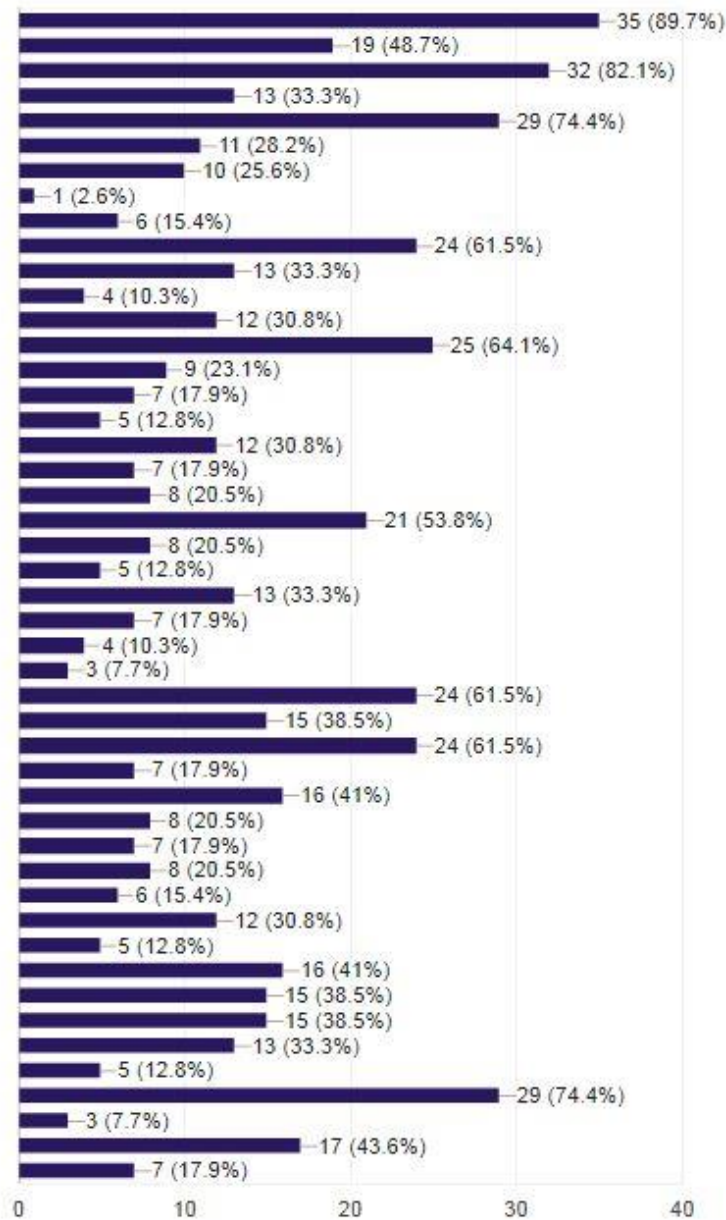
There were several indications Western High School did not have a clear, well understood framework for instruction. This was evident first in the HRS Survey data on Leading Indicator 2.1: The school leader communicates a clear vision as to how instruction should be addressed in the school. Administrative data for this indicator ranged from a 3.25 to a 4.5 whereas the teacher/staff mean response ranged from a 2.93 to a 3.91. The discrepancy and deeper dive into the data for 2.1 indicated that teachers weren’t really sure about instructional expectations. Further evidence presented itself by a show of hands at a PLC meeting when asking who knew what an instruction model or framework was. The short discussion that followed leaned heavily on the evaluation model.

As we began to focus in on the concept of a Western framework of instruction, it became apparent teachers had a broad vision as to what constituted effective instruction. Teachers independently listed their thoughts before collaborating with their PLC team to find a common framework for what should always be observed, sometime, but not always observed, and never observed. The collaborative PLC high quality instruction charts were combined and put into a Google form. While there was similarity or overlap, there were 47 indicators listed for instructional strategies or evidences in the “always observed” section, the “sometimes, but not always” section had 39 indicators, and the “never observed” had 42.

See or Hear Daily (ALWAYS): Pick those you feel are essential and should be a part of the instructional process on a daily basis (limited to your top 20).



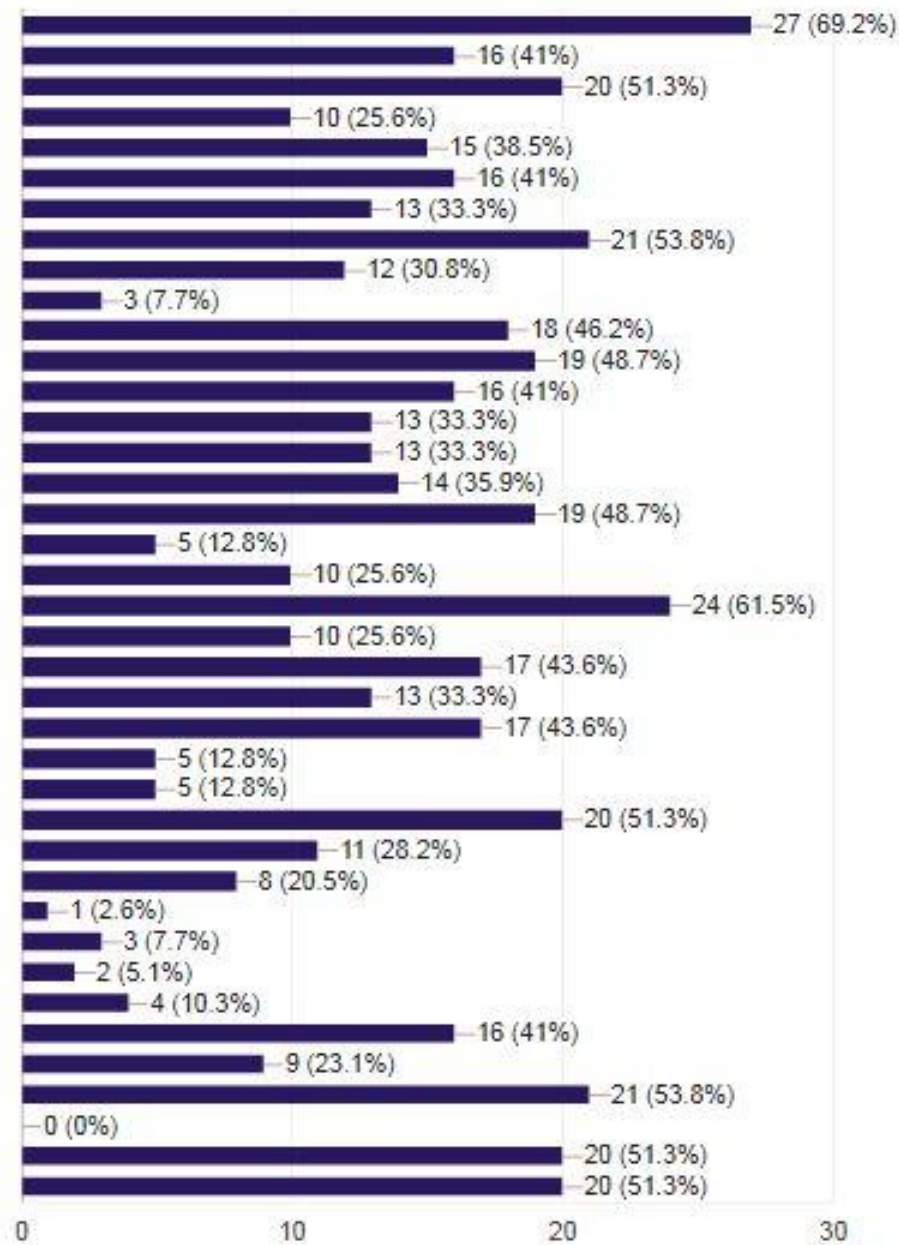
39 responses



Might See or Hear, but not Daily (SOMETIMES): Pick those you feel are essential and should be a part of the instructional process on a sometimes, but not daily basis (limited to your top 20).

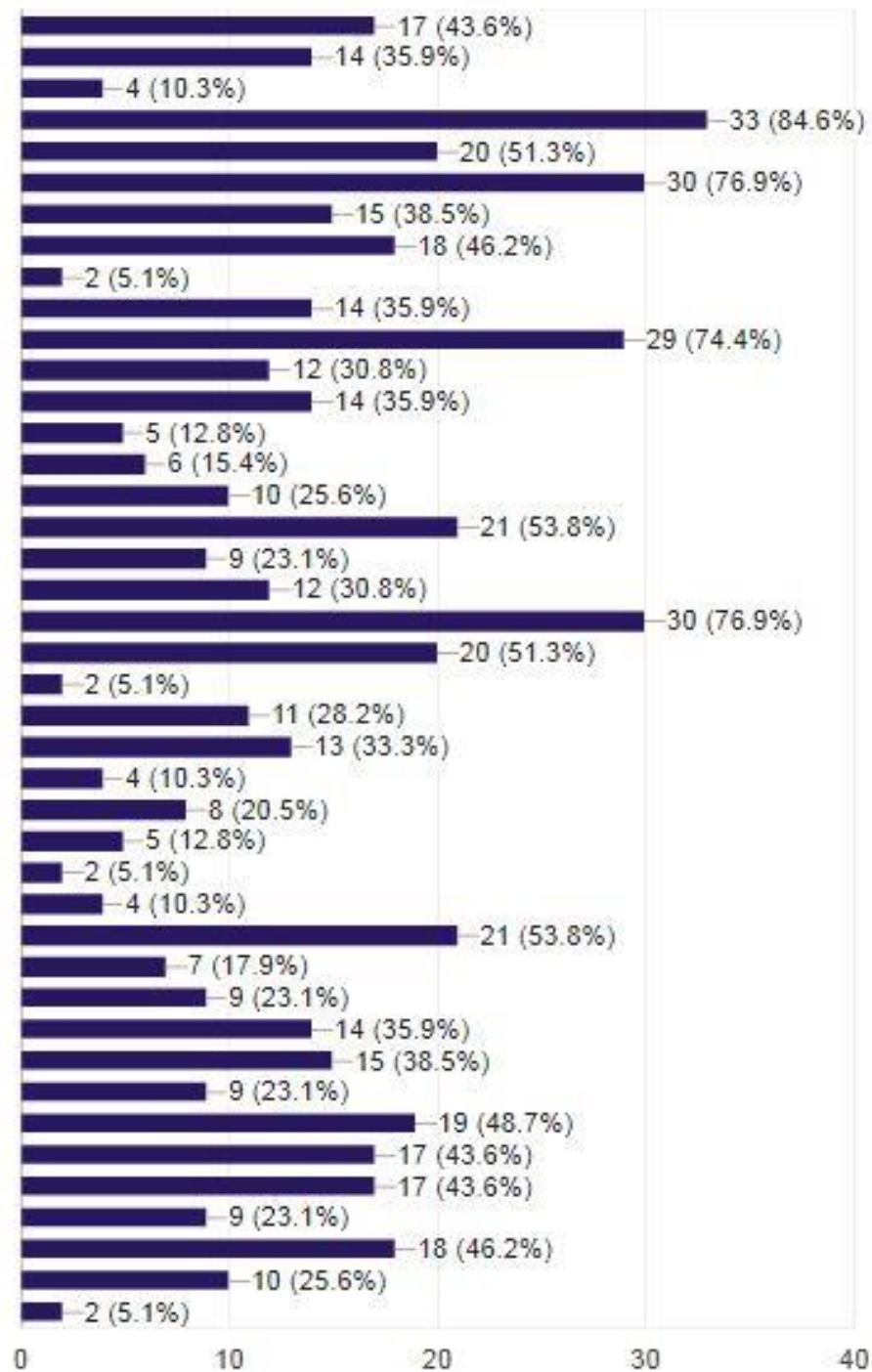


39 responses



Things we should not see or hear (NEVER): Pick those you feel should absolutely not be a part of the instructional process (limited to your top 20).

39 responses



# Western High School

## Instructional Framework

### 2017-2018



*It is the mission of WHS to Educate and Inspire Today's Students for Tomorrow's Opportunities*

<i>Should <b>Always</b> See/Here/Observe</i>	<i>Should <b>Sometimes</b> See/Hear/Observe</i>	<i>Should <b>Never</b> See/Hear/Observe</i>
<ul style="list-style-type: none"> <li>○ Positive Attitude &amp; Enthusiasm</li> <li>○ Purposeful Instruction</li> <li>○ Clear Expectations for Behavior &amp; Learning</li> <li>○ Building Rapport, Respect, &amp; Relationships</li> <li>○ Checks for Understanding</li> <li>○ Engaged Students</li> <li>○ Engaged Teachers</li> <li>○ Professionalism</li> </ul>	<ul style="list-style-type: none"> <li>○ Variety in Instruction &amp; Assessment</li> <li>○ Student Collaboration</li> <li>○ Real-life Connections &amp; Applications</li> <li>○ Integration of Technology</li> <li>○ Applying High-level DOK &amp; Rigor</li> <li>○ Opportunities for Student Input, Choice, and Leadership</li> <li>○ Reflection</li> <li>○ Re-teaching</li> <li>○ Celebrations</li> </ul>	<ul style="list-style-type: none"> <li>○ Unsafe Environment</li> <li>○ Disrespect</li> <li>○ Loss of Control</li> <li>○ Demonstrated Lack of Care or Concern</li> <li>○ Ambivalence Toward Negative Behavior</li> </ul>

Expectedly, once the data from the Google form was analyzed and compared with our evaluation model instructional components, the broad list was collaboratively pared down to a manageable, accurate, positive and effective instructional framework. Teachers were in agreement and supportive of the framework when presented with the final product based upon their effort and input. Teachers were eager to excited to see in a simple chart what the instruction expectations were for everyone.

## **Providing Concluding Thoughts:**

The action research project which resulted in the development of an Instructional Framework for Western High School was an enlightening and exciting journey. As a team we were intrigued by the data from the HRS survey as it both supported our observations and understanding as well as challenged us in our direction. The process gave us a clear path with the ability to adjust as needed from beginning to end or what should be called a new beginning. We learned our teachers have very different philosophies and expectations, but all hold true to a core set of instructional values. This action research cycle leaves us excited to see the learning impact over time and motivated to take the next steps in school improvement.

The action research project undertaken this year by Western High school has reaffirmed us to the aspect of taking things one step at a time to climb the ladder of success. Too often as educators we try to get to the desired point too quickly. While we as a team realized through the data and observation an instructional model was needed, we first had to bring everyone else up to speed and have them be the integral developers of the plan. We could have easily sat down, relied on other instructional models available, and leaned directly on research to put together a very similar instructional framework, by having the teachers be the ones who recognized the need and then develop the framework, they were excited and eager to follow it and not resistant to a plan presented to them by the administration.

With the rollout of the instructional framework and the agreement from the faculty, we are now ready to move into a collaborative examination of our adherence to the framework. We are eager to have teachers observe each other in a non-evaluative instructional round model and report back through a Google form which instructional strategies they observed. We wonder if this process will help identify and direct needed professional development for the faculty.

## **References:**

Marzano, R. J., Warrick, P., & Simms, J. A., (2014), A Handbook for High Reliability Schools...The Next Step in School Reform. Bloomington, IN: Marzano Research  
Whitaker, T. & Breaux, A., (2013), The Ten-Minute Inservice. San Francisco, CA: Jossey-Bass

# WHAT IS A COMPONENT OF HIGH QUALITY INSTRUCTION?

What do you expect instructionally in your classrooms?

SHOULD SEE/HEAR DAILY	MIGHT SEE/HEAR, BUT NOT DAILY	NEVER SEE/HEAR
<ul style="list-style-type: none"> <li>- Students working/active</li> <li>- teacher moving around the room</li> <li>- engaged students</li> <li>- thought provoking lessons</li> <li>- practice time</li> <li>- good classroom management</li> <li>- students &amp; teachers talking and working together</li> <li>- good attitude/Positive</li> </ul>	<ul style="list-style-type: none"> <li>- Students in groups</li> <li>- projects</li> <li>- students writing</li> <li>- assessments</li> <li>- use of the iPad</li> <li>- student presentation</li> <li>- worksheets</li> </ul>	<ul style="list-style-type: none"> <li>- Sleeping students</li> <li>- teacher chastising students or favoritism</li> <li>- lack of planning</li> <li>- no teacher/student interaction</li> <li>- cheating!</li> <li>- chaos/unsafe</li> <li>- bullying</li> </ul>



# High Quality Instruction Framework (part 2)

Below you will find the compiled results of our initial inquiry (Part 1) and brainstorm as to what components comprise high quality instruction. In many cases similar responses were blended into a single response. This list was generated by identifying the instructional strategies or evidences one would expect to see or hear daily in the classroom (always), those things we would expect to see or hear, but not daily (sometimes), and those things we should not see or hear (never).

While practically everything listed has importance and relevance, the list is far too long to provide a framework for instruction. We need to whittle it down by identifying the most critical and impactful components, strategies, and/or skills that frame high quality instructional practice.

To begin to make this framework manageable, we first need to begin to narrow down this long list. Please select up to twenty (20) of the identified components of instruction in the three (3) categories: Always, Sometimes, and Never.

Your input is important as this process will eventually lead to the development of an instructional framework to guide instruction at Western High School. Please take the time to complete this important step in the process. Every vote counts!

\* Required

See or Hear Daily (ALWAYS): Pick those you feel are essential and should be a part of the instructional process on a daily basis (limited to your top 20) \*



(limited to your top 20).

# EVERYDAY ESSENTIALS

- Positive attitude/Excitement/enthusiasm
- Authentic praise/Positive reinforcement
- Respect
- Eye contact between students and teachers
- Fostering of positive relationships
- Effort
- Humor/fun
- "I can..."
- Please/Thank you
- Welcoming/Positive learning environment
- Modeling in behavior and lessons
- A "hook" for engagement/interest
- Facilitating learning
- Checks for understanding/formative assessments
- Effective questioning with ample wait time
- Students doing majority of the work
- Use of academic vocabulary
- Practical application of material
- Utilization of multiple resources

- Staff Collaboration
- Teacher moving about the room assisting and monitoring students
- Smooth/Efficient transitions
- Inclusion
- Differentiation/Accommodations
- Thought-provoking lessons
- Review/Summary of what was learned
- Preview of next day/upcoming week
- Effective communication between teacher and student(s)
- Clear and concise instruction
- Engaged Students/Teacher
- Concentration and focus
- Students actively learning
- Group interaction and collaboration
- Students discussing what they do not understand and asking questions
- Opportunities for student practice/Interaction with the content
- Hands-on learning with content
- Students actively thinking/Processing
- Opportunities to be creative
- Appropriate use of time
- Structure

- Clear goals & expectations
- Varied lessons, presentation, and student activities
- Posted and explained objectives
- Effective classroom management
- Prepared/connected lessons with a plan B
- Consistent protocols, procedures, and routines
- Peer/teacher collaboration/support

**Might See or Hear, but not Daily (SOMETIMES):** Pick those you feel are essential and should be a part of the instructional process on a **sometimes but not daily basis (limited to your top 20) \***

Sometimes, but not daily basis (limited to your top 20).

# JUST SOMETIMES

- Student collaboration/small groups
- Variety of assessments
- Projects/Project-based learning
- Reading/writing
- Skills building on previous knowledge
- Teacher modeling technique/final product
- Labs
- Use/integration of technology
- Direct instruction/Teacher led instruction/Lecture/Notes
- Teacher lecturing on in-depth technical information with no student interaction
- Worksheets/bookwork/independent work
- Student movement in the classroom
- Summative assessments/Testing
- Discussion of previously taken assessments
- Formative assessments
- Individual assignments
- Groupwork
- Extended time
- Re-do's
- Re-teaching

- Celebrations
- Class discussion
- Constructive criticism
- 1:1 instruction/support
- Prompts
- Reminders of where to get help
- Parent contact
- Updated grades
- Independent work
- Frustration
- Silence
- Chaos
- Questions to have lesson repeated or explained again
- Student reflection
- Outrageous fun times and lots of laughter
- Students leading classroom activities/student presentations
- Learning centers
- Question & Answer time/Review time
- Discussion and clarification time

Things we should not see or hear (NEVER): Pick those you feel should absolutely not be a part of the instructional process (limited to your top 20) \*

to your top 20).



- Students not doing anything
- Disengaged students
- Completely independent learning
- Unsafe environment
- Arguing with a student
- Cheating
- Students giving up/not trying
- Unattended classrooms
- Same tests
- No explanations
- Disrespect
- Multiple students failing class without communication to students/parents/counselors
- Bell to bell lecture
- Students not engaged in learning
- Full period movies/videos
- Anger toward students or situations
- Loss of/lack of teacher control/poor classroom management
- No fun/too serious
- Students hijack the classroom and control environment and discussion

- Bullying
- Disruptive behavior
- Direct instruction only
- Phones being used in non-instructional ways
- Busy/meaningless work
- Conflict with or challenging students
- Crying/Sleeping students
- Off task student behavior
- Parent complaints
- "I can't..."
- Demeaning/belittling comments toward students
- Disorganized classroom/lesson
- Lack of routine
- Lack of preparation/plan
- Negativity/Negative attitude/Negative words
- Allowing students to fail without support
- Open criticism/ridiculing/embarassing/degrading students
- Fighting/arguing
- Teacher not engaged
- Wasted class time
- No teacher/student interaction



Student horseplay

Forced reading aloud

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