Indiana Principal Leadership Institute

Instructional Framework AR Project

Principal Name: Michelle Ginkins
School Name: New Albany High School
Team Members' Names: Melissa Badger, Kelly Payne
Principal's Email Contact: mginkins@nafcs.org

Background Leading to Our Inquiry

NAHS didn't have an instructional framework in place. According to research, staff survey feedback, and department coach inquiry, an instructional framework will help maximize teaching and learning, create a common language, allow teachers to focus their goals, and enhance administrator feedback.

The Purpose of Our Inquiry

Therefore, the purpose of our AR project was to create an instructional framework that will have the highest impact on student achievement and to facilitate collective efficacy for effective teaching in every classroom.

Our Wondering

With this purpose, we wondered if staff creating a formal instructional framework will it enhance collaboration and use of high impact learning strategies and, in turn, create positive learning outcomes for students.

Our Actions

During the November staff professional development, teacher leaders introduced Hattie's high impact strategies and the template from The New Art and Science of Teaching.

To begin, teachers worked individually and with non-departmental colleagues to identify the instructional strategies that are currently used and are known to have the greatest impact on student achievement.

Next, they will work within departments to continue to refine the 10 strategies that will be included in our instructional framework.

Data Collection

Before and after staff survey
Stages of the framework
Eventually-- instructional rounds
Qualitative Data

Our Data

https://docs.google.com/document/d/1zJvK8V4dccoDpg6V-JI9NDJKCz7p8yDzZruR7fbu0pA/edit

https://docs.google.com/spreadsheets/d/1Riv7Is_mpgAN48Jd0ZLDuHsNYe6b5eyNaurkT8y-rhs/edit#gid=0

Feedback	Content	Context
Providing and Communicating Clear Learning Goals 1. Providing scales and Rubrics Eng, WL, Alpha 2. Tracking progress WL,SpEd 3. ==Celebrating success== Math,Soc St, WL ,Science, SpEd	***Conductive Direct Instruction*** 6. Chunking content Eng, WL, Science 7. Processing content Arts, Math 8. Recording and representing content	***Using Engagement Strategies*** ==23. Noticing and reacting when students are not engaged.==Arts, Math, Soc St, Eng, WL, Science 24. Increasing response rates 25. Using physical movement Eng, Science 26. Maintaining a lively pace Eng 27. Demonstrating intensity and enthusiasm 28. Presenting unusual information WL 29. Using friendly controversy 30. Using academic games WL, Alpha, Science 31. Providing opportunities for students to talk about themselves. Eng 32. Motivating and inspiring Students Soc St, Eng, SpEd
Using Assessments 1. ==Using informal assessments of the whole class.== Arts, Math, Soc St, Eng, WL, Alpha, Science, SpEd	***Conducting Practicing and Deepening Lessons*** 9. ==Using structured practice== Arts, Math, Eng, WL, Alpha 10. Examining similarities and differences Soc St, Eng, WL	***Implementing Rules and Procedures*** ==33. Establishing rules and procedures.== Arts, Soc St, Eng, WL, Alpha, Science, SpEd

1.　　Using formal assessments of individual students Eng, WL, Alpha, Science, SpEd	11. Examining errors in reasoning	34. Organizing the physical layout of the classroom.Arts, Eng 35. Demonstrating withitness.Eng 36. Acknowledging adherence to rules and procedures.Arts, Math, Eng 37. Acknowledging lack of adherence to rules and procedures. Eng, WL
	Conducting Knowledge Application Lessons 12. Engaging students in cognitively complex tasks SpEd 13. Providing resources and Guidance Soc St, Eng, WL, Alpha, Science 14. Generating and defending claims Eng	***Building Relationships*** 38. Using verbal and nonverbal 　　behaviors that indicate 　　affection for students.Eng, WL 39. Understanding students' 　　backgrounds and interests.Math, Eng, WL, Alpha, SpEd 40. Displaying objectivity and 　　Control. Arts, Eng, Alpha
	Using Strategies That Appear in All Types of Lessons 15.Previewing strategies 16. Highlighting critical information Eng 17. Reviewing content Arts, Math, Soc St, Alpha, Science 18. Revising content Eng 19. Reflecting on learning Math, Soc St 20. Assigning purposeful homework WL 21. Elaborating on Information Arts, Eng 22. Organizing students to interact Eng, WL, Alpha, SpEd	***Communicating High Expectations*** 41. Demonstrating value and respect for reluctant learners.Math, SpEd 42. Asking in-depth questions of reluctant learners. 43. Probing incorrect answers with reluctant learners. Soc St

Feedback	Content	Context
Providing and Communicating Clear Learning Goals	***Conductive Direct Instruction*** -Chunking content	***Using Engagement Strategies*** -Noticing and reacting when students are not engaged

1. Providi -Celebrating success		
Using Assessments -Using informal assessments of the whole class. -Using formal assessments of individual students	**Conducting Practicing and Deepening Lessons** -Using structured practice	**Implementing Rules and Procedures** -Establishing rules and procedures.
	Conducting Knowledge Application Lessons -Providing resources and Guidance	**Building Relationships** -Understanding students' backgrounds and interests
	Using Strategies That Appear in All Types of Lessons -Reviewing content -Organizing students to interact	**Communicating High Expectations** -Demonstrating value and respect for reluctant learners.

Our Discoveries (Slide 8)

As a staff we were not really that far off with the High Impact Strategies we used most often. When reviewing the Department top 10 High Impact Strategies Activity many of the strategies had three or four departments who said they use the strategy often.

We were able to create our own instructional framework based on the work from the November PD and from the Department top 10 activity. Once complete, we discovered that as a staff we have a healthy balance of feedback, content, and context in our framework. NAHS Instructional Feedback

Where We Are Headed Next (Slide 9)

Walk-throughs
Specific goal setting/help focus teacher goals
Specific administrator feedback
Creating a common language between staff, students, and admin.

Bibliography (Slide ?)

Marzano, R.J., Warrick, P.B., et. al. (2018). *Leading a high reliability school*. Bloomington: Solution Tree.

Instructional Framework AR Project

New Albany High School
Michelle Ginkins, Melissa Badger, Kelly Payne
2020

New Albany High School will ensure learning and success for all.

Background

NAHS didn't have an instructional framework in place. According to research, staff survey feedback, and department coach inquiry, an instructional framework will help maximize teaching and learning, create a common language, allow teachers to focus their goals, and enhance administrator feedback.

New Albany High School will ensure learning and success for all.

The Purpose

To create an instructional framework that will have the highest impact on student achievement..

To facilitate collective efficacy for effective teaching in every classroom.

New Albany High School will ensure learning and success for all.

Our Wondering

If staff create a formal instructional framework will it enhance collaboration and use of high impact learning strategies and in turn create positive learning outcomes for students?

New Albany High School will ensure learning and success for all.

Our Actions

During the November staff professional development, teacher leaders introduced Hattie's high impact strategies and the template from The New Art and Science of Teaching.

To begin, teachers worked individually and with non-departmental colleagues to identify the instructional strategies that are currently used and are known to have the greatest impact on student achievement.

Next, they will work within departments to continue to refine the 10 strategies that will be included in our instructional framework.

New Albany High School will ensure learning and success for all.

Data Collection

Before and after staff survey

Stages of the framework

Eventually-- instructional rounds

Qualitative Data

New Albany High School will ensure learning and success for all.

Our Data

https://docs.google.com/document/d/1zJvK8V4dccoDpg6V-JI9NDJKCz7p8yDzZruR7fbu0pA/edit

https://docs.google.com/spreadsheets/d/1Riv7Is_mpgAN48Jd0ZLDuHsNYe6b5eyNaurkT8y-rhs/edit#gid=0

New Albany High School will ensure learning
and success for all.

Our Discoveries

1. As a staff we were not really that far off with the High Impact Strategies we used most often. When reviewing the [Department top 10 High Impact Strategies Activity](#) many of the strategies had three or four departments who said they use the strategy often.

2. We were able to create our own instructional framework based on the work from the November PD and from the Department top 10 activity. Once complete, we discovered that as a staff we naturally have a healthy balance of feedback, content, and context in our framework. [NAHS Instructional Feedback](#)

New Albany High School will ensure learning
and success for all.

Where are we headed next

Walk throughs

Specific goal setting/help focus teacher goals

Specific administrator feedback

Creating a common language between staff, students, and admin.

New Albany High School will ensure learning
and success for all.

References

Marzano, R.J., Warrick, P.B., et. al. (2018). *Leading a high reliability school*. Bloomington: Solution Tree.

New Albany High School will ensure learning and success for all.