



FROM OVERWHELMED TO EMPOWERED

Improving Online Instruction Through Thoughtful Lesson Planning

Michele Guyer, Sara Uebbing, DeAndra Elliott

Purpose

Our district implemented new lesson planning requirements this year. These requirements, based on weekly asynchronous course evaluation and gap-filling for content and durable skills, are proving challenging for our staff. Teachers reported feeling overwhelmed, and the implementation has highlighted a need for professional development in online instructional strategies.

Wondering

In what ways can explicitly sharing and tying strategies to our lesson plan template impact planning and instruction?

Can explicitly tying teaching strategies to our instructional model help...

- Improve teachers' comfort level with lesson planning?
- Increase the number of intentional teaching strategies implemented in connection with the gaps present in the evaluation portion of the lesson planning template?
- Bring awareness to and improve the integration of the Journey of a Graduate (JoG) skills?

Timeline

- **November:** Collect lesson plan control data and determine and organize strategies to share.
- **December:** Lesson planning survey
- **December - Mid-January:** Community Contributor strategies PD
- **Mid-January - February:** Weekly collaborative planning sessions and Compassionate Collaborator strategies PD
- **March:** Give lesson planning post-survey and collect and analyze lesson plans from January to present.

Discoveries

- Our intentional work around professional learning and planning improved teacher confidence in planning.
- Planning is still critical. However, leveraging the lesson planning template didn't solve any of our problems. In fact, it created some problems.
- We spent a great deal of time trying to convince teachers to implement strategies around compassionate collaboration. We found that the JoG skill of "Compassionate Collaboration" in planning was what we needed all along.



IPLI Team AR Project  

    Warren Online Academy

From Overwhelmed to Empowered

Improving Online Instruction Through Thoughtful Lesson Planning



IPLI Team A...

Meet the Team



← → 🔍 Warren Online Academy Team

Warren Online Academy



Warren Online Academy
MSD Warren Township

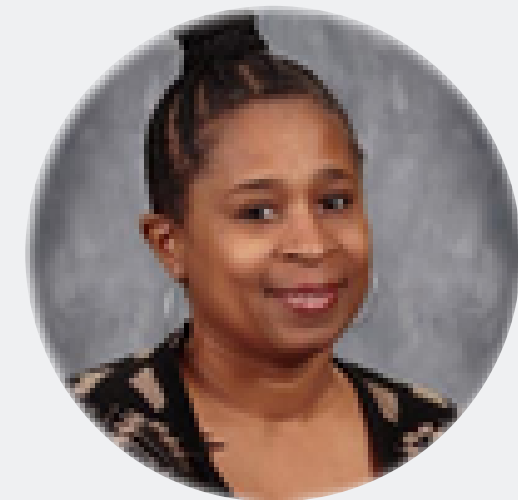
Members



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Background Leading to this Inquiry

There are a lot of current initiatives in our school district. To avoid “initiative fatigue,” our team felt it was important to focus our project on an area where our staff is already spending significant time and where we have identified pain points. We merged this desire with what we learned from the HRS surveys and our conversations at IPLI seminars about instructional models.



Purpose

This year, our school (and district) rolled out some new lesson planning expectations. We have a school lesson planning template that represents our instructional model. For an online and hybrid school, our instructional model involves evaluating our pre-existing asynchronous online courses each week and then using that evaluation to make intentional instructional decisions to fill the gaps that are present (whether content or durable skill).

There are two obstacles we are currently facing. In general, many of our teachers are feeling overwhelmed by the new expectations. Secondly, these new expectations are highlighting some needs for professional learning around online instructional strategies.

Our team wanted to focus our inquiry on ways to address these two obstacles.



Our Wondering

In what ways can explicitly sharing and tying strategies to our lesson plan template impact planning and instruction?

Subquestions:

Can explicitly tying teaching strategies to our instructional model help...

- Improve teachers' comfort level with lesson planning?
- Increase the number of intentional teaching strategies implemented in connection with the gaps present in the evaluation portion of the lesson planning template?
- Bring awareness to and improve the integration of the Journey of a Graduate skills?





Action Plan



Surveys

Surveys were administered before and after the project to measure feelings and confidence levels regarding lesson planning expectations.



Professional Learning

- Weekly debrief of small strategies connected to JoG skills tied specifically to instructional model (newsletter and team meetings)
- Collaborative planning for structured PD time



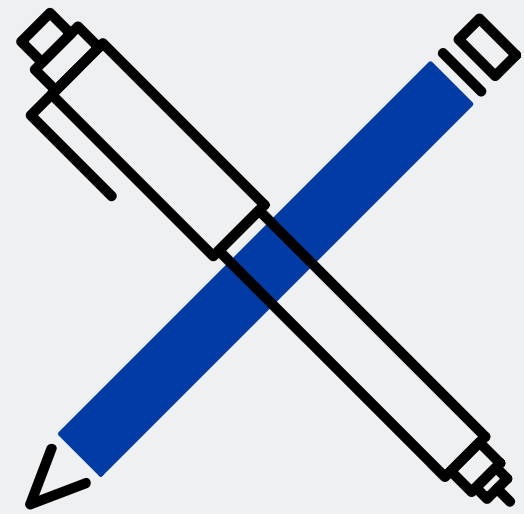
Lesson Plans

Lesson plans were collected before and through the process. These were used as the control data and then to measure impact of professional learning by identifying patterns/use of strategies.



Process





Data Collection

Surveys

Survey data collected before and after project to measure possible growth of teacher perception of comfort and efficacy with lesson planning.

Lesson Plans

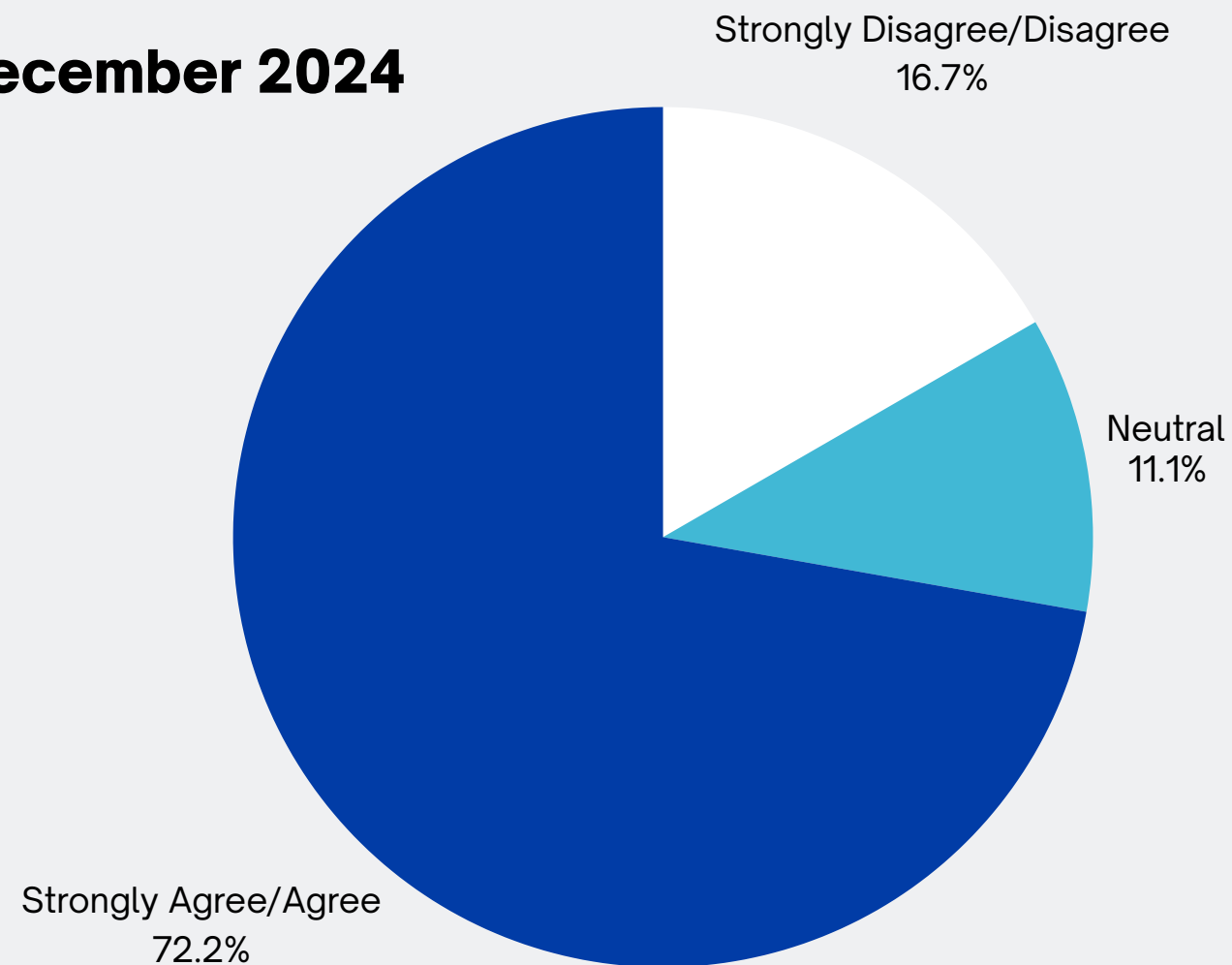
Lesson plans from all participating teachers before project, in the middle of the project, and after the project collected with JoG skill instructional strategies counted and compared.



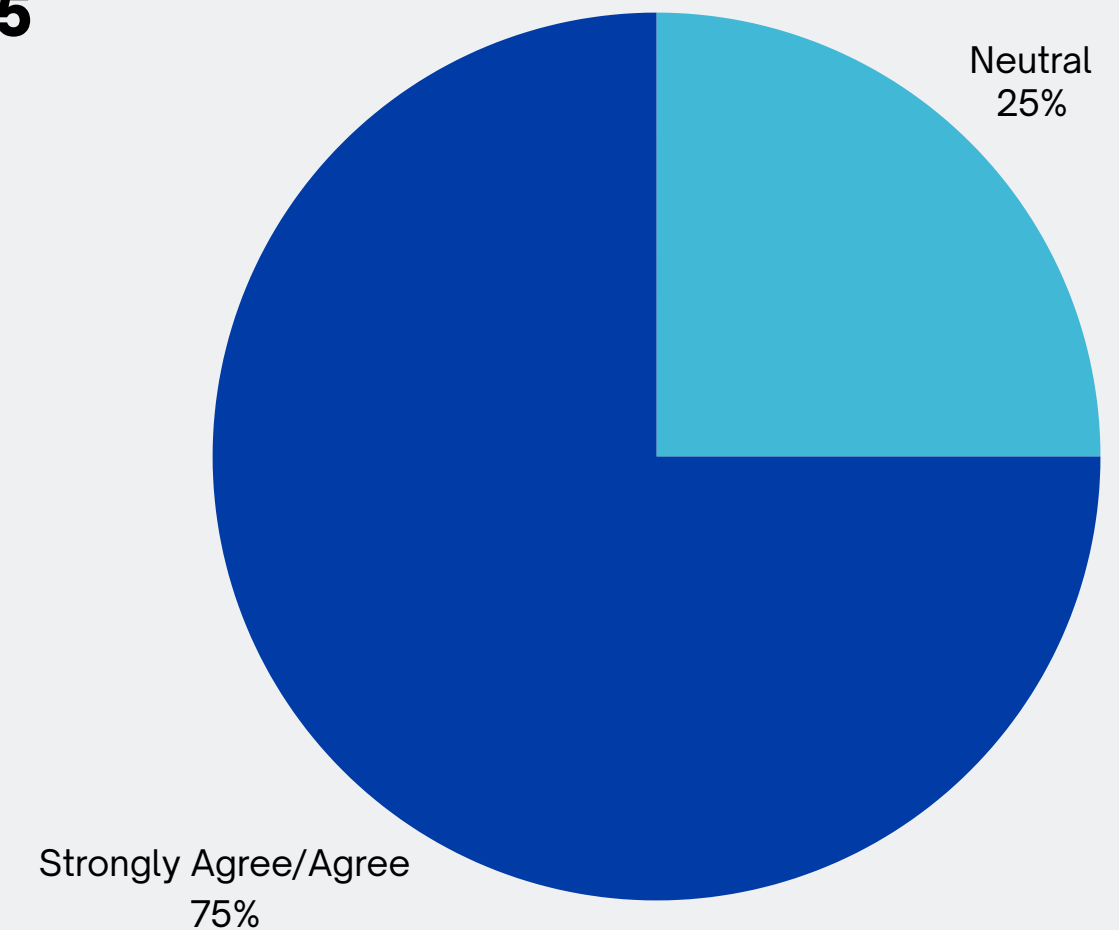
Our Survey Data

I know exactly what is expected of me when filling out each lesson plan.

December 2024



March 2025

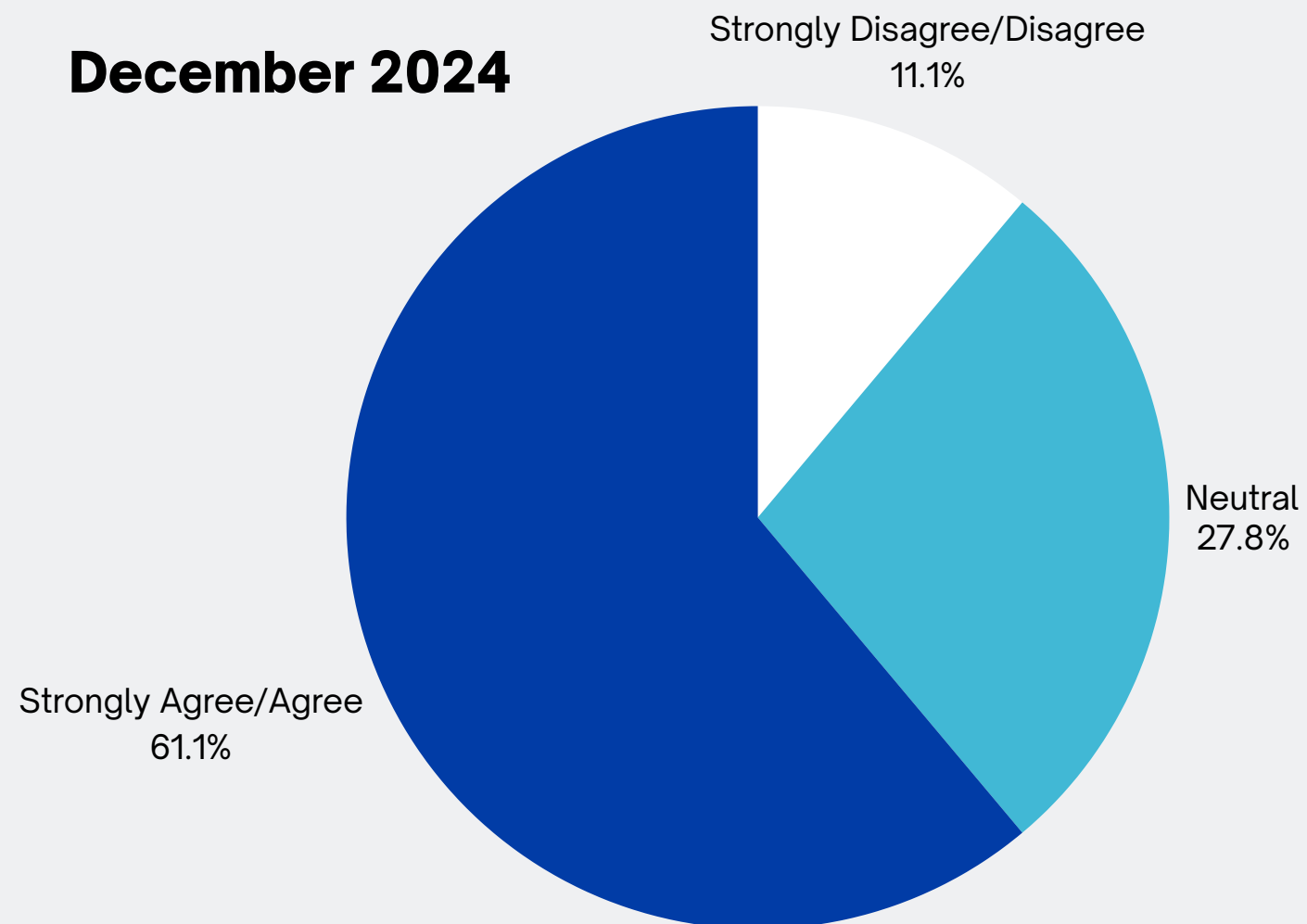




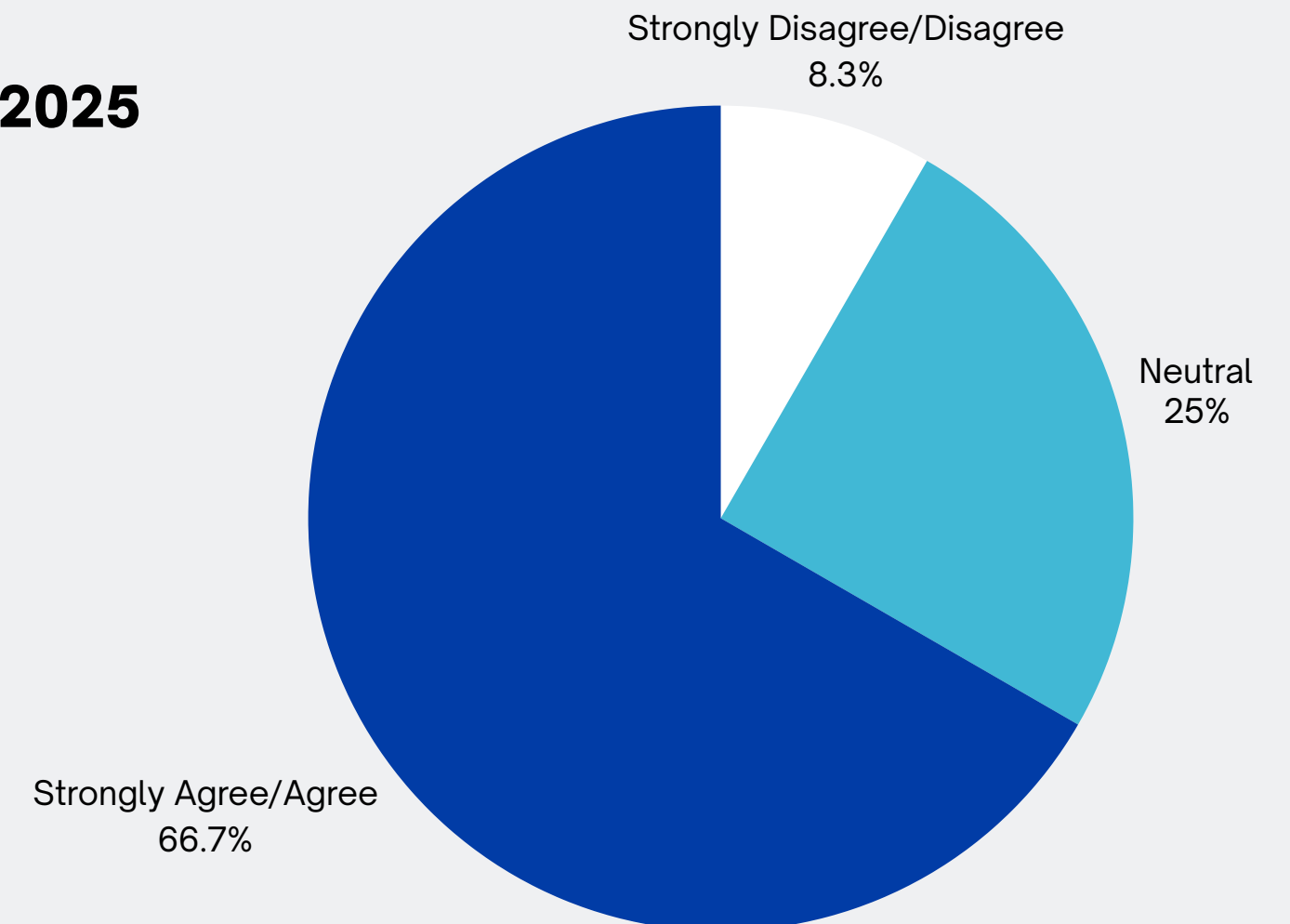
Our Survey Data

When planning additional instruction to fill gaps present in the asynchronous curriculum, I have plenty of ideas and strategies that I can use.

December 2024



March 2025



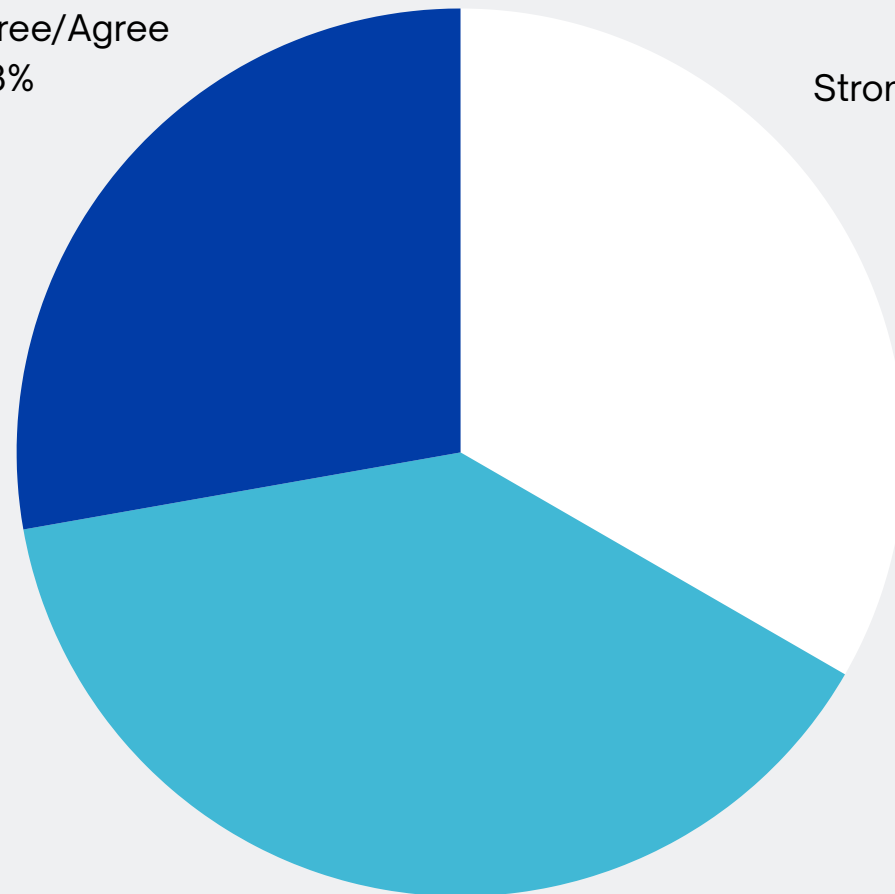


Our Survey Data

I have enough time to thoughtfully lesson plan.

December 2024

Strongly Agree/Agree
27.8%

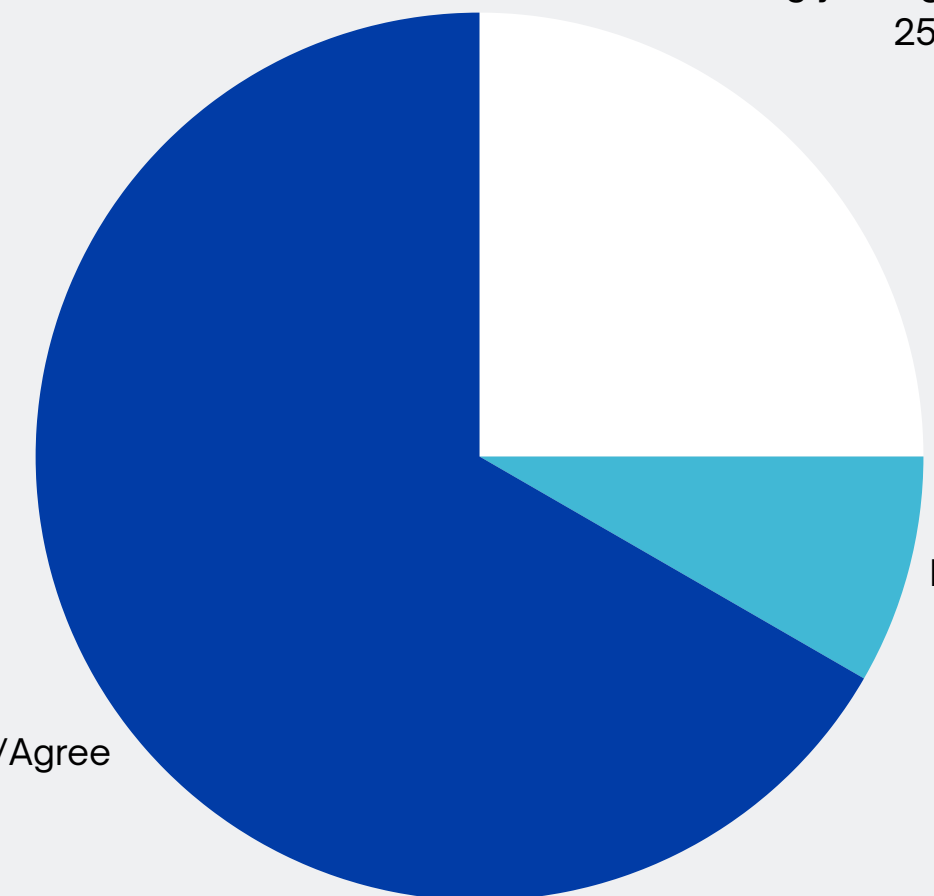


Neutral
38.9%

Strongly Disagree/Disagree
33.3%

March 2025

Strongly Agree/Agree
66.7%



Neutral
8.3%

Strongly Disagree/Disagree
25%

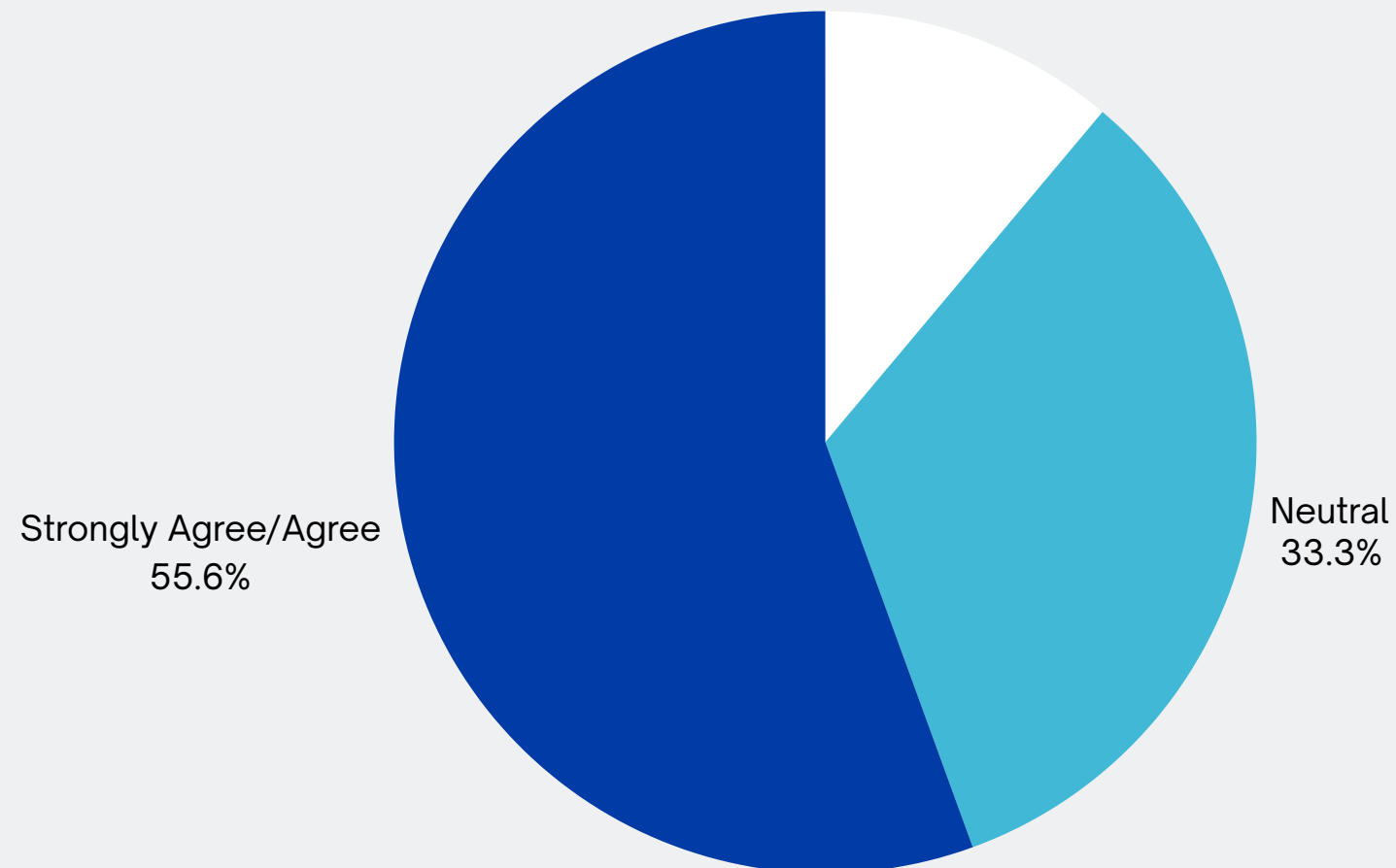


Our Survey Data

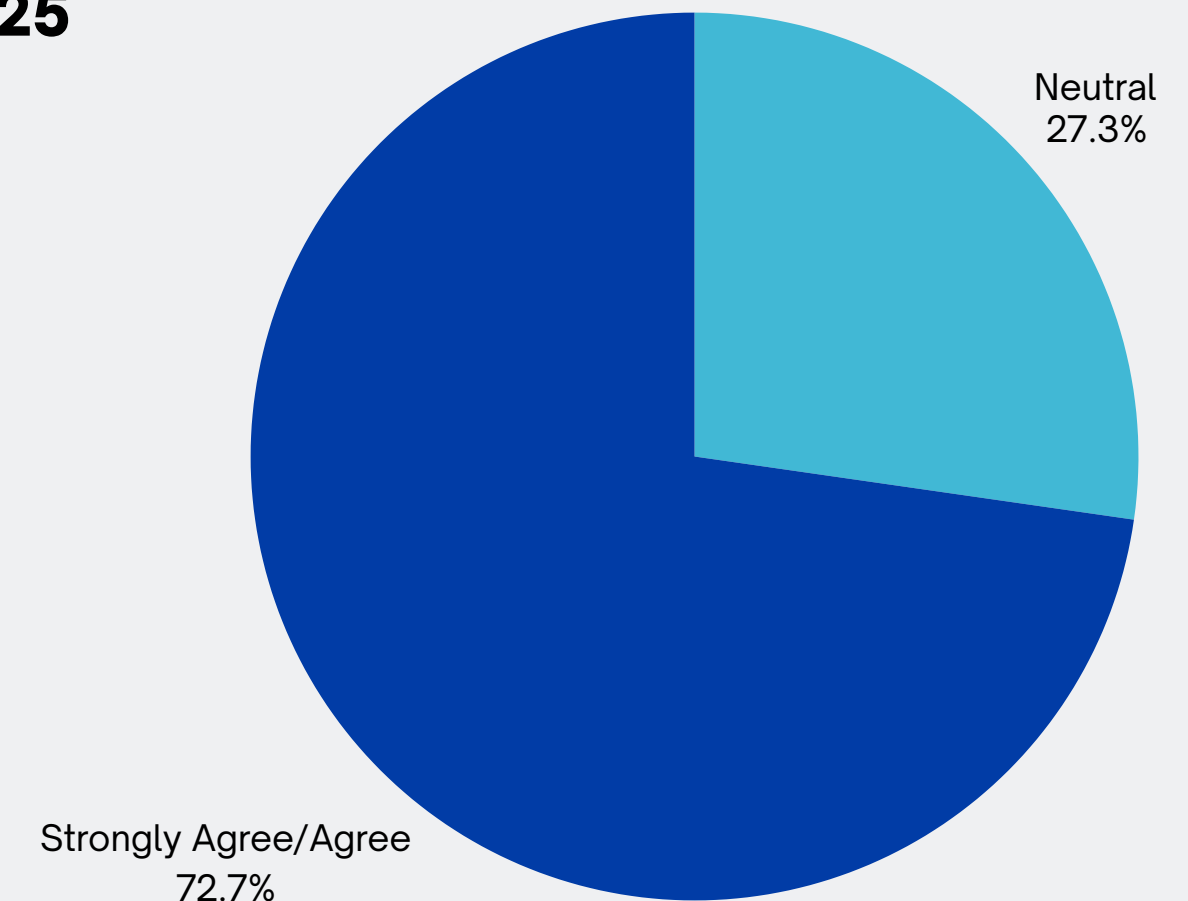
I am confident in my ability to address gaps in StrongMind or Edmentum by creating ASYNCHRONOUS content and activities.

December 2024

Strongly Disagree/Disagree
11.1%



March 2025



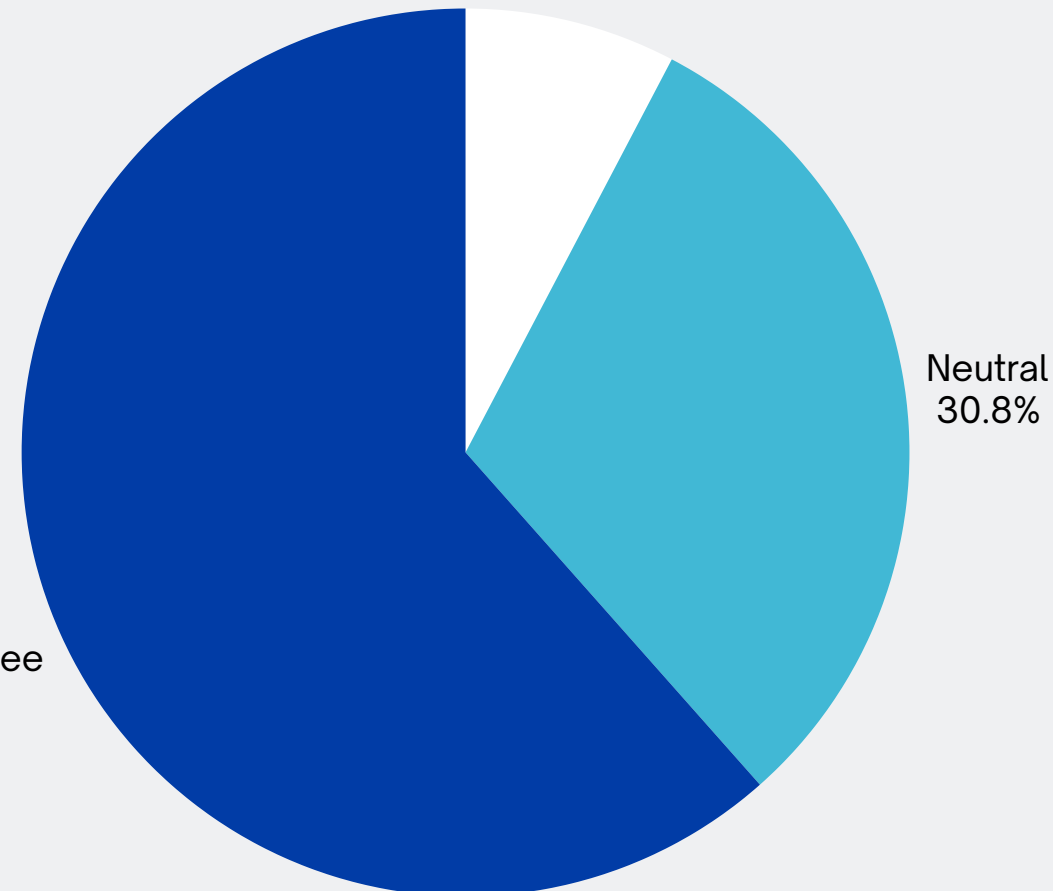


Our Survey Data

I am confident in my ability to address gaps in StrongMind or Edmentum by creating SYNCHRONOUS or LIVE content and activities.

December 2024

Strongly Disagree/Disagree
7.7%

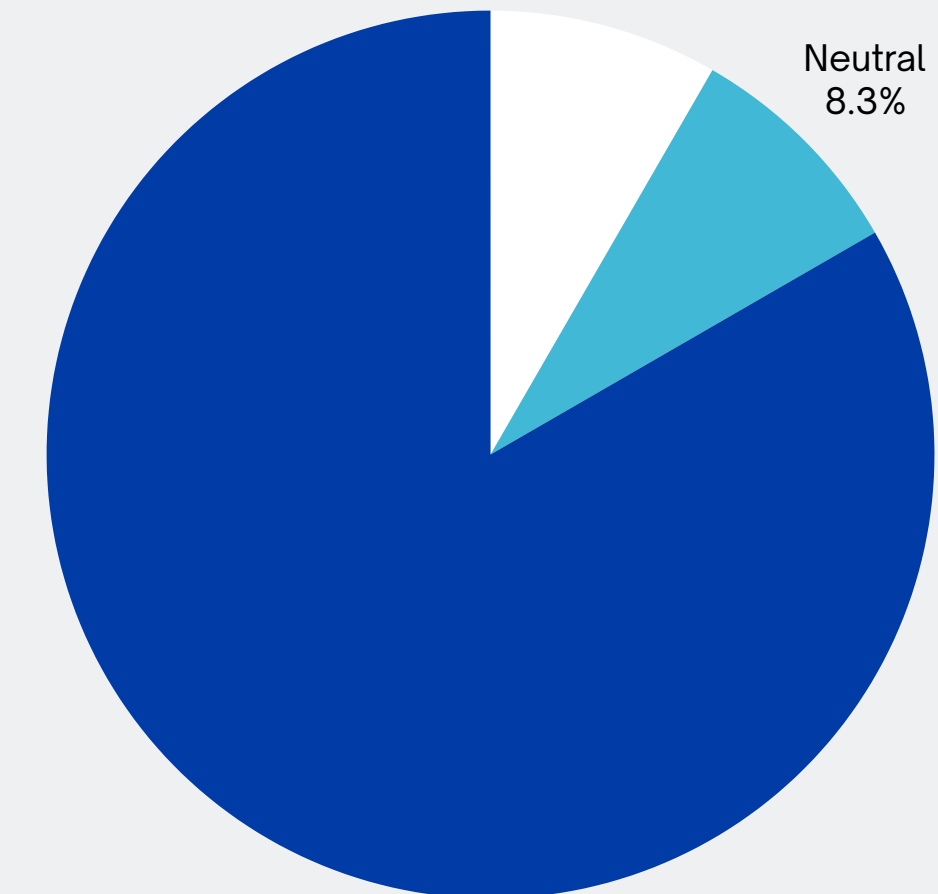


Strongly Agree/Agree
61.5%

March 2025

Strongly Disagree/Disagree
8.3%

Neutral
8.3%



Strongly Agree/Agree
83.3%

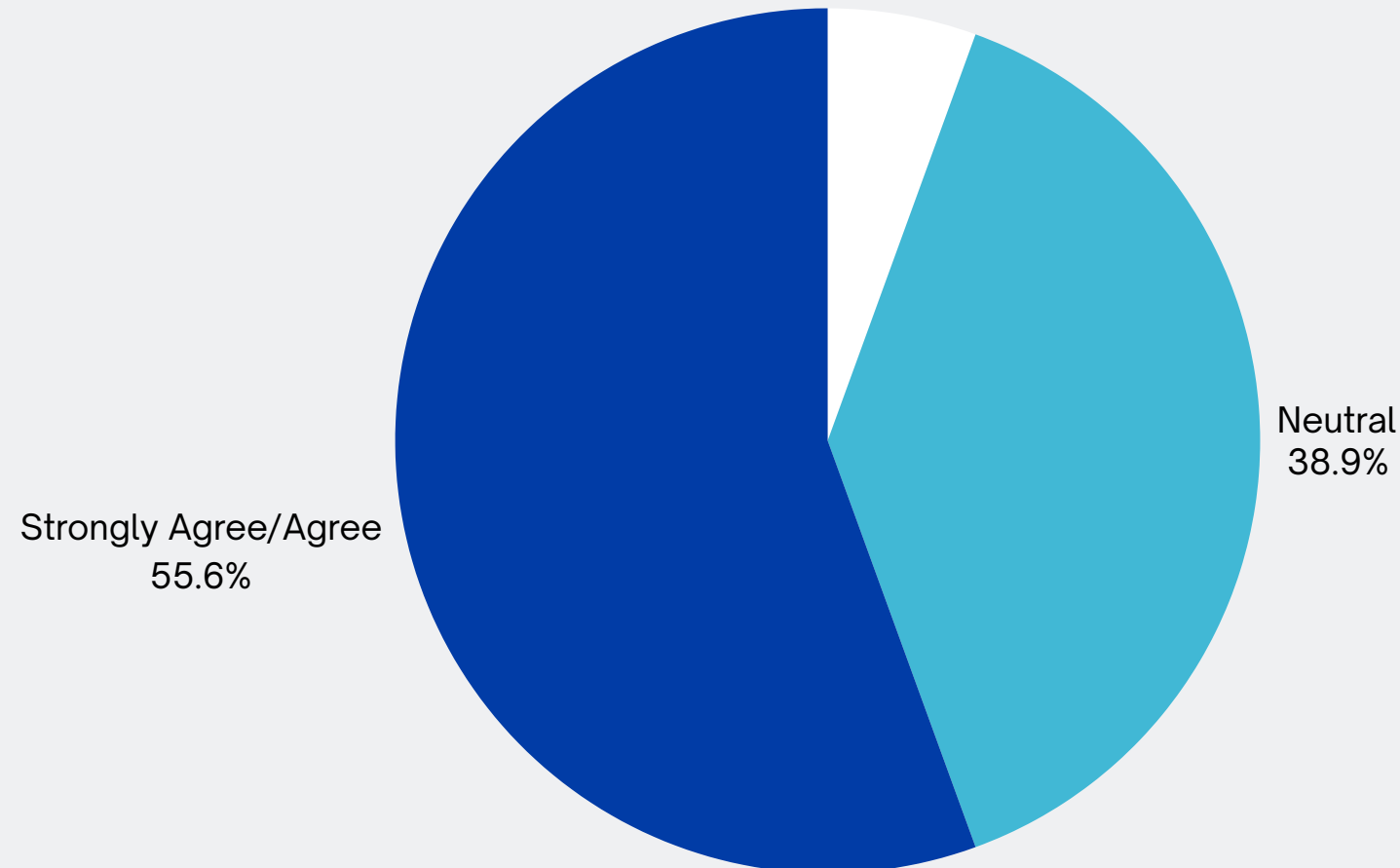


Our Survey Data

Most or all of my live lessons or asynchronous course additions give students meaningful opportunities to practice the JoG skill of **COMMUNITY CONTRIBUTOR.**

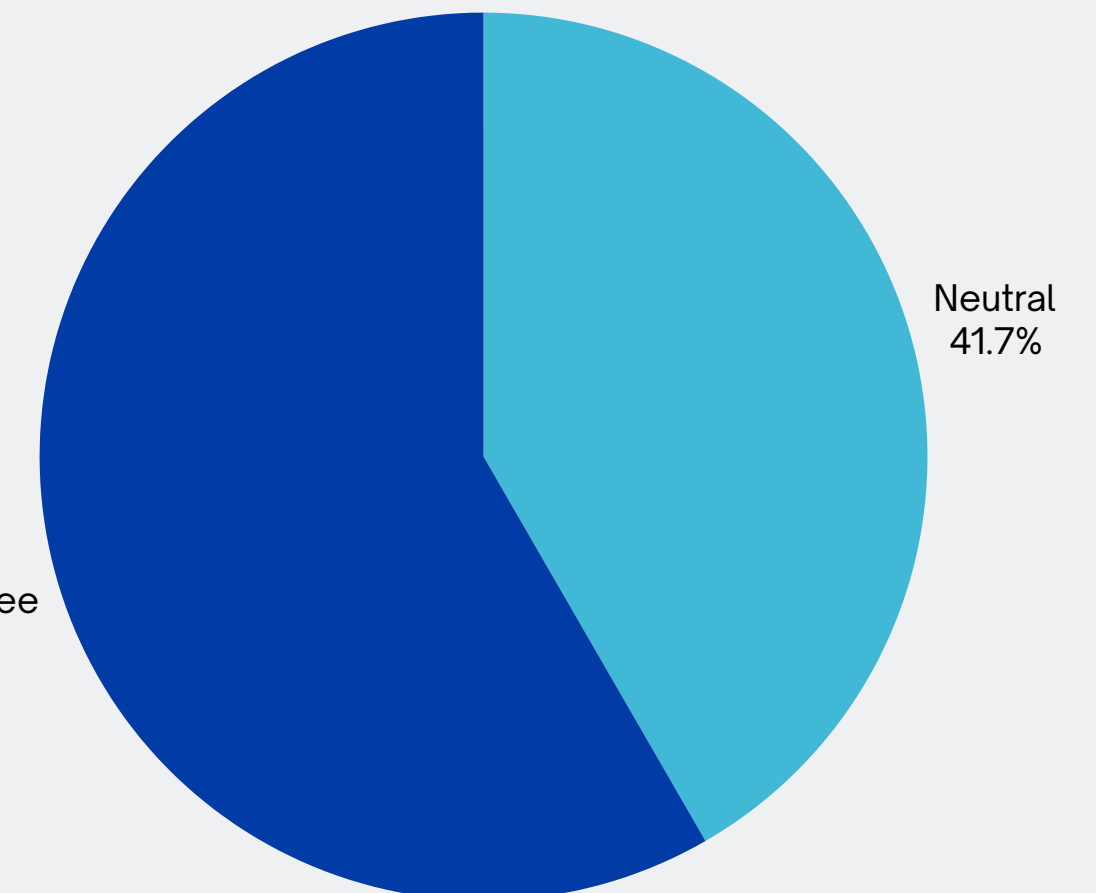
December 2024

Strongly Disagree/Disagree
5.6%



March 2025

Strongly Agree/Agree
58.3%

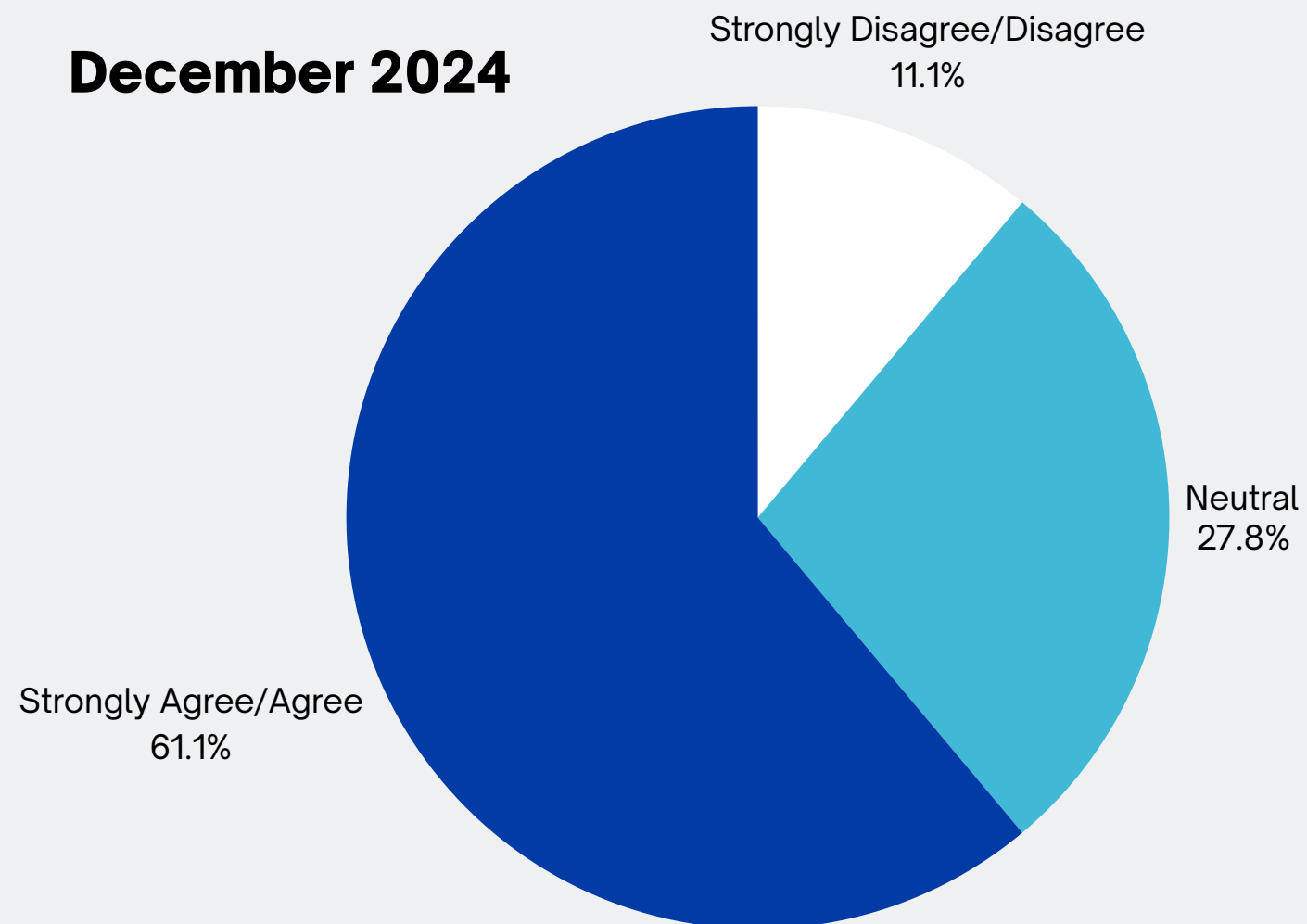




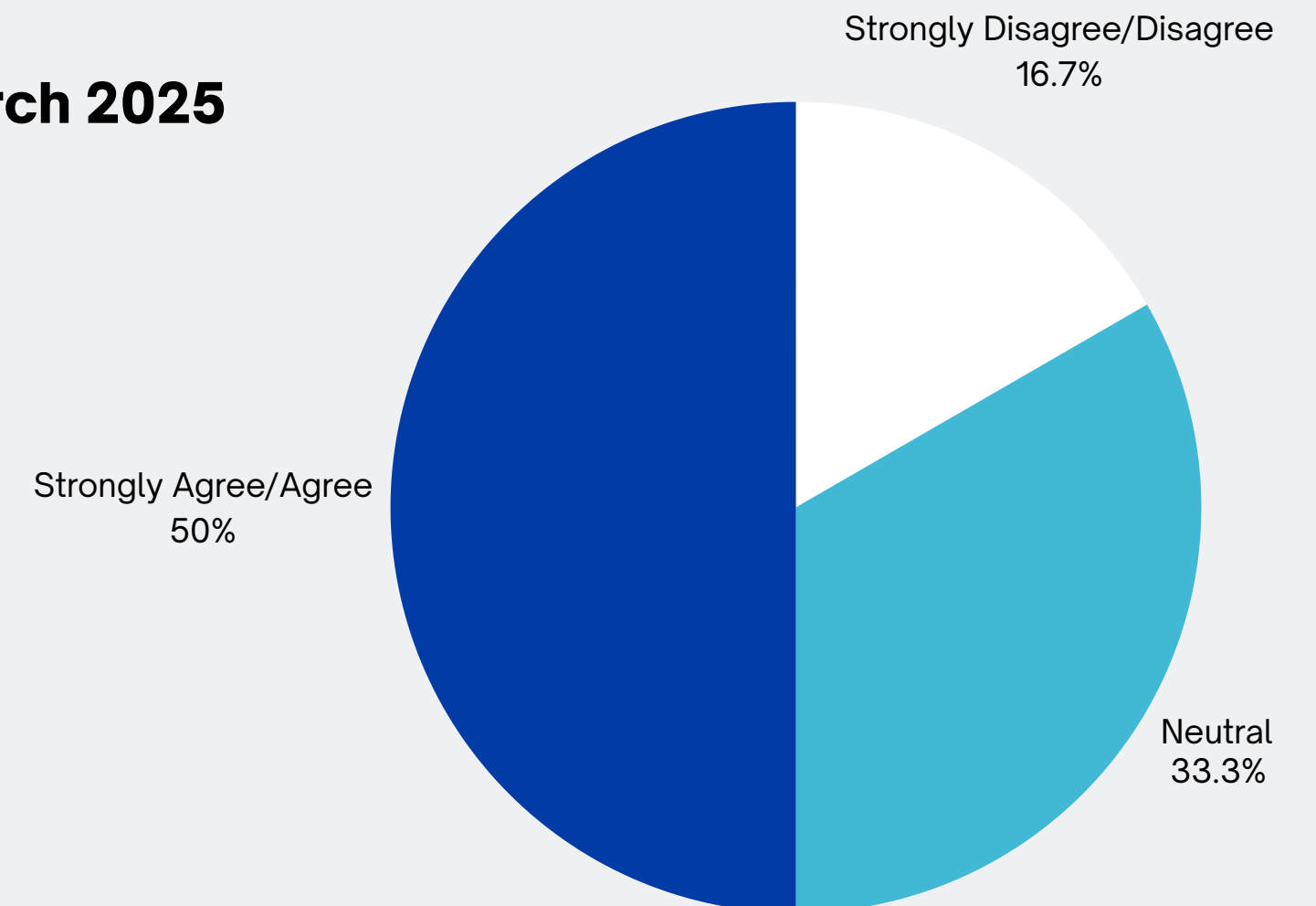
Our Survey Data

Most or all of my live lessons or asynchronous course additions give students meaningful opportunities to practice the JoG skill of **COMPASSIONATE COLLABORATOR.**

December 2024



March 2025

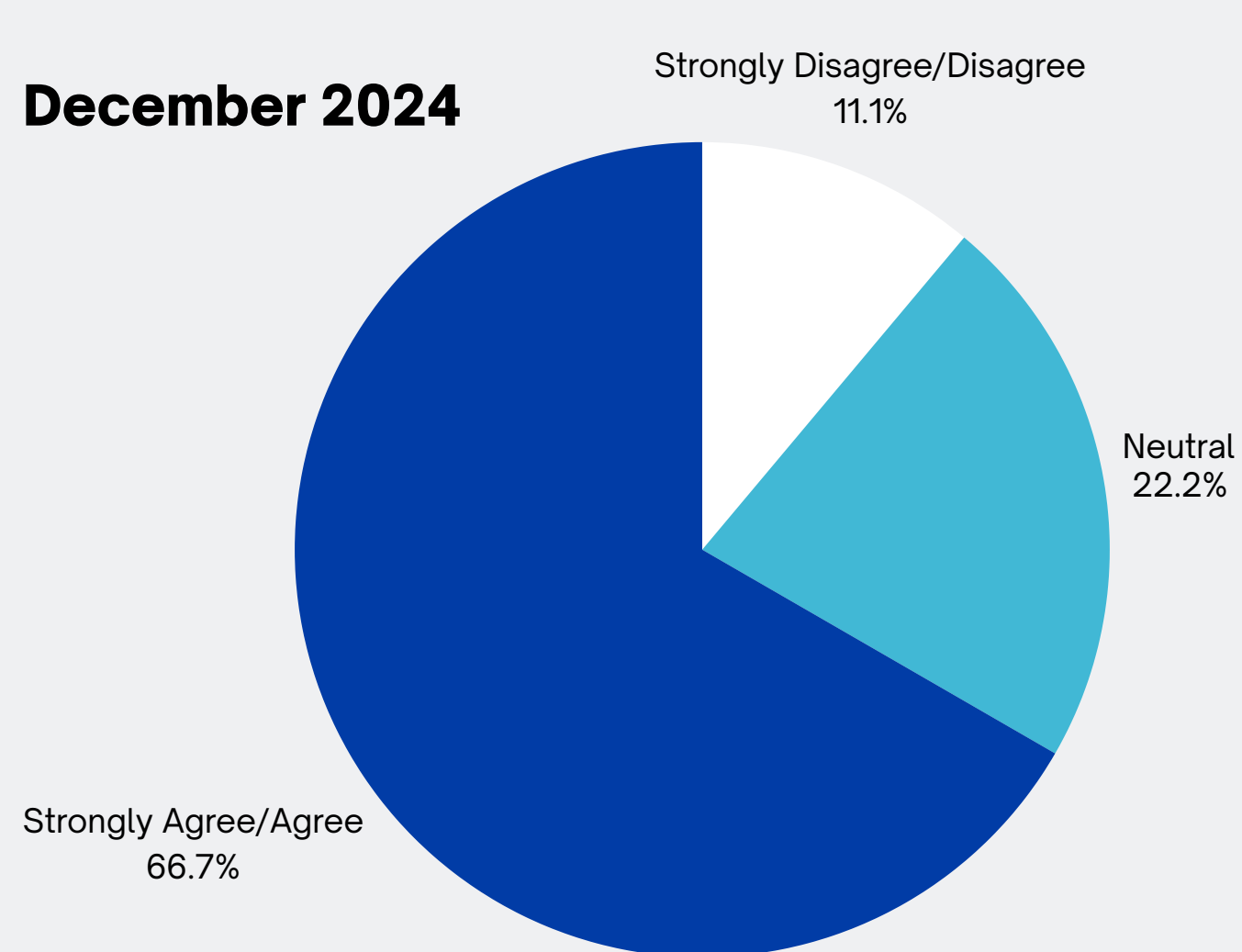




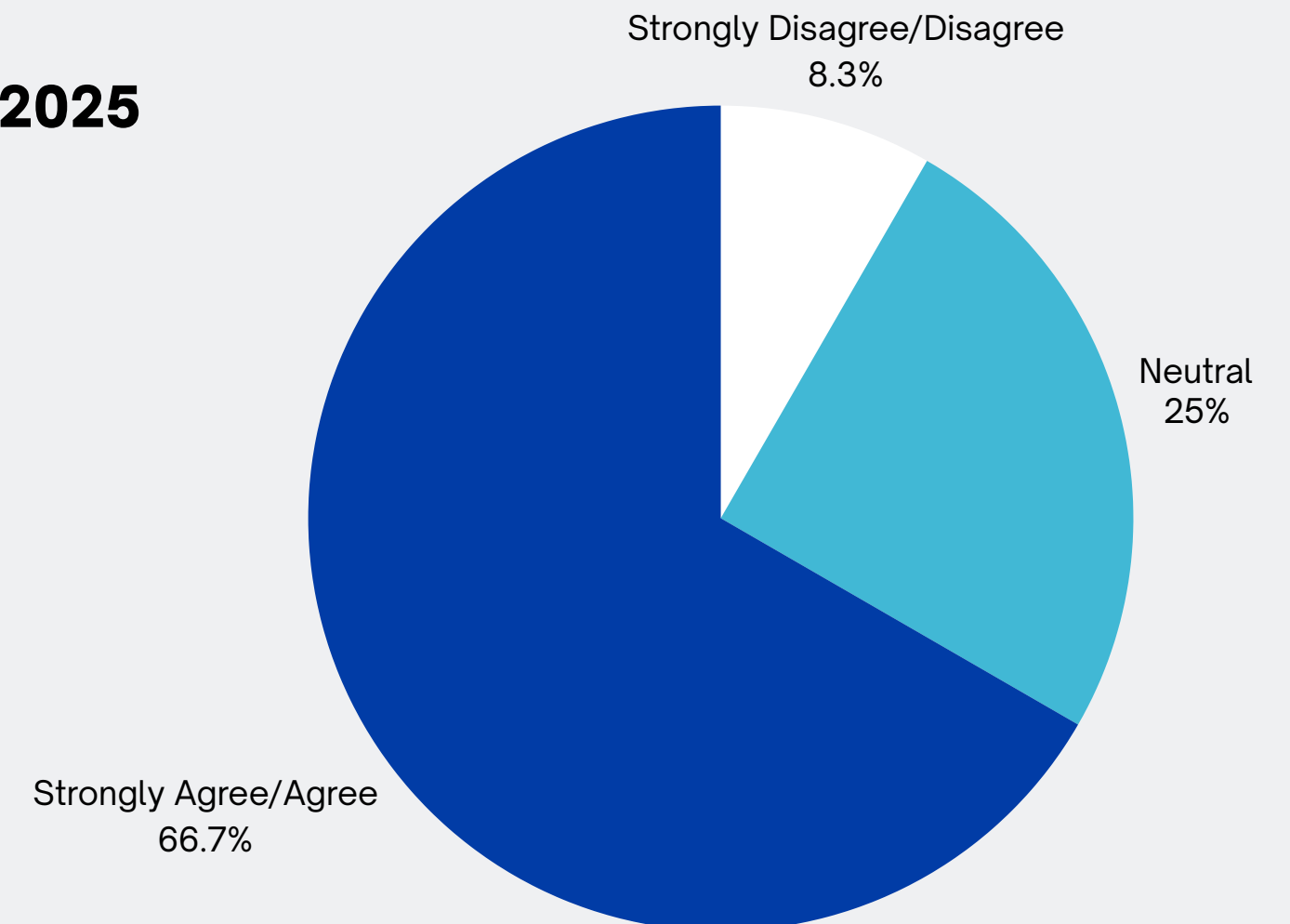
Our Survey Data

The online learning experience for my students is better because of the time I spend lesson planning.

December 2024



March 2025





IPLI Team A...

Meet the Te...

Overview

Action Plan

Data Collection



← → 🔍 Lesson Plans - Staff Averages

Lesson Plans - All Staff Average

Number of instructional strategies per lesson plan tied explicitly to JoG Skills.

October 2024

1.1

January 2025

1

March 2025

1.7



Lesson Plans - Grade Team Average

Number of instructional strategies per lesson plan tied explicitly to JoG Skills.

October 2024

January 2025

March 2025

	October 2024	January 2025	March 2025
K-6	0.5	0.5	2.25
7-8	1.7	0.7	2
9-12	1.2	1.6	1



Lesson Plans - Individual Teacher Information

Number of instructional strategies per lesson plan tied explicitly to JoG Skills.

Teacher A: October: 0 January: 0 March: 2	Teacher B: October: 0 January: 0 March: 3	Teacher C: October: 1 January: 1 March: 3
Teacher D: October: 1 January: 1 March: 1	Teacher E: October: 1 January: 0 March: 2	Teacher F: October: 3 January: 1 March: 3
Teacher G: October: 0 January: 0 March: 0	Teacher H: October: 2 January: 2 March: 0	Teacher I: October: 3 January: 5 March: 4
Teacher J: October: 1 January: 1 March: 1	Teacher K: October: 0 January: 0 March: 0	



Our Discoveries



Learning Statement 1

Our intentional work around professional learning and planning improved teacher confidence in planning.



Learning Statement 2

Planning is still critical. However, leveraging the lesson planning template didn't solve any of our problems. In fact, it created some problems.



Learning Statement 3

We spent a great deal of time trying to convince teachers to implement strategies around compassionate collaboration. We found that the JoG skill of compassionate collaboration in planning was what we needed to do all along.



Learning Statement 1

Our intentional work around professional learning and planning improved teacher confidence in planning.

- I know exactly what is expected of me when filling out each lesson plan. **72.2% to 75% agree**
- When planning additional instruction to fill gaps present in the asynchronous curriculum, I have plenty of ideas and strategies that I can use. **61.1% to 66.7% agree**
- I have enough time to thoughtfully lesson plan. **27.8% to 66.7% agree**
- I am confident in my ability to address gaps in StrongMind or Edmentum by creating ASYNCHRONOUS content and activities. **55.6% to 83.3% agree**
- I am confident in my ability to address gaps in StrongMind or Edmentum by creating SYNCHRONOUS or LIVE content and activities. **61.5% to 81.8% agree**
- Most or all of my live lessons or asynchronous course additions give students meaningful opportunities to practice the JoG skill of COMMUNITY CONTRIBUTOR. **55.6% to 58.3% agree**



Learning Statement 1

Our intentional work
confidence in plan

- I know exactly wh
- When planning a
- I have plenty of id
- I have enough tin
- I am confident in
- I am confident in
- I am confident in
- Most or all of my live lessons or asynchronous course additions give students meaningful opportunities to practice the JoG skill of COMMUNITY CONTRIBUTOR.

- I am confident in my ability to address gaps in StrongMind or Edmentum by creating ASYNCHRONOUS content and activities. **55.6% to 83.3% agree**
- I am confident in my ability to address gaps in StrongMind or Edmentum by creating SYNCHRONOUS or LIVE content and activities. **61.5% to 81.8% agree**

ng improved teacher

n. **72.2% to 75% agree**

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agree

55.6% to 58.3% agree

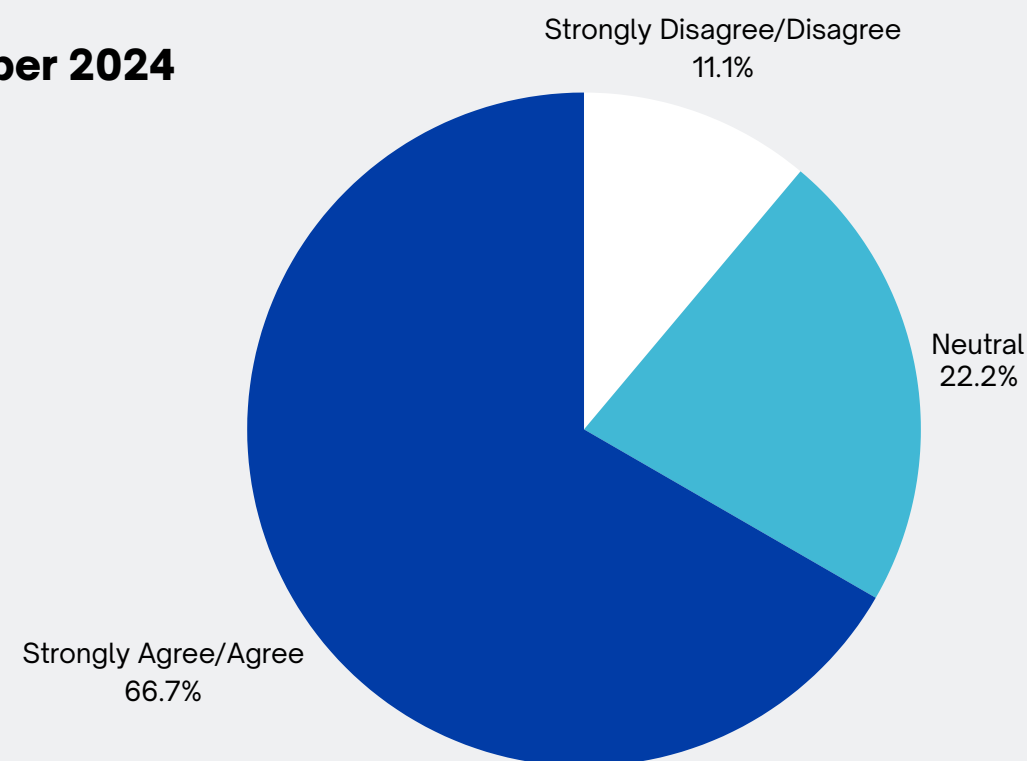


Learning Statement 2

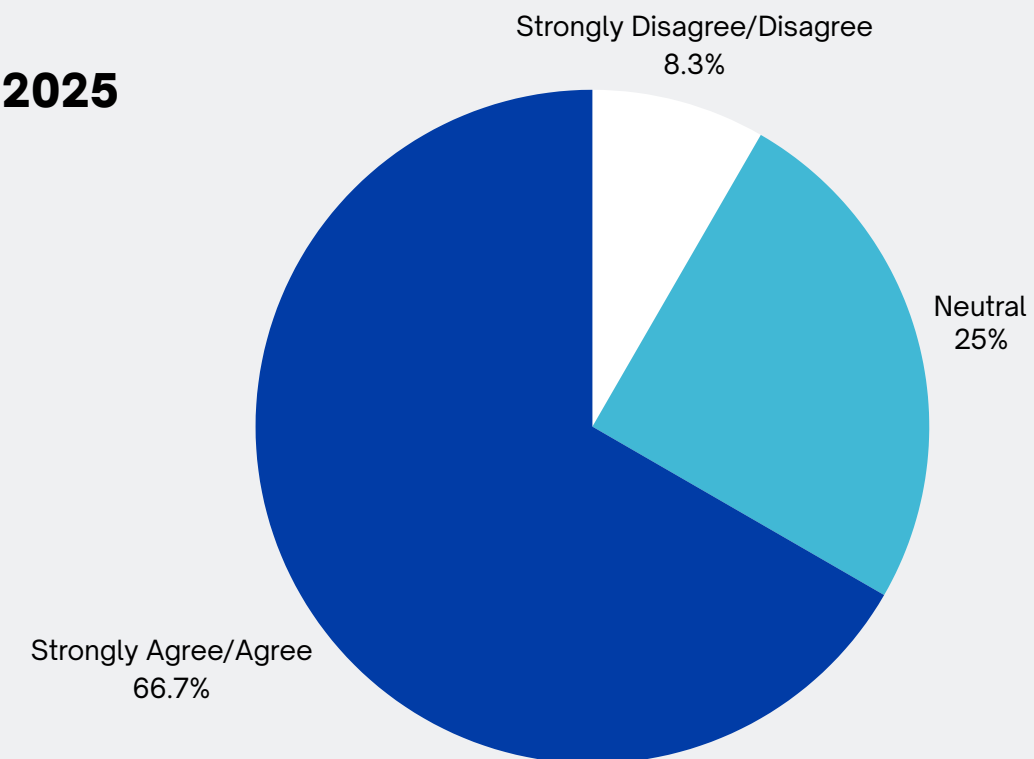
Planning is still critical. However, leveraging the lesson planning template didn't solve any of our problems. In fact, it created some problems.

The online learning experience for my students is better because of the time I spend lesson planning.

December 2024



March 2025





Learning Statement 2

Planning is still critical. However, leveraging the lesson planning template didn't solve any of our problems. In fact, it created some problems.

Number of instructional strategies per lesson plan tied explicitly to JoG Skills.

	Oct 24	Jan 25	Mar 25
K-6	0.5	0.5	2.25
7-8	1.7	0.7	2
9-12	1.2	1.6	1



inconsistent, minimal change



Teachers stopped using the lesson planning template as intended. This was not necessarily representative of actual planning or teaching happening.



Learning Statement 2

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Learning Statement 2

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Teacher D: October: 1	Teacher E: March: 2	Teacher F: October: 3 January: 1 March: 3
Teacher G: October: 0	Teacher H: March: 0	Teacher I: October: 3 January: 5 March: 4
Teacher J: October: 1 January: 1 March: 1	Teacher K: October: 0 January: 0 March: 0	

- Solid planning before implementation
- Intentional and thoughtful planning every week
- Added extra work on top of plate to be compliant
- No significant quantifiable change
- Higher stress level



Learning Statement 2

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Teacher J: October: 1 January: 1 March: 1	Teacher K: October: 0 January: 1 March: 3	Teacher L: October: 1 January: 1 March: 3

- Not compliant with lesson planning expectations
- Minimal planning before
- Minimal planning after
- Additional difficult conversations with leadership
- No change in instruction
- Increased stress for teacher and admin



Learning Statement 2

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Number of instructional strategies per lesson plan tied explicitly to JoG Skills.

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Teacher D: October: 1 January: 1 March: 1	Teacher E: October: 1 January: 0 March: 2	October: 0
Teacher G: October: 0 January: 0 March: 0	Teacher H: October: 2 January: 2 March: 0	October: 0
Teacher J: October: 1 January: 1 March: 1	Teacher K: October: 0 January: 0 March: 0	

- Strong start with lesson planning
- Implemented new strategies throughout process
- Instruction continues to improve
- Lost momentum in keeping up with lesson plans
- Not representative of reality
- Conversation with admin about compliance leading to increased stress for teacher and admin



IPLI Team A...

Meet the Te...

Overview

Action Plan

Data Collecti...

Discoveries



← → 🔍 Learning Statement 2

Learning Statement 2

Planning is still critical. However, leveraging the lesson planning template didn't solve any of our problems. In fact, it created some problems.



Use of the lesson planning template was not indicative of strong planning or strong instruction.

Improved planning overall is still a need for our building, but the only evidence we have suggests the use of this tool doesn't address that.



Learning Statement 3

We spent a great deal of time trying to convince teachers to implement strategies around compassionate collaboration. We found that the JoG skill of compassionate collaboration in planning was what we needed to do all along.

Number of instructional strategies per lesson plan tied explicitly to JoG Skills.

	Oct 24	Jan 25	Mar 25
K-6	0.5	0.5	2.25
7-8	1.7	0.7	2
9-12	1.2	1.6	1



collaborative planning implementation
(with efficacy)



collaborative planning implementation
(partially)



IPLI Team A...

Meet the Te...

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Discove...

Conclusion

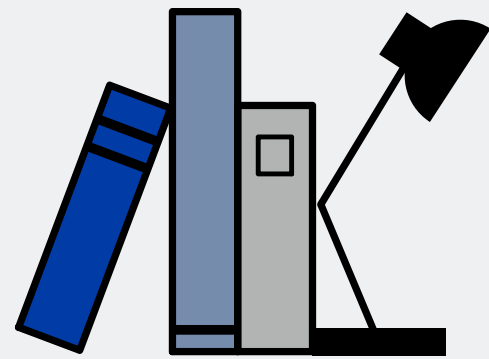


← → 🔍 🔍 Where We Are Headed Next

Next Steps



- Create increased opportunities for everyone K-12 to participate in collaborative planning.
- Adjust collaborative planning to meet the needs of our unique high school
- Remove time-wasting components from lesson planning while staying compliant with district expectations
- Collaborate with staff on what the above looks like



Bibliography/Resources

- 01 **The Handbook for the New Art and Science of Teaching by Robert Marzano**
- 02 **MSD Warren Township Collaborative Planning Guides**
- 03 **MSD Warren Township JoG Skills and Dispositions - [PDF](#)**
- 04 **Instructional Strategies Padlet Wall - [IPLI Team](#) and [WOA Team](#)**
- 05 **Marzano High Reliability Schools - [Website](#)**