



MHS Instructional Framework

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Background Leading to Our Inquiry (Slide 2)

In the summer of 2021, we had a large staff turnover. We filled those positions with great teachers. As a way to welcome them into the MHS family and a way to create a commonality throughout our school, we created an instructional framework. This framework would focus on common language, instructional strategies, and classroom expectations.

The Purpose of Our Inquiry (Slide 3)

Therefore, the purpose of our action inquiry was to create an instructional framework that clearly states what the expectations are in every classroom on a daily basis along with instructional strategies.

Our Wondering (Slide 4)

With this purpose, we wondered if by creating an instructional framework we would develop common educational language and instructional habits amongst our teachers.

Our Actions (Slide 5-7)

Slide 5

We started this project by having the staff meet in vertical teams (Math Department, English Department, etc...) to discuss and create a chart listing what should be seen daily, sometimes, and never in the classroom. We asked them to focus on instruction. The leadership team then met and combined all of the responses into one document. That document was then shared with our horizontal teams. (JH staff, HS1 and HS2 teams). We asked them to circle the top 5 in each category. (Daily occurrence, instructional strategies, and rarely/never seen in the classroom.

Slide 6

The leadership team then came together again and combined, reworded, and developed the implemented instructional framework. We presented the framework to the staff and explained how we would be collecting data. They completed a survey on their thoughts about the framework and the majority (very close to all) were on board and thought the framework would be easy to implement.

Slide 7

This is the instructional framework that we presented and are using in our classrooms.

Data Collection (Slide 8)

We created a Google Form with a checklist that the leadership team could easily fill out during walkthroughs of classrooms. Our staff asked that they be kept informed as to what our findings were. We shared our first round of data with them at the beginning of March. We will present our second round of data at the end of April.

Our Data (Slides 9-15)

Slide 9

This is the checklist the leadership team used during our walkthroughs. We believe we visited each classroom at least twice.

Slide 10

This table shows the number of occurrences and we saw each aspect of daily occurrences during the walkthroughs.

Slide 11

These are comments about the aspects of daily occurrences we took as we completed the walkthroughs. We did not have to comment unless we felt it was necessary.

Slide 12

This table shows the number of occurrences and we saw each aspect of instructional strategies used during the walkthroughs.

Slide 13

Again these are comments. These about the instructional strategies being used.

Slide 14

This table is about what should rarely or never be seen in the classroom. Out of 36 total responses, there were only 4 times we used this section.

Slide 15

These are the comments we took for rarely or never seen in the classroom. Some of these comments might not be directly correlated to an item in the checklist and that is why there was a comment and not a check for an item.

Our Discoveries (Slide 16-19)

Slide 16

Here are the three learning statements we discovered.

Slide 17

Our first discovery was that we have great teachers who are trying to grow and engage students in their classrooms. We found that 88% of classrooms we visited had safe environments. Teachers were doing informal checks for understanding throughout their lessons in a variety of ways. We found that 94% of our teachers were prepared when we did our walkthroughs.

Slide 18

Our second was that our teachers use a variety of best practice strategies to ensure engagement and learning. We saw many different teaching strategies when we did our walkthroughs. Most of the time students were engaged and active in their learning. Technology integration was used 68% of the times we were in the classrooms. There is evidence of collaboration, different instructional strategies, and a variety of quick assessments being used.

Slide 19

Our last discovery was that there are a few inconsistencies seen that can be improved upon. Teachers are more aware of these inconsistencies and are willing to work to improve. During our walk-throughs, we noticed that there were a few students who seemed to be unengaged in classes. This could be because their heads were down, earbuds were in, they were sleeping, or on their phone. Of the 36 times we were in the classrooms, we only recorded 3 responses in the rarely/never seen category. Teachers are aware and are working to correct and improve these behaviors. We have even implemented 5 Hive habits to reduce/cut out these behaviors completely.

Where We Are Headed Next (Slide 20)

We plan to continue using the instructional framework for years to come. It is a living document we plan on improving and making changes down the road. We will be posting these instructional frameworks in each classroom and throughout the school next year.

In the survey we sent to teachers at the beginning to see how they felt about the instructional framework, there was interest in visiting each other's classrooms to observe. We are going to utilize this interest moving forward. We plan on making it possible for teachers to travel to one another's classrooms and observe instructional strategies and classroom environments. We will also ask them to fill out the checklist that our leadership team used to continue gathering data and feedback. Instructional strategies seen in the classrooms can be added also to our instructional framework as observed.



Instructional Framework

Morristown High School

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Mike Gaffney & Jessica Collier

Background

We chose to create an instructional framework for our building due to a large number in staff turnover during the summer of 2021. Along with the turnover, we thought it was important to have a common language, instructional strategies, and classroom expectations school wide.

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Our purpose was to create an instructional framework that clearly states what the expectations are in every classroom on a daily basis along with instructional strategies.



Our Wondering

We wonder if by creating an instructional framework we will develop common educational language and instructional habits amongst our teachers?

Actions

- Met in vertical teams to discuss what we should see daily, sometimes, and never in the classroom. There was a specific focus on instruction.
- The leadership team then met and combined all of the responses into one document.
- The document was then shared with the horizontal teams (large groups) to find the top 5 in each category. At this time our categories were: daily occurrence, instructional strategies, and rarely/never occur in the classroom.

Actions Continued...

- The leadership team came together again and combined, reworded, and developed the implemented instructional framework.
- We presented the instructional framework with staff and explained that we would be collecting data based on this framework.
- We had staff complete a survey on their thoughts about the completed framework.

MORRISTOWN HIGH SCHOOL INSTRUCTIONAL FRAMEWORK

DAILY OCCURRENCE

- Teacher builds positive relationships and rapport with **ALL STUDENTS.**
- Teacher creates a safe, positive, learning environment.
- Teacher uses frequent informal checks for understanding.
- Teacher is engaged in class through: discourse, discussion, examples, feedback, reteaching, and reinforcement.
- Teacher is professional, punctual, and prepared.
- Teacher will maximize class time
- Teacher maintains high expectations for academic success.
- Teacher is willing to be flexible throughout the school day.

INSTRUCTIONAL STRATEGIES

- Collaboration
- Hands-on
- Movement
- Technology Integration
- Student Choice Projects
- Bell Ringer/Exit Tickets
- I do, We do, You do
- Formal Assessments
- Guest Speakers
- Student-led activities
- Standard Driven Instruction
- Variety of Quick Assessments

RARELY/NEVER

- Belittling or shaming
- Class is teacher centered
- Busy Work
- Unsupervised Classes
- Unengaged Teacher
- Negative Interactions
- Chaos or Drama
- Low Expectations
- Favoritism
- Inconsistency in Student Interaction, Classroom Management, School Rules



Data

- We then began collecting data via a Google Form Checklist.
- We have shared our first round of data with the staff recently, because they would like to see how well we are implementing the framework.

The Walk Through Checklist

Instructional Framework Checklist

Form description

Classroom: *

Short answer text

Daily Occurrences Seen:

- Building positive relationships
- safe environment
- informal checks for understanding
- teacher is professional
- teacher is prepared
- Maximization of class time
- High expectations
- Flexible

Comments:

Long answer text

Instructional Strategies Seen:

- collaboration
- hands on
- movement
- technology integration
- student choice project
- bell ringer/exit ticket
- I do, we do, you do
- formal assessment
- guest speaker
- student led activities/discussion
- standard driven instruction
- variety of quick assessments

Comments:

Long answer text

Rarely/Never Seen:

These are things we should not see. Only mark if seen in the classroom.

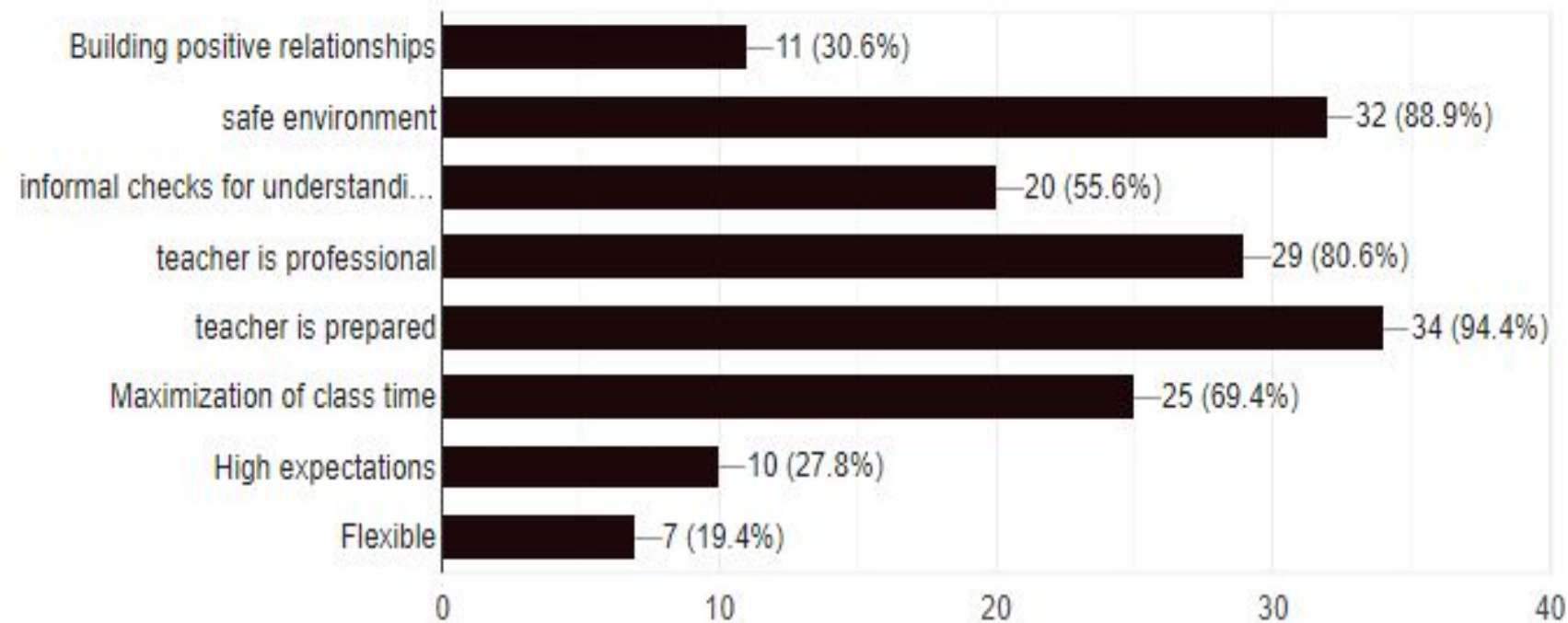
- Belittling/shaming
- class is teacher centered
- busy work
- unsupervised class
- unengaged teacher
- negative interactions
- chaos/drama
- low expectations
- favoritism
- inconsistency in student interaction, classroom management, school rules

Comments *

Long answer text

Daily Occurrences Seen:

36 responses



Comments:

10 responses

Students working on homework

Teacher going over expectations for the day when I entered the classroom

Students reading at the beginning of class and completing their bell ringer

Engaged students in math while going over the problems

Super interactive and high energy

Teacher connecting content outside of school to the story being discussed

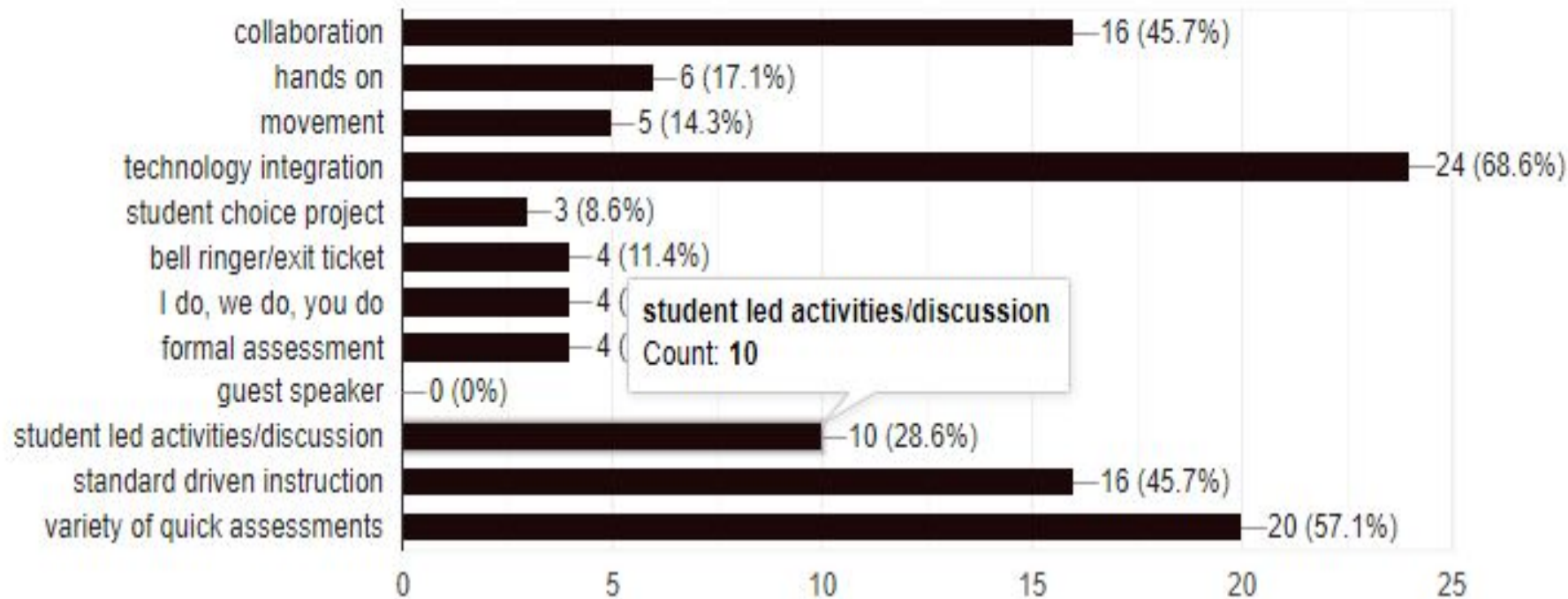
Students working on various series of functional items projects

Teacher providing formulas on how to correctly solve the problem

Engaged and teacher walking around the room helping and commenting on student work.

Instructional Strategies Seen:

35 responses



Comments:

12 responses

Partner work for the assigned learning activity

Quick checks often. Speaking back and forth in Spanish constantly.

Students engaged and listening intently

Students taking tests and working on APEX

Student working on a variety of assessments

Two students had come over to work on school work

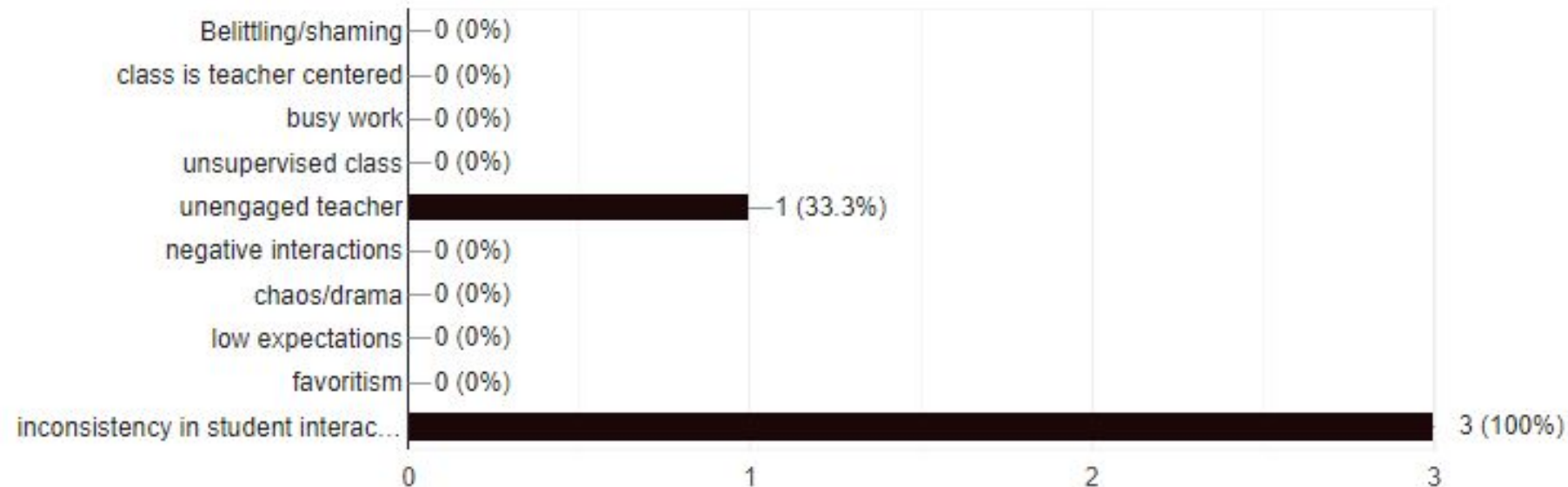
Teacher going around and checking on the progress of students

Students taking notes and engaged while teacher led discussion at board

Students building their paper mache projects and clearly engaged

Rarely/Never Seen:

3 responses



Comments

7 responses

Student had earphones in ear.

2 students had their hoods up
Teacher moved from desk when I arrived

Student had to be asked to remove their hood

Student sleeping. Teachers on phone and at desk when I arrived

Student on cell phone hidden behind computer. AirPods in while working on work and watching YouTube

Couple students with heads down

Teacher at desk when I arrived and then moving around after I arrived

Discoveries

Learning Statement 1 : We have great teachers who are trying to grow and engage students in their classrooms.

Learning Statement 2: Teachers use a variety of best practice strategies to ensure engagement and learning.

Learning Statement 3: The few inconsistencies seen can be improved upon. Teachers are more aware of these inconsistencies and are willing to work to improve.

Learning Statement 1 : We have great teachers who are trying to grow and engage students in their classroom.

- Teachers are building positive relationships and safe environments on a daily basis.
- There is constant informal checks for understanding being utilized in a variety of ways.
- Preparedness is a strength of our staff.

Learning Statement 2: Teachers use a variety of best practice strategies to ensure engagement and learning.

- We were able to see a variety of teaching strategies during the walk throughs.
- Students were engaged and active in their learning.
- Integrating technology, collaboration, and standard driven instruction are a strength at MHS.

Learning Statement 3: The few inconsistencies seen can be improved upon. Teachers are more aware of these inconsistencies and are willing to work to improve.

- We noticed some student unengaged in class with their heads down, earbuds in, sleeping, or on their phone.
- Teachers are aware and are working to correct and improve these types of behaviors.

Where we are heading...

- ◆ We plan to continue using the instructional framework for years to come. It is a living document and will be updated periodically. They will be posted in all classrooms. All new teachers will be aware of this framework. We hope this will continue to have a positive impact on our students and our instructional habits as teachers.



Thanks!

Any questions?

Leadership Team



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Credits

Special thanks to all the people who made and released these awesome resources for free:

- ◆ Presentation template by [SlidesCarnival](#)
- ◆ Backgrounds by [SubtlePatterns](#)