

A Journey of Embedded Professional Development Lead by Teachers

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Background That Led to Your Team's Inquiry:

In analyzing our data this summer we had a need to develop teachers with job-embedded professional development that is directly related to their instructional goals. We also had a need for teachers to have opportunities to observe and discuss effective teaching. Therefore, the purpose of our action research was to give teachers time in other teachers classroom as well as create mini pd lessons they could share with staff.

Statement of Your Team's Wondering:

With this purpose, we wondered how would job-embedded professional development and observing other teachers impact our school?

Methods/Procedures:

We started by the staff all reading the article on Pineapple Charts. We had volunteer create a creative Pineapple Chart in the teacher workroom. We encouraged teachers to participate by giving jeans coupons for volunteering as well as "pineappling" to another classroom. Each staff member was given a "Welcome" sign for their door. We used social media to show what teachers were seeing while pineappling. It provided free professional development. Teachers got to observe colleagues and visit other classrooms. Teachers went to see one thing but ended up observing many other things. For instance a teacher went to observe a new technology but also got to see classroom management strategies. It allowed validation of things teachers were already doing. Instead of just the principal see how great our staff is it allowed teachers to see it too!

In doing our Friday Feature we created a google document with bi-monthly dates for teachers to sign up. Teachers volunteered to sign up on google document as well as pick their topic. I encouraged teachers to sign up for specific things they were good at during post observations. We used our contractual time from 8:00-8:10. It made the pd short and sweet. It allowed teachers to then go in later to pineapple the items they heard during the Friday Feature. We had meetings take place in teacher's classroom who was presenting. We rewarded teachers with coupons for earning a jeans, no lesson plans, or duty free coupon for presenting. The topics were presented in the classroom of the teacher who was presenting.

Teachers selected topics of interest to them. Items range from instruction, curriculum, technology, managerial, or student achievement. It was a great positive way to start the morning/friendly greeting. Teachers were able to sharing valuable resources and strategies. Teachers are busy so it saved them time to research something new to learn from a colleague. It allowed teachers to reverse roles, they get to be the student and learn something new.

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

100% thought the biggest benefit was the ability to see how colleagues are using something in their classroom.

88% want to see Friday Features used again next year.

62% benefited by learning new best practices from other teachers.

88% want to see Pineapple continue next year.

87% thought the biggest benefit was seeing it live in action.

Providing Concluding Thoughts:

We plan to continue both projects next year. We plan to focus on guaranteed vocabulary and priority standards for next year to see how implementing them will effect our school.

References:

<https://www.cultofpedagogy.com/pineapple-charts/>