- Purpose: When I joined the NPHS staff, I worked to get staff members to visit one another's classrooms. This was met with apprehension and didn't take off. As the principal of NPHS, I challenged myself to spend more time in the classrooms for my action research last year. Staff became more comfortable with visitors in the class and I continued to share the great teaching I was observing. Good things going on in the classroom has been a discussion at our leadership team and department meetings for years. We decided to push our staff out of the comfort zone and have them open their classroom doors to one another. Our purpose of our action research is to create a collaborative, positive teaching environment by focusing on one another's talents.

- Question (Wondering): Why is the staff uncomfortable with having visitors and colleagues in the classroom?

    - Subquestions:
        - Knowing all the great teaching strategies happening daily, why haven't we wanted to share them?
        - How can we help one feel safe when we enter one another's classrooms?

- Method (What will we be doing?)
    - We challenged the leadership team to make visits and leave positive notes.
    - We had staff draw a name of a staff member to visit the classroom.
    - Creating the "what we see in an NPHS classroom" list with staff through Hattie's research

- Data Collection:
  - Shared notes from the first classroom visit
  - Created the "What we See in an NPHS classroom" list
  - Department Chairs create a list of strong teaching strategies examples
  - Survey teachers on how they feel about the visits

- Calendar (timeline):
  - Spring 2019 Leadership Team Classroom Visit Challenge
  - Fall 2019 (Thanksgiving) Staff will visit a classroom & provide ONE piece of positive feedback
  - Winter 2020 (Valentine's Day) Staff will visit a classroom & provide ONE piece of positive feedback
  - Wk of February 24th Survey Staff on Classroom visit feedback

- Data Analysis:
  - Discuss feedback at Leadership & Department meetings post visits
  - Review survey results to determine next step

BUILDING A COLLABORATIVE CULTURE BY MINING PEER CLASSROOMS FOR INSTRUCTIONAL BEST PRACTICE

Name of School: New Prairie High School

Principal's Name: Jen Sass
Principal's Email: jsass@npusc.k12.in.us
Team Members' Names: Kim Holifield & Chrystal Wilkeson

BACKGROUND LEADING TO THIS INQUIRY

- Great instructional strategies are used in classrooms but not shared

- PLC District Focus

- Share the workload

- Need to focus on one another's talents

PURPOSE OF THIS INQUIRY

- Visiting classrooms was met with apprehension

- Staff became more comfortable with visitors in the class

- Good things going on in the classroom kept secret

- Push our staff out of the comfort zone

- Wanted staff opened their classroom doors to one another

- PLC Focus

- Create a collaborative, positive teaching environment

- Need to focus on one another's talents

OUR WONDERING

- Why is the staff uncomfortable with having visitors and colleagues in the classroom?

  - Knowing all the great teaching strategies happening daily, why haven't we wanted to share them?
  - How can we help one feel safe when we enter one another's classrooms?

OUR ACTIONS

- Challenged the leadership team to make visits and leave positive notes.
- Each staff member draw a name to visit the classroom.
- Follow up visit in classes
- Creating the "what we see in an NPHS classroom" list with staff through Hattie's research
- Instructional Strategies Gallery Walk
- Survey

DATA COLLECTION

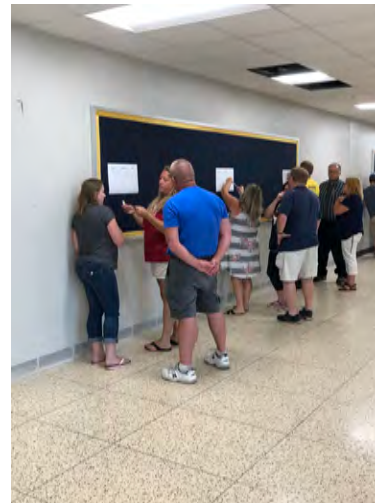## **What were some takeaways from the experience?**

- **There were lots of good things happening in the classrooms!**
- **It was a positive experience overall**
- **Good to see students in the non-traditional class settings**
- **Those of us who were visited, it went well**
- **it was nice for us to see other people's classroom management.**
- **You could see that people are working on building real relationships with students**
- **Some of the same students as our classes doing really well with different topics**

NPHS CLASSROOM EXPECTATIONS

Always	Sometimes	Never
Create norms / procedures together as a class	Cross curricular lessons	Rush through a lesson to stay on "track"
Survey on how students learn	Review individual progress with student	Rely on singular instruction/assessment strategy
Review the daily learning target with students	Student-led learning	Disrespect
Hold high expectations - ALL MEANS ALL	Tolerate minor misbehavior	
Reteach and retest - utilize RtI	Survey students on class lessons/understanding	
Reflect on student data and redesign instruction as needed	Cooperative and collaborative groups	
Consistent grading policy (late, missing, formative, & summative)		
Ensure grades reflect mastery of essential standards		
Instruct and assess students in a variety of formats		

- Started with our Leadership Team
- Brainstormed as a staff
- Created our "final project together

INSTRUCTIONAL CAROUSEL

Department	Topic
SS	SOAPSTone rubric for analyzing primary sources
ELA	Silent Conversation
Math	Mixing it Up in the Classroom
Science	RTW reading/note taking strategy
Fine Art	Art & Writing
Special Ed	Peer Teaching & Collaboration
World Language	Shrinking Summary, Reading Comp, Higher Order Thinking Vocab
PE/Health	Grading Rubrics (E-Learning & Assessment)
Business	Debate Carousal
CTE	Work Log Books

Peer visits led to an instructional
Carousel to share strategies
used in the classroom.

OUR DISCOVERIES

- Learning Statement One: We validated the high quality of instruction that happens in many of our classrooms not only for us, but for the entire faculty, effectively raising instructional expectations across the school.

- *Learning Statement Two: We learned that teachers are more willing to both share and observe once they see the value in it; therefore, teachers gain confidence both in sharing, because their expertise is acknowledged, and in observing, because they learn that there are teachers "next door" willing to help.

- *Learning Statement Three: We learned that sharing best practices across disciplines in an open forum provides an opportunity for the validation and/or improvement of those best practices, encouraging collaboration inside and outside of the classroom and building confidence.

STAFF FEEDBACK AFTER THE FIRST ROUND OF CLASSROOM VISITS

- There were lots of good things happening in the classrooms!
- It was a positive experience overall
- Good to see students in the non-traditional class settings
- Those of us who were visited, it went well
- it was nice for us to see other people's classroom management.
- You could see that people are working on building real relationships with students
- Some of the same students as our classes doing really well with different topics

OPENING OUR CLASSROOM DOOR….

- Taking the first step in the classroom was difficult

- Common plan periods has really helped provide time for collaboration

- Stronger understanding of other content areas and what is "going on" in a course/classroom

- Validated I am doing things "right" in my classroom

- We are in this together

- Better relationships with my co-workers

WE HAVE A LOT TO SHARE….

- Different content areas are teaming up for assignments/projects

- Time management tips were great to see in action

- Learned some tricks to classroom management

- More discussions on curriculum being intertwined through courses

- Each one of us have something to bring to the table

WHERE WE ARE HEADING NEXT

- Continue to implement our observation experiment and our sharing forums until they become common practice

- Use what we learn from our observations and forums to develop ideas for PLCs.

- Use our PLCs to introduce outside resources to keep us moving forward, perhaps even launching pilot studies across disciplines or within departments

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