# Construction Instruction:
## Getting Out of Our Comfort Zone

**Brownstown Elementary School**
Chrystal Street, Principal
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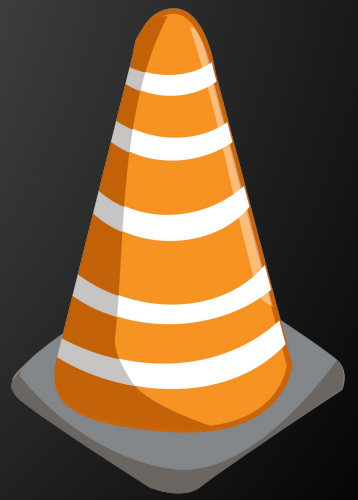
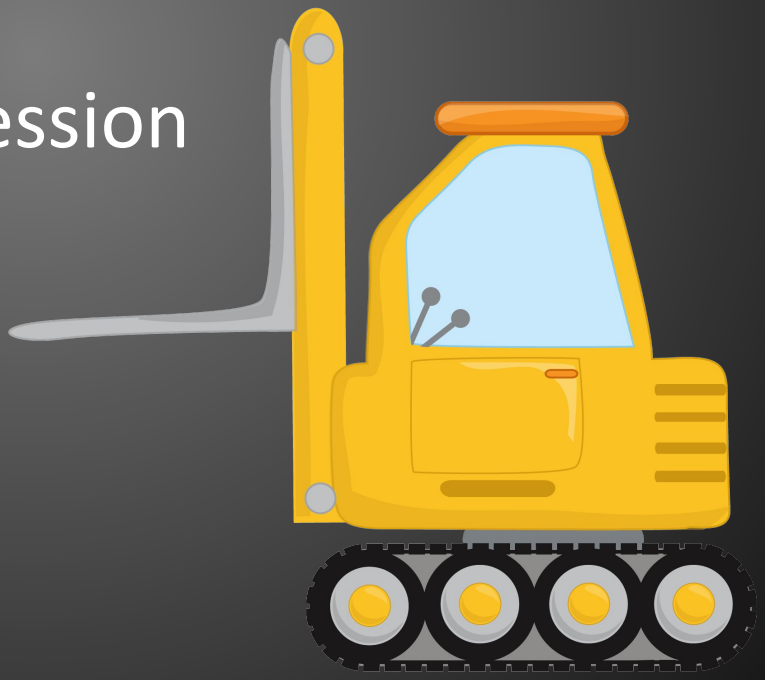
**Team Members:**
Tonya Fee and Jamie Temple



# Background

- Pillars of Success
- Interest in PD but stationary
- Funding for PD
- Growth in the profession



# Purpose

The purpose of our action inquiry was to:

- Help teachers to grow professionally
- Differentiate professional development
- Give teachers the opportunity to share with each other.

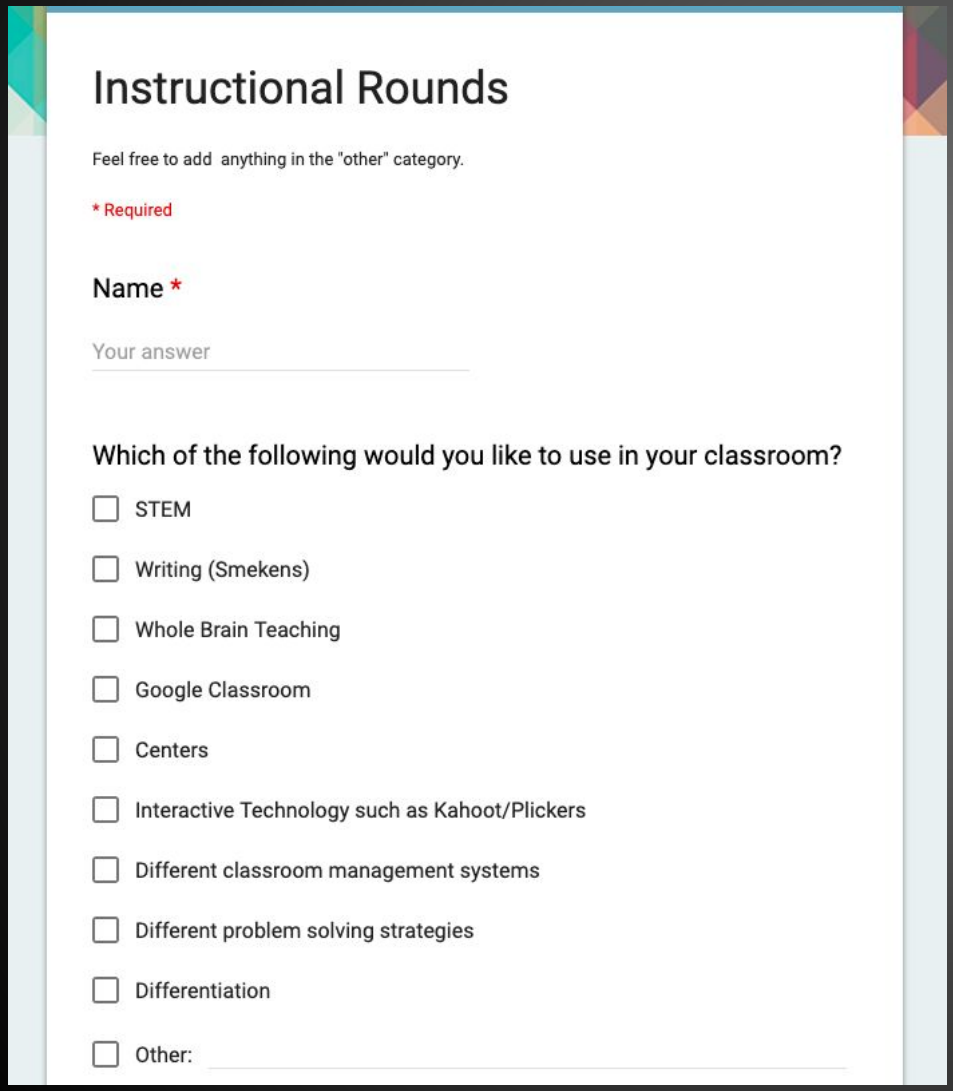
# Our Wondering

With this purpose, we wondered if exposing teachers to new ideas or areas of interest increase the instructional capacity at Brownstown Elementary.

# Our Actions

- Google survey/Create Exit Ticket
- Types of  instructional rounds
- Record videos
- Debrief with participants
- Gather feedback
- Develop next steps

# Google Survey



## Instructional Rounds

Feel free to add anything in the "other" category.

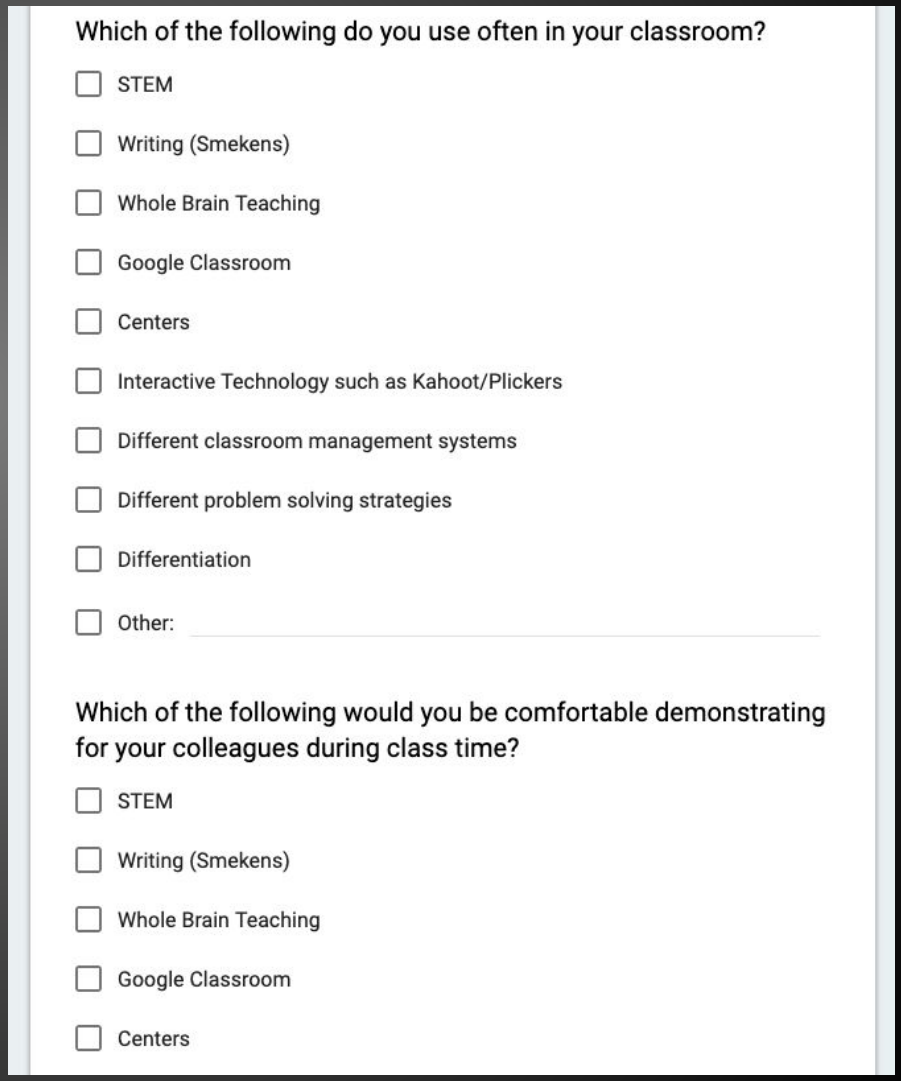
* Required

Name *

Your answer

Which of the following would you like to use in your classroom?

- [ ] STEM
- [ ] Writing (Smekens)
- [ ] Whole Brain Teaching
- [ ] Google Classroom
- [ ] Centers
- [ ] Interactive Technology such as Kahoot/Plickers
- [ ] Different classroom management systems
- [ ] Different problem solving strategies
- [ ] Differentiation
- [ ] Other:



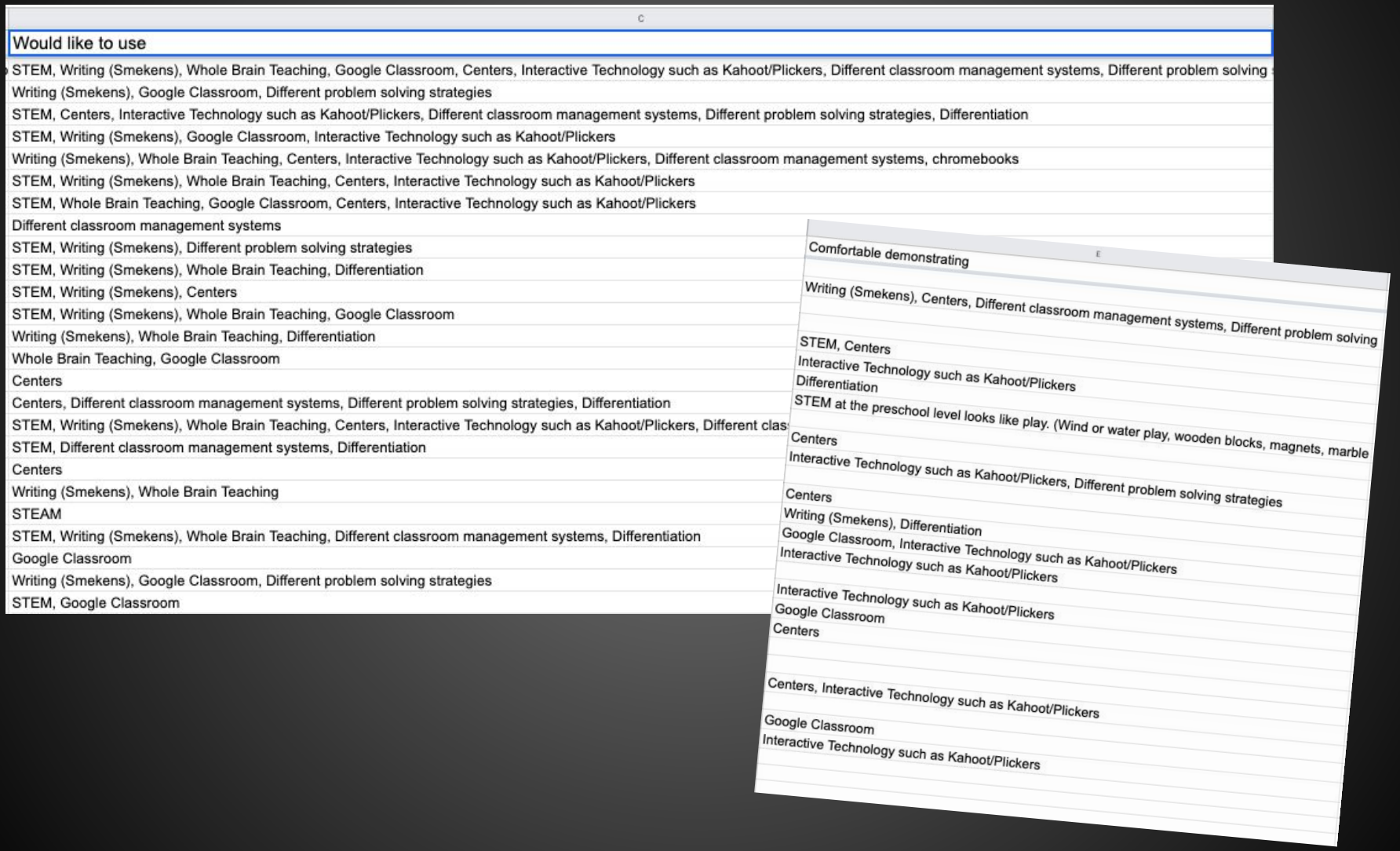
Which of the following do you use often in your classroom?

- [ ] STEM
- [ ] Writing (Smekens)
- [ ] Whole Brain Teaching
- [ ] Google Classroom
- [ ] Centers
- [ ] Interactive Technology such as Kahoot/Plickers
- [ ] Different classroom management systems
- [ ] Different problem solving strategies
- [ ] Differentiation
- [ ] Other:

Which of the following would you be comfortable demonstrating for your colleagues during class time?

- [ ] STEM
- [ ] Writing (Smekens)
- [ ] Whole Brain Teaching
- [ ] Google Classroom
- [ ] Centers

# Google Survey



| C |
| --- |
| Would like to use |
| STEM, Writing (Smekens), Whole Brain Teaching, Google Classroom, Centers, Interactive Technology such as Kahoot/Plickers, Different classroom management systems, Different problem solving |
| Writing (Smekens), Google Classroom, Different problem solving strategies |
| STEM, Centers, Interactive Technology such as Kahoot/Plickers, Different classroom management systems, Different problem solving strategies, Differentiation |
| STEM, Writing (Smekens), Google Classroom, Interactive Technology such as Kahoot/Plickers |
| Writing (Smekens), Whole Brain Teaching, Centers, Interactive Technology such as Kahoot/Plickers, Different classroom management systems, chromebooks |
| STEM, Writing (Smekens), Whole Brain Teaching, Centers, Interactive Technology such as Kahoot/Plickers |
| STEM, Whole Brain Teaching, Google Classroom, Centers, Interactive Technology such as Kahoot/Plickers |
| Different classroom management systems |
| STEM, Writing (Smekens), Different problem solving strategies |
| STEM, Writing (Smekens), Whole Brain Teaching, Differentiation |
| STEM, Writing (Smekens), Centers |
| STEM, Writing (Smekens), Whole Brain Teaching, Google Classroom |
| Writing (Smekens), Whole Brain Teaching, Differentiation |
| Whole Brain Teaching, Google Classroom |
| Centers |
| Centers, Different classroom management systems, Different problem solving strategies, Differentiation |
| STEM, Writing (Smekens), Whole Brain Teaching, Centers, Interactive Technology such as Kahoot/Plickers, Different clas |
| STEM, Different classroom management systems, Differentiation |
| Centers |
| Writing (Smekens), Whole Brain Teaching |
| STEAM |
| STEM, Writing (Smekens), Whole Brain Teaching, Different classroom management systems, Differentiation |
| Google Classroom |
| Writing (Smekens), Google Classroom, Different problem solving strategies |
| STEM, Google Classroom |

| E |
| --- |
| Comfortable demonstrating |
| Writing (Smekens), Centers, Different classroom management systems, Different problem solving |
| STEM, Centers |
| Interactive Technology such as Kahoot/Plickers |
| Differentiation |
| STEM at the preschool level looks like play. (Wind or water play, wooden blocks, magnets, marble |
| Centers |
| Interactive Technology such as Kahoot/Plickers, Different problem solving strategies |
| Centers |
| Writing (Smekens), Differentiation |
| Google Classroom, Interactive Technology such as Kahoot/Plickers |
| Interactive Technology such as Kahoot/Plickers |
| Interactive Technology such as Kahoot/Plickers |
| Google Classroom |
| Centers |
| Centers, Interactive Technology such as Kahoot/Plickers |
| Google Classroom |
| Interactive Technology such as Kahoot/Plickers |

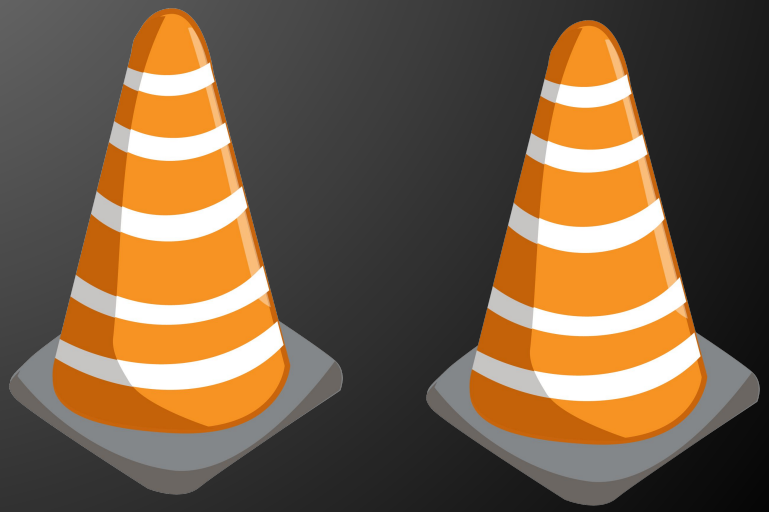
# Our Data

## Initial Survey Interests

- STEM
- Writing
- Centers
- Whole Brain Teaching
- Different Classroom Management Systems

## Comfortable Demonstrating

- STEM
- Interactive Technology
- Differentiation
- Smekens Writing



# Data Collection

- Strengths and interests
- Exit tickets
- Debriefing comments

## Future Data

- Classroom Implementation
- Added PD videos
- Debriefing comments

# Types of Instructional Rounds

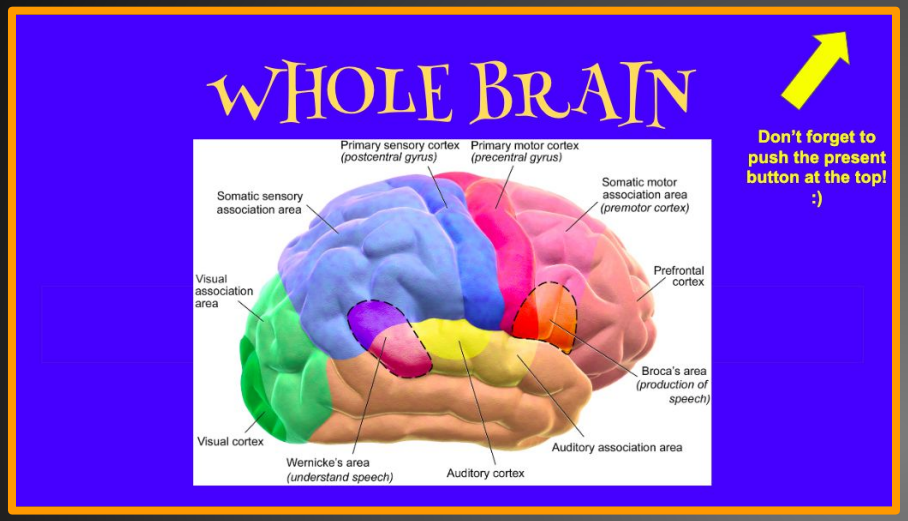
## Video

Stem
Whole Brain
Smekens Writing
Centers

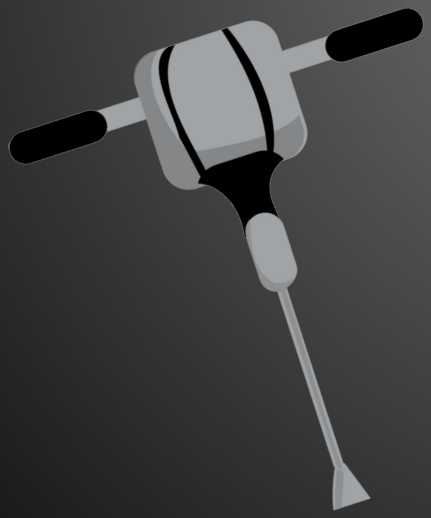
## Individualized

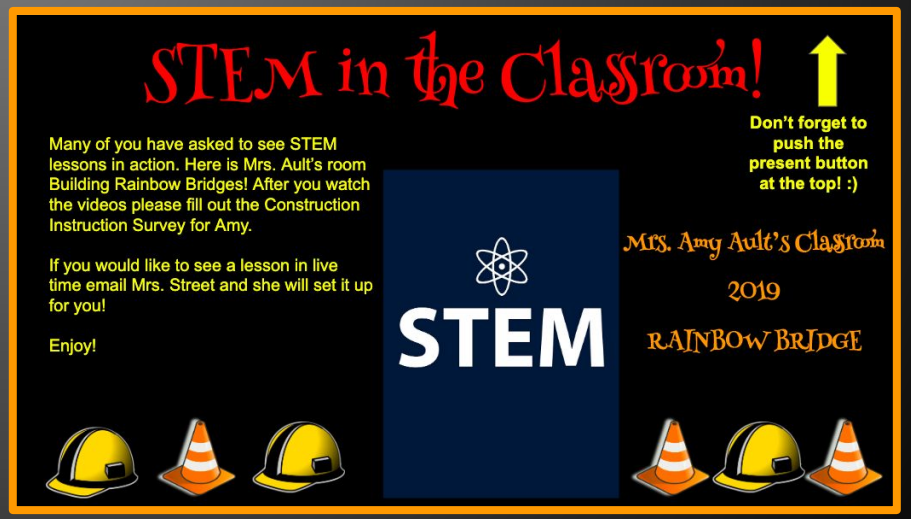
Classroom Management
Writing
Phonics
Centers

# Record and Share Video









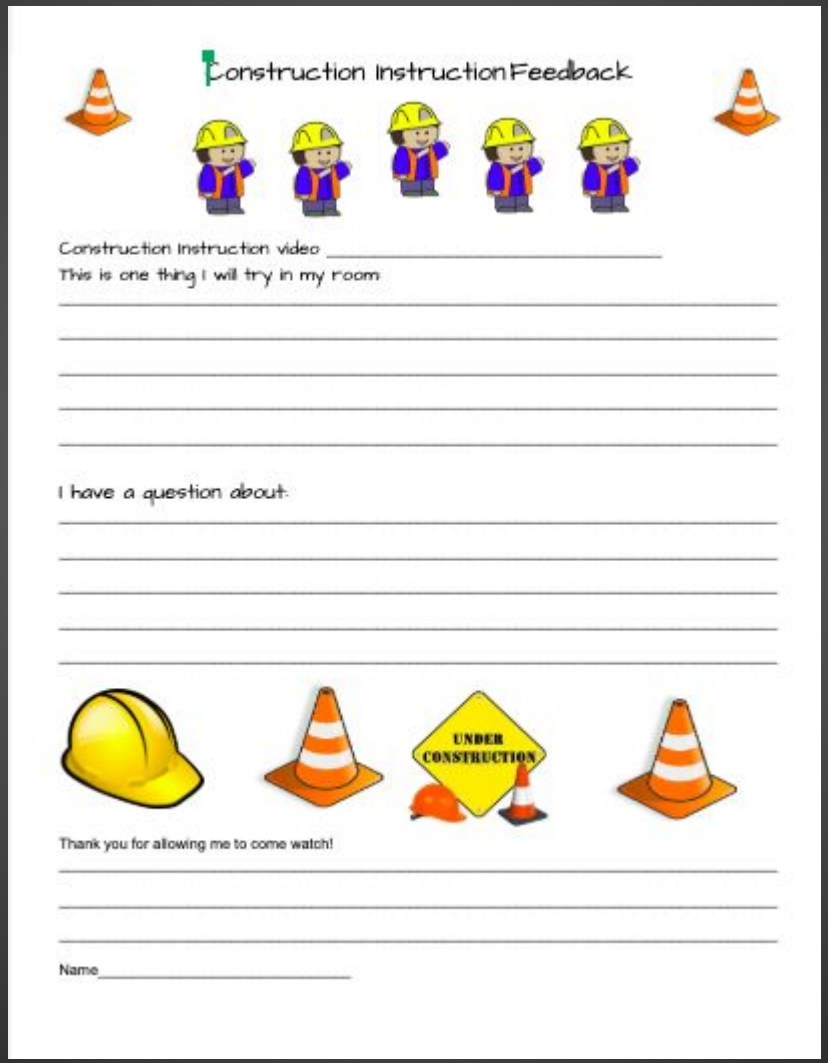
# Debrief with Participants

## Mrs. Ault's Interview

- How long should you plan for a STEM lesson?
  - It depends on the activity but usually around 30 minutes. Make sure all of your supplies are ready to go before starting so it cuts down on the wait time

- How has this improved YOUR teaching?
  - It was very hard for me to start doing STEM activities because I felt like I had to be in control. I still have to watch myself not telling some groups how to do it. I am surprised at how creative some students get, even coming up with ways that I hadn't thought of.

# Feedback Form



Construction Instruction Feedback

Construction Instruction video _____

This is one thing I will try in my room

_____

_____

_____

_____

_____

I have a question about:

_____

_____

_____

_____

_____

UNDER CONSTRUCTION

Thank you for allowing me to come watch!

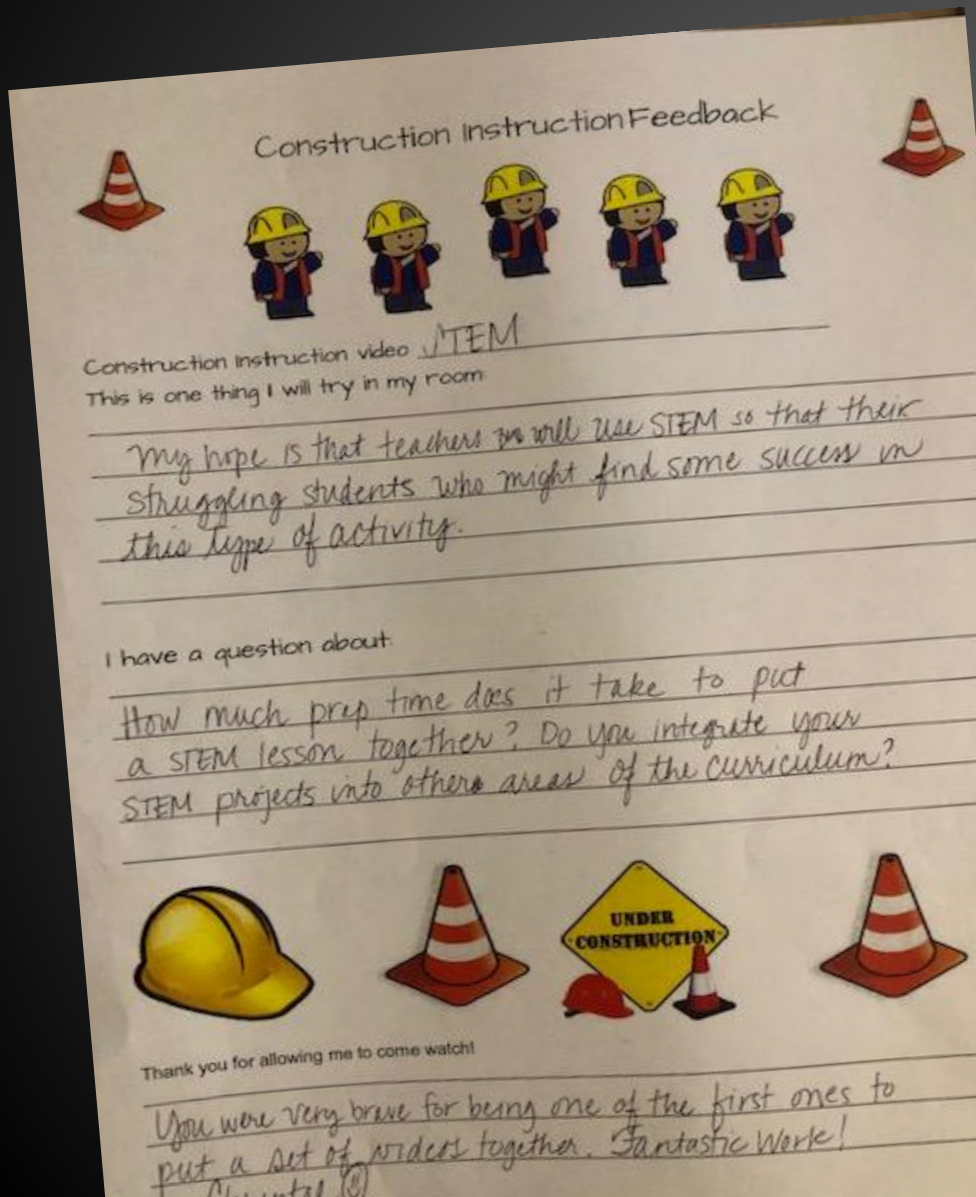
_____

_____

_____

Name_____

# Feedback



Construction Instruction Feedback

Construction Instruction video STEM

This is one thing I will try in my room

My hope is that teachers will use STEM so that their struggling students who might find some success in this type of activity.

I have a question about

How much prep time does it take to put a STEM lesson together? Do you integrate your STEM projects into others areas of the curriculum?

Thank you for allowing me to come watch!

You were very brave for being one of the first ones to put a set of orders together. Fantastic Work!

I loved seeing centers used in a lower grade level. I was able to take some of the methods she used and put them into my classroom immediately!

-5th grade teacher watching a Kindergarten teacher


Thanks for sharing your video. It was great to see how you help the kids that were struggling and encourage the ones that are on task. You make teaching STEM look easy!

-1st grade colleague to another grade level teacher

# Our Discoveries

## Learning Statement One

Some teachers are eager; some are not comfortable.

## Learning Statement Two

Wide range of interests and comfort level in sharing current classroom practices

## Learning Statement Three

Strategies are applicable across grade levels.

# Where We Are Heading Next

## What have we learned about our school?

Teachers are interested in growing professionally and willing to share their passion for certain topics in education.

## What changes will be made?

The project evolved and became digital for 24 hour access

## New Wondering

Will this continue to spark interest, will new things come out that people will want to learn about, will the digital component have as much or a bigger impact than face to face rounds, will a Swivel allow for those who are less comfortable to video?

# Bibliography

Marzano, R., Warrick, P., Rains, C., DuFour, R. (2018) Leading a high reliability school. Bloomington: Solution Tree.

INDIANA Principal Leadership INSTITUTE

# Construction Instruction: Getting Out of Our Comfort Zone (Digital instructional rounds)

**Principal Name**: Chrystal Street
**School Name**: Brownstown Elementary
**Team Members' Names**: Tonya Fee and Jamie Temple
**Principal's Email Contact**: cstreet@btownccs.k12.in.us

## Background Leading to Our Inquiry

Teachers everywhere need professional development but often times, funding is not sufficient enough to develop the needs of the teachers. In addition, the time that it takes to create lesson plans as well as the work need once a teacher returns are just a few of the reasons that it is hard for teachers to get the professional development (PD) that they want or need. Teachers want PD but do not necessarily want to take time away from their students.

In 2017, our school board was working to further our corporation's mission and vision. As part of that work, each school in the district was tasked with choosing three areas to work on that would benefit our school. Brownstown Elementary teachers chose professional development and immediately started working on a number of things including a place for teachers on the school's web page that would enable teachers to ask questions about things that were being tried in the classroom or maybe even just a question about a procedure or event. Using pineapple charts was an idea that was investigated but it was decided this would not really work in our building.

After attending a day at IPLI and hearing a presentation by Phil Warrick, our team thought that instructional rounds was exactly what was needed in our building. It was a way for teachers to grow in their field as well as share great instructional practices with colleagues.

## The Purpose of Our Inquiry

Therefore, the purpose of our action inquiry was to find a way to help teachers grow professionally and to differentiate professional development. Teachers were also able to share with one another at a time that was convenient.

## Our Wondering

With this purpose, we wondered if exposing teachers to new ideas or interests would increase the instructional capacity at Brownstown Elementary.

## Our Actions

A Google form was created that would showcase the professional development needs of the staff. The survey was very short. Teachers were asked to select a few topics that they would be interested in learning more about and topics that they already included in their instruction. Teachers were also asked to rate how comfortable they would be in presenting some of the topics.

An exit ticket was created that could be used following the viewing of the host teacher. Information on the exit ticket gave the observer the opportunity to share the highlights of the lesson and a chance to ask additional questions. The exit ticket was designed to give the host teacher positive feedback and a way for the observer to find something that could be implemented into his/her classroom.

Based on the Google form answers, the topics that teachers wanted to learn more about were considered priorities. Teachers who were comfortable teaching a lesson from those topics were selected to make a video. One teacher would record the lesson and put the information into a Google slide presentation. Several of the presentations included additional information from the host teacher about the topic. Presentations were saved in the BES teacher resource page that could be accessed at any time by a teacher who was interested in learning more about a topic. Teachers could also go into a classroom and see the action firsthand.

## Data Collection

Our team collected data from a number of sources. The Google form that was used at the beginning of the process allowed us to see the areas of greatest need as well as the areas that teachers were comfortable sharing with staff.

The exit tickets were another source of data. Teachers were asked to tell the host teacher about an idea that they would try in their classroom and gave them an area for further questions. The host teacher and observer could communicate via email or in person about the video. The debriefing comments were harder to show evidence for but were a source of data.

## Our Data

Data from the Google survey showed that teachers wanted to learn more about STEM, writing, whole brain teaching, and centers. These same topics were ones that other teachers were already using in their classrooms and comfortable demonstrating. Therefore, it was not hard to find teachers who were willing to share the things they were doing.

We were also able to gather some verbal feedback from teachers who participated in the process and found teachers had a positive attitude. Debriefing comments after the instructional rounds provided the teacher with feedback about the lesson.

**Our Discoveries**

Learning Statements:

1. *Some teachers are eager; some are not comfortable.*
   Teachers are eager for professional development, but were not comfortable allowing others into their classroom. This finding came shortly after we sent out the first Google survey and there were several teachers who had not filled it out. After inquiring and encouraging them to fill the survey out, some teachers verbally expressed that the survey was notcompleted because they were not comfortable with other people watching them. This was something that we had not anticipated when the survey was created.
2. *There were a wide range of interest and comfort levels in sharing classroom practices.*
   Some novice and experienced teachers were eager to share.
3. *Strategies are applicable across grade levels.*
   Teachers were able to pick up a variety of ideas. One 5th grade teacher who watched a video on centers by a kindergarten teacher was able to get some ideas on using timers as well as other resources to use with the Smartboard.

**Where We Are Headed Next**

This project was just the tip of the iceberg for us. We know that teachers are interested in growing professionally and willing to share their passion for a plethora of topics in education. All it took was someone to ask if they would be willing to share.

Initially, our plan was to do the traditional instructional rounds but found that scheduling time for teachers to get into other classrooms was going to be a struggle. The scheduling conflict forced us to look at other ways to carry out the project and going digital was the best way to do it. This allowed for teachers to be able to view any of the videos at their leisure. Recording the videos and then adding them to the teacher resource page was a learning challenge for the group but well worth the time commitment.

We plan on continuing this project by adding additional videos on topics of interest. We have also found teachers who have said, “maybe we should make a video about this.” We also hope to purchase a swivl to help in the making of the videos which would eliminate the need for a person to do the recording and allow for the teacher to record at any moment.

**Bibliography**

Marzano, R., Warrick, P., Rains, C., DuFour, R. (2018) Leading a high reliability school. Bloomington, IN: Solution Tree.