

# Good Teachers Working Independently are Never as Strong as a Staff United

*We are working on tilt as a group until our TILT (Teacher-led Instructional Leadership Teams) groups provided balance.*

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## **Background That Led to Your Team's Inquiry:**

Our district has a defined curriculum but not an instructional model. We had good quality instruction going on but with a lot of variety. Based on our population we felt more consistency would benefit our students. Our staff surveys indicate a portion of staff that did not feel connected. Therefore, the purpose of our action research was to include all staff in the creation of an instructional model.

## **Statement of Your Team's Wondering:**

With this purpose, we wondered if a staff created instructional model would improve student learning.

## **Methods/Procedures:**

To gain insight to our wondering we created Teacher-led Instructional Led Teams. Each staff member was assigned a role within one of our four teams. Our reading team focused primarily on the 90 minute block and the agreed components. The writing team focused on a consistent rubric and number of writing assignments. The math group focused on number talks and the process standards. The behavior group focused on tweaking our school-wide PBIS plan.

Each team surveyed staff along the way to ensure staff buyin along the way. Our reading team submitted the 90 minute block plan to a literacy consultant that we have used I'ver the pst few years. The behavior group presented their plan at a staff meeting and staff was excited and willing to pilot it during the second semester this year. Data was then collected on the number of major offenses and staff surveys on their opinion if it had helped overall behavior.

We left the AR project with a staff created literacy approved instructional model for our 90 minute block. All resources requested to utilize the model have been purchased for next year based on staff survey. Six of our staff members will be attending a guided reading conference in Indianapolis this summer based on teacher surveys as well.

All items requested by bothe the writing and math TILT teams have also been purchased per teacher request. Our data based on the behavior team's plan being piloted indicates a reduction in major referrals and based on student surveys the majority of students felt more appreciated based on behavior. They also enjoyed the additional stem reward activities and the opportunity to choose.

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

As a result of analyzing our data, two important things we learned included: 1.) A specific instructional model is needed for both students and staff to experience maximum success. 2.) Empowering staff as a part of a team led to more buy-in. A specific instructional model has led to a clear focus of what is expected and led to purchase to all needed material. It has erased any doubt of what the expectations are moving forward. Staff being assigned to groups and roles within the groups has led to everyone feeling a part of the whole. Getting away from just relying on a few key staff members and ensuring everyone can handle their role has been an instant boost in staff morale.

### **Providing Concluding Thoughts:**

We learned that well we had great things going on across the board that bringing everyone onto the same page has been uplifting to staff and clarified our vision. Holding all teachers accountable will also be much easier and our data will be easier to analyze. Our AR project has improved instructional consistency and staff morale. These changes have given our overall school a pathway to follow.

### **References:**

N/A