



## Intentional Supervision of Instruction

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**School Name:** Stout Field Elementary

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### **Background Leading to My Inquiry (Slide 2)**

I facilitated the leadership survey from IPLI earlier in the year. The data indicated an area of growth in supervision of instruction and feedback outside of our formalized system. I have tried to revise my process, and experiment with it often. It is an area that I desire to maximize, and know it is important.

As I reflected on the data packet for IPLI leadership survey question nine stood out due the mean score being one of the lowest but also the standard deviation being pretty high, indicating that some would have been much lower, while others higher. This score and variability caused me to pause and question, why is there so much variance, why the inconsistency, how can I reflect and grow?

Over the last few years as I read, listen and try to grow as a leader I continually hear the impact feedback has on teaching and learning. I always want to find ways to better leverage this in my practice and model it for my teachers. Knowing this I felt that this area would be a great aspect for personal growth and focus and led to my inquiry.

### **The Purpose of My Inquiry (Slide 3)**

Therefore, the purpose of my action inquiry was to positively impact instruction and learning by implementing consistent ways to provide feedback to teachers beyond our formal evaluation system. I want to provide feedback in a way that builds collective efficacy, motivates reflection and celebrates collaborative practices.

I often am way too broad in my approach to this feedback and instruction. As I collaborated with my coach and as I reflected on the past I knew I wanted just one focus area for this feedback. We are in year 2 of a new ELA curriculum. We have developed common guidance and expectations for this curriculum. Knowing all of this to be true I decided to focus my attention on ELA and prioritize this area for growth.

### **My Wondering (Slide 4)**

With this purpose, I wondered how I can intentionally collect data and provide feedback in intentional ways to support ELA instruction and growth for our teachers.

### **My Actions (Slide 5 - 9)**

We had identified ELA as a focus and I knew I wanted to be intentional in my visits. At this time in the year we were in online teaching due to COVID19. I knew this would make things different but also could still allow me to visit and help provide feedback. I wanted to share this with our staff, but also wanted them to know it was for MY GROWTH and that we both were going to benefit in this process. I used my weekly newsletter "Team Focus" to accomplish this purpose.

I then went to the calendar and began to put opportunities on the calendar committed to being in classrooms. Given the time of year this was helpful as late December and early January can be tough months for me to be motivated. Intentionally scheduling helped me to stay disciplined. My Assistant Principal joined me for many of the visits and we discovered that it was healthy for us to do this. We have worked together for many years and don't always take the time to be in the same observations together. This was good for us.

My feedback needed to have a structure, and I also wanted it to have intentional aspects within this structure. Thanks to a book recommendation from my coach, Dr. Brian Disney I pulled a few of the concepts from "Lead Like a Pirate" and paired them with some sentence stems for my feedback. I wanted to ensure that we appreciated, noticed impact, offered support, supported reflection and led others to collaborate. With each visit I sent an email and each email I put in a shared document so that I was able to later reflect and consider the patterns in my feedback and notes.

### **Data Collection (Slide 9)**

The data collection process included two different elements. I had a collection of my emails/feedback to teachers which I evaluated and then also open ended survey to staff.

### **My Data (Slides 11-16)**

As I collected data I began to examine it for common patterns. There were quite a few patterns that I began to see.

The first pattern I noticed is that we had lots of opportunity to appreciate the "little things". A few examples from my emails included:

- "Tone is so important in our online setting and throughout the few minutes your feedback, corrective requests and directions were supportive and positive in nature."
- "We could tell you've set up procedures and guidance within the online format and students were capable of navigating technology and assessing materials."

A second pattern that emerged was language of collaboration. Throughout my notes and emails we were able to positively address this effort.

- "We appreciate your efforts to collaborate with your team as you move throughout the difficult concept of theme."

- “Thanks for your efforts to collaborate as a team and continue these efforts, all while prioritizing the most important aspects of curriculum.”

Emails to teachers also showed that there was evidence of alignment of district curriculum. I saw notes that I left specifically in this way...

- “Regarding the curriculum it was clear...”
- “Regarding the curriculum it appears you are in the middle of Unit 3...”
- “Based on the curriculum you seemed to be in Unit 3, week 4, and day 1. You even shared this with your kids in your presentation.”

The other pattern I noticed in my emails was common challenges, wonderings and strengths. Some of the data that indicated this was shown in examples like these.

- “In what ways can we structure student output so that all students feel heard and engaged, and allow the teachers to see output in meaningful ways to provide feedback?”
- “Visuals were a strength for you...”
- “We wondered what might be some ways to engage in Every Student Response activities in verbal, written and even thinking ways throughout each lesson.”

I was able to use these patterns to share findings and data with staff. I gathered them into some noticing’s and then also reached out to my coach to get some ideas that might help all of us to reflect and grow.

The other element of data I collected was my teacher survey feedback. Part of my data process was to look for patterns in these open ended questions to see how it was helpful. The questions I included were as follows.

1. I have been teaching....(1-3 years, 4-10 years, 10 or more years)
2. In what ways has Tim and Rob’s feedback been helpful to my instruction...
3. In the future it would be great if Tim and Rob’s feedback would....

As I evaluated the patterns in the feedback from teachers I was able to categorize them in a couple of different ways.

The first was that it affirmed practices. Here was what some of the teachers shared.

- “The feedback received was affirming, especially at a time of uncertainty. Even though I don’t doubt my ability as a teacher to see my lesson choice (which was

different from my team) appreciated/understood by admin just ensured that I made the right choice on deepening my students understanding about history.”

- “Not super helpful to my actual instruction but it was very nice to hear. It just affirmed that what I was doing was the right thing and that my hard work was actually noticed. You also noticed some things I did not even know I was doing. Shining the light on that helps me make sure I continue doing that in future lessons.”

The second pattern that emerged in comments was regarding creating opportunity for reflection. Some examples from the data are below.

- “Gave me an outside perspective of my teaching and routines.”
- “I think that you reaffirmed the relationship I strive for even within a virtual setting.”
- “Helped me to be reflective on my current practices.”

### **My Discoveries (Slide 17)**

Learning Statement One: I saw the benefits of prioritizing one subject area across the school that already has clear guidance.

Learning Statement Two: I found if it is on my calendar I will do it and if it is not on my calendar it will get lost in “Good Intentions”.

Learning Statement Three: I found a template, structure for feedback can help in consistency, clarity and future planning/collaboration.

Learning Statement Four: I found my teachers appreciated the affirmation of good practice and it led to reflection.

I saw the benefits of prioritizing one subject area across the school that already has clear guidance. Being in charge of multiple teachers, and variety of subject areas can cause me as a leader to become broad about everything, including my feedback. The practice of choose something, responding consistently and giving specific feedback helped me to learn and grow in that specific content area. I found I could have better and more specific conversations with teachers.

I found if it is on my calendar I will do it and if it is not on my calendar it will get lost in “Good Intentions”. Not only did I benefit from this but so did my Assistant Principal. We have worked together for 7 years now and we often do things separately. This process brought us back to give feedback together, and we were discussing teaching and learning which was healthy for both of us.

I found a template, structure for feedback can help in consistency, clarity and future planning/collaboration. Thanks to some feedback from my IPLI coach I was able to create a basic template for feedback. It helped me look for positive impacts within instruction. It helped me to analyze and notice things that I could share with my entire staff. Having this set template also

helped me to see common patterns as I visited classrooms. It also directed me back to past common practices. I found it easier to find evidence of learning directly with students and when I returned to some formal observations I was more intentional with this feedback as well, because I was reminded how important this is for our students, teachers and reflection in learning.

I found my teachers appreciated the affirmation of good practice and it led to reflection. I was pleased that the intentionality given to the feedback seemed to lead to reflection for teachers. This was evidenced in my data and I was very grateful to see this aspect. My hope is it was able to build the collective efficacy of our staff.

### **Where I Am Heading Next (Slide 18)**

I want to take some advice from my teachers

- “Ask me about something I am trying to work on before you visit, and then give specific feedback about that while you are there.”

I also want to return to asking kids questions as part of my data collection.

- What are you learning?
- Why are you learning it?
- How will you know if you understand?

### **Bibliography (Slide 19)**

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# INTENTIONAL SUPERVISION OF INSTRUCTION:

NAME OF SCHOOL: STOUT FIELD ELEMENTARY

PRINCIPAL'S NAME: TIM WICKARD

PRINCIPAL'S EMAIL: [TIM.WICKARD@WAYNE.K12.IN.US](mailto:TIM.WICKARD@WAYNE.K12.IN.US)



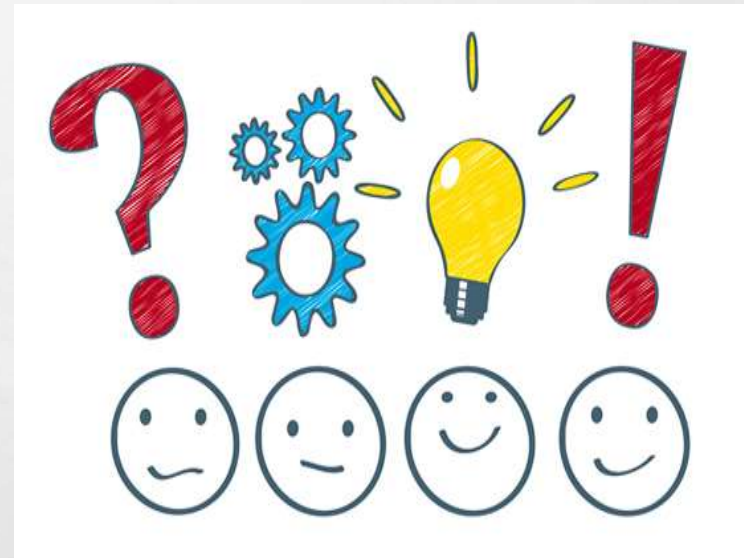
# BACKGROUND LEADING TO THIS INQUIRY

9	Supervises instruction	3	27	3.88	0.95
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- Lower Overall Score
- Standard Deviation Higher (Varied Answers)
- Ongoing place of reflection and desire to improve
- Immediate feedback has a great impact on teaching and learning and I wanted to find better ways to leverage this with staff.

# PURPOSE OF THIS INQUIRY

- To positively impact instruction and learning by implementing consistent ways to provide feedback to teachers beyond our formal observation system.
- Provide feedback in a way that builds collective efficacy, motivates reflection and celebrates collaborative practice.



[Inquiry—the Art of Failure » Britannicabritannicalearn.com](http://Britannicabritannicalearn.com)



# PRIORITIZE ONE AREA



- I reached out to my coach to discuss this and based on her feedback I chose to focus on ELA instruction.
  - District has some **common guidance**
  - District has some **common expectations**
  - We are in **year 2** of this curriculum so supervision in this area would help move us forward in year 2.

## MY WONDERING

- How can I intentionally collect data and provide feedback in intentional ways to support ELA instruction and growth for our teachers?



# INFORMED TEACHERS OF MY PURPOSE TO LEARN AND GROW

Team Focus - 2020-21 School Year

## Week of 12/7:

### **Inquiry Project - Classroom Visits**

As many of you know, I am involved in IPLI (Indiana Principal Leadership Institute) and have the opportunity to learn and grow through inquiry. Based on the survey feedback you all provided me in Aug/Sept it is clear that a focus for my own personal improvement is surrounding instructional supervision and feedback. As I continue to learn and grow and as we attempt to develop ways to support you all with feedback, Rob and I will focus on Language Arts Curriculum/Instruction. Beginning next week we will be very intentionally visiting your remote instruction during your reading blocks. On Mondays we will be giving feedback on your weekly launch, unit vocabulary and learning from how you are scaffolding instruction for the upcoming close reads. On Tuesday - Thursday we will be visiting close read opportunities and looking at how we are gradually releasing this reading rigor to students. To begin with, Rob and I will be leaning on Stacy to help ensure our feedback is consistent and aligned. We will use your trail guides to access your groups. If there is anything we need to know specifically to access them please let us know (codes, ect). You may see Rob and I both in your meets as we collaborate and learn together.

I look forward to learning and growing through this process and my hope is it will help all of us grow together in our understanding and implementation of remote ELA instruction. Please don't let this add stress to your lives. You can expect email feedback after our visit but we won't schedule a specific meeting with you. I really look forward to seeing the great things everyone is doing in our ELA curriculum. Our goal will be to visit every classroom prior to Christmas Break in ELA. There is nothing you need to do that you aren't already doing. :)

# SCHEDULED AND INVOLVED ASSISTANT PRINCIPAL

7	DEC 2020, MON	8:30 – 10:30am	ELA-Classroom Visits
8	DEC 2020, TUE	8:30 – 10:30am	ELA Classroom Visits
		12 – 12:30pm	ELA Classroom Visits
9	DEC 2020, WED	10 – 11am	ELA Classroom Visits
7	JAN 2021, THU	8:30 – 9:30am	ELA Visits

# CREATED STRUCTURE FOR FEEDBACK

Feedback to Teachers  
(Adapted from Lead Like a Pirate)

Appreciation

Notice the impact

Collaborative

Conversation

Honor Voice and Choice

Offer Support

Reflect

..... I appreciate your....

When you did \_\_\_\_\_ I could tell that your students were \_\_\_\_\_

As I've been in other rooms I can see your collaboration by...

Notes about what you saw, experienced

Notes regarding students voice/choice

Direct to team, coach or collaboration...next steps

Overall compliment.....



# DATA COLLECTION

1. EVALUATED MY FEEDBACK – COLLECTION OF EMAILS
2. OPEN ENDED SURVEY OF STAFF

# MY DATA – EMAILS TO TEACHERS

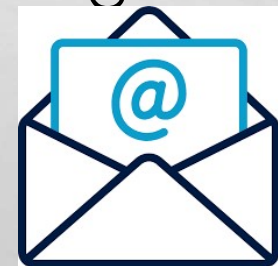
1. Appreciation for the “Little Things” – these became common place in our comments....

- “Tone is so important in our online setting and throughout the few minutes your feedback, corrective requests and directions were supportive and positive in nature.”
- “We could tell you’ve set up procedures and guidance within the online format as students were capable of navigating technology and accessing materials”

# MY DATA – EMAILS TO TEACHERS

2. We were able to see evidence of collaboration.

- “We appreciate your efforts to collaborate with your team as you move throughout the difficult concept of theme.”
- “Thanks for your efforts to collaborate as a team and continue these efforts, all while prioritizing the most important aspects of curriculum.”





# MY DATA – EMAILS TO TEACHERS

3. We saw alignment of District Curriculum – and my AP and I learned along the way.

- “Regarding the curriculum it was clear.....”
- “Regarding the curriculum it appears you are in the middle of Unit 3.....”
- “Based on the curriculum you seemed to be in Unit 3, week 4, and day 1. You even shared this with kids in your presentation which was cool.”

# MY DATA – EMAILS TO TEACHERS

4. We saw common challenges, wonderings, and strengths!



- “In what ways can we structure student output so that all students feel heard and engaged, and allow the teachers to see output in meaningful ways to provide feedback?”
- “Visuals were a strength for you....”
- “We wondered what might be some ways to engage in Every Student Response activities in verbal, written and even thinking ways throughout each lesson? ”

# SHARED FINDING WITH STAFF

## Week of 1/4:

- Ongoing noticings...
- Challenge seems to be finding meaningful ways to provide feedback that mimic our classroom structures.
- Ongoing question -- In what ways can we structure student output so that all students feel heard and engaged, and allow the teacher to see this output in meaningful ways to provide feedback?
- Challenge is limited time for synchronous teaching.
  - Ongoing question - How do we determine the best solution for what of our ELA units should be synchronous, asynchronous, small group/whole group - in an effort to teach all important components of ELA?

### Shared Solutions...

Staci Neal helped put together this document for us to begin to share strategies for "ESR strategies" in the virtual setting. Please share ideas directly with her and I and we will add them to the document. It can be NO, Low or High tech. I think this will help us to begin to answer the first challenge of meaningful feedback and classroom structures -- [Every Student Response Strategies](#)

## Week of 12/14:

### Noticings this week...

- Visuals Visuals Visuals - Wow! Great work.
  - Saw many creative ways to engage language within the chats.
  - Attendance overall so much better than last March...online, synchronous activities = more student involvement!
- Ongoing question -- In what ways can we structure feedback that mimic our classroom structures?
- Challenge seems to be finding meaningful ways to provide feedback that mimic our classroom structures.
  - Challenge is maximizing the limited time for synchronous teaching.
  - Ongoing question - How do we determine the best solution for what of our ELA units should be synchronous, asynchronous, small group/whole group - in an effort to teach all important components of ELA?

### Shared Solutions...

Staci Neal helped put together this document for us to begin to share strategies for "ESR strategies" in the virtual setting. Please share ideas directly with her and I and we will add them to the document. It can be NO, Low or High tech. I think this will help us to begin to answer the first challenge of meaningful feedback and classroom structures -- [Every Student Response Strategies](#)

## Week of 1/18:

### Ongoing noticings...

- Challenge seems to be finding meaningful ways to provide feedback that mimic our classroom structures. This was shared last month and continues to be something we see and a question we often ask.  
Ongoing question -- In what ways can we structure student output so that all students feel heard and engaged, and allow the teacher to see this output in meaningful ways to provide feedback?
- We noticed the importance of intentional strategies within Close Reading - especially in the online setting. It is clear that if we continue to work on research based strategies within close reading it is going to benefit us each week in our curricular structure. Sometimes it seemed that day 3 was more teacher owned and it is a challenge online to shift the thinking, reading, writing, and speaking to be owned more by the student than the teacher. This is a challenge in person, but perhaps a greater hurdle online.
  - In short, "Day 3 and 4 shifting close read ownership to students is a challenge."
  - In what ways can we move to gradual release to students in Days 2, 3 and 4?

### Shared Solutions...

Staci Neal helped put together this document for us to begin to share strategies for "ESR strategies" in the virtual setting. Please share ideas directly with her and I and we will add them to the document. It can be NO, Low or High tech. I think this will help us to begin to answer the first challenge of meaningful feedback and classroom structures -- [Every Student Response Strategies](#)

Here is an article from scholastic around close reading that I think is helpful as we consider how to best engage students in the purposes behind close reading. We will continue to work together as we develop our craft for those close reading focused lessons! Please continue to share as you find other helpful resources and strategies to do this important work. [Scholastic Article](#)

# MY DATA – TEACHER SURVEY FEEDBACK

## IN WHAT WAYS WAS FEEDBACK HELPFUL TO MY INSTRUCTION?

### 1. AFFIRMED PRACTICES

- “The feedback received was affirming especially at a time of uncertainty. Even though I don't doubt my ability as a teacher to see my lesson choice (which was different from my teams) appreciated / understood by admin just ensured that I made the right choice on deepening my students understanding about history.”
- “Not super helpful to my actual instruction but it was very nice to hear. It just affirmed that what I was doing was the right thing and that my hard work was actually noticed. You also noticed some things I did not even know I was doing. Shining the light on that helps to make sure that I continue doing that in future lessons.”



# MY DATA – TEACHER SURVEY FEEDBACK

IN WHAT WAYS WAS FEEDBACK HELPFUL TO MY INSTRUCTION?

## 2. CREATED OPPORTUNITY FOR REFLECTION

- “Gave me an outside perspective of my teaching and routines.”
- “I think that you reaffirmed the relationship I strive for even within a virtual setting.”
- “Helped me to be reflective on my current practices.”



[Short TED Talk Video: "The secret to ...larryferlazzo.edublogs.org"](https://www.ted.com/talks/larryferlazzo-the-secret-to-...larryferlazzo.edublogs.org)

# MY DISCOVERIES

- I SAW THE BENEFITS OF PRIORITIZING ONE SUBJECT AREA ACROSS THE SCHOOL THAT ALREADY HAS CLEAR GUIDANCE.
- I FOUND IF IT IS ON MY CALENDAR I WILL DO IT AND IF IT IS NOT ON MY CALENDAR IT WILL GET LOST IN “GOOD INTENTIONS”.
- I FOUND A TEMPLATE, STRUCTURE FOR FEEDBACK CAN HELP IN CONSISTENCY, CLARITY AND FUTURE PLANNING/COLLABORATION.
- MY TEACHERS APPRECIATED THE AFFIRMATION OF GOOD PRACTICE AND IT LED TO REFLECTION.

# WHERE AM I HEADING NEXT

I WANT TO TAKE SOME ADVICE FROM MY TEACHERS

- “ASK ME ABOUT SOMETHING I AM TRYING TO WORK ON BEFORE YOU VISIT, AND THEN GIVE SPECIFIC FEEDBACK ABOUT THAT WHILE YOU ARE THERE.”

I ALSO WANT TO RETURN TO ASKING KIDS QUESTIONS AS PART OF MY DATA COLLECTION.

- WHAT ARE YOU LEARNING?
- WHY ARE YOU LEARNING IT?
- HOW WILL YOU KNOW IF YOU UNDERSTAND?

# BIBLIOGRAPHY

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