THERE HAS TO BE A WAY TO GET IT ALL IN!!!

WOODLAN ELEMENTARY

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BACKGROUND LEADING TO THIS INQUIRY

 A recent climate survey showed that my staff wanted more feedback on their teaching. As the single father of two children (one of which has an emotional disability) it is very difficult to put in a lot of time in the evenings to work. I see the need to be more intentional with my daily schedule to be able to spend more time in classrooms and be able to reflect and provide quality feedback for my teachers.



PURPOSE OF THIS INQUIRY

 As a principal, it is very difficult to find the time to be the instructional leader of the school. It is easy to let the many different aspects of the job pull us in an almost infinite number of directions. While all of these duties are also very important part of being a principal, it is vital that we keep our focus on being the instructional leader of the school. As the instructional leader, we have to be able to give our teachers feedback so they can continue to provide quality instruction to increase student achievement.



MY WONDERING

• With this purpose, I wondered how can I use my formal and informal walkthroughs to provide valuable and effective feedback to my teachers to help improve their instruction?



MY ACTIONS

- Look at classroom schedules to be more intentional about when I will conduct my formal walk-throughs.
- Delegate some administrative duties (such as case conferences) to my instructional coach and guidance counselor.
- Perform more informal observations and provide feedback.



DATA COLLECTION

*Guided reading schedule for each classroom. Ensuring that guided reading is implemented with fidelity has been a focus. This allowed me to schedule my walk-throughs (on my calendar).

Guided Reading Schedules

Schnelker	9:30-10:25		
Palmer	9-30-(0)15		
Richman	9 36-9,45	10:00-10:15	10:30-10 45
K. Snyder	9:45-10:50		
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Buiccy	9:30-10:30		
Thttle	9:06-10-15		i
Kowatch	5:50-9:10	9:55-10:30	11:35-31:50
Mohr	9:16 10:30	11 30 11:50	
L. Snyder	9:15-9:35	10.06-10:30	
Strautonau	9:20-30:30	(M, Γ, R, ℓ)	12:10-1:00 (W)
Parisot	9:30-69:30		
B. Cook	9:45-10:35		
Salzbrenner	1:00-1-40		
Smith	12:10-1:00		
llatig	1 6(+1.30	Sometimes 12	.45)
Price	i 15/F:20		
Mull	1:00-1:40		1
R. Cook	12:45-1:30		
Gibsen:	12:30-1-10		
Baker	12:10-12:30	12:40-1:00	5
Potter	12:40-1:20	;	
Davis	12 10 & 110		

DATA COLLECTION

*I created this to help keep track of when I completed formal walk-throughs for teachers.

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DATA COLLECTION

*One page from the teacher walk-throughs. Each teacher gets a copy of this report after each formal walk-through.

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(2) Objective is stated, b	ul not in a student-f	riendly manner that lea	ids to understanding		
(2) Teacher attempts exp	planation of importan	nce of objective, but st.	udents fall to understa	nd	
(2) Lesson generally doe	s not build on prior l	knowledge of students (or students fall to mak	e this connection	
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(3) Lesson objective is sp ind what they will be able	lo do by the end of	and aligned to standars the lesson	ds. It conveys what sto	idents are learning	
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 13) Importance of the objectivity 	Jective Is explained s	50 thet students anders	land why they are lea	ming what they are	C
(3) Lesson builds on stud o students	lents' pror knowledg	ge of key concepts and	sk lis and makes this :	onnection evident	
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(4) Students can explain objective				the stated	
 (4) Teacher effectively en brough work or comments 			ecting to lesson, Studi	enis demonstrate	
Note : *Class way fin sping math *Spelling protest. *Inansition to math	problem solving				

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MOY Teacher data meeting

A. BOY \rightarrow MOY data

*Discuss growth of class

*Reflection about TRC goals

*NWEA Yellow (Bubble) and Orange (far behind-what are we doing?) identified students

*Sped, HA, EL, Rtl *How are they performing? *What are your plans/goals/next steps?

8. Rtl plans*Up to date, logs up to date,

C. Possible retentions?

D. SLO Goals

E. Highlights & areas of growth

DATA COLLECTION

*This agenda that was used for each teacher during their Middle of the Year data meetings.

SLO 2018-19

3rd Grade Teacher: Hits Frank Elev

School: Woudlan Elementary

Goal: Munified Diamic third grade class had 13 (54%) third grade students fall in the "yellow" or strategic category at BOY in Moth (NWEA). At least 6 (45%) of those students that are entrolled the entrie year will improve to green or blue based on EOY assessment results.

MOY classroom changes: Josef Landizahal-Letama dut, (Move in Shawh Dehaven BOV

MOY Math Results: 2 (8%) Red, 9 (38%) Yellow, 12 (50%) green, 1(4%) blue

Of the 13 student in yellow at BOY 7 moved to Green. 1 Yellow moved to blue for a total of 61.5% Of the 8 students in red at BOY 1 moved but, 4 moved to Yellow and 1 moved th green

Action Plan:

Data shows: Goal is reached with 61.5% moved to green or blue.

Goal(s): Grows/Glows	Source: NWEA
GNADE LEVEL	
MCV	Additional Student Information: RTI 4, IEP 2, ELL1 LARTS BOY:Bottom 5% Michard Meet 105 MOY Senarcherthe 258 MOY 157, Senarchertheretheretheretheretheretherethere
Class:	Math-BOY Soctors 5% NetworkMate 3.60 MOY
SCANTRON:	
818:A 57.4% dev 17.29 Math 86.2% dev 16.54	Bottom 20%
02 (0-53 8 dev 17.07 Math 77.1% day 17.04	Lar BOY: Management 1.4, St. Street Management and Annual Management and Annual Management
83 EL4 75.3 doi 15.35 Mith 80.7 Hey 16.00	MOY and an and an and an and an an an an an and an an an and an
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Lifes Lissudorts environts have /En obsein green on olio	NWEA Math: DOV: 7 Red (29%), 11 Yollow (46%), 6 green (25%) Claue (4 MOV 2 red (8%), 9 yebbw (38%), 17 grow (57%) (Mov (4)
	NWEA Reading:
	30% 6 Rzd (25%) K Yellow (17%) 14 Groom (56%) 3 Bluc (12%) MOY Lined (8%), 5 yellow (21%), 12 green (50%) 5 blue (21%)
Strategies/Activities/Interventions	_l
	oblem spiving-1x week, MobyMax, Daily math facts, St Math, Strateg
groups, Fluency passages, Project re BOY/MOY/EOY grade level intgs	serds, DMR, Grade lovol mtgs, Data mtgs, Learning log mtgs,
Harlan You'n Cir	

MY DATA

This is a sample of a Middle of the Year teacher data meeting info sheet. This shows the intentionality of our meetings that I had to help provide feedback to teachers on how they are progressing with their students.

MY DATA

- End of the year evaluation results will show if teachers used my feedback to improve their instruction. (Have not collected yet)
- A new climate survey results that will show if teachers felt my feedback was useful to them in improving their instruction. (Have not collected yet)



MY DISCOVERIES

- I found that it was easier said than done to attempt organizing my schedule due to a very large, unforeseen incident that resulted in taking up a very large percentage of each day for more than a month during this process. The incident effected how much time I was truly able to spend time in classrooms.
- I need to begin the year being more intentional and reflective with my walk-throughs and starting earlier in the year.



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 - My walk-through checklist shows a huge gap in the dates that walkthroughs were completed, due to the incident. In order to try to catch up with walk-throughs, I was not able to spend as much time in classrooms.



MY DISCOVERIES

- I need to begin the year being more intentional and reflective with my walk-throughs and starting earlier in the year.
 - My walk-through checklist also showed that I got a late start at the beginning of the year on completing walk-throughs. I will need to start earlier in order to have time to spend in the classrooms and time to reflect on what was observed.



WHERE AM I HEADING NEXT

- Even though I found difficulty with increasing my time in classroom because of an unforeseen incident, I have seen the need to delegate more of my duties to be able to focus on being the instructional leader of my building.
- I've learned that even my veteran teachers are still craving feedback to improve their instruction.



WHERE AM I HEADING NEXT

 I've learned that I need to more on my staff in order to be able to get everything done. There is so much that is put on my professional and personal plates. I have to be able to let some things go.





There has to be a way to get it all in!!!

Principal Name: G. Michael Chen School Name: Woodlan Elementary Principal's Email Contact: mchen@eacs.k2.in.us

Background Leading to My Inquiry (Slide 2)

 A recent climate survey showed that my staff wanted more feedback on their teaching. As the single father of two children (one of which has an emotional disability) it is very difficult to put in a lot of time in the evenings to work. I see the need to be more intentional with my daily schedule to be able to spend more time in classrooms and be able to reflect and provide quality feedback for my teachers.

The Purpose of My Inquiry (Slide 3)

As a principal, it is very difficult to find the time to be the instructional leader of the school. It is
easy to let the many different aspects of the job pull us in an almost infinite number of
directions. While all of these duties are also very important part of being a principal, it is vital
that we keep our focus on being the instructional leader of the school. As the instructional
leader, we have to be able to give our teachers feedback so they can continue to provide quality
instruction to increase student achievement.

My Wondering (Slide 4)

• How can I use my formal and informal walk-throughs to provide valuable and effective feedback to my teachers to help improve their instruction?

My Actions (Slide 5)

- Look at classroom schedules to be more intentional about when I will conduct my formal walkthroughs.
- Delegate some administrative duties (such as case conferences) to my instructional coach and guidance counselor.
- Perform more informal observations and provide feedback.

Data Collection (Slides 6-9)

- Guided reading schedule for each classroom. Ensuring that guided reading is implemented with fidelity has been a focus. This allowed me to schedule my walk-throughs (on my calendar).
- I created a walk-through spreadsheet to help keep track of when I completed formal walk-throughs for teachers.
- The actual walk-through form that is sent to each teacher after a walk-through is completed.
- An agenda was created that I used during my Middle of the Year teacher data meetings which allowed me to give feedback on how each teacher was progressing with their students.

My Data (Slides 9-10)

- A sample of a Middle of the Year teacher data meeting info sheet. This shows the intentionality of our meetings that I had to hep provide feedback to my teachers.
- End of the year evaluation results will show if teachers used my feedback to improve their instruction. (Have not collected yet)
- A new climate survey results that will show if teachers felt my feedback was useful to them in improving their instruction. (Have not collected yet)

My Discoveries (Slides 12-14)

- Learning Statement One: I found that it was easier said than done to attempt organizing my schedule due to a very large, unforeseen incident that resulted in taking up a very large percentage of each day for more than a month during this process. The incident effected how much time I was truly able to spend time in classrooms.
 - My walk-through checklist shows a huge gap in the dates that walk-throughs were completed, due to the incident. In order to try to catch up with walk-throughs, I was not able to spend as much time in classrooms.
- Learning Statement Two: I need to begin the year being more intentional and reflective with my walk-throughs and starting earlier in the year.
 - My walk-through checklist also showed that I got a late start at the beginning of the year on completing walk-throughs. I will need to start earlier in order to have time to spend in the classrooms and time to reflect on what was observed.

Where I Am Heading Next (Slides 15-16)

- Even though I found difficulty with increasing my time in classroom because of an unforeseen incident, I have seen the need to delegate more of my duties to be able to focus on being the instructional leader of my building.
- I've learned that even my veteran teachers are still craving feedback to improve their instruction.
- I've learned that I need to more on my staff in order to be able to get everything done. There is so much that is put on my professional and personal plates. I have to be able to let some things go.