

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 walk-throughs 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	9:30-10:15		
Richman	9:30-9:45	10:00-10:15	10:30-10:45
K. Snyder	9:45-10:30		
Preston	9:50-10:30		
Doocy	9:50-10:30		
Tittle	9:00-10:15		
Kowach	9:50-9:10	9:55-10:30	11:35-11:50
Mohr	9:30-10:30	11:30-11:50	
L. Snyder	9:15-9:35	10:00-10:30	
Strauman	9:20-10:30	(M, T, R, F)	12:10-1:00 (W)
Pacisot	9:30-10:30		
B. Cook	9:45-10:35		
Saizbrener	1:00-1:40		
Smith	12:10-1:00		
Hartig	1:00-1:30	(Sometimes 12:45)	
Price	1:15-1:20		
Mull	1:00-1:40		
R. Cook	12:45-1:30		
Gibson	12:30-1:10		
Baker	12:30-12:30	12:40-1:00	
Potter	12:40-1:20		
Davis	12:10 & 1:10		

DATA COLLECTION

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

	Semester 1			Semester 2	
Schnelker					
Palmer					
Richman					
K. Snyder					
Preston					
Beisey					
Julie (A per sem.)					
Kowatch					
Meche					
L. Snyder					
Strawcus					
Parson					
B. Cook					
Hertig					
Smith					
Selzbrenner					
Mull					
Pricc					
R. Cook					
Baker					
Gibson					
Peeter					
Angsburger					
Dawes					
B. Snyder					
Buehler					
Kramer					
Boaghran					
Davis					
Shawver					
Martin (3 per sem.)					

DATA COLLECTION

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

Walk-through Name	Site	Template Name			
Math	Woodlan Elementary School	TCR Final Observation			
Category	Start Date / Time	End Date / Time			
TER Walkthrough	Jan 14, 2019 08:50 AM	Jan 14, 2019 09:25 AM			
Subject					
TER Observation					
Student Engagement in Class		100%			
Teacher Engagement		Engaged with students			
Domain 1: Evidence of Purposeful Planning					
Domain 2: Effective Instruction Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.					
2.1					
Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Not Observed
Develop student understanding and mastery of lesson objectives		Teacher is effective at developing student understanding and mastery of lesson objectives	Teacher needs improvement at developing student understanding and mastery of lesson objectives	Teacher is ineffective at developing student understanding and mastery of lesson objectives	Not Observed

DATA COLLECTION

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

MOY Teacher data meeting

A. BOY → 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?

B. Rtl plans

- *Up to date, logs up to date,

C. Possible retentions?

D. SLO Goals

E. Highlights & areas of growth

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.

SLO 2018-19
 3rd Grade Teacher: [REDACTED]
 School: Woudlan Elementary
 Goal: ~~At least 61.5%~~ third grade class had 13 (54%) third grade students fall in the "yellow" or strategic category at BOY in Math (NWEA). At least 61.5% of those students that are enrolled the entire year will improve to green or blue based on EOY assessment results
 MOY classroom changes: Jose Cardizahal-Lezama out, Move In Shawn Dehaven BOY
 MOY Math Results: 2 (8%) Red, 9 (38%) Yellow, 12 (50%) green, 11(46%) 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 out, 4 moved to Yellow and 1 moved to green:

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

Goal(s): Grows/Glows GRADE LEVEL MOY 4 4 of 18 22% 8 8 of 18 44% 6 6 of 18 33% Class: SCANTRON: B1 EA 57.4% dev 17.29 Math 86.5% dev 16.54 02 EA 59.8 dev 17.07 Math 77.1% dev 17.94 B3 ELA 75.3 dev 25.35 Math 80.7 dev 18.03 U1 LLA 71.9% dev 19.11 Math 80.9% dev 19.89 Individual: MATH: 1 student moved from yellow to green 75 percent raised growth star 10 points LARS: 1 student moved to blue 71% class in green or blue	Source: NWEA Additional Student Information: RTI 4, IEP 2, ELL 1 L ARTS BOY: Bottom 5% Richard Moore 15% MOY, Shawn Dehaven 15% MOY MOY 1st, Shawn Dehaven 15% MOY, Richard Moore 15% MOY Math BOY Bottom 5% Richard Moore 15% MOY Bottom 20% Lar BOY: Shawn Dehaven 15% MOY, Richard Moore 15% MOY, Shawn Dehaven 15% MOY, Richard Moore 15% MOY Math BOY: Shawn Dehaven 15% MOY, Richard Moore 15% MOY, Shawn Dehaven 15% MOY, Richard Moore 15% MOY, Shawn Dehaven 15% MOY, Richard Moore 15% MOY NWEA Math: BOY: 7 Red (29%), 11 Yellow (40%), 6 green (23%), 0 blue (0%) MOY: 2 red (8%), 9 yellow (38%), 12 green (50%), 1 blue (4%) NWEA Reading: BOY: 8 Red (23%), 0 Yellow (17%), 14 Green (56%), 3 Blue (12%) MOY: 1 red (8%), 5 yellow (21%), 12 green (50%), 5 blue (21%)
Strategies/Activities/Interventions etc.: Warror Time- QAR-1x week/Math problem solving-1x week, MobyMax, Daily math facts, St Math, Strategy groups, Fluency passages, Project reads, DMR, Grade level mtgs, Data mtgs, Learning log mtgs, BOY/MOY/EOY grade level mtgs Horlan Youth Cir Shawn Dehaven and Richard Moore enrolled Lexia Jan.	

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 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.



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.





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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 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 (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 help 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 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.