

Inquiry Brief - Year 2

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Teachers' Names: Megan McCoy and Rachel Drum

School Name: Eastwood Middle School

Purpose - In review of our HRS data collected from teacher and administrator feedback, our team reviewed a number of options. Originally consideration was made to extend the mini-AR project done earlier in the semester to make it a broader and more extensive version of the original action research. However, we went back to our HRS 2 data and identified another opportunity that resonated with our team. Feedback from our staff revealed three areas which could be targeted; 2.4 - Teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data, 2.5 - Teachers are provided with job-embedded professional development that is directly related to their instructional growth goals, and 2.6 - Teachers have opportunities to observe and discuss effective teaching. Since the survey was given, our staff have begun Peer to Peer observations, so we felt that the score in this area, while our lowest at 2.96 with staff, was not our current reality. There was a more significant discrepancy between our staff result and our administrator result of 2.4. However, the 2.5 scores were identical between our staff and administration, scoring a 3.2. This, coupled with other district initiatives, helped us identify 2.5 as our focus. Therefore, the purpose of our action research was to provide job embedded professional development that is directly related to our staff's instructional growth goals.

Question (Wondering) - If we provided our staff the opportunity to self-select three goals (one per instructional domain), and then from that data create monthly differentiated professional development targeting each teacher's instructional goal, would we see an increase in our teachers' opinion of their own effectiveness?

Sub Questions:

- Would this increase teacher satisfaction?
- Would teachers feel their time is more valued with the use of differentiated and targeted professional development?
- How might teacher-led PD develop leadership in our staff?

Method (What will we be doing?) - To gain insight into our wonderings, we will present to faculty on November 17th our wondering and acknowledge that it came from the data collected from our last HRS Level 2 survey. Additionally, we will have staff complete a [survey](#) in which they select 1 goal from each of our three ELEVATE areas of Core Targeted Practices (Student-Centered and Responsive Instruction,

Teacher & Student Partnerships, and Learning Community). Additionally, we will solicit staff who feels comfortable in presenting sessions in each of these areas.

Next we will compile the data to form learning groups for three months of differentiated professional development.

Following this, we will identify staff at the district, and perhaps building level, to lead professional development sessions that are aligned with each of these instructional areas. Staff will not only attend these sessions, but be provided some time to use the new learning in their lesson planning for instruction that week.

In March, we will issue an additional survey with staff that will assess the work that was provided and the degree to which staff feel like they have met their goals. We will use the HRS Level 2 questions relevant to 2.5 in the survey.

Data Collection - To gain the best insights into our wondersings, we will utilize the HRS Level 2 questions and feedback to design our professional development. Additionally, we will collect data from staff indicating the areas in which they would like to set their instructional growth goals. This data will drive our professional development offerings for the months of December, January, and February. And we will conclude by surveying our staff again utilizing the HRS Level 2 questions for 2.5.

Calendar (timeline) -

November - Complete the Design Brief

November 17th - Introduce the Design Brief to staff and deliver the Staff Instructional Goals Survey

By November 30th - compile survey data to form Instructional Goals groups, which will indicate necessary professional development for staff.

December 8th - Differentiated Professional Development on Student-Centered and Responsive Instruction

January 19 - Differentiated Professional Development on Teacher & Student Partnerships

February 2 - Differentiated Professional Development on Learning Community

February 16 - Administration of closing survey

Data Analysis - To create a picture of what we have learned, we will review the data collected in the February 16th data in relation to the HRS Level 2 data for 2.5, making note of the gains that were made in the specific elements of the five guiding survey questions.



**Many hands make light work -
Increasing leadership and
teaching capacity**

Action Research Project - HRS 2

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Our Purpose





Purpose

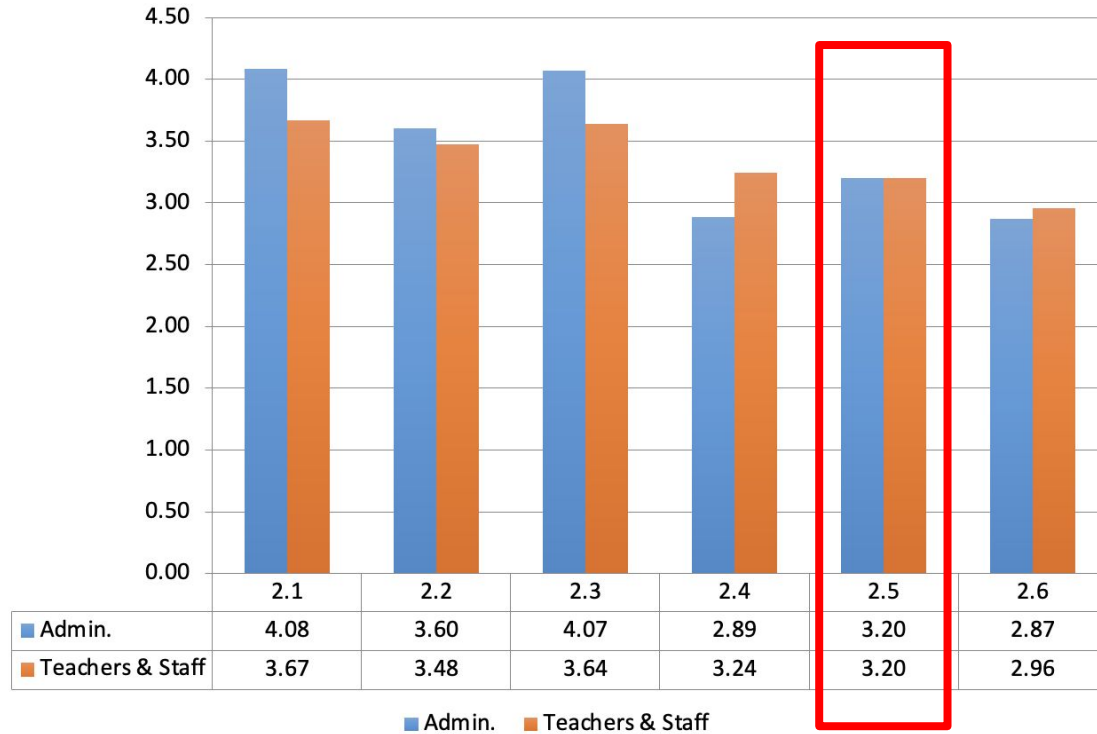
Survey says Eastwood teachers need...

- Job-embedded professional development related to their professional goals
- Opportunities to observe effective teaching

Our purpose became...

- Provide job embedded professional development that is directly related to our staff's instructional growth goals that are related to our district initiatives

A Comparison of Stakeholder Means Level 2



	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	AVG Score
Online professional development courses and resources that are relevant to my instructional growth goals are available to me.	5.77%	21.15%	23.08%	40.38%	9.62%	3.26
	3	11	12	21	5	
Teacher-led professional development that is relevant to my instructional growth goals is available to me.	6.00%	30.00%	28.00%	28.00%	8.00%	3.02
	3	15	14	14	4	
Instructional coaching relevant to my instructional growth goals is available to me.	14.00%	12.00%	14.00%	46.00%	14.00%	3.34
	7	6	7	23	7	
School leaders collect data about how effective professional development is in improving teacher practices.	7.50%	22.50%	27.50%	35.00%	7.50%	3.15
	3	9	11	14	3	
I can describe how the available professional development supports achievement of my instructional growth goals.	8.00%	16.00%	26.00%	42.00%	8.00%	3.26
	4	8	13	21	4	

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Our Wondering



Our Wonderings & Questions

Wondering #1

If we provided our staff the opportunity to self-select three goals (one per instructional domain), and then from that data create monthly differentiated professional development targeting each teacher's instructional goal, would we see an increase in our teachers' opinion of their own effectiveness?

Subquestion #1

Would this increase teacher satisfaction?

Subquestion #2

Would teachers feel their time is more valued with the use of differentiated and targeted professional development?

Subquestion #3

How might teacher-led PD develop leadership in our staff?

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Our Method





Our Method

To gain insight into our wonderings, on November 17th during a staff meeting, we presented our wondering and acknowledged that it came from the data collected from our last HRS Level 2 survey.

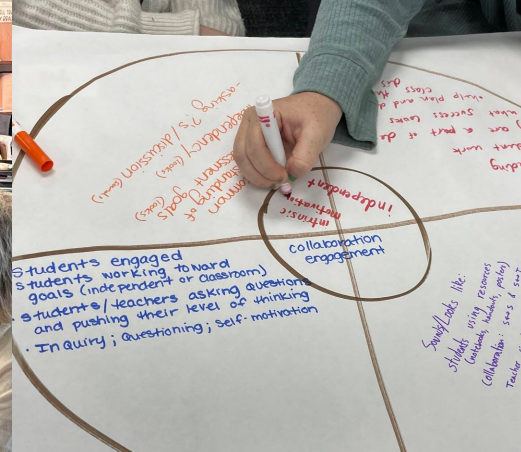
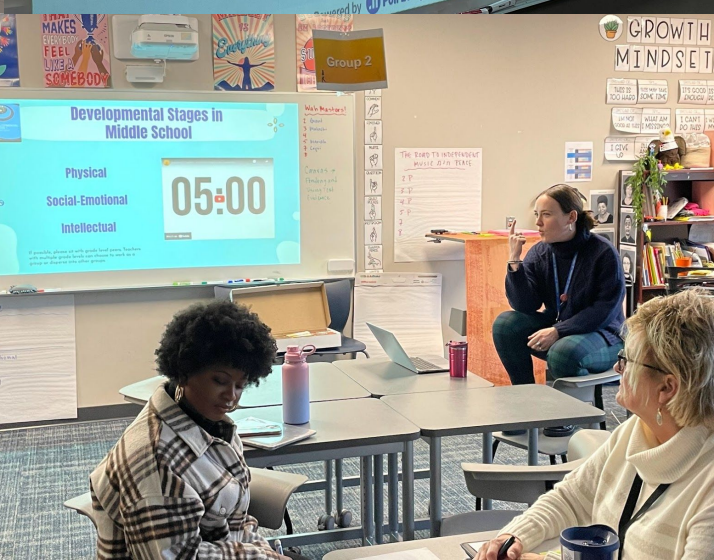
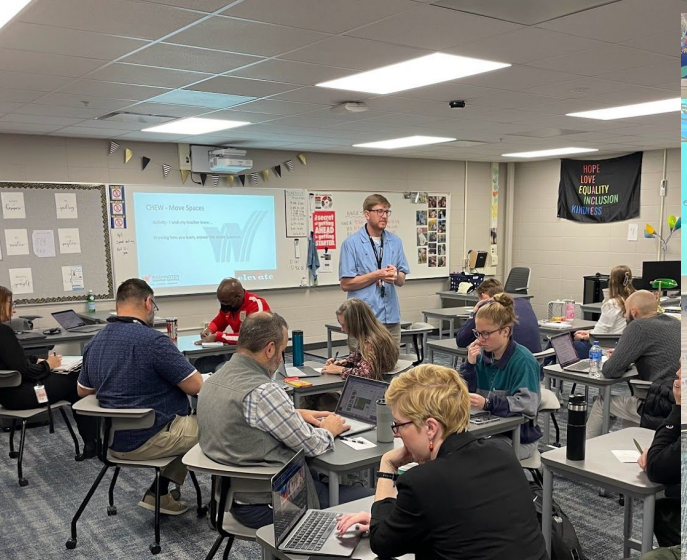
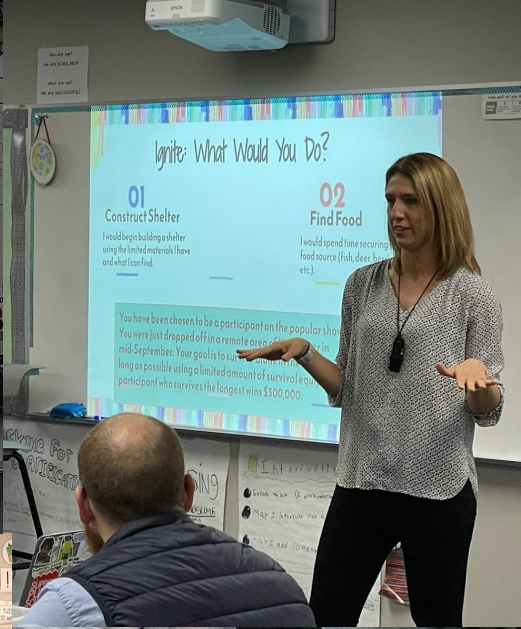
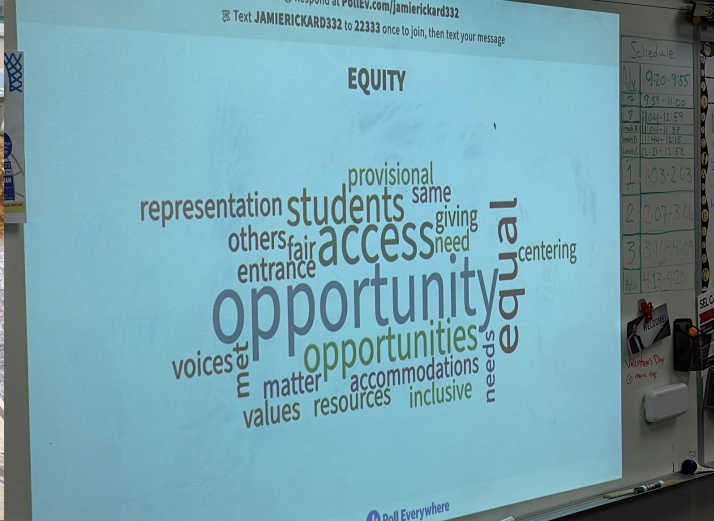
Additionally, we had staff complete a [survey](#) in which they selected one goal from each of our three ELEVATE areas of Core Targeted Practices:

1. Student-Centered and Responsive Instruction,
2. Teacher and Student Partnerships, and
3. Learning Community



Our Method (continued)

- Using the data, we created learning groups for three sessions of differentiated professional development.
 - Teachers and district staff volunteered to lead the sessions.
 - Staff attended sessions and were given time to implement their learning in future lesson plans.
- In March, staff completed a closing survey based on HRS Level 2 questions which assessed
 - the learning opportunities that were provided
 - the degree to which staff felt like they have met their goals
 - job satisfaction
 - value of time
 - development of teacher leaders



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Data Collection



Data Collection

How did we collect our data?

- **Initial HRS Level 2 survey**
 - Completed in the fall
 - Used to develop Action Research Project
- **Instructional Goals Survey**
 - Used to determine personal instructional growth goals for staff
 - Also used to determine professional development offerings for December, January, and February
- **Closing Survey**
 - Used to reassess level 2 questions for 2.5

Core Targeted Practice Goals

After teachers completed their High Reliability Schools Level 2 survey, we reviewed the data and noticed an opportunity to address an area of need identified by staff. As a result, we will be designing or project to provide targeted professional development aligned to teacher's identified instructional goals aligned with our district's core target practices. From this data, we will conduct three differentiated professional developments, one per month, which will have enough sessions to specifically align with our district's ELEVATE core targeted practices. A portion of this professional development will include time for staff to take the learning and embed that learning in an upcoming lesson or practice.

In the following survey, we ask that you identify ONE practice within each area to focus on and set as a goal for self improvement.

Willingness to Provide Training

In the items below, please select any area in which you would be willing to provide an instructional session to further the development of staff professional goals.

Student-Centered, Responsive Instruction

*

Instruction is responsive to student cultures and individual differences. Teacher expands and differentiates with student experiences, prior knowledge, and achievement in mind. Instruction includes student choice, voice, and agency. (Domains 2.2, 2.4, 2.5, 2.6, 2.7, 2.8)

- The teacher differentiates via process, product, and/or content
- The teacher makes data-driven instructional decisions using checks for understanding as well as assessment (local, state, national) data to differentiate instruction
- The teacher explicitly models through lesson delivery (ignite, chunk, chew, review)
- The students know how their personal learning is progressing based on feedback and reflection (close the loop)
- The students contribute to the lesson/material by actively engaging in questioning, collaborating and creating a demonstration of their understanding

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December 8th – Differentiated Professional Development on *Student-Centered and Responsive Instruction*

January 19th – Differentiated Professional Development on *Teacher & Student Partnerships*

February 9th – Differentiated Professional Development on *Learning Community*

March 1st – Administration of closing survey

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Data Analysis





Data Analysis

How did we analyze our data?

- Compared February survey data to HRS Level 2 Fall survey data
 - Specifically looking at indicator 2.5
- Did we see gains in the specific elements of the five guiding survey questions?

	Before	After	(+/-)
Online professional development courses and resources that are relevant to my instructional growth goals are available to me.	3.26	3.40	+.14
Teacher-led professional development that is relevant to my instructional growth goals is available to me.	3.02	4.02	+1.00
Instructional coaching relevant to my instructional growth goals is available to me.	3.34	3.92	+.58
School leaders collect data about how effective professional development is in improving teacher practices.	3.15	3.67	+.52
I can describe how the available professional development supports achievement of my instructional growth goals.	3.26	3.65	+.39
Totals	3.20	3.73	+.53



IPLI AR2 Teacher Survey for 2.5

This is the culminating survey to the Action Research project completed over the course of the school year by Rachel Drum, Megan McCoy, and James Tutin. Our project focused on providing differentiated professional development through teacher facilitators over the last three months. The questions used are from High Reliability Schools Survey 2 section 5.

Differentiated to meet my expressed needs.

Teacher leadership

I think the strengths of the PD was that teachers could self evaluate themselves in order to be placed in a PD.

I appreciate the specific examples that the teacher leaders have given when they've presented a particular technique or activity and how they have applied these in their class.

These PDs are very well planned.

It was nice to learn from other teachers in our building about a topic they felt like they were an "expert" in and not be in a big group. It was nice to do PD that was more interactive.

The wealth of knowledge

Was able to take part in PD that has more of a positive impact on me.



Our Findings

Staff Leadership

When given the opportunity, staff stepped up to take on leadership roles in the delivery of professional development.

Improved Leadership Confidence

Of the 13 unique teacher presenter, 11 indicated that they felt this experience prepared them for future opportunities to lead.

Differentiated PD

Staff appreciated the opportunity to get the PD that that met their unique needs and were aligned with their learning goals.



Recommendations

Recommendation 1

Continue utilizing the self assessment process with the alignment of growth goals and district targeted practices

Recommendation 2

Continue to tap into building staff to lead professional development



Bibliography

Dana, N. F. (2009). *Leading with passion and knowledge: The principal as action researcher*. Corwin.