

Creating a Playbook to Win the Educational Game

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Background That Led to Your Team's Inquiry:

The context of our inquiry begins with exploring our school and survey data.

We are an elementary school with a significant student and staff transient rate. We are predominately a young teaching staff with few years of experience. This context creates a situation in which alignment and consistency of a common vision/expectation/and instructional message is vital to the success of our school. We needed to align our instructional practices and consistently convey expectations and our practices. When we analyzed our school data (Level 2 Data of the Marzano High Reliability Schools, Leading Indicator 2.1:

The school leader communicates a clear vision as to how instruction should be addressed in the school), we scored a 4.5, SD 0.38, which was an area of higher standard deviation, showing the greater discrepancy of understanding.

Therefore, the purpose of our inquiry was to develop a Hornet Park Playbook that would serve as an instructional guide and leading document for our overall service as a primary elementary school.

Statement of Your Team's Wondering:

With this purpose, we wondered if creating an instructional playbook would increase our alignment and effectiveness?

Methods/Procedures:

To gain insights into our wondering, we first created a scope and sequence to guide our steps in leadership. We employed backwards design to map out when and who would meet. We planned what data would be collected from various stakeholders and in what settings. We also developed steps for how we would analyze that data to inform next steps.

In carrying out this scope and sequence, we utilized monthly PLC meetings to elicit feedback from staff & share draft versions. We facilitated collaborative conversations, conducted surveys, engaged staff in processing activities such as affinity diagrams, and consensograms. This was done over the course of the year, with our leadership team members meeting intermittently to monitor and adjust our plan to complete this inquiry project.

As we collected and compiled documents and survey data, we met as a leadership team to begin drawing conclusions and making plans. We used this information to lead us to a place in which we could create an instructional playbook draft and table of contents, which really began pulling our inquiry into a tangible product.

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

As a result of analyzing our data, three important things we have learned include:

-92% of our school believes that having this Playbook will have a significantly positive impact on streamlining our practices.

-100% of our school believes that having this Playbook will improve alignment, clearly articulate expectations and practice, serve as a convenient resource for planning, and benefit new teachers.

-92% of our school prefers to have this tool in both printed and electronic forms.

Providing Concluding Thoughts:

As a result of this inquiry, our team identified a practical and effective tool in helping to pull together the many dangling pieces of a school into a convenient and streamlined document. This tool seemed to empower and educate staff in ways that allowed them to feel more confident that what they were doing is indeed aligned to peers and what we have identified as a staff as our instructional expectation and best practice.

This process has generated next steps and new direction for the future. This includes that we will compile all documents for the upcoming school year. We will create both electronic and printed copies to distribute and review at our staff kick off meeting for the 18-19 school year. We will use the Playbook for future professional development planning and cyclically implement self-reflection practice with regards to Playbook (area of strength, area of needed improvement). We plan to assess the Playbook, implementation, and effectiveness at end of full implementation year. We plan to make it an annual process of review, adjust, and implement. The cycle of inquiry will continue as we continually reflect, adjust, and adjust our practice in progress towards greater teacher and student performance.

References:

N/A