

Every Class, Every Student,
Every Day



Brooklyn STEM Academy
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Background Leading to this Inquiry

I realized I was spending a large portion of my day doing managerial work: emails, phone calls, paper work, and discipline while IN MY OFFICE.

Due to this, there were days I never got into the classrooms. I was not being true to what I knew was most important.

I want to be the instructional leader that the staff and students deserve.

Purpose of This Inquiry



- Develop ideas to juggle the everyday demands, while being intentional with my time
- Be more visible in the classrooms
- Be proactive with student interaction to reduce the amount of time dealing with discipline

My Wondering

As a leader, how can I improve my ability to manage the day to have a greater impact on students and staff?



My Actions



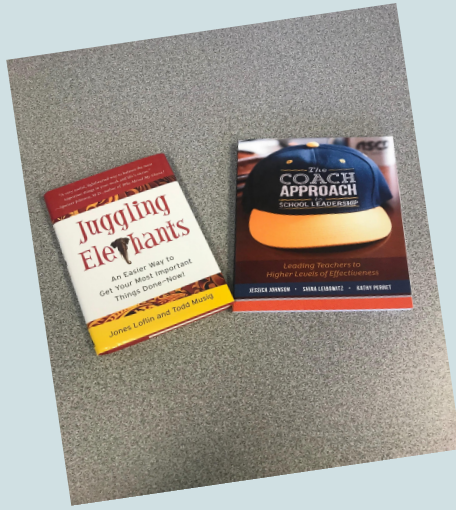
- Read *Juggling Elephants* and *Coach Approach to School Leadership*
- Created a daily schedule with categories to ensure that I spent a certain amount of time covering all areas
- Did a walk-through in each classroom providing feedback every couple weeks
- Created a PAWSitive Office Referral system to focus on positive student encounters to see if it has an effect on time spent on discipline

Data Collection

- Daily Schedule Google Doc-I would spend 5 minutes every afternoon to prepare one for the next day
- Compared Schedule differences from before Inquiry Project with after
- SFS reports-allowed me to see patterns and allowed for natural conversation with staff
- PAWSitive Office Referral binder and certificates-celebrate student success on announcements every Friday, sign the binder, and get picture taken



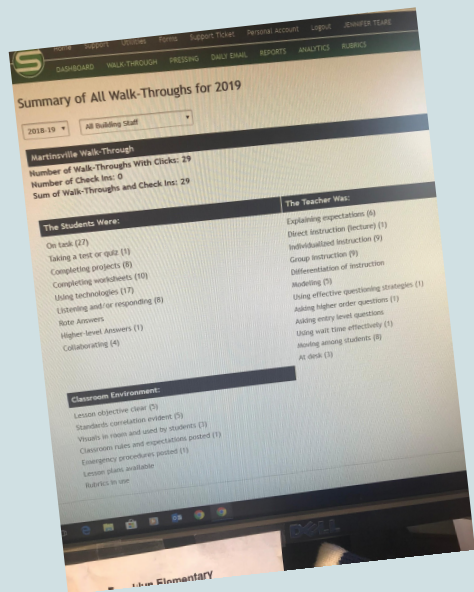
My Data



A 'PAWSitive Behavior' chart for the date 2/8/19. The chart has two columns of names. The first column lists Addison, Colin, Hanna, and Clayton. The second column lists Dominic, Hanna, I. Sofia, and Scarlett. Each name is written in pink marker on a lined background. There are two paw print icons at the top of the page.

A 'Brooklyn STEM Academy PAWSitive Office Referral' form. The student's name is redacted with a yellow box. The date is 3-6. The form includes a checklist of behaviors: Problem Solving, Acting Responsibly, Working Together with a SuperHero Attitude, and Other. The 'Additional Comments' section contains the handwritten text: 'I will also always be counted on to make the responsible choice and to always help to help to out to a classmate'. The teacher's signature is 'J. Hutter' and the principal's signature is 'Mrs. [unclear]'. There are two blue paw print icons on the right side of the form.

My Data



Daily Plan of Action

Class: _____

Must Do Today	Daily Schedule
1. SFS	8:00 Case Conf-L.F
2. PLC mtg agenda	8:30
3.	9:00
	9:30 QUG & Survey for state
	10:00
	10:30 Give NWEA to accommodations
	11:00
	11:30
	12:00
	12:30
	1:00 - meet w/ 3rd grade tech
	1:30
	2:00 - meet w/ Eva H. Spel
	2:30
	3:00
	3:30
	4:00 PTO mtg.
	After:

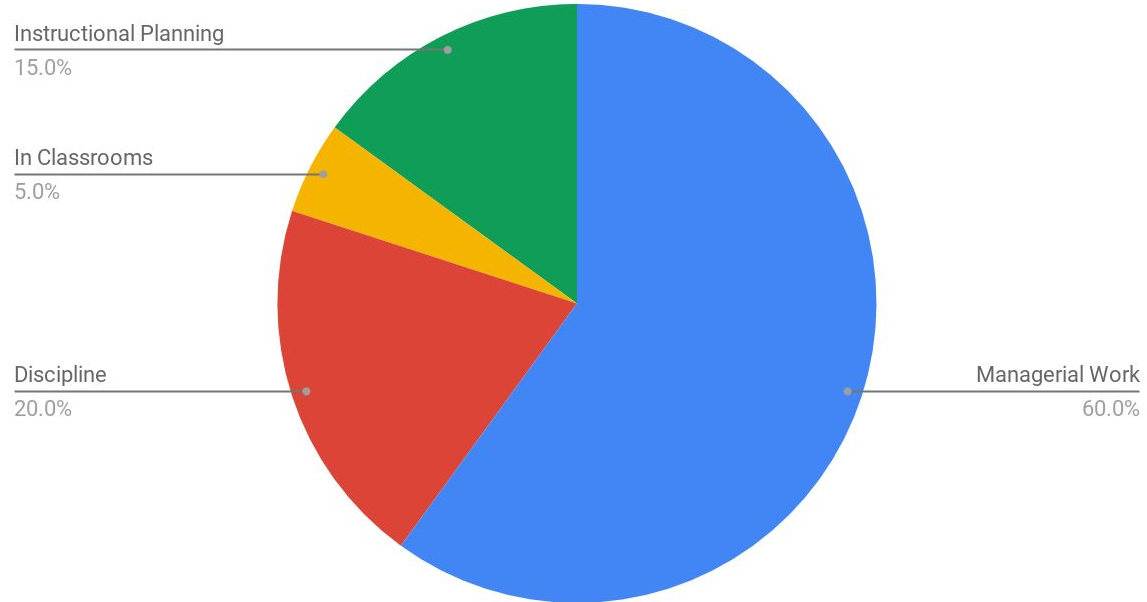
Classrooms to Visit	Students to Check In On
<input type="checkbox"/> Dragonette	<input type="checkbox"/> A. Mead
<input type="checkbox"/> Roberto	<input type="checkbox"/> M. Roberts
<input type="checkbox"/> Heran	<input type="checkbox"/> A. Britter
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

TO DO LIST

- video
- garden info
- K. Williams note
- Read signs/forms

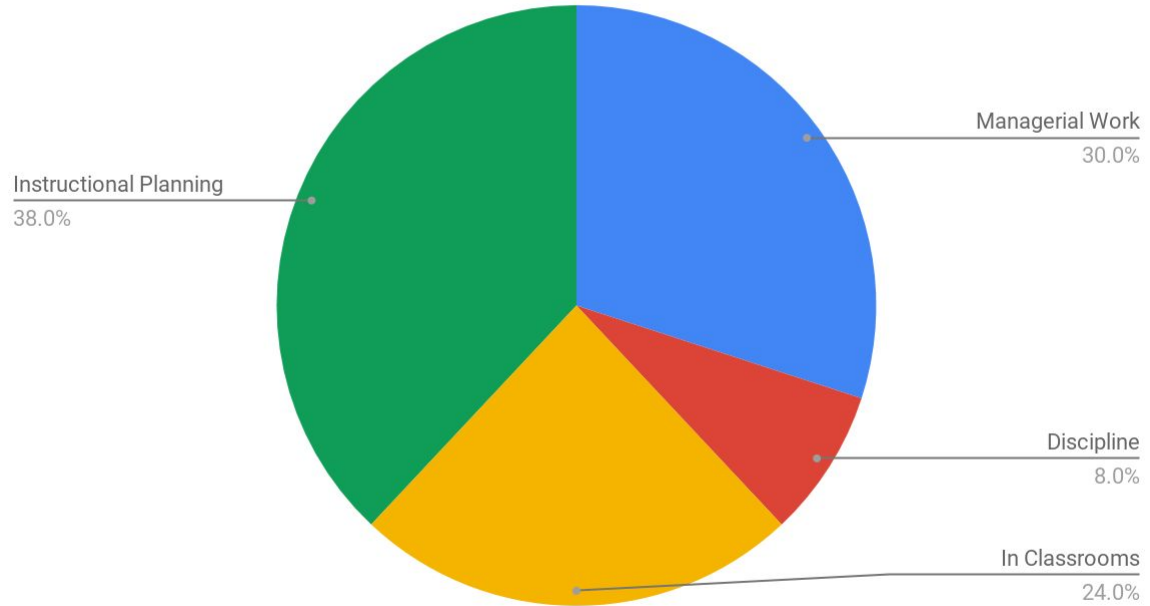
Before Inquiry Project

Points scored



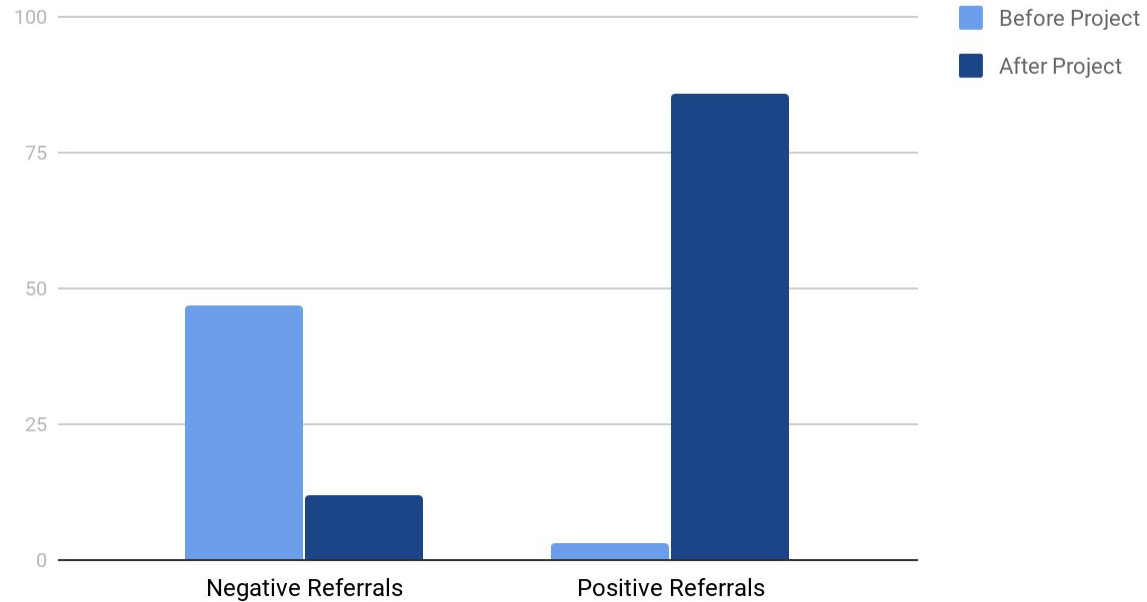
During Inquiry Project

Points scored



Number of Negative and Positive Office Referrals

Points scored



My Discoveries



- If I scheduled something in my daily calendar, it was much more likely to get completed instead of just having a simple to-do list.
- By being proactive with student behavior, I saw a decline in negative office referrals.
- Getting in the classrooms more frequently for walk-throughs allowed me to see patterns and opened up conversations easier.

Where Am I Heading Next



- I plan to continue using the daily schedule google doc and PAWSitive office referrals.
- I will continue to do walk-throughs, but instead of it being an item to check off my list, I want to focus on the type of feedback I give. I want to be more intentional with goal-focused feedback.
- To purchase a tall, rolling laptop stand to work on in the hall where I can see students and staff instead of in my office.



Bibliography

- Johnson J., Leibowitz S. & Perret K. (2017). *The Coach Approach to School Leadership*. Alexandria, Virginia: ASCD.
- Loflin, J. & Musig, T. (2007). *Juggling Elephants*. New York, New York: Penguin Group.



Every Class, Every Student, Every Day

Principal Name: Jennifer Teare

School Name: Brooklyn STEM Academy

Principal's Email Contact: jennifer.teare@msdmartinsville.org

Background Leading to My Inquiry

Being in a smaller school where it is only the secretary and principal in the office, it often requires me to check people in, answer the doors, and call students who are absent. My school only has a nurse 3 days a week, so I help in the clinic as well. I realized I was spending a large portion of my day doing other managerial work too: emails, phone calls, paper work, and discipline while IN MY OFFICE. Due to this, there were days I never visited the classrooms. I was not being true to what I knew was most important. I want to be the instructional leader that the staff and students deserve.

The Purpose of My Inquiry

Therefore, the purpose of my action inquiry was three fold. I wanted to develop ideas to juggle the everyday demands while being much more intentional with my time, to be more visible in the classrooms, and to be proactive with student interaction to reduce the amount of time dealing with discipline.

My Wondering

With this purpose, I wondered, "As a leader, how can I improve my ability to manage the day to have a greater impact on students and staff?"

My Actions

I first started the idea for the action research last summer when I received the book *Juggling Elephants* where it discussed the idea of having three rings: professional, self, and relationships. I needed to spend quality time in each of these. I then read another book, *The Coach Approach to School Leadership*, throughout the course of the year that contributed to my wondering as well as some ah-ha moments. It was comforting to know how many principals struggle with time management. The books gave scenarios and ideas of how to alter my day or delegate.

In order to make sure that I got out of the office and made it a priority to visit rooms, I made several changes to how I structured my day. To begin with, I created a daily schedule that had different categories to ensure that I spent a certain amount of time in the classrooms, with students, and in conversation with teachers. It also had a Must-Do section. I changed this form at least three times before I found the one that kept me accountable the most. Each evening, I

would take 5 minutes to prepare a new one for the next day. It helped me to see what I had accomplished that day and what still needed to be completed.

To be more visible in the classroom, I began doing a walk-through in each classroom and documented feedback in Standard for Success. I did formal walk-throughs about every third week. On the opposite weeks, I would visit the classrooms, but not record it in SFS.

A PAWSitive Office Referral certificate and binder was created to be proactive in my interactions with students. I was able to celebrate student success with them, usually behaviorally. I started by having teachers nominate the students, however, after the first week, I included all staff and bus drivers. The number of bus referrals decreased while the number of positive office referrals increased.

Data Collection

- Daily Schedule Google Doc-spent 5 minutes every afternoon to prepare the schedule for the next day
- Created graphs to compare how my schedule altered throughout the year. I looked at the amount of time that I spent doing managerial work, discipline, instructional planning, and amount of time spent in the classrooms
- SFS reports-allowed me to see patterns among teaching, allowed for natural conversations, and held me accountable to get in the classroom
- PAWSitive Office Referral binder and certificates-celebrated student success every Friday

My Data

- Schedule-Major changes occurred when I compared what I spent time on before the inquiry project to during it. Instructional planning went up along with time spent in the classroom. While at the same time, discipline and managerial work went down. Instructional planning went from 15% to 38%, time in the classroom went from 5% to 20%. Discipline went from 20% to 12% while managerial work went from 60% down to 30%.
- Discipline-When I looked at the impact of being more present in the classrooms, hallways, and cafeteria, there was a major decrease of discipline referrals and incidents. There were 47 negative referrals before the inquiry project began and only 12 during the project. Positive referrals went from 3 before the project to 86 during the inquiry project.

My Discoveries

- Learning Statement One: If I scheduled something in my calendar, I was much more likely to accomplish it.
- Learning Statement Two: By being proactive with student behavior, I saw a decline in negative office referrals.
- Learning Statement Three: I was able to see patterns in the walk-throughs and was able to have more meaningful dialogue with staff.

Learning Statement One: If I scheduled something in my calendar, I was much more likely to accomplish it. I found that if I pre-planned a time to get into the classrooms, I was able to follow-through with it. I also realize that I could delegate much more than I do. By prioritizing each evening, I was able to focus on the tasks that were more important or urgent to student learning.

Learning Statement Two: By being proactive with students and purposefully trying to catch them being good, the office saw a decline in negative behavior. We recorded 62 students in the PAWSitive Office Referral binder and only had 12 negative behaviors within that time. None of the negative behaviors were considered a major offense.

Learning Statement Three: I was able to see patterns in the walk-throughs and was able to have more meaningful dialogue with staff. By incorporating more walk-throughs, I was able to become more familiar with the staff/student interactions, their grade level curriculum, teaching practices, etc... This led to more meaningful dialogue with staff. I found the teachers were more apt to talk later in the day and reference something that occurred in their classroom. Towards the end of the data collection, I began adding a comment in the walk-through about something that I noticed, not just completing the checklist.

Where I Am Heading Next

Through this action research project, I have learned a lot about myself as a leader. I have learned that as long as I pre-plan classroom visits and walk-throughs, it becomes a major priority in my day. The other must-do list falls in to play around those. I have learned that I need to delegate more to my secretary as well as other staff. I was able to practice this concept at the March staff meeting. I had three items to delegate and all three were volunteered by teachers who have a knack for it. One was a technology request and one was to plan additional STEM nights for next year. I realize that I cannot do it all and need assistance from others.

I plan to continue using the daily schedule google doc as well as PAWSitive office referrals. I like using the walk-through portion of Standard for Success. However, for this next year, I want to focus on the type of feedback that I give. I want to become even more intentional with goal-focused feedback.

With funding now available for next school year, I also want to purchase a tall, rolling laptop stand where I can do work and be visible to students and staff even while getting the office tasks completed.

Bibliography

- Johnson J., Leibowitz S. & Perret K. (2017). *The Coach Approach to School Leadership*. Alexandria, Virginia: ASCD.
- Loflin, J. & Musig, T. (2007). *Juggling Elephants*. New York, New York: Penguin Group.