



# Getting Better Together

**Principal Name:** Mr. Christopher Gearlds

**School Name:** Decatur Blue Academy

**Team Members' Names:** Mrs. Kaylee Fuller and Miss Megan Ruder

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**Presentation link:** <https://www.youtube.com/watch?v=wwRhbyvPeUY>

## **Background Leading to Our Inquiry**

As Leadership Team members at the Decatur Blue Academy, we have been taking a deeper look at the authenticity of the daily experiences that are being implemented at our school. From data that was gathered from our Quality School Review and our School Culture Survey we found some lagging indicators in collaboration and instructional teacher support around our building.

## **The Purpose of Our Inquiry**

The action research we have chosen will bring Collaboration, Teacher Support and Authentic Learning Experiences to life at Blue.

## **Our Wondering**

With this purpose, we wondered how do we develop a coaching model that will bring collaboration and authentic planning to life without being looked at as evaluative?

## **Our Actions**

As a Leadership Team we developed the following questions for us to take on as “new learning”

- What does Purposeful Planning include?
  - Teacher knowledge of students, integration of technology, student choice, activities and materials, student grouping, and use of formative assessment data.
- What does Authentically Engaged look like?
  - Peer-2-Peer Conversations that are on topic, Positive Teacher-2-Student Conversations, Hands-on Learning, Students understanding the “Why of the Lesson” and being able to apply their learning.
- How might Coaching/Collaborating Teachers look without being seen as “Evaluative”?

Our Leadership Team did some “self-learning” on identifying and becoming consistent with the following:

- Establishing guidelines for purposeful planning
- Creating criteria for an Authentic Classroom

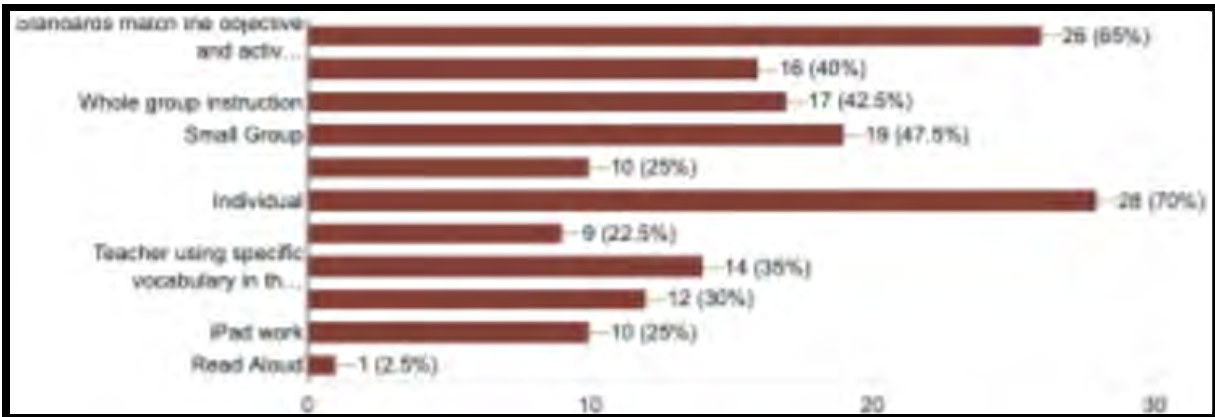
- Coaching/Collaborating on a consistent routine to support teacher growth

**Data Collection**

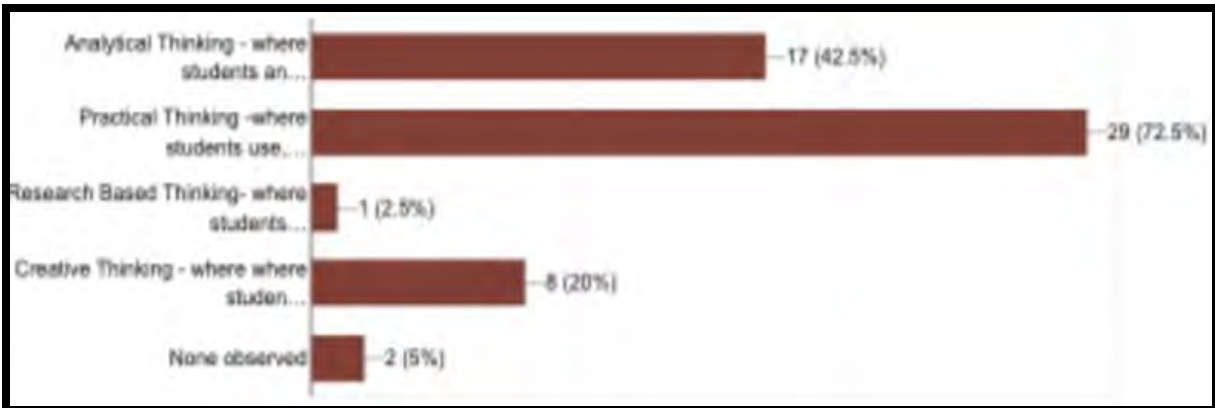
- Quality School Review
- Walk-throughs
- PD Reflections
- Coaching Logs
  - Testimonials
- Advance Feedback
  - Online video submission platform
- P2P Learning Walks
- Personal Growth Goals

**Our Data**

**What do we hear and see in the classroom?**



**How are students involved in the lesson?**




## LEVELS OF ENGAGEMENT

According to Philip Senelichy, there are five ways that students respond or adapt to school-related tasks and activities.




**ENGAGEMENT** HIGH ATTENTION - HIGH COMMITMENT

The student associates the task with a result or product that has meaning and value for the student. The student will persist in the face of difficulty and will learn at high and profound levels.




**STRATEGIC COMPLIANCE** HIGH ATTENTION - LOW COMMITMENT

The task has little inherent or direct value to the student, but the student associates it with outcomes or results that do have value to the student (such as grades). Student will abandon work if intrinsic goals are not realized and will not retain what is learned.




**RITUAL COMPLIANCE** LOW ATTENTION - LOW COMMITMENT

The student is willing to expend whatever effort is needed to avoid negative consequences. The emphasis is on meeting the minimum requirements. The student will learn at low and superficial levels.



**RETREATISM** NO ATTENTION - NO COMMITMENT


The student is disengaged from the task and does not attempt to comply with its demands, but does not try to disrupt the work or substitute other activities for it. The student does not participate and learns little or nothing from the task.




**REBELLION** DIVERSED ATTENTION - NO COMMITMENT

The student refuses to do the work, acts in ways to disrupt others, or substitutes tasks and activities to which he or she is committed. Student develops poor work sometimes negative attitudes towards formal education and intellectual tasks.


**The Highly Engaged Classroom**

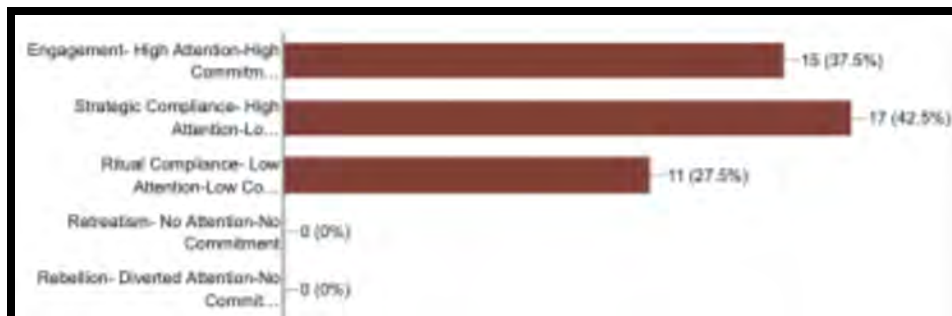


**The Well-Managed Classroom**

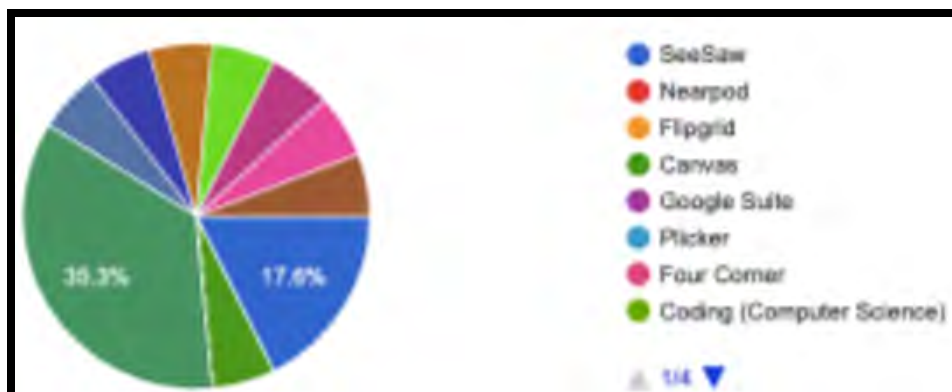


**The Pathological Classroom**





**Engagement Strategies Seen in Classrooms**



## **Our Discoveries**

Through our learning, we have discovered that engagement in the classroom not only gets the students excited and involved, it also gets the teacher excited. We have learned that through Choice PD's teachers are willing to try new and engaging activities with their students and then continue that work in their coaching sessions. In this step, summarize your team's learning in two - three succinct statements that illustrate the most important and critical facets of what your team learned:

- **Learning Statement One:** "Coaching has helped me by providing me with an accountability partner who can help me reach my goals of becoming an even better teacher and engaging my students." -Mrs. Schenck, 5th grade teacher
- **Learning Statement Two:** "Choice PD's have given me an option to let my students show their creative thinking by challenging them and differentiating classroom activities." -Mrs. Bedell, 1st grade teacher
- **Learning Statement Three:** Data from Choice PD's

## **Where We Are Headed Next**

As C.S. Lewis says, "You are never too old to set another goal or to dream a new dream." We challenged our team to do just that; set new goals, learn new things, engage our students, and ultimately dream new things. We worked as a team to research and develop engaging activities that our students have never been engaged with. You are never too old to learn, we become students as we are teaching. Our teachers and coaches have been working together purposefully planning, finding new ways to instill intrigue, and developing an authentic classroom experience. We expect our students to learn, reflect, grow, and be engaged, we as educators must do those things as well. We continue with our learning as teachers and coaches digging into new professional development options. We are learning about digital and non-digital engagement strategies presented by our peers who are already using them to engage. We then are getting time to plan and implement these new strategies.

## **Bibliography**

- [Coaching for Change Playbook](#)
- [Coaching 4 Change Blueprint](#)
- [6 Pillars to Empower Teachers](#)
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- [Be More Coach-like](#)

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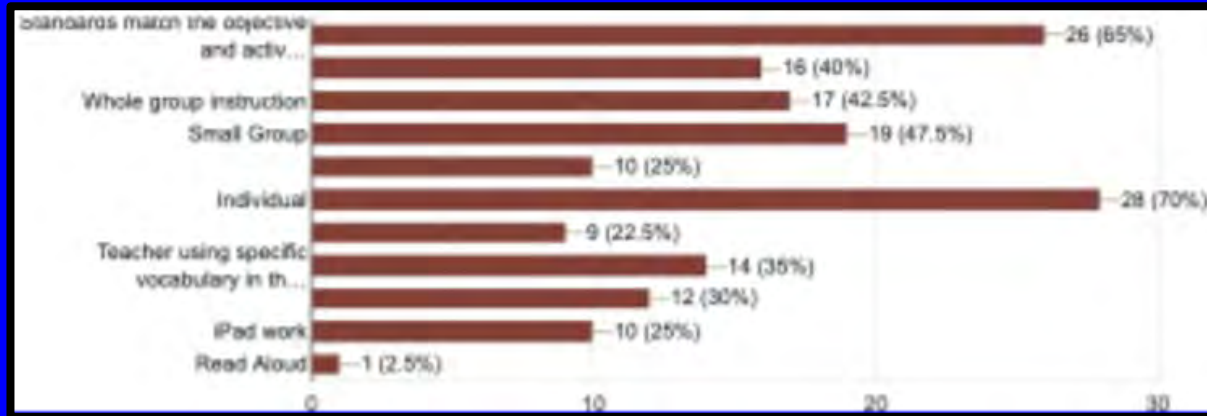
# Data Collection

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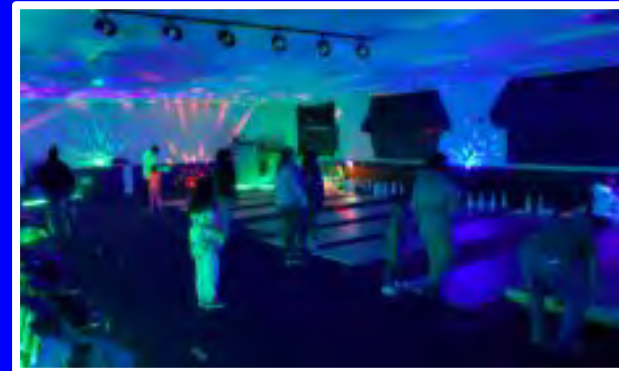
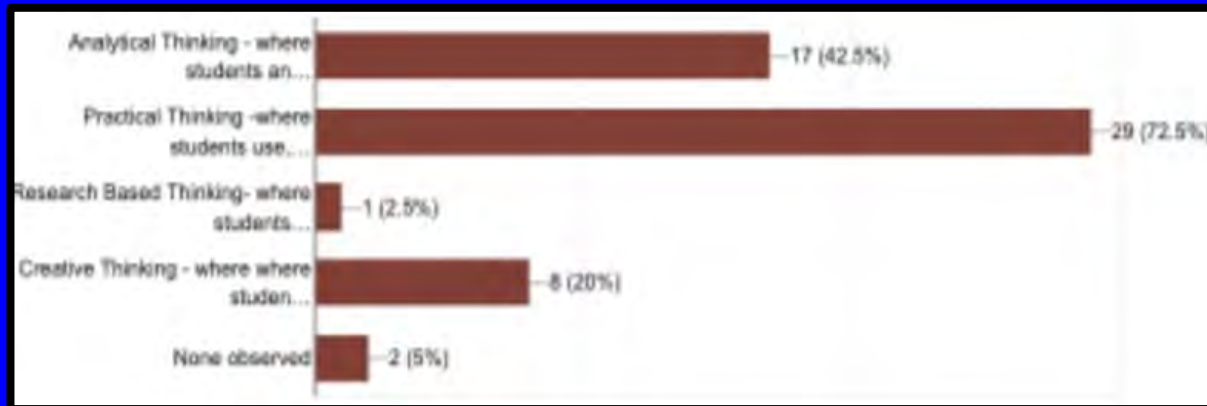


# Our Data

What do we hear and see in the classroom?



How are students involved in the lesson?



# Our Data

## LEVELS OF ENGAGEMENT

According to Philip Schlechty, there are five ways that students respond or adapt to school-related tasks and activities.

- ENGAGEMENT** (High Attention - High Commitment)
 

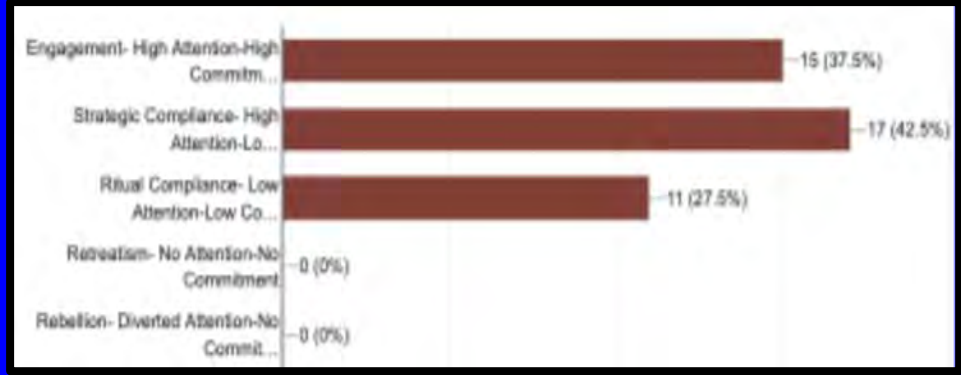
This student associates the task with a result or product that has meaning and value for the student. The student will persist in the face of difficulty and will learn at high and profound levels.
- STRATEGIC COMPLIANCE** (High Attention - Low Commitment)
 

The task has little inherent or direct value to the student, but the student associates it with outcomes or results that do have value to the student (such as grades). Student will abandon work if extrinsic goals are not realized and will not retain what is learned.
- RITUAL COMPLIANCE** (Low Attention - Low Commitment)
 

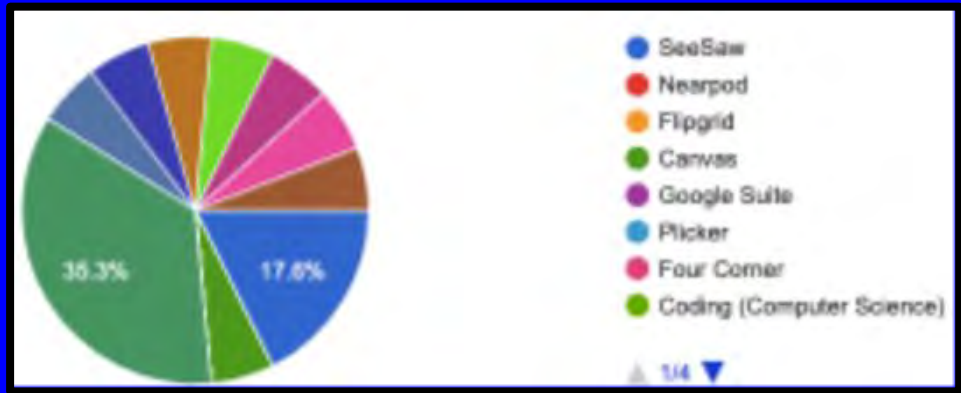
The student is willing to expend whatever effort is needed to avoid negative consequences. The emphasis is on meeting the minimum requirements. The student will learn at low and superficial levels.
- RETREATISM** (No Attention - No Commitment)
 

The student is disengaged from the task and does not attempt to comply with its demands, but does not try to disrupt the work or substitute other activities for it. The student does not participate and learns little or nothing from the task.
- REBELLION** (Diverged Attention - No Commitment)
 

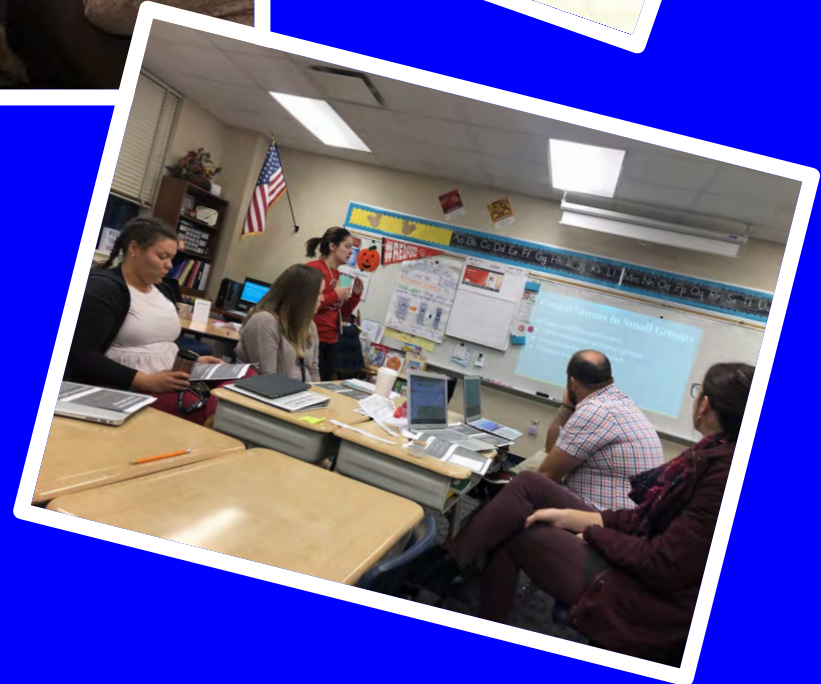
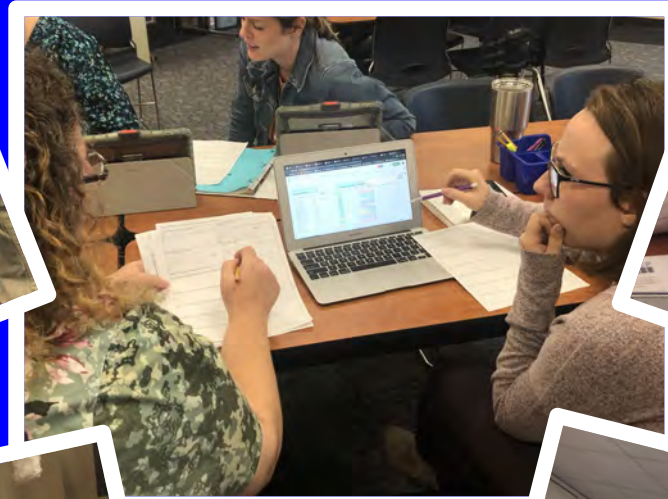
The student refuses to do the work, acts in ways to disrupt others, or substitutes tasks and activities to which he or she is committed. Student develops poor work sometimes negative attitudes towards formal education and intellectual tasks.



## Engagement Strategies Seen in Classrooms



# Our Data






# Our Discoveries

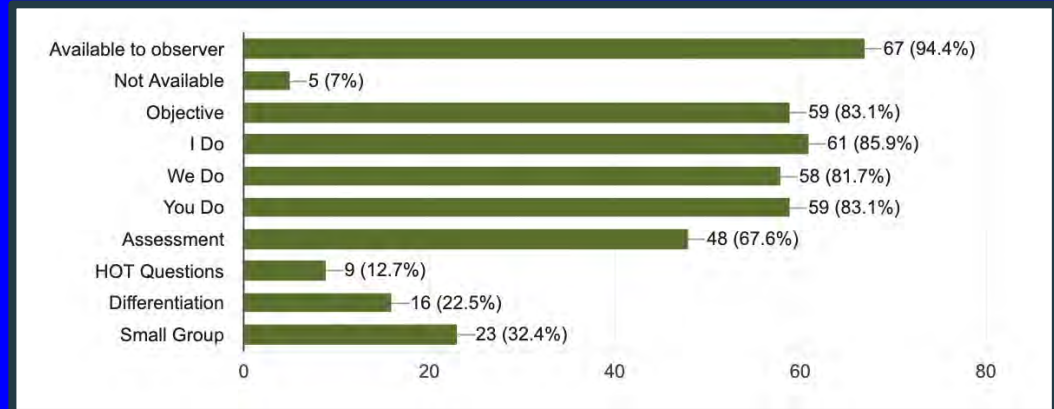
Lesson Plan Example:

- ★ Authentic vs. Compliant
- ★ Lesson Plan Reference Sheet
- ★ Lesson Plan Rubric Checklist
- ★ Weekly Lesson Plan Checklist
- ★ Lesson Plan Template
- ★ Professional Goals

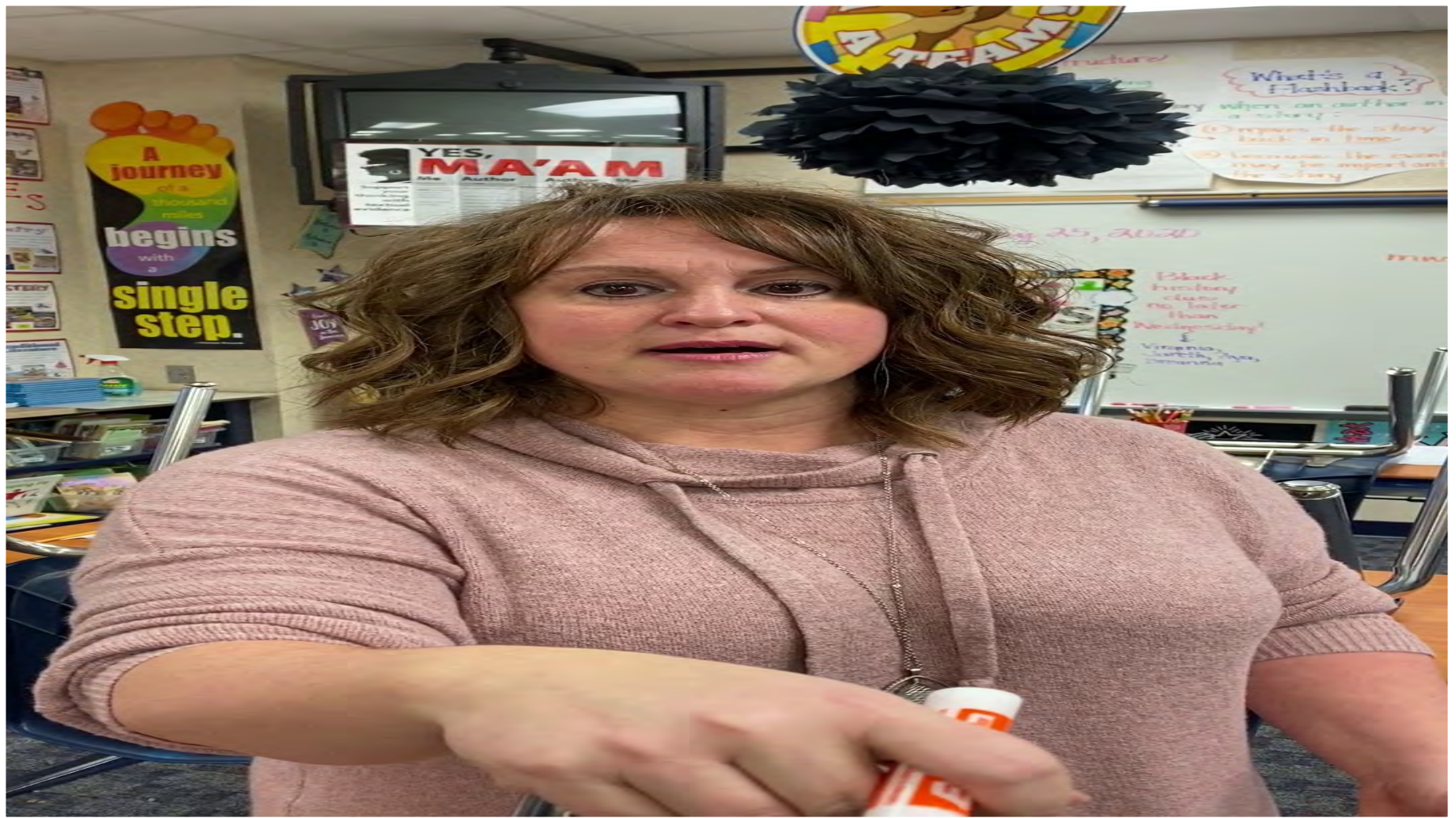


<p><b>Panic Zone</b></p> 	<p>Goals set in this zone can limit personal development because they represent a potential reach to far in personal growth. Emotions associated with this zone include:</p> <ul style="list-style-type: none"> <li>• Anxious</li> <li>• Tense</li> <li>• Stressed</li> <li>• Disinclined</li> <li>• Expectant</li> </ul>
<p><b>Stretch Zone</b></p> 	<p>Goals set in this zone offer the ideal opportunity for personal development. Emotions associated with this zone include:</p> <ul style="list-style-type: none"> <li>• Excitement</li> <li>• Anticipation</li> <li>• Challenge</li> <li>• Expectant</li> </ul>
<p><b>Comfort Zone</b></p> 	<p>Goals set in this zone offer little to no personal development. This zone represents areas in which individuals are already competent and setting the goal is simply a matter of compliance. Emotions associated with this zone include:</p> <ul style="list-style-type: none"> <li>• Safe</li> <li>• Easy</li> <li>• Bored</li> <li>• Unchallenged</li> </ul>

## Lesson Plan Data:



# Teacher Interview



# Where We Are Heading Next

As C.S. Lewis says, “You are never too old to set another goal or to dream a new dream.” We challenged our team to do just that; set new goals, learn new things, engage our students, and ultimately dream new things. We worked as a team to research and develop engaging activities that our students have never been engaged with. You are never too old to learn, we become students as we are teaching. Our teachers and coaches have been working together purposefully planning, finding new ways to instill intrigue, and developing an authentic classroom experience. We expect our students to learn, reflect, grow, and be engaged, we as educators must do those things as well. We continue with our learning as teachers and coaches digging into new professional development options. We are learning about digital and non-digital engagement strategies presented by our peers who are already using them to engage. We then are getting time to plan and implement these new strategies.



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