Prioritizing Instructional Leadership

**Franklin Elementary School
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Building Background Leading to this Inquiry

In administration we have to prioritize. I found myself doing walkthroughs and gave meaningful feedback but realized I was not following up with the teachers after to support. I want to push my instructional leadership by providing meaningful feedback and follow up with teachers individually, not just during PD and/or grade level meetings.

Purpose of this Inquiry

To give more frequent feedback to teachers to improve instruction and student achievement.

My Wondering

I wonder if prioritizing my schedule by blocking out specific times for weekly walkthroughs (to provide instructional feedback) and blocking out time for monthly grade level collaboration (to support teachers in improving instruction) will have an effect on student achievement.

My Actions

- ▸ Utilize my calendar to purposefully schedule time for walkthroughs
- ▸ Provide feedback & follow up to teachers
- ▸ Collect & analyze data via my calendar, teacher feedback, and iReady data.

Data Collection

Data Collection:

- ❖ Utilize Calendar for when/how often I schedule walkthroughs
- ❖ Walkthrough feedback form to document walkthroughs and feedback
- ❖ Use iReady data to gauge student achievement
- ❖ Teacher survey –HRS Level 3 Data

Walk Through/Scheduling Planning Sheet Week of November 29, 2021

Legend: Eval | Meeting | Walkthrough

Focus: Reading Instruction (Palko/Aranda Evals this week, no walk through)

Monday	Tuesday	Wednesday	Thursday	Friday
Date: 11-29-21	Date: 11-30-21	Date: 12-1-21	Date: 12-2-21	Date: 12-3-21
11:30 - Palko Pre-Conference	9:30 - Barnes	9:30am - Tornado Drill	Elementary Principal Meeting 8am-12pm	8am -Unite meeting (Virtual) Subbing Music
	9:40 - Brough	9:45am - Majchrowicz		Check attendance & do calls as necessary
	10:10 - Wiening Demantes	10:15 - Demantes		
	10:15 - Jendreas	11:30 - Fausto		Plan Xmas Party
3:15pm - Discipline meeting @ Admin building	11:30am - McNamara	11:45 - Scoleri Absent	→1:45 - Tolliver	
	12:45pm - Palko Eval	11:40 - Celestin	2:25 - Fausto	Walk through Jendreas -10:15
		11:55 - Dunn		Majchrowicz -9:45
		12:00 - Sikroski McNamara		Scoleri -11:45
		12:30 - Bellamy		
		1:45pm - Tolliver		

11:30p Palko Post Conf.

Nextweek Walk throughs
Fausto, Tolliver, Scoleri, Jendreas, Maj.

Sample Schedule w/Template

Walkthrough Feedback Form

Walkthrough Feedback Form

Walkthrough Feedback Responses

Sample Feedback:

Effective Instruction: The following "Everyday/Always" were observed: (Check all that apply)	Effective Instruction: The following "Sometimes" were observed: (Check all that apply)	Written Feedback:
Procedures and routines, Questioning, Purposeful lesson, Teacher and students providing feedback and encouragement	None of the above	Thank you for allowing us to visit your classroom today. As we came in you were transitioning from the 6th graders reading with students to focusing on sounds. Students put their book boxes away. I wonder how we can make those transitions a little smoother. I also wonder while students are at the board, how could we keep the rest of the class actively engaged? Maybe they could hold up fingers for how many sounds? or write the number on the dry erase board and hold it up? That way all students are participating. Students could all repeat the word instead of just the student at the board. Great job on routines and procedures! Students knew what to do when you asked.

iReady Data ELA

Grade Level	Mid or Above Grade Level		Early on Grade Level		One Grade Level Below		Two Grade Levels Below		Three Grade Levels Below	
	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
K	2	4	4	6	16	12	0	0	0	0
1	0	1	0	0	25	26	9	7	0	0
2	3	3	4	3	10	13	14	12	0	0
3	5	10	6	3	6	9	13	11	3	0
4	1	3	3	3	11	12	7	2	8	10
5	2	4	4	3	10	14	12	9	14	12
6	5	7	5	3	4	10	10	11	22	15

iReady Data Math

Grade Level	Mid or Above Grade Level		Early on Grade Level		One Grade Level Below		Two Grade Levels Below		Three Grade Levels Below	
	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
K	1	4	1	6	20	12	0	0	0	0
1	0	0	1	0	18	24	15	10	0	0
2	1	3	1	2	18	19	11	7	0	0
3	0	2	1	0	10	19	16	11	6	1
4	0	0	1	1	8	13	11	7	10	9
5	0	1	4	4	15	14	8	7	16	17
6	0	1	3	2	11	20	13	6	19	17

Teacher HRS Level 3 Data

3.1: The school curriculum and accompanying assessments adhere to state and district standards.

3.2: The school curriculum is focused enough that it can be adequately addressed in the time available to teachers.
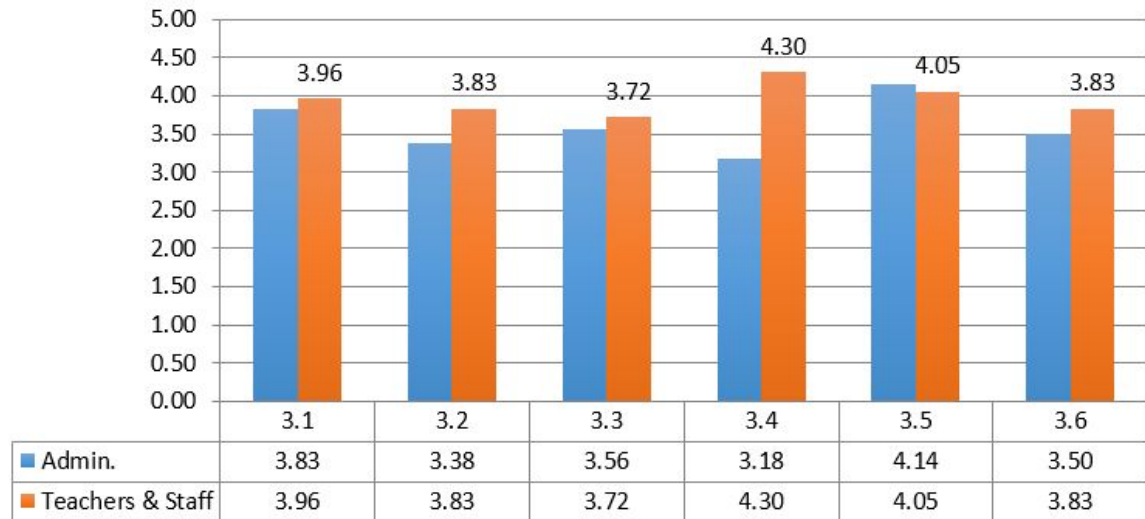
3.3: All students have the opportunity to learn the critical content of the curriculum.

3.4: Clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.

3.5: Data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.

3.6:Appropriate school- and classroom- level programs and practices are in place to help students meet individual achievement goals when data indicate interventions are needed.

A Comparison of Stakeholder Means Level 3

	3.1	3.2	3.3	3.4	3.5	3.6
Admin.	3.83	3.38	3.56	3.18	4.14	3.50
Teachers & Staff	3.96	3.83	3.72	4.30	4.05	3.83

Calendar & Walkthrough Feedback Discoveries

Calendar Discoveries:
- Scheduling was effective
- Planning in smaller chunks was more effective.

Walkthrough Feedback Discoveries:
- Using the form helped with previous feedback & look fors for continued growth
- Teachers had input in the "look fors" which made the walkthroughs more meaningful/relevant to them.

iReady Data - Overall Findings

- Decrease of students in the 2-3 years below grade level
- More students in the mid-year/at, early grade level, and 1 year below.

Teacher Survey Findings

- In each of the areas, the standard deviation was under 1 or close to one.
- Looking specifically at the HRS Level 3 data, we need to focus more on what specific content is taught and how it relates to the grade levels above and below. This will help us become more unified in academic language.

Where I'm Headed Next

- Continue using a consistent feedback tool
- Continue monthly walkthroughs
  - Next School year increasing to 2 per month
- Differentiate PD more frequently based on smaller group need rather than whole group.
- Work towards more consistent language across the building when it comes to ELA and Math content.

Bibliography

Marzano, Robert J., et al. *A Handbook for High Reliability Schools: The next Step in School Reform*. Marzano Research Laboratory, 2014.

Whitaker, Todd. *What Great Principals Do Differently: Twenty Things That Matter Most*. Routledge, Taylor & Francis Group, 2020.

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Background Leading to My Inquiry (Slide 2)

In administration we have to prioritize. I found myself doing walkthroughs and gave meaningful feedback but realized I was not following up with the teachers after to support. I want to push my instructional leadership by providing meaningful feedback and follow up with teachers individually, not just during PD and/or grade level meetings.

The Purpose of My Inquiry (Slide 3)

Therefore the purpose of my action inquiry was to give more frequent feedback to teachers to improve instruction and student achievement.

My Wondering (Slide 4)

I wonder if prioritizing my schedule by blocking out specific times for weekly walkthroughs (to provide instructional feedback) and blocking out time for monthly grade level collaboration (to support teachers in improving instruction) will have an effect on student achievement.

My Actions (Slide 5)

First, I started utilizing my calendar to schedule walkthroughs. My goal was to do 2 walkthroughs, per teacher, per month. I kept to the schedule like I would if it was an evaluation, not letting smaller things get in the way of me completing the task. Next, I created a walkthrough feedback form. This way I could fill it out so it automatically goes to the teachers while collecting the data for myself and remembering what feedback I had given. As I was working through scheduling walkthroughs, I found it easier to sit down with a google template and schedule out my days, 1 week at a time. I then had this on my desk as a better visual reminder of what I needed to accomplish each day. Sometimes I would need to make adjustments, which I wrote on the schedule.
Finally, I looked at our mid-year iReady data, as well as, a teacher survey to determine if my feedback had any effect on student achievement.

Data Collection (Slide 6)

- Use iReady data to gauge student achievement
- Utilize Calendar for when/how often I schedule walkthroughs
- Walkthrough feedback form to document walkthroughs and feedback
- Teacher survey in the spring to gauge teachers perception of effectiveness of the walkthroughs

My Data (Slides 7, 8, 9, 10, 11)
For my data collection, I collected the following data:
- Utilize Calendar for when/how often I schedule walkthroughs
- Walkthrough feedback from to document walkthroughs and feedback
- Use iReady data to gauge student achievement
- Teacher survey in the spring to gauge teachers perception of effectiveness of the walkthroughs

My Discoveries (Slide 12, 13)

Calendar - I found that when I purposely plan for walk throughs, as well as, what I'm looking for, they are more likely to occur. I did find that if something came up, I would often move the walk through to a different day/time. It would typically still get accomplished, but not necessarily when I planned. On rare occasions, they were pushed back into the following week.
I also found that if I scheduled only a few in a week, they were more likely to happen. In the beginning, I was trying to get to every room in one week and that was not possible. Right now, besides their evaluations, I am doing walkthroughs once a month. My goal for next year is to increase that to two times per month.

Walkthrough Feedback Form - By using the form I could easily go back and see what my previous feedback was. This made it easier to know what I should be looking for with each teacher when I went back in. This also helped me to be able to provide follow up feedback from previous walkthroughs. Teachers had input in the "look fors" which made the walkthroughs more meaningful/relevant to them. During a staff meeting, we created a chart for what should we always see, sometimes see, and never see. We then related this back to our evaluation rubric, as well as, teacher behaviors and student behaviors. This is the foundation of our walkthrough form.

iReady - After reviewing the iReady data comparing the fall diagnostic to the winter diagnostic, as a school, we are moving in the correct direction. We are seeing a decrease of students in the 2-3 years below grade level and more students in the mid-year/at, early grade level, and 1 year below.

Teacher HRS Level 3 - In each of the areas, the standard deviation was under 1 or close to one. This means most teachers in the building were on the same page with each other. By analyzing this survey, I am able to see where I need to focus improvements and can do so during

professional development, individual grade level team meetings, and through walkthrough feedback within the classroom.

Looking specifically at the HRS Level 3 data, we need to focus more on what specific content is taught and how it relates to the grade levels above and below. This will help us become more unified in academic language.

Where I Am Heading Next (Slide 14)

By using a consistent feedback tool, as well as consistently prioritizing walkthroughs, I have been able to give effective instructional feedback thus impacting student learning.

Next I am going to continue this practice, as well as, increase the number of walkthroughs from one per month to two per month. In addition, based on the HRS 3 data, we will work towards more consistent language across the building when it comes to ELA and Math content.

Bibliography (Slide 15)

Marzano, Robert J., et al. *A Handbook for High Reliability Schools: The next Step in School Reform*. Marzano Research Laboratory, 2014.

Whitaker, Todd. *What Great Principals Do Differently: Twenty Things That Matter Most*. Routledge, Taylor & Francis Group, 2020.