



In the Trenches with Student Learning

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School Name: Little Turtle Elementary School

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Background Leading to My Inquiry (Slide 2)

- Need to be visible and make connections
- Staff survey indicates teachers want a leader who is visible and actively learning with students, resulting in the ability to provide meaningful feedback to them.

The Purpose of My Inquiry (Slide 3)

Therefore, the purpose of my action inquiry was to confirm that most of my time is spent managing the building, staff, students, and families. Then, how can I get into classrooms to work alongside of students.

My Wondering (Slide 4)

With this purpose, I wondered: would this increase my capacity to give meaningful feedback to teachers? Would it contribute to cultivating trust and a positive relationship with students and staff? Would putting the times on my calendar, cause a consistency of showing up, or will other demands get in the way and cause me to be unreliable?

My Actions (Slide 5)

1. I met with grade 1 teachers and grade 3 teachers. These two grade levels were chosen due to the greatest academic need.
2. I scheduled a weekly time for each of the 9 classes represented.
3. I then met with the office staff to explain this project and the need for help protecting this sacred time.
4. I met weekly with both grade levels to determine how best to use my time that week. Would it be small group instruction, individual instruction, help with lesson planning

Data Collection (Slide 6-9)

I used a Google Form for teachers which I presented after 4 weeks of beginning the project.

My Data (Slides 10-11)

I used a Google Form to ask students how they felt during our time together.

My Discoveries (Slide 12)

- I did not have enough time to produce the results I had hoped for due to Covid-19 and the inability to be physical present in classrooms.
- Teachers appreciate and value any amount of time I am able to be in their classrooms, however, they do not trust me to show up each time I am committed.
- Students enjoy our time together.


Where I Am Heading Next (Slide 14)

I left teaching in the classroom for administration so that I could increase my ability to influence. This action research project showed me that perhaps being an effective school leader isn't about increasing the number of people I am able to influence, but deepening the trust and relationships among those I am leading. Moving forward, I plan to not only schedule times to learn alongside students in the classroom, but to consistently ask for feedback on the effectiveness of this time spent in classrooms. I want to increase my capacity as an Instructional Leader, because teachers at LTES have a strong desire to want productive and meaningful feedback from me to better their classrooms.



In the Trenches With Student Learning

Angela Ayers
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Background Leading to Inquiry

As an introverted administrator, I find it challenging to "put myself out there." Despite my introversion tendencies, I feel the most satisfied when I am visible and able to make connections, but this requires energy that is limited. Staff surveys indicated that the teachers at LTES want a visible leader and a leader who provides meaningful feedback. If I was to be the leader they needed me to be, I was going to have to get out of the office and into classrooms with the intention to learn alongside of students. Learn, what they are learning WITH them.

Purpose

The purpose of my action inquiry was to first, confirm that the majority of my time is spent in my office managing the needs of the building, staff, students, and families. Once this was confirmed, I shifted my inquiry to include how can I get into classrooms to work alongside of students. I knew I would need a schedule for this, or it would soon be overtaken with managerial tasks. Two grade levels were chosen and teachers expressed the need for helping with their most struggling students.

My Wondering

I wondered if being involved with student learning (learning right alongside students) would increase my capacity to give meaningful feedback to teachers. I wondered if this project would also cultivate trust and a positive relationship with teachers and students. And thirdly, I wondered if putting these scheduled learning times on my calendar, would cause a consistency of showing up for these students and teachers, or would other demands and priorities, get in the way and cause me to be unreliable.



Actions

1. Meet with grade 1 teachers and grade 3 teachers. These two grade levels were chosen due to need.
2. Schedule a weekly time for each of the 9 classes represented.
3. Meet with Office Staff to explain project and the need for help protecting this sacred time.
4. Meet weekly with both grade levels to determine how best to use me that week. Small group instruction, individual instruction, and lesson plans

Data Collection

To collect data on the usefulness of my time in each classroom, I used a google form for feedback from both students and teachers.

I inserted each scheduled time into my daily calendar.

I also used a journal to reflect on the activity I participated in with students, and how productive I personally felt during this instructional time.

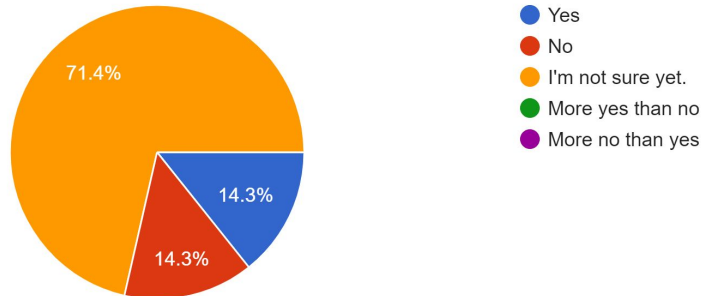
Teacher Feedback

A survey was given after four weeks of getting into classrooms (or not getting into classrooms). Here are the results of this survey:

Teacher Survey:

Do you feel that Mrs. Ayers' involvement with student learning in your classroom, has increased her capacity to provide you with meaningful feedback as an instructional leader?

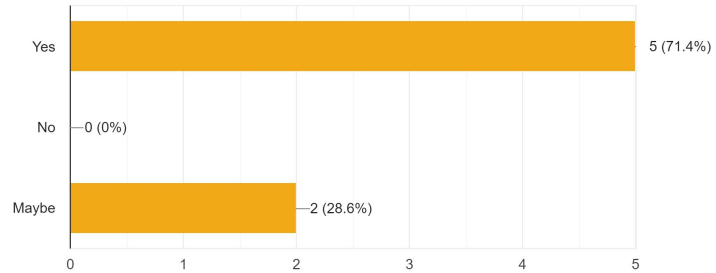
7 responses



Teacher Feedback

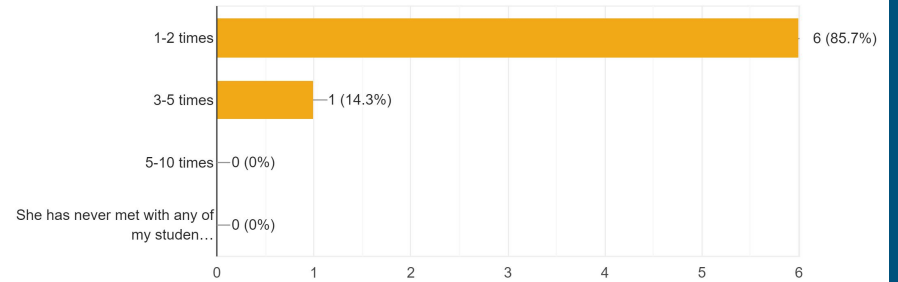
Is Mrs. Ayers involvement in student learning, making a positive contribution to the culture and climate of Little Turtle?

7 responses



In your best estimate, how many times has Mrs. Ayers met with your students?

7 responses



Teacher Feedback

I wonder if she was able to come more that it would impact the culture at Little Turtle with these students. We all understand many things come up in the day but it makes it hard to give feedback if it has only been a few times.

I've had many students asking me to work with Mrs. Ayers. They are excited to learn along side her and their classmates.

I think that if this could happen on a more consistent basis, the results would be different. I understand, though, that conflicts come up, as do meetings, extenuating circumstances, etc.

My students have been so excited to go with Mrs. Ayers. They are eager to go each time and always return to class excited and ready to share how they did.

I appreciate the effort that you are making to see my students even though I know you are super busy.

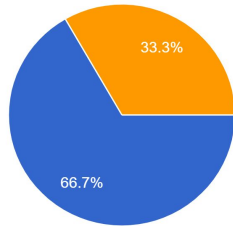
Not at the moment.

My day is on Thursday and we've had 2 elearning days on Thursday, so she's only had one chance to read with students from my classroom so far.

Student Feedback

How do you feel when Mrs. Ayers comes to pick you up and take you to her office to read?

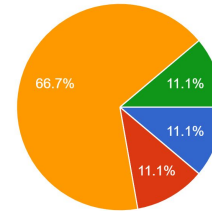
9 responses



- So happy!
- A little nervous...
- I don't really care...
- I may start to cry.

How do you feel when Mrs. Ayers is not able to read with you on your scheduled day?

9 responses

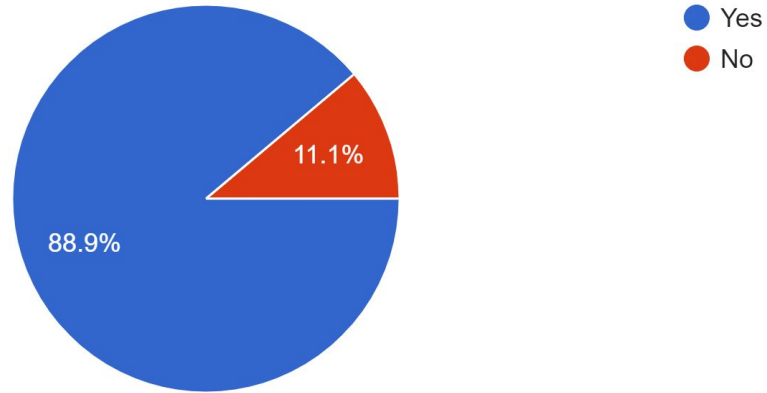


- So happy!
- A little nervous...
- I don't really care...
- I may start to cry.

Student Feedback

Do you trust Mrs Ayers to help you learn to read?

9 responses



Data Collection

Teacher 1, Grade 1 - Monday's 8-8:30am

Teacher 2, Grade 1 - Monday's 9:30-10am

Teacher 3, Grade 3 - Monday's 11-11:30am

Teacher 4, Grade 1 - Tuesday's 8-8:30am

Teacher 5, Grade 3 - Thursday's 9:20-9:50am

Teacher 6, Grade 3 - Thursday's 10-10:30am

Teacher 7, Grade 3 - Thursday's 10:30-11am

Teacher 8, Grade 1 - Friday's 8-8:30am

Teacher 9, Grade 1 - Friday's 10:20-10:50am



My Discoveries

1. I did not have enough time to produce the results I had hoped for due to Covid-19 and the inability to be physically present in classrooms.
2. Teachers appreciate and value any amount of time I am able to be in their classrooms, however, they do not trust me to show up each time I am committed.
3. Students enjoy coming to my office to read with me.

Where Am I Headed Next?

I left teaching in the classroom for administration so that I could increase my ability to influence. This action research project showed me that perhaps being an effective school leader isn't about increasing the number of people I am able to influence, but deepening the trust and relationships among those I am leading. Moving forward, I plan to not only schedule times to learn alongside students in the classroom, but to consistently ask for feedback on the effectiveness of this time spent in classrooms. I want to increase my capacity as an Instructional Leader, because teachers at LTES have a strong desire to want productive and meaningful feedback from me, to better their classrooms.