

Professional Development - Do We Really Need More Meetings?

Name of School: Maple Crest
STEM Middle School

Principal's Name: Tom Hughes

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Background Leading to this Inquiry



"Then it's agreed! Our mission statement will be to deliver more and better education."

- Contract includes 30 min meeting every day
- What is the best use of this time?
- Do more meetings help or hurt culture?
- How can I best utilize this time in the contract day to build into teachers without overwhelming them?

Purpose of This Inquiry

It is well known that staff meetings and PD sessions typically are viewed as time wasted for teachers.

Therefore, the purpose of my action inquiry was to create a method to utilize this time to most impact teachers, classrooms and kids.



My Wondering



Our contract includes a 30-minute meeting time every day. I have often wondered how to use this time in the most effective manner without overwhelming my teachers. For my project, I solicited feedback from teachers, presented the staff with multiple schedules for our morning meetings, and allowed them to select how the days would be laid out in the week. Teachers voted on which days were most helpful and least helpful and asked to provide recommendations on how to improve on the days that were less productive.

My Actions

- Asking other administrators
- Talking to my teachers
- Researching different PD plans
- Listening to podcasts on effective PD
- Reading “10 Minute Inservice” - Whitaker and Breaux
- Dividing up our 30 minute meeting into two sections - One for a quick inservice and one for team/grade level collaboration
- Sought feedback on the topics to be covered from staff

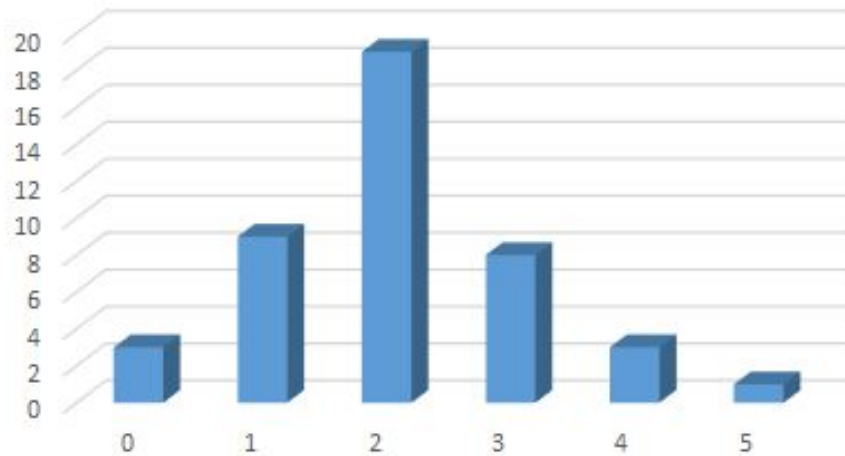
Data Collection

- Informal conversation
- Google Forms

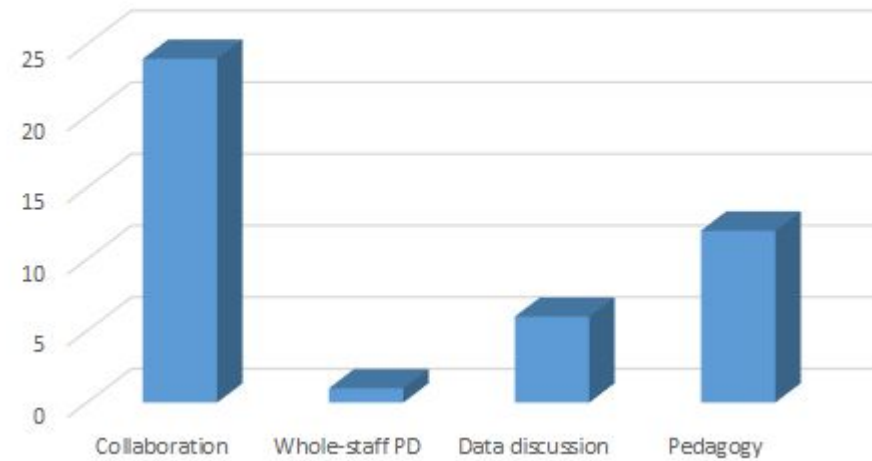


My Data

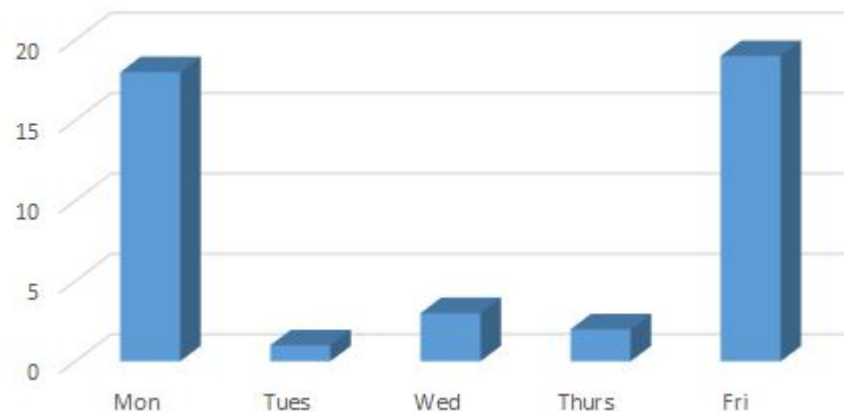
How Many Morning Meetings is "Enough"?



What is the Best Use of Meeting Time?



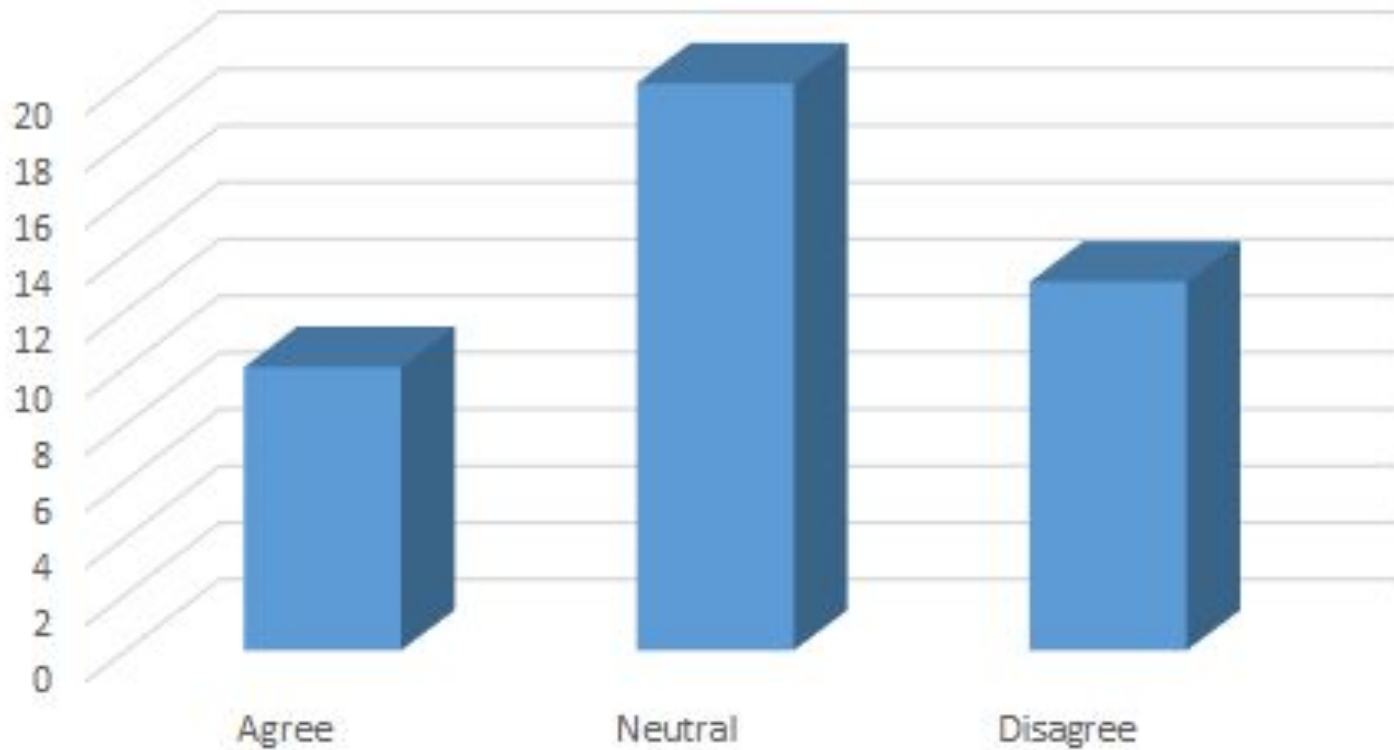
If You Could Only Have One Day Off, Which Would it Be?



My Data

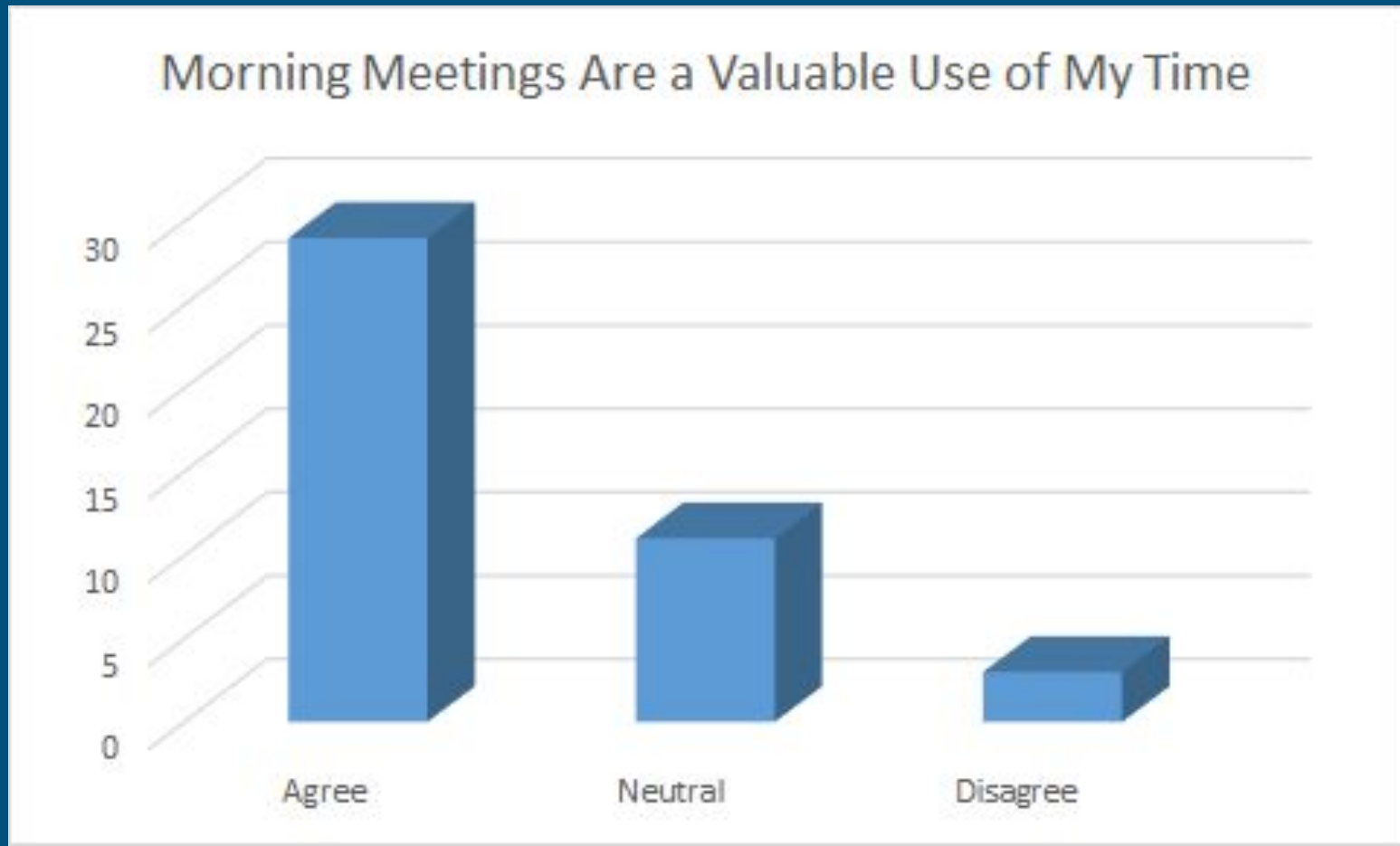
Initial Data

Morning Meetings Are a Valuable Use of My Time



My Data

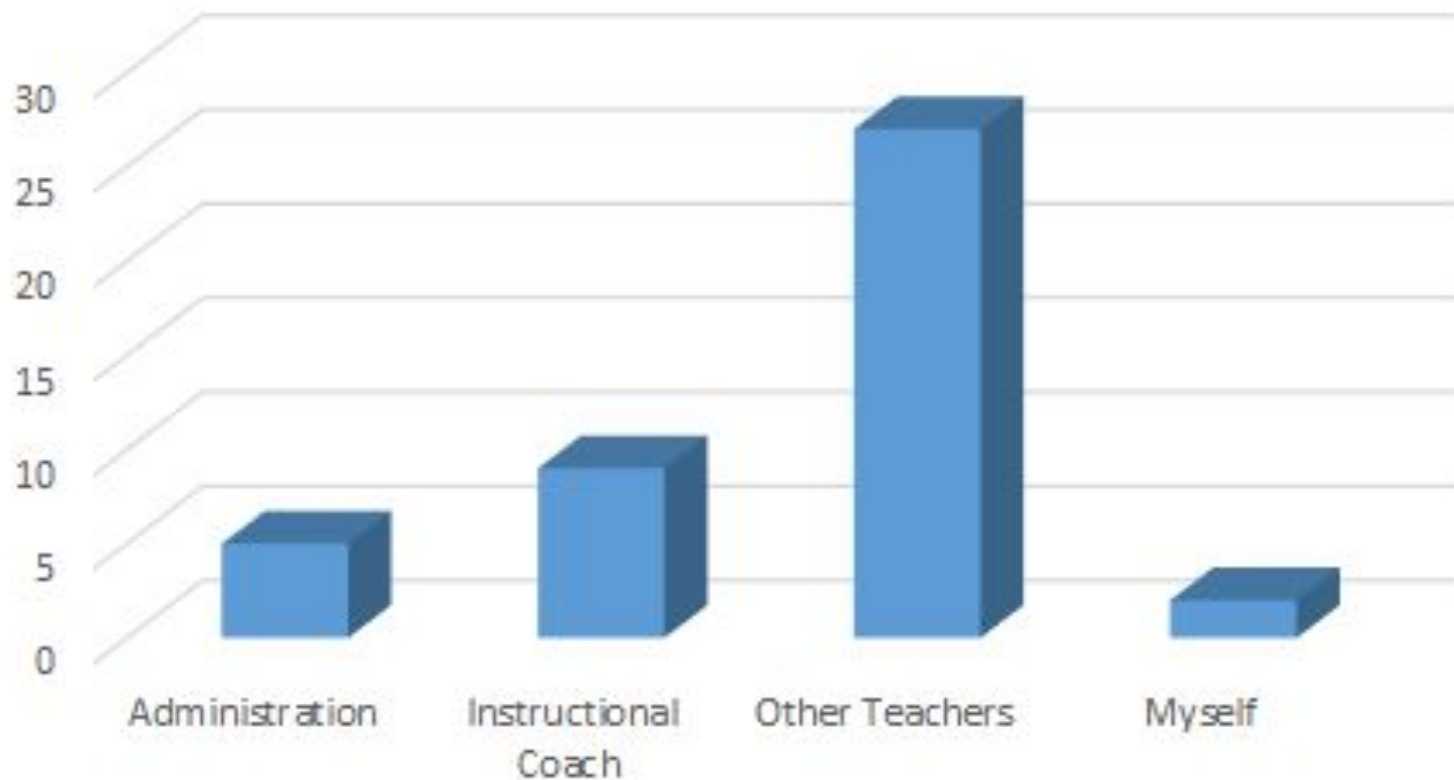
Final Data



My Data

Final Data

Who Engages You The Most During PD Sessions?



My Discoveries

Learning Statement One:

30 minutes is plenty of time to have a meaningful meeting

Learning Statement Two:

If teachers help determine the structure and content of PD sessions, they have a greater appreciation for its purpose

Learning Statement Three:

When fellow teachers lead a PD session, teacher interest increases

Where Am I Heading Next?

- PD time is decreasing in quantity, so we need to increase the quality.
- Who are my teacher leaders to help lead PD?
- How can I plan PD further in advance?

New Wonderings:

- Is there a benefit in “admin-less” PD time?
- How can I integrate morning PD time into our SIP?

Bibliography

Whitaker, Todd, and Annette L. Breaux. *The Ten-Minute Inservice: 40 Quick Training Sessions That Build Teacher Effectiveness*. Jossey-Bass, 2013.



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Background Leading to My Inquiry (Slide 2)

- Contract includes 30 min meeting every day
- What is the best use of this time?
- Do more meetings help or hurt culture?
- How can I best utilize this time in the contract day to build into teachers without overwhelming them?

The Purpose of My Inquiry (Slide 3)

Therefore, the purpose of my action inquiry was to experiment with a new “meeting schedule” and PD Plan that increases teacher buy-in, improves communication, and increases student learning.

My Wondering (Slide 4)

Our contract includes a 30-minute meeting time every day. I have often wondered how to use this time in the most effective manner without overwhelming my teachers. For my project, I solicited feedback from teachers, presented the staff with multiple schedules for our morning meetings, and allowed them to select how the days would be laid out in the week. Teachers voted on which days were most helpful and least helpful and asked to provide recommendations on how to improve on the days that were less productive.

My Actions (Slide 5)

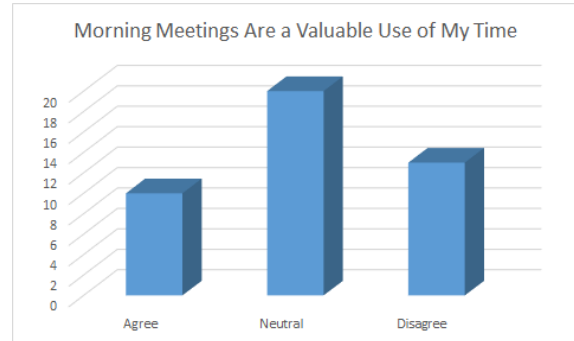
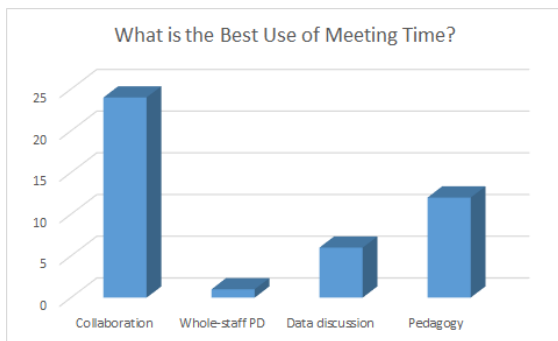
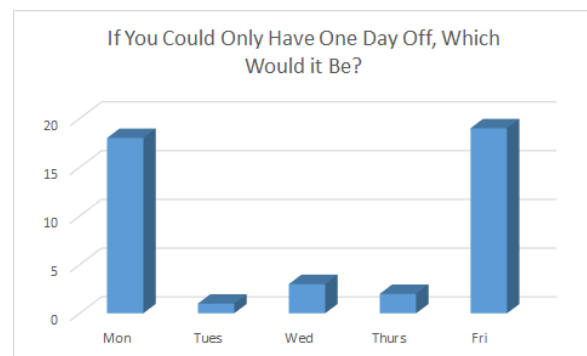
- Researched various PD models and plans
- Asked teachers what they felt was the most beneficial use of their meeting time
- Presented the staff with multiple “schedules” for our morning meetings and allowed them to select how the days would be laid out in the week.
- Asking other administrators
- Listening to podcasts on effective PD
- Reading “10 Minute Inservice” - Whitaker and Breaux

Data Collection (Slide 6)

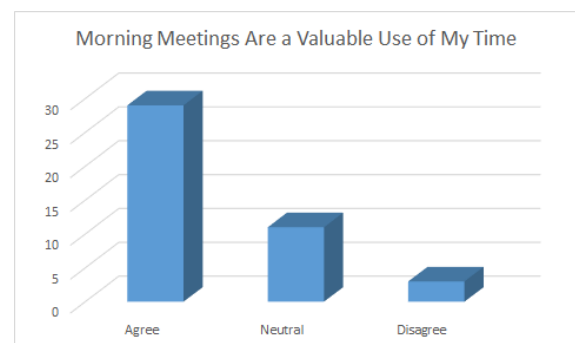
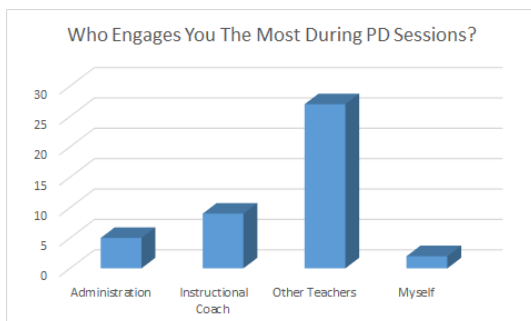
Teacher Questionnaire through Google Forms

My Data (Slides 7-10)

Initial Data



Final Data



Discoveries (Slide ?)

In this step, summarize your learning in two - three succinct statements that illustrate the most important and critical facets of what you learned:

- Learning Statement One: 30 minutes is plenty of time to have a meaningful meeting
 - Only 7% disagreed that morning meetings were valuable
 - Increase of 44% in teachers who felt meetings were valuable
- Learning Statement Two: If teachers help determine the structure and content of PD sessions, they have a greater appreciation for its purpose
 - “Thank you for including us in the planning of this schedule”
 - “I especially enjoy hearing from my other colleagues”
- Learning Statement Three: When fellow teachers lead a PD session, teacher interest increases
 - 72% of staff would rather hear from other teachers/coaches than their administrator

Where I Am Heading Next (Slide 12)

- PD time is decreasing in quantity, so we need to increase the quality.
- Who are my teacher leaders to help lead PD?
- How can I plan PD further in advance?

Bibliography (Slide 13)

Whitaker, Todd, and Annette L. Breaux. *The Ten-Minute Inservice: 40 Quick Training Sessions That Build Teacher Effectiveness*. Jossey-Bass, 2013.