

Putting POWER Behind PD

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Background That Led to Your Team's Inquiry:

Lawrence Township is heavily involved with the Learning Sciences International and the work of Marzano. While we are extremely grateful for all of the PD, we can not change everything at once. As educators, we know that this can be overwhelming, especially mid-year when we are just really catching our groove and in the swing of things. With all of the PD that we are given, how do we decipher what is the most important and implement it in our classrooms?

Statement of Your Team's Wondering:

With this purpose, we wondered how can we help teachers to implement small changes in their classrooms to improve their teaching without being overwhelming?

With this purpose, we wondered how can we monitor these changes to be sure that they are being implemented on a consistent basis?

Methods/Procedures:

To gain insight into our wonderings, we chose one strategy that we focused on from the PDs. We will limit these strategies to 5 for the school year. These strategies were implemented building wide to ensure that we are on the same page moving forward.

The admin team conducted weekly/bi-weekly rounds looking for only these strategies. We tracked our progress and posted it in the staff lounge to ensure that everyone knows where we stand collectively, as a building.

Stating Your Team's Learning and Supporting it with Data:

We learned that having a building-wide focus for implementation of PD was very helpful to the teachers. We were all on one accord and implementation could be seen from room to room. Teachers were also aware of exactly what we were looking for as we came into rooms. We also focused all building level PD around the same topics. This way we were able to tailor everything that we did into one of these areas of focus.

Providing Concluding Thoughts:

One of the biggest takeaways from this process is that teachers really want to do what we (leaders) ask. However, more time than not, they need more assistance and affirmations than we give them. We need to guide them more and assume less.

In the future, we will continue to guide and assist teachers more, instead of just telling them what to do and assuming that they know.