Principal Name: Lee Sweet
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Background Leading to My Inquiry (Slide 2)

After reflecting on my IPLI survey data and my previous years as building administrator at Woodland Elementary, it was clear that teachers struggled to hear feedback, whether positive or negative, without feeling judged. This was, at times, due to my feedback being overly generic and lacking depth.

The Purpose of My Inquiry (Slide 3)

Therefore, the purpose of my action inquiry was to encourage teachers to be more open to feedback while reflective with their practice. Likewise, I wanted to grow in the area of providing frequent class visits and teacher conversation to assist me in providing more effective feedback.

My Wondering (Slide 4)

With this purpose, we wondered if my comfort level with providing effective feedback to teachers would improve with spending more time in the classroom and increased frequency of providing feedback. In addition, we wondered if spending more time in the classroom would open up teachers to hearing feedback with a growth mindset.

My Actions (Slide 5-10)

To complete this AR project many things happened. I started by visiting classrooms weekly with the emphasis on finding positives to build comfort with feedback from teachers. I would leave post-it notes, create positive Facebook posts after visits, send positive emails after visits, and include positive feedback highlighted in administration weekly newsletter. I would document visits to keep track of visits with notes to remember what happened during time in room and track trends

As a school, we also conducted Quarterly Data Meetings. In those meetings, teachers would enter data on grade level data sheet, use the data to guide discussions and plan instruction, share with team possible classroom interventions for students below and above benchmark and look for patterns within the data. We would ask: What are concerns? What pleases you? How will teachers use the data to guide instruction? Finally, we would share with grade level teams what classroom interventions could be used for students below and above benchmark.

What professional resources and training is needed? After data meetings were completed, we would conduct surveys for feedback.

We would also have intergrade level meetings to develop trust and collaboration. We would have peer observations w/feedback followed by debriefing meetings with an emphasis on becoming open and to giving and receiving feedback. We highlighted positive elements observed and shared. We would use the intergrade level meetings to have teachers share instructional practices to identify gaps and to establish common language.

Coaching cycles were implemented throughout the building. We would look at what was noticed in classroom observations, visits, and teacher dialogue, and then set up coaching cycles with teachers. Within those cycles, we would video lessons and then go over and provide notes from the teacher, instructional coach, and administrator.

I also conducted formal observations. I would provide positive comments/reflective questions when needed after those observations. A meeting would be scheduled post observation and feedback would be given.

Through identified needs and teacher reflection, professional development opportunities were planned in the ways of: EL Conference, Balanced Literacy Sessions, and an ILEARN Strategies ELA conference.

Data Collection (Slide 11-15)
The data that I collected throughout the action inquiry included:
- Class Visit Sheet
- Personal Notes
- Select teacher Interviews
- Surveys
- Literature about feedback

My Discoveries (Slide 16)

Being in the classroom more gave me a much better grasp on my buildings performance allowing me to provide specific feedback. Communication became more open and transparent throughout the building. As a building, we needed to provide more opportunities for collaborative conversations centered on instructional practice and feedback. People began to be more vulnerable and seek out opportunities to better themselves. Although gains were made, having a growth mindset when hearing feedback is still difficult. I even found that at times it was hard for me to receive feedback.

Where I Am Heading Next (Slide ?)

I will continue prioritizing collaborative environments where teachers can share and receive feedback. I will continue conducting data meetings, weekly class visits, intergrade level

meetings, provide professional development opportunities, increase coaching cycles throughout the building, and share a detailed vision for the building indicating the Why, How, and What we are doing as a building in order to keep administration communication transparent

Bibliography (Slide ?)

Lencioni, Patrick. The Five Dysfunctions of a Team: A Leadership Fable. San Francisco: Jossey-Bass, 2002.

Patterson, Kerry. Crucial Conversations: Tools for Talking When Stakes Are High. New York: McGraw-Hill, 2012.

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Reflective Feedback

WOODLAND ELEMENTARY

LEE SWEET
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Background Leading to this Inquiry

▶ After reflecting on my IPLI survey data and my previous years as building administrator at Woodland Elementary, it was clear that teachers struggled to hear feedback, whether positive or negative, without feeling judged. This was, at times, due to my feedback being overly generic and lacking depth.

Purpose of This Inquiry

▶ Therefore, the purpose of my action inquiry was to encourage teachers to be more open to feedback while reflective with their practice. Likewise, I wanted to grow in the area of providing frequent class visits and teacher conversation to assist me in providing more effective feedback.

My Wondering

▶ With this purpose, we wondered if my comfort level with providing effective feedback to teachers will improve with spending more time in the classroom and increased frequency of providing feedback. In addition, we wondered if spending more time in the classroom would open up teachers to hearing feedback with a growth mindset.

My Actions

- Visiting classrooms weekly
  - Starting with emphasis on positive to build comfort with feedback from teachers
  - Leaving post-it notes
  - Creating positive Facebook posts after visits
  - Positive emails after visit
  - Positive feedback highlighted in admin weekly newsletter
- Documenting Visits
  - Keeping track of visits with notes to remember what happened during time in room
  - Track trends

My Actions

- Conduct Quarterly Data Meetings
  - Enter data on grade level data sheet
  - Use the data to guide discussions and plan instruction
  - Share with team possible classroom interventions for students below and above benchmark
  - Look for patterns within the data?
  - What are concerns?
  - What pleases you?
  - How will teachers use the data to guide instruction?
  - Share with team classroom interventions that could be used for students below and above benchmark.
  - What professional resources and training is needed?
  - Conduct survey for feedback post data meetings

My Actions

- ➢ Intergrade level meetings

  - ➢ Intergrade level meetings to develop trust and collaboration
  - ➢ Peer observations w/feedback followed by debriefing meetings
    - ➢ Emphasis on becoming open and to giving and receiving feedback
    - ➢ Positive elements shared
  - ➢ Intergrade level meetings to have teachers share instructional practices to identify gaps and to establish common language.

My Actions

➤ Coaching cycles implemented
  ➤ From what is noticed in classroom observations, visits, and teacher dialogue, set up coaching cycles with teachers
  ➤ Video lessons
    ➤ Teacher notes on lesson
    ➤ Instructional coach notes on lesson
    ➤ Admin notes on lesson

My Actions

- Formal Observations
  - Providing positive comments/reflective questions when needed
  - Feedback given in post observation meeting
  - Finding opportunities for staff growth through observation process

My Actions

➢ Through identified needs and teacher reflection, professional development opportunists were planned in the ways of:

  ➢ EL Conference
  ➢ Balanced Literacy Sessions
  ➢ ILEARN Strategies ELA

Data Collection

- Class Visit Sheet
  - Google spreadsheet tracking/documenting weekly visits
- Personal Notes
  - Creating/documenting/leaving notes during class visits
- Select teacher Interviews
  - School Improvement Committee comprised of grade level representatives
- Surveys
  - Comprehensive needs assessment
  - Post data meeting
  - Post intergrade level meeting
- Literature about feedback
  - "Fierce Conversations"
  - "The Five Dysfunctions of a Team"
  - "Crucial Conversations"

My Data

Teacher Name	Primary Evaluator	Visit Performed By	Date/Time	Comments	Concerns
Kindergarten-Drane, Jessica	Lee				
Kindergarten- Frey, Kari	Lee				
Kindergarten- Meyers, Marti	Lee				
Kindergarten- Salmon, Stephanie	Lee				
Kindergarten-Zimmerman, Shae	Lee				
1st- Arbic, Kristina	Brock				
1st-Brandon, Lori	Brock				
1st- Lowrey, Lindsey	Brock				
1st- Reichart, Shelly	Brock				
1st- Tilley, Jen	Brock				
2nd- Chase, Amy	Lee				
2nd- Holmes, Jenelle	Lee				
2nd- McPherson, Tracy	Lee				
2nd- Mendieta, Marisela	Lee				
2nd- Synesael, Sarah	Lee				
3rd- Allen, Rachel	Brock				
3rd- Lehe, Dan	Brock				
3rd- Schoch, Karmen	Brock				
3rd- Uhlenkamp, Kyle	Brock				

My Data

Kdg. Observation of 1st Grade   Jan.28, 2020

Teacher A-Teacher B
9:50
T and support staff each doing a small reading group in the room
Ss working independently on: Reading Eggs, Listening, Labeling Animals worksheet, Drawing the planets from a big book and labeling on the eno board, read to someone, sentence strips in a pocket chart, read to self
Lots of visual anchor charts

Teacher A-Teacher B
10:00
Push in hallway reading group
T-reading group
Ss-fry phrase game, write the room, AR test, Osmo, pocket chart sort
Visual chart for center rotation - 2 rotations a day

Teacher A-Teacher B
10:10
Push in group in the hallway
T-small group echo reading weekly story in the basal, worksheet she created with a paragraph and finding the answers to who, what, when, where, why (spelling words this week)
Ss-reading eggs, coloring, pattern blocks w puzzle sheet, math partner game, 2 students in hallway doing Osmo
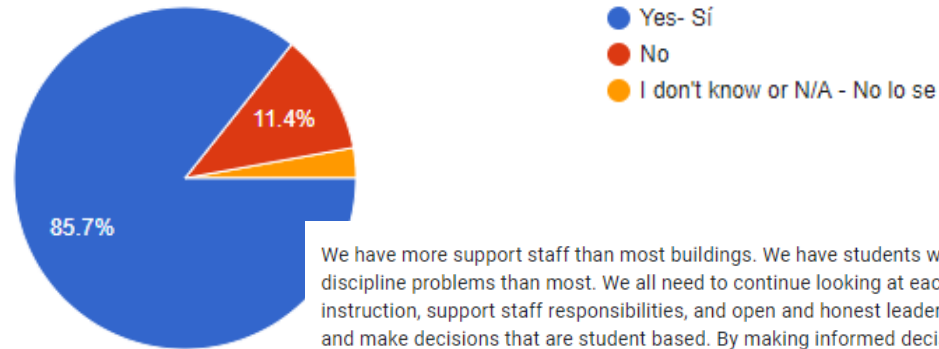
Teacher A-Teacher B
10:20
T-finishing small group worksheet
Ss-cleaning up- ending sound card match, scrabble tiles building sight words, word racer game, read to self

My Data

Does the leadership team support teachers? ¿El equipo de liderazgo apoya a los maestros?

35 responses

- Yes- Sí
- No
- I don't know or N/A - No lo se

11.4%

85.7%

We have more support staff than most buildings. We have students who love to be at school. We have less discipline problems than most. We all need to continue looking at each area of the school...classroom instruction, support staff responsibilities, and open and honest leadership (office leaders and teacher leaders) and make decisions that are student based. By making informed decisions about these things, we will increase our tier 1 instruction building wide which will allow for better use of the rest of the things mentioned.

1 response

Our biggest strength is that we some great, dedicated teachers who will continue doing what is best for their kids regardless of what else is going on around us. Listen more to those teachers who consistently prove that they are effective. There are good ideas for our school's future, but we can only do things well if given the time to do them well. Slow down and implement one thing at a time so we can really make them work.

1 response

My Data

Our administration values continued professional development which is a a strength, continued support will positively impact our teachers' and students' growth.

1 response

I am very excited to the path this building is on. We have a high quality staff. We have people who want to do what is best. We have administration who isn't satisfied with the status quo. Becoming more open as a staff will hopefully increase trust which will allow people to be more vulnerable and open to change to better our students. I am excited to watch students and staff members come to work with a mindset that demands everyone (students, teachers, support staff, admin) to get better each day.

1 response

My Discoveries

➢ Being in the classroom more gave me a much better grasp on my buildings performance allowing me to provide specific feedback.

➢ Communication became more open and transparent throughout the building

➢ As a building, we needed to provide more opportunities for collaborative conversations centered around instructional practice and feedback.

➢ People began to be more vulnerable and seek out opportunities to better themselves.

➢ Although gains were made, having a growth mindset when hearing feedback is still difficult

➢ I even found at times it was hard for me to receive feedback.

Where Am I Heading Next

➢ Continue prioritizing collaborative environments where teachers can share and receive feedback

➢ Continue conducting data meetings

➢ Continue weekly class visits

➢ Continue intergrade level meetings

➢ Provide professional development opportunities

➢ Increase coaching cycles throughout the building

➢ Share a detailed vision for the building indicating the Why, How, and What we are doing as a building in order to keep administration communication transparent

Bibliography

Lencioni, Patrick. The Five Dysfunctions of a Team: A
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Stakes Are High. New York: McGraw-Hill, 2012.

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