



Owning Classroom Observations

Principal Name: Stephanie Manley

School Name: Centerton Elementary

Team Members' Names: Katie Arthur and Kelsey Creighton

Principal's Email Contact: stephanie.manley@msdmartinsville.org

Background Leading to Our Inquiry (Slide 2)

- Learning Walks in the past looked at the traditional SFS model indicators.
- Instructional Framework est. 09/2023

The Purpose of Our Inquiry (Slide 4)

Therefore, the purpose of our action inquiry was to

- Promote the strengths of each teacher's compass direction.
- To reinforce the community that we are even in the absence of co-teachers.

Our Wondering (Slide 7)

With this purpose, we wondered how peer classroom observations might impact instructional practices and collaborative culture.

Our Actions (Slides 8-9)

- The schedule (including the coverage) and the customized Google Form were communicated through an email and the Weekly Schedule.
- Google Forms were specific to Classroom Management, Math, Reading instruction
- Three rounds: Classroom Management, Math, Reading
- Event began in September and ended in March.

Data Collection (Slide 10)

Create a Google Form tailored to our instructional framework in order to analyze instructional methods.

Our Data (Slides 11-13, 15, 17-19, 21, 23-25, 27)

- Three rounds: Classroom Management, Math, Reading slides display student and teacher data

Our Discoveries (Slides 14, 16, 20, 22, 26, 28)

- Learning Statement One Classroom Management: -common themes: call backs/outs, addressing misconceptions or concerns before students were able to act, warnings and dojo points used often, proximity, group/class captains -Feedback was very kind
- Learning Statement Two Math: -common themes: expectations are listed at the beginning of lessons, technology is the most commonly used resource, modeling is implemented in almost all lessons -Feedback was very kind, New focus on constructive criticism through teaching
- Learning Statement Three Reading: -common themes: collaboration (either within small groups or whole group), listening/responding, I do, We do, you do models, direct instruction -Feedback was more constructive with suggestions given this time, however some teachers are still apprehensive
- Three rounds: Classroom Management, Math, Reading goal discoveries also displayed

Where We Are Headed Next (Slide 29)

- Supporting their goal outcomes (not just principal directed/responsible)
- Continue three rounds each year of classroom observations
- Expand to district

Bibliography (Slide 30)

Citation of Presentation and Publication

Presentation

Arthur, K., Creighton, K., & Manley, S. (2025). Owing classroom observations. Presented at the annual Indiana Principal Leadership Institute Showcase of Schools, Indianapolis, IN.

Publication

Arthur, K., Creighton, K., & Manley, S. (2025). Owing classroom observations. Retrieved from https://docs.google.com/presentation/d/112bkK-R3LEV8kBJT4neu6ZbEKFKtA-ZrzweDvXsB_CQ/edit#slide=id.g2b9e8d95ffd_0_33

OWNING CLASSROOM OBSERVATIONS



RESEARCHERS: KATIE ARTHUR, KELSEY CREIGHTON,
STEPHANIE MANLEY

EMAILS: FIRSTNAME.LASTNAME@MSDMARTINSVILLE.ORG



BACKGROUND LEADING TO THIS INQUIRY

- LEARNING WALKS IN THE PAST LOOKED AT THE
TRADITIONAL SFS MODEL INDICATORS.
- INSTRUCTIONAL FRAMEWORK EST. 09/2023



Should See Daily	Might See	Never See
Teachers/students on task	Students helping others	Yelling
Students participating	Technology	Demeaning behavior
Teachers engaging/interacting	Differentiation	Teacher/student disrespect
Students engaged in lesson	Student collaboration	Disengagement
Evident routines	Discipline	Disruption
Classroom management	Redirection	



PURPOSE OF THIS INQUIRY

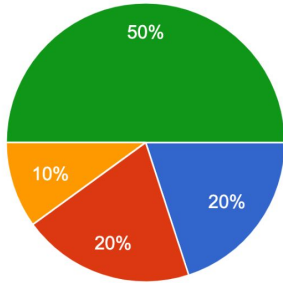
- PROMOTE THE STRENGTHS OF EACH TEACHER'S COMPASS DIRECTION.

- TO REINFORCE THE COMMUNITY THAT WE ARE EVEN IN THE ABSENCE OF CO-TEACHERS.

PURPOSE OF THIS INQUIRY

What is your dominant compass direction?

10 responses



● North
● South
● East
● West

NORTH-LEADER, ASSERTIVE, INDEPENDENT
SOUTH-TEAM PLAYER, SENSITIVE, HELPFUL
EAST-CREATIVE, ENTHUSIASTIC, INNOVATIVE
WEST-ANALYTICAL, ORGANIZED, DETAILED





OPTION 2: BUILDING PROFESSIONAL RELATIONSHIPS

-IN WHAT WAYS CAN PROTOCOLS BE A
USEFUL TOOL FOR OUR FACULTY TO BUILD
AND/OR ENHANCE A COLLABORATIVE
CULTURE IN OUR SCHOOL BUILDING?



OUR WONDERING

- WITH THIS PURPOSE, WE WONDERED HOW PEER
CLASSROOM OBSERVATIONS MIGHT IMPACT
INSTRUCTIONAL PRACTICES AND COLLABORATIVE
CULTURE.



OUR ACTIONS

-CREATED A NEW CUSTOMIZED GOOGLE FORM AND
SCHEDULE ITS USE BASED ON INDIVIDUALS'
COMPASS DIRECTIONS.



METHODS/PROCEDURES

- THE SCHEDULE (INCLUDING THE COVERAGE) AND THE CUSTOMIZED GOOGLE FORM WERE COMMUNICATED THROUGH AN EMAIL AND THE WEEKLY SCHEDULE.
- THREE ROUNDS: CLASSROOM MANAGEMENT, MATH, READING
- EVENT BEGAN IN SEPTEMBER AND ENDED IN MARCH.



DATA COLLECTION / DATA ANALYSIS

-GOOGLE FORM CREATED TAILORED TO OUR
INSTRUCTIONAL FRAMEWORK IN ORDER TO
ANALYZE INSTRUCTIONAL METHODS.

GOOGLE FORM QUESTIONS

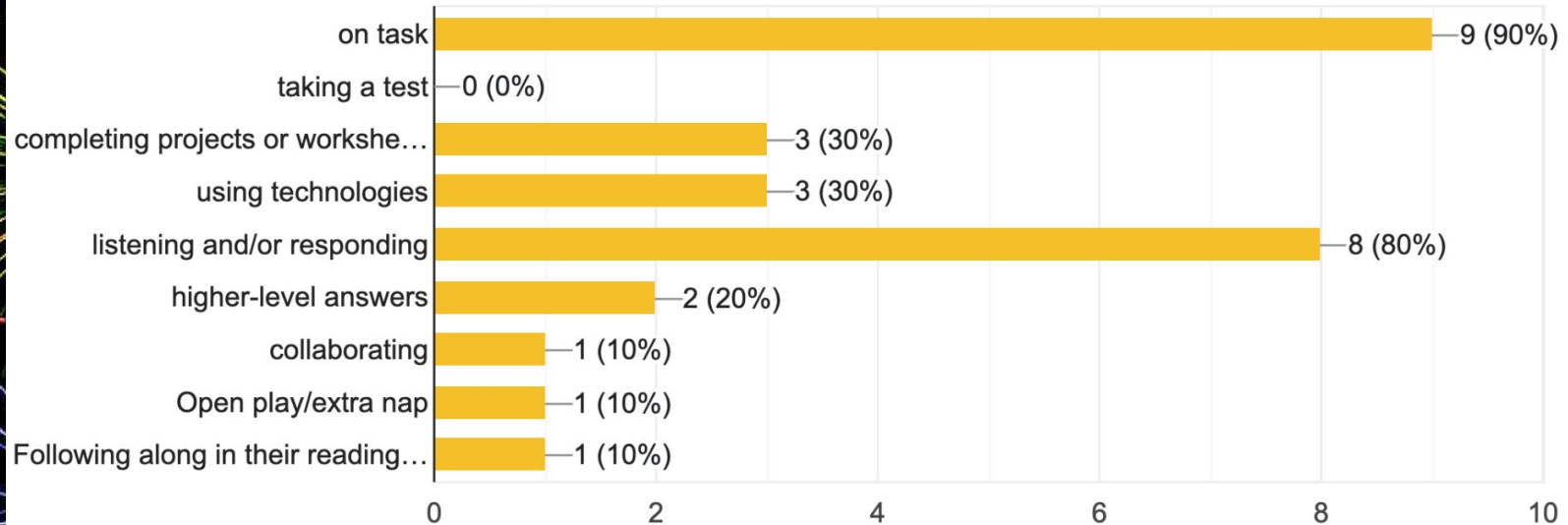


Classroom OBSERVATIONS



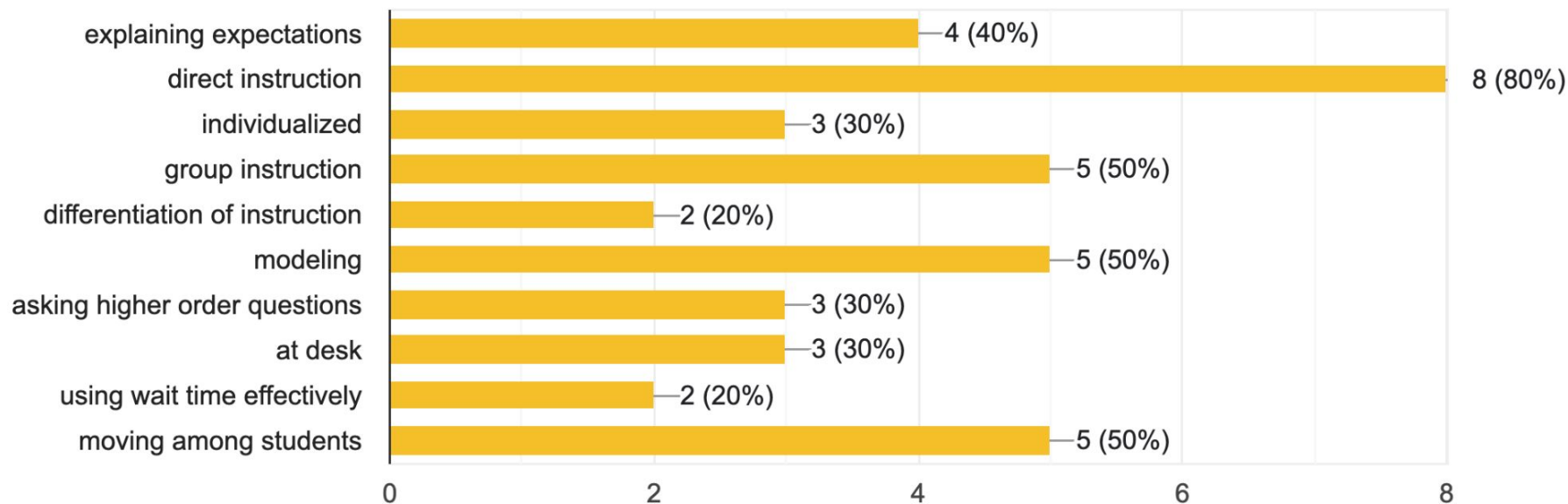
The students were:

10 responses



The teacher was:

10 responses





OUR DISCOVERIES (CLASSROOM MANAGEMENT)

- COMMON THEMES: CALL BACKS/OUTS, ADDRESSING MISCONCEPTIONS OR CONCERNS BEFORE STUDENTS WERE ABLE TO ACT, WARNINGS AND DOJO POINTS USED OFTEN, PROXIMITY, GROUP/CLASS CAPTAINS
- FEEDBACK WAS VERY KIND



CLASSROOM MANAGEMENT GOAL





OUR DISCOVERIES (CLASSROOM MANAGEMENT GOALS)

-COMMON THEMES: POSITIVE FEEDBACK AND
COMMUNICATION OF EXPECTATIONS TO STUDENTS AND
FAMILIES

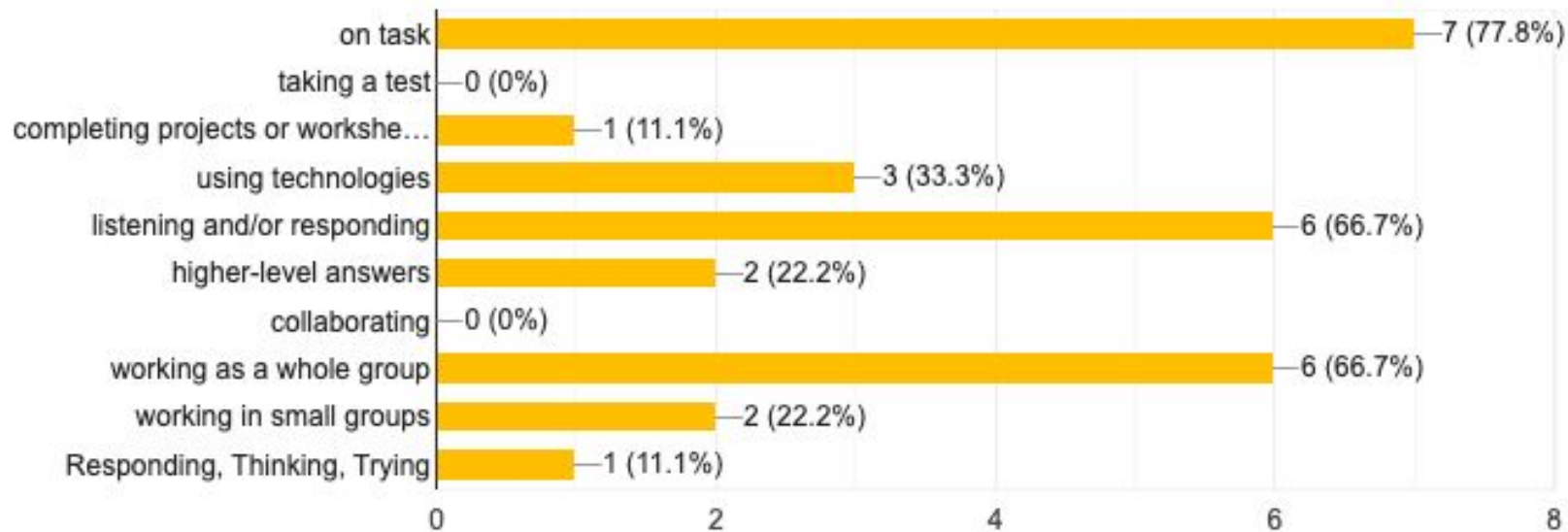
GOOGLE FORM QUESTIONS

MATH
Block Observations



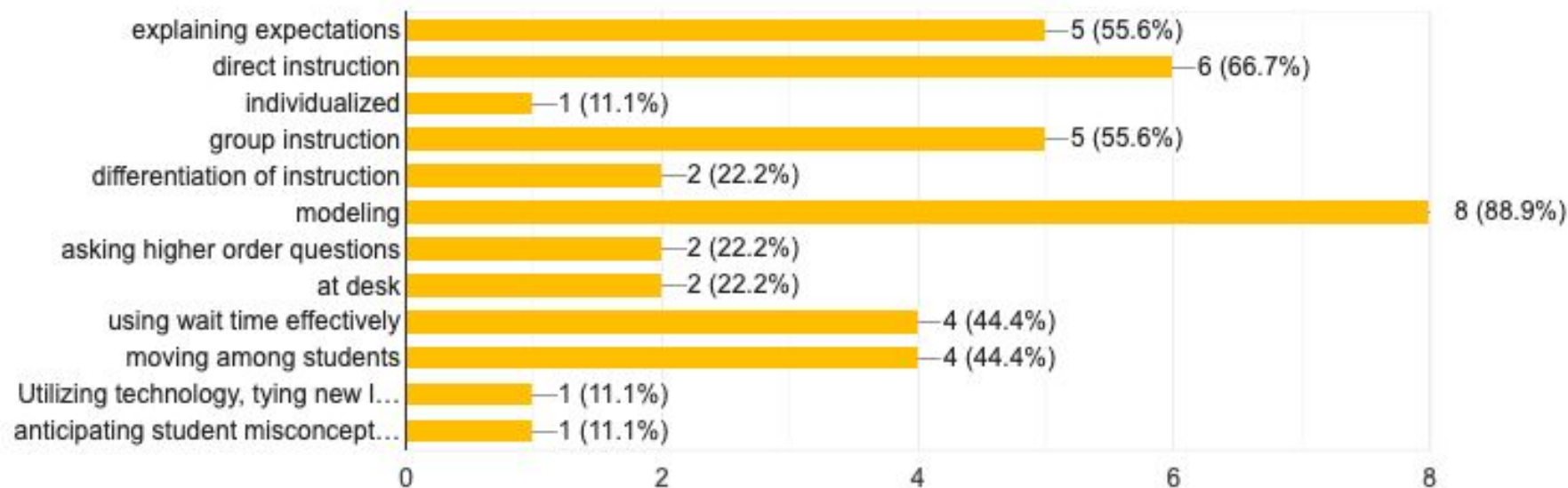
The students were:

9 responses



The teacher was:

9 responses



OUR DISCOVERIES (MATH)



-COMMON THEMES: EXPECTATIONS ARE LISTED AT THE BEGINNING OF LESSONS, TECHNOLOGY IS THE MOST COMMONLY USED RESOURCE, MODELING IS IMPLEMENTED IN ALMOST ALL LESSONS

-FEEDBACK WAS VERY KIND, NEW FOCUS ON CONSTRUCTIVE CRITICISM THROUGH TEACHING



MATH CLASSROOM GOAL



OUR DISCOVERIES (MATH GOALS)

-COMMON THEMES: SPIRAL, RETEACH, VISUALS



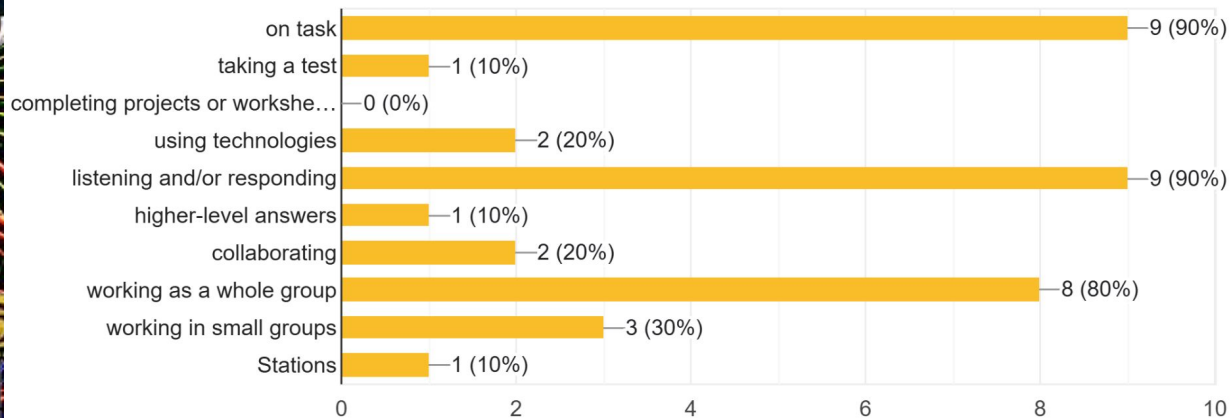
READING

Block Observations



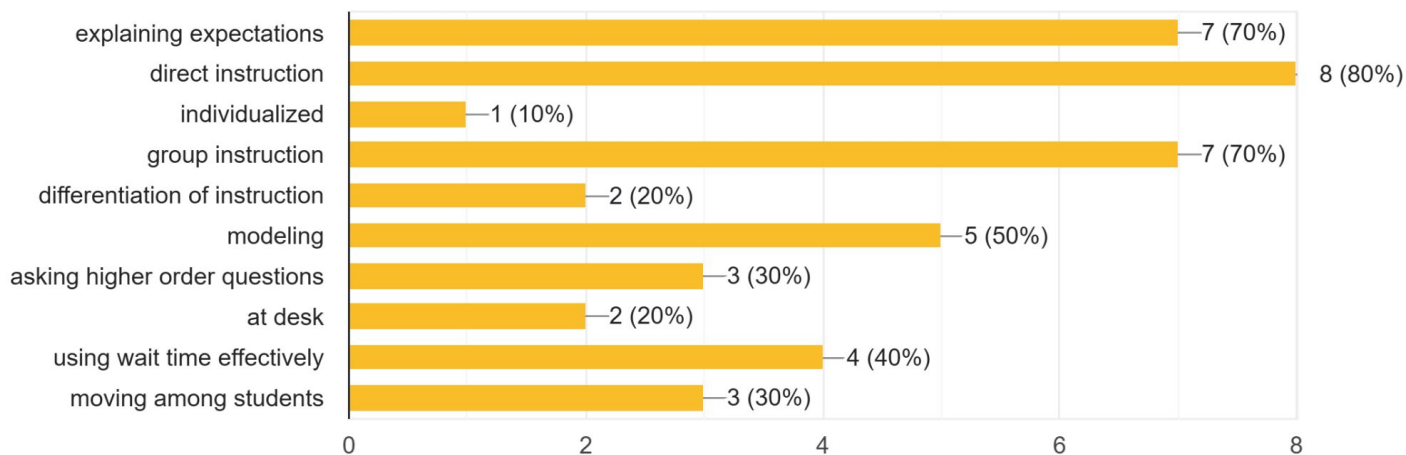
The students were:

10 responses



The teacher was:

10 responses





OUR DISCOVERIES (READING)

- COMMON THEMES:COLLABORATION (EITHER WITHIN SMALL GROUPS OR WHOLE GROUP), LISTENING/RESPONDING, I DO, WE DO, YOU DO MODELS, DIRECT INSTRUCTION
- FEEDBACK WAS MORE CONSTRUCTIVE WITH SUGGESTIONS GIVEN THIS TIME, HOWEVER SOME TEACHERS ARE STILL APPREHENSIVE



**READING CLASSROOM
GOAL**



OUR DISCOVERIES (READING GOALS)

-COMMON THEMES: MODIFICATION OF CONTENT DURING
THE LESSON, 1 ON 1 SMALL GROUP



WHERE WE ARE HEADING NEXT

- SUPPORTING THEIR GOAL OUTCOMES (NOT JUST PRINCIPAL DIRECTED/RESPONSIBLE)
- CONTINUE THREE ROUNDS EACH YEAR
- EXPAND TO DISTRICT (PLCS, 4 BUILDINGS)



BIBLIOGRAPHY (CITATION OF PRESENTATION)

ARTHUR, K., CREIGHTON, K., & MANLEY, S. (2025).
OWNING CLASSROOM OBSERVATIONS. PRESENTED AT THE
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