



The Warrior Snapshot

Principal Name: G. Michael Chen

School Name: Woodlan Elementary

Team Members' Names: Staci Salzbrenner, Kelly Snyder

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Background Leading to Our Inquiry (Slide 3)

While collecting data, it was eminently clear that there was not continuity among the staff in regards to new teacher training, consistency with teacher vocabulary, and daily expectations.

The Purpose of Our Inquiry (Slide 4)

We know the goal is to promote a positive classroom environment, positive interactions among students and staff, and clear expectations. Therefore, the purpose of our action research was to create an instructional model snapshot to support teachers and students.

Our Wondering (Slide 5)

With this purpose, we wondered why are there inconsistent understandings of staff expectations and common language?

Our Actions (Slide 6)

- Conduct staff meetings to create a list of daily expectations for curriculum, teaching strategies, technology, and staff behavior.
- Collaborate to highlight the behaviors and actions that are most important and within the staff's control.
- *The Warrior Snapshot* will be a living document that lists the behaviors and best practices that we should see and hear daily, might see and hear, and should never see and hear.

Data Collection (Slides 7-12)

- The initial staff meeting to introduce *The Warrior Snapshot* was conducted using a Powerpoint presentation.
- A slide from the presentation that explained the procedures that we would follow in order to create *The Warrior Snapshot*.
- Staff ideas used to create things that we should never see in our school.

Our Data (Slide 13)

The beginning of our *Warrior Snapshot*. We were able to complete the column of things that we should not see or hear in our school.

Our Discoveries (Slide 14)

- We found that our staff was very appreciative of taking the initiative to create the *Warrior Snapshot*. They were very receptive to the idea. It shows that there was not continuity in the thinking of the staff.
- We found that it is very difficult to get full staff input because of our schedule. It is rare to have the full staff there at one time. Even on in-service days, we have staff that are pulled away for other meetings. The introductory Powerpoint had to be given multiple times.

Where We Are Headed Next (Slide 15)

- Unfortunately, we were not able to complete the *Warrior Snapshot* due to our school year being cut short because of the COVID-19 pandemic.
- Our staff will continue to work of the *Warrior Snapshot* when school resumes.

Bibliography (Slide 17)

- Dana, N. F. (2009). *Leading with Passion and Knowledge: The Principal as Action Researcher*. Thousand Oaks, CA: Corwin.
- Dana, N.F. & Tendol-Hoppey, D. (2016). *The PLC Book*. Thousand Oaks, CA: Corwin.
- Marzano, R.J., Warrick, P.B., Rains, C.L., & Dufour, R. (2018). *Leading a High Reliability School*. Bloomington, IN: Solution Tree Press.

The Warrior Snapshot

Woodlan Elementary

G. Michael Chen, Principal
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Staci Salzbrenner, 3rd/4th grade teacher

Kelly Snyder, 1st grade teacher

The Warrior Snapshot



Background Leading to this Inquiry

- While collecting data, it was eminently clear that there was not continuity among the staff in regards to new teacher training, consistency with teacher vocabulary, and daily expectations.

Purpose of This Inquiry

- We know the goal is to promote a positive classroom environment, positive interactions among students and staff, and clear expectations. Therefore, the purpose of our action research was to create an instructional model snapshot to support teachers and students.

Our Wondering

- With this purpose, we wonder why are there inconsistent understandings of staff expectations and common language?

Our Actions

- Conduct staff meetings to create a list of daily expectations for curriculum, teaching strategies, technology, and staff behavior.
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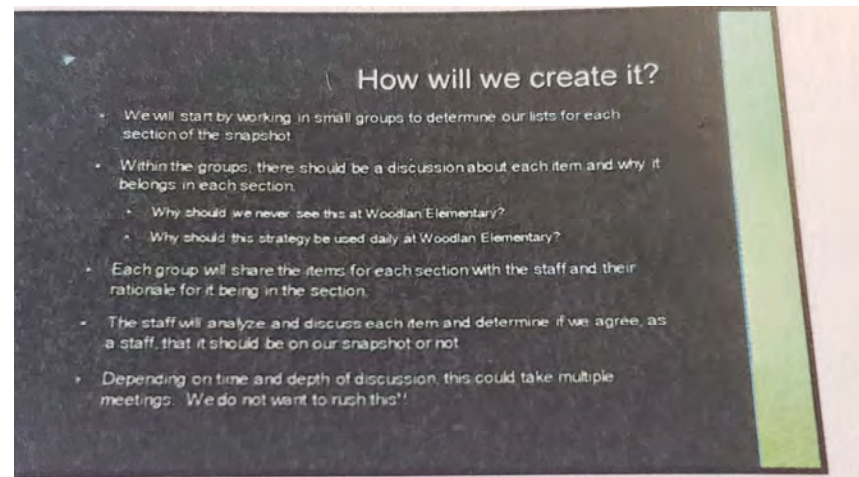
Data Collection

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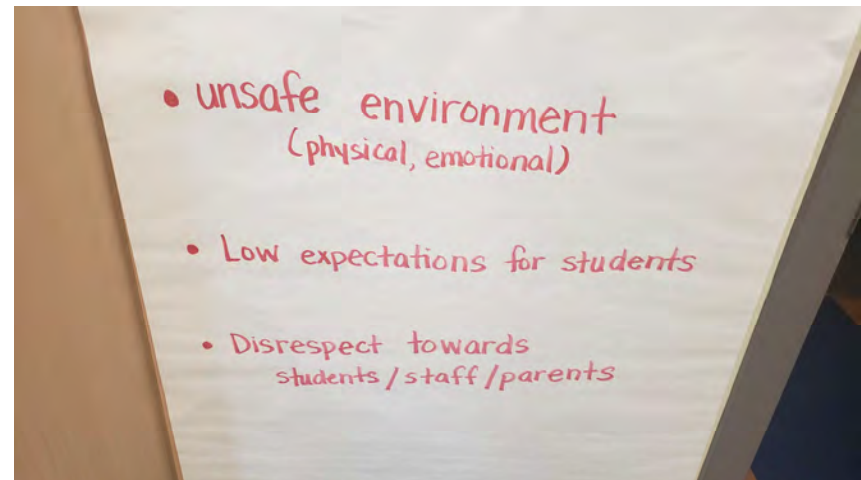
Data Collection

- A slide from the presentation that explained the procedures that we would follow in order to create *The Warrior Snapshot*.



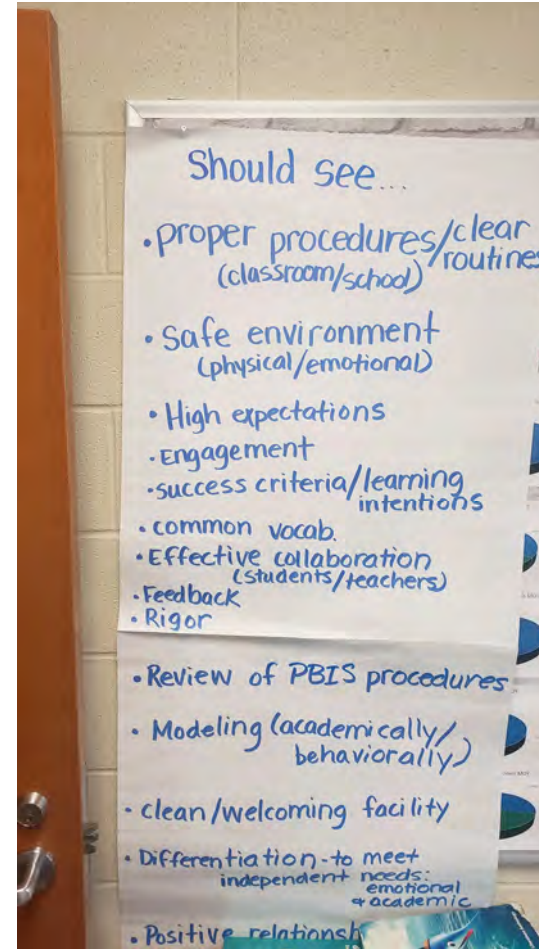
Data Collection

- Staff ideas used to create things that we should never see in our school.



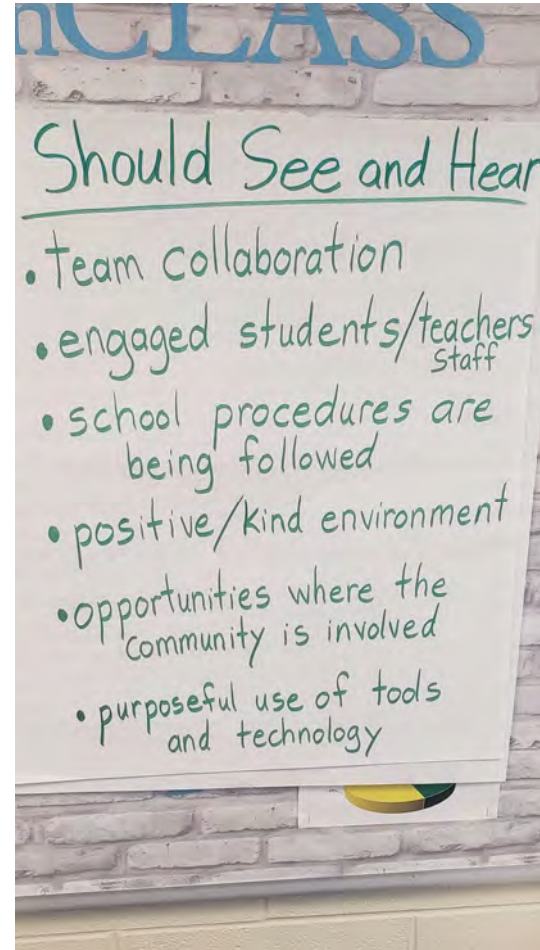
Data Collection

- Staff ideas on things that we should see at our school.



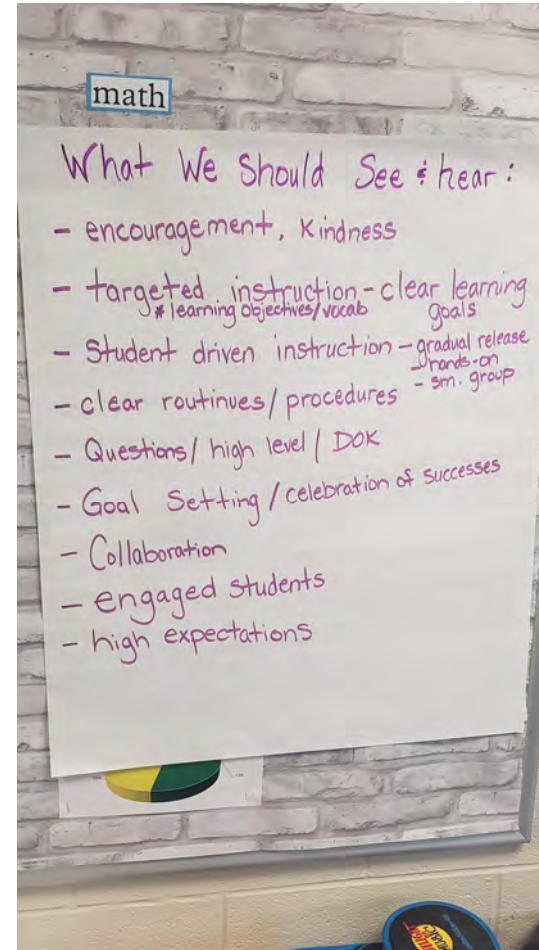
Data Collection

- Staff ideas on things that we should see at our school.



Data Collection

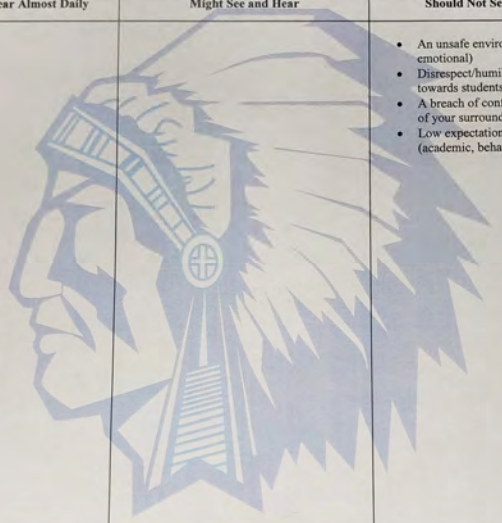
- Staff ideas on things that we should see at our school.



Our Data

- The beginning of our *Warrior Snapshot*. We were able to complete the column of things that we should not see or hear in our school.

The Warrior Snapshot

Should See and Hear Almost Daily	Might See and Hear	Should Not See and Hear
		<ul style="list-style-type: none">• An unsafe environment (physical, emotional)• Disrespect/humiliation/negativity towards students/staff/parents• A breach of confidentiality (Be aware of your surroundings.)• Low expectations for students (academic, behavior)

Our Discoveries

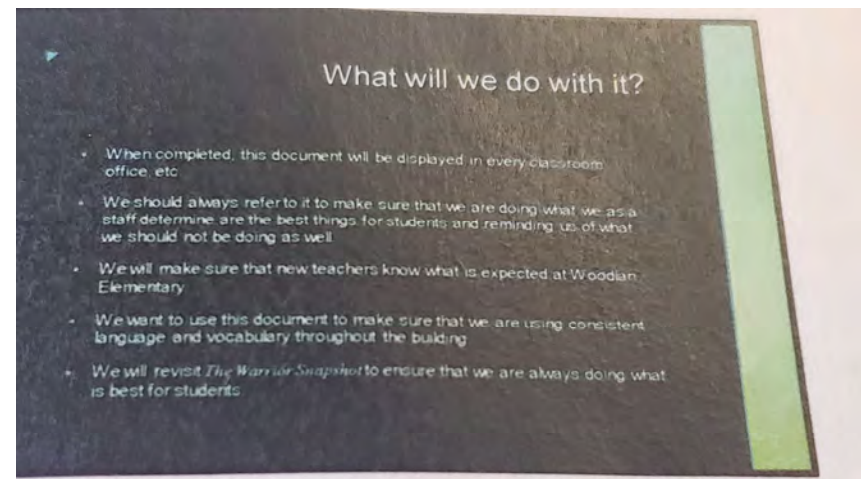
- We found that our staff was very appreciative of taking the initiative to create the *Warrior Snapshot*. They were very receptive to the idea. It shows that there was not continuity in the thinking of the staff.
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Where We Are Heading Next

- Unfortunately, we were not able to complete the *Warrior Snapshot* due to our school year being cut short because of the COVID-19 pandemic.
- Our staff will continue to work of the *Warrior Snapshot* when school resumes.

Where We Are Heading Next

- A slide from our introductory Powerpoint that explains what we will do with our *Warrior Snapshot*.



Bibliography

- Dana, N. F. (2009). *Leading with Passion and Knowledge: The Principal as Action Researcher*. Thousand Oaks, CA: Corwin.
- Dana, N.F. & Tendol-Hoppey, D. (2016). *The PLC Book*. Thousand Oaks, CA: Corwin.
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