Together We Rise:

Becoming a Presence and Partner

in the Educational Process

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Background Leading to My Inquiry (Slide 3)

During my first two years as principal, we have been able to create an amazing culture of joy, passion, celebration and teamwork. I now want to focus on the educational work going on within the building, and become a partner and leader in that work. Based on a survey I sent to all staff at the end of last school year, teachers would love to have me in the classroom more often, taking part in lessons and interacting with students and teachers. This is my goal. This focus resulted from my passion to be the lead teacher in the building, and builds on my desire to be more present in the classrooms where I am able to observe teaching and interactions, and then offer valid feedback to teachers through informal and formal walkthroughs in order to continually grow and improve as a school.

The problem, of course, is finding and dedicating the time to be in the rooms; to be less of a manager and more of an educational partner.

The Purpose of My Inquiry (Slide 4)

The purpose of my action inquiry is to become a true partner in the educational process and a teacher leader. I want my teachers to view me being in their classroom as a blessing and not see it as scrutiny. I want to be able to help my teachers and students grow and achieve more by being a consistent part of the daily classroom instructional process/activity. I want to be able to offer suggestions and advice to my staff without the fear of a lessened evaluation score.   And on a more personal level, I want to improve my own job satisfaction.

My Wondering (Slide 5)

- How can I be more of a teacher leader and partner in the daily educational process to increase learning and achievement?

➔ Will scheduling time to be in classrooms throughout my day create stronger educational experiences and outcomes, and improve my personal job satisfaction?
➔ Will informal feedback about my walkthroughs provide teachers with a quick glimpse of their personal educational norms and push them to improve their practices?
➔ Will taking part in more of the day-to-day educational experiences create a stronger team and better culture ?

My Actions (Slide 7)

I began by trying to journal at the end of each day. Due to meetings, ball games, or issues, I was not always able to do this. Because of the struggle, I decided to create and keep a calendar of what my day consists of and document all of the times I was in the classroom. I used my journal to schedule time and track the classrooms in which I attended and participated. I used my phone to take a quick snapshot of what was going on as I walked in the room and sometimes even documented the visit as an informal walkthrough on Standards for Success.

I also wanted to acknowledge the amazing things I see happening in the classrooms. After my visits, I would write a little "Pawsitive Behavior" note for the teacher and/or students that I watched do something above and beyond.   I also wanted to note my own personal job satisfaction having been in the rooms more, doing what I love, and being part of the learning.

Data Collection (Slide 8)

I collected data in a couple of different ways.

First, at the end of each school year I survey my staff to see how I can better support them and improve as an administrator. Feedback from that survey showed that the teachers would like to see me more frequently in their rooms and have me be part of the exciting learning opportunities. Later in the year, my staff completed a check of our progress and this data showed a noticeable improvement in this area.

I gathered documented data via our Standards for Success System on not only formal observations, but the informal walkthroughs. I took a snapshot of each classroom as I walked in to add further documentation on what was happening in the room as I entered.

I used a planner to document and schedule classroom visits as well as did a quick reflection of how being in the rooms made me feel.

Lastly, I left "Pawsitive Happenings/Behavior" notes for teachers, aides and students to show appreciation for the amazing things I was able to witness or be part of in the rooms.

My Data (Slides 9, 10)

Based on my journal data, my job satisfaction was higher when I was able to get into the classrooms more often. My teacher survey results further backed up the improvement. Lastly, students and teachers loved getting the Pawsitive notes of the little things I noticed while being in the room.

HRS Teacher Survey Documentation, January 2020:
- School leaders can describe our school's predominant instructional practices.
- They are aware of what is happening in our classrooms. The "presence" is more apparent.
- Admin know what curriculum is being used in the classroom.
- School leaders can describe effective practices and problems of practice in our school.
- Evaluation results- Standards for Success
- Administrators stay on top of what is being used in the classrooms to ensure effective practices.

My Discoveries (Slide 11)

- I felt more satisfied and happier in my job.
- I am more aware of strengths and weaknesses in instructional strategies.
- I am more welcomed in the classrooms and have a stronger connection with teachers and students
-

I found that scheduling time to be involved in the daily activities around the building not only improves my job satisfaction, but it adds another positive layer to building morale. Based on my journal entries, I left the building more often feeling excited, and happy on days that I got into rooms as opposed to managerial days.

I understand the importance of postponing some of the managerial tasks of the administrator job so that I can do what is important and be a part of the educational process. I am able to talk in detail about individual or group strengths and weaknesses and can have a stronger role in instructional

discussions and coaching. Based on teacher survey results, teachers also see this as a strength.

My teachers and students have begun to not get nervous when I am in the room, but instead welcome me and are eager for me to join in on the learning. Based on teacher survey results, being in the classroom more has improved communication and connections.

Where I Am Heading Next (Slide 12)

I plan on continuing to prioritize my days so that getting into classrooms becomes not just a priority, but a routine. Leaving the Pawsitive Notes with students and staff will become part of the culture and will continue to increase student/admin and teacher/admin relations. I would love to begin some coaching and team teaching with my staff. This will help model and demonstrate expectations first hand. Marzano and DuFour demonstrate that a principal's actions strongly and directly affect teacher actions in the classroom which in turn has a direct impact on student achievement. If I want to see achievement soar, I have to be more involved.

Bibliography (Slide 14)

Jessica Johnson, Shira Leibowitz, Kathy Perret (2017). The Coach Approach to School Leadership ASCD.

Marzano, Robert J., DuFour, Richard (2011)Leaders of Learning. Bloomington, IN:Solution Tree Press.

Marzano, R. J., Warrick, P. B., Rains, C. L., Dufour, R., & Jones, J. C. (2018). Leading a high reliability school. Bloomington, IN: Solution Tree Press

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Presentation

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Publication

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Becoming a Presence and Partner in the Educational Process

Together We Rise

Becoming a Presence and Partner

in the Educational Process

South Decatur Elementary

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Background

This focus resulted from my passion to be the lead teacher in the building, and builds on my desire to be more present in the classrooms where I am able to observe teaching and interactions, and then offer valid feedback to teachers through informal and formal walkthroughs.

The problem of course, is finding and dedicating the time to be in the rooms; to be less of a manager and more of an educational partner.

I want to see the:
★ Impact of classroom teacher
★ Instructional practices/time
★ Learning process

Purpose of This Inquiry

Therefore, the purpose of my action inquiry was to:

❑ To become a true partner in the educational process

❑ To become a teacher leader

❑ For teachers to view me as part of their classroom

❑ To help my teachers and students grow

❑ Help reach higher levels of achievement

❑ To offer suggestions and advice

And improve my job satisfaction by finding time to be in the rooms more!!!

My Wondering

❖ With this purpose, I wondered:
➢ How can I be more of a teacher leader and partner in the daily educational process to increase learning and achievement?
➢ Will scheduling time to be in classrooms throughout my day create stronger educational experiences and outcomes and improve my personal job satisfaction?
➢ Will informal feedback about my walkthroughs provide teachers with a quick glimpse of their personal educational norms and push them to improve their practices?
➢ Will taking part in more of the day-to-day educational experiences create a stronger team and better culture ?

"Therefore, principals have either struggled to contrive ways to interact with teachers in the hopes of influencing their behavior or have resigned themselves to managing rather than leading their schools. (Marzano, DuFour, 2001).

My Actions

- ➔ Schedule time to perform informal and formal observations and visits
- ➔ Use Standards for Success to document when I spend time in the room
  - ◆ Take a quick snapshot/picture each time
  - ◆ Give teachers some sort of positive feedback each time
  - ◆ Document in planner

- ➔ Read and use the Coach Approach (Perret & Leibowitz) to improve my leadership style and instructional coaching
- ➔ Leave students and teachers "PAWSitive" notes about good things witnessed in the class
- ➔ Journal about my experiences in the classroom, note how the experience improves my own job happiness

SHAPING THE FUTURE TOGETHER

Data Collection
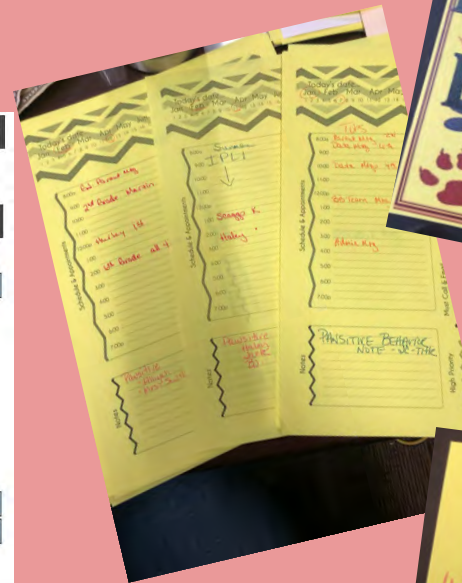
Standards for Success

Walk-Through Review from Sep 23, 2019 at 10:23am · View List - View Summary - Record New - Edit - Delete
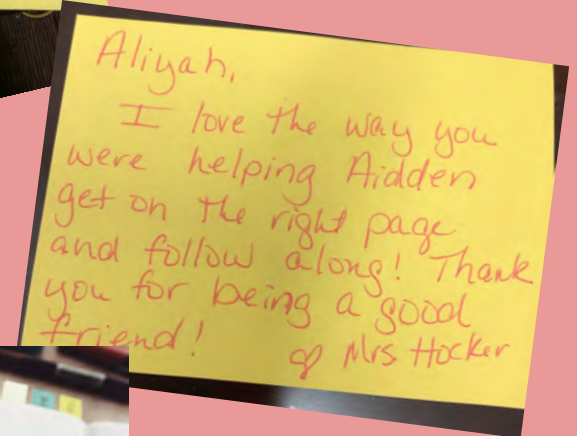
Walk-Through conducted by Angel Hocker

The Students Were:	The Teacher Was:
On task	Explaining expectations
Taking a test or quiz	Direct instruction (lecture)
Completing projects	Individualized instruction
Completing worksheets	Group instruction
Using technology	Differentiation of instruction
Listening and/or responding	Modeling
Rote Answers	Using effective questioning strategies
Higher-level Answers	Asking higher order questions
Collaborating	Asking entry level questions
	Using wait time effectively
	Moving among students
	At desk

Classroom Environment:

Lesson objective clear
Standards correlation evident
Visuals in room and used by students
Classroom rules and expectations posted
Emergency procedures posted
Lesson plans available
Rubrics in use

Attachments & Links   Allowable Filetypes

Choose File No file chosen   Description   - 250 characters   Upload Attachment   Add Link

PAWSITIVE BEHAVIOR

Journaling

Aliyah,
I love the way you were helping Aidden get on the right page and follow along! Thank you for being a good friend!
♡ Mrs Hocker

A GOAL WITHOUT A PLAN IS JUST A wish
- ANTOINE DE SAINT - EXUPERY

Positive Affirmation Celebrations

My Data

*School leaders can describe our school's predominant instructional practices.*

★ They are aware of what is happening in our classrooms. The "presence" is more apparent.

★ Admin know what curriculum is being used in the classroom.

★ School leaders can describe effective practices and problems of practice in our school.

★ Evaluation Results- Standards for Success

★ Administrators stay on top of what is being used in the classrooms to ensure effective practices.

My Data

- Averaged about 8-14 classrooms a week (not counting morning Hello's).
- Gave out at least one or two Pawsitive Notes after each visit.
- Journaled how I felt at the end of the day as instructional partner as opposed to manager.
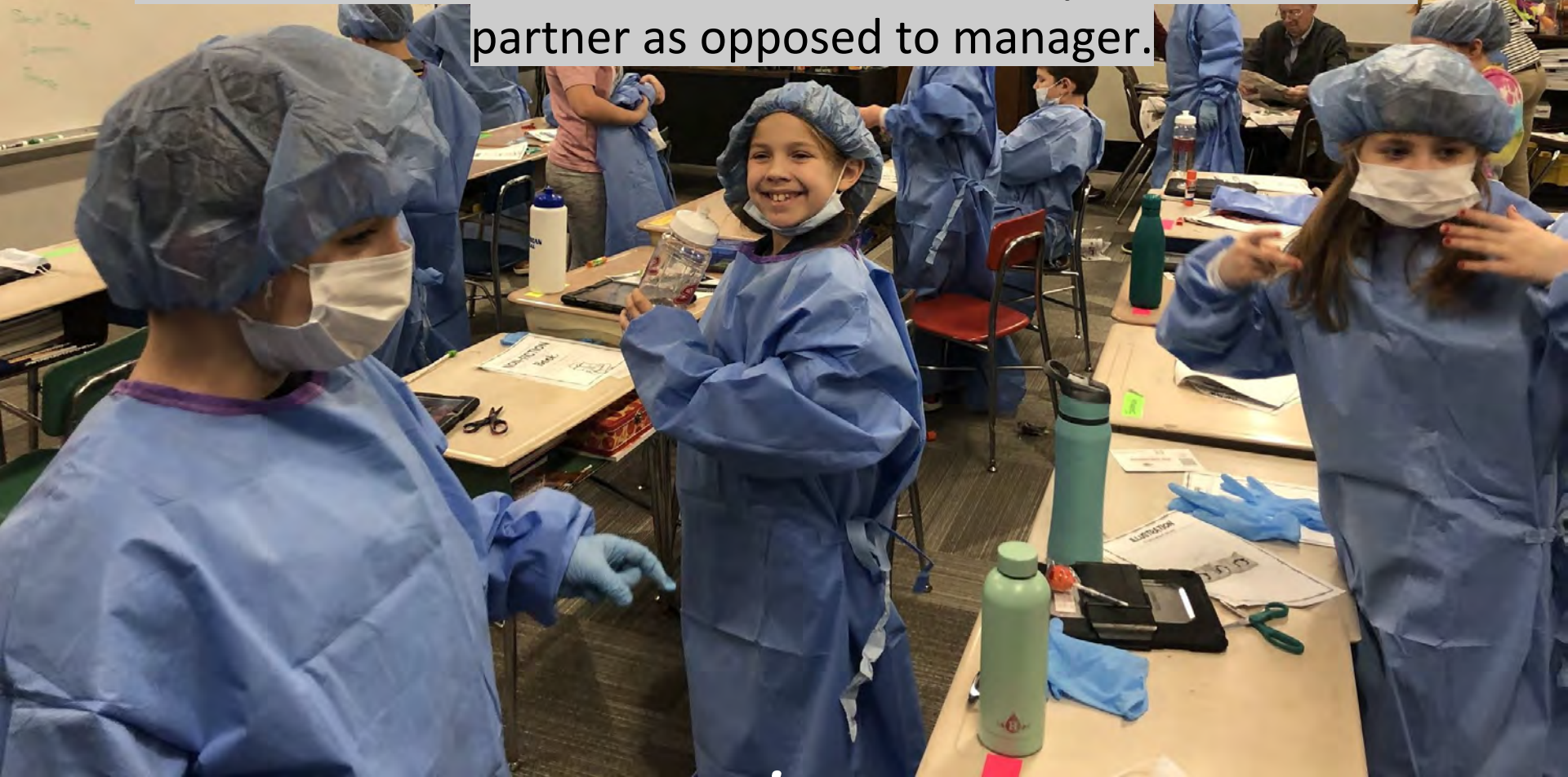
My Discoveries

❖ I felt more satisfied and happier in my job.

❖ I am more aware of strengths and weaknesses in instructional strategies.

❖ I am more welcomed in the classrooms and have a stronger connection with teachers and students.
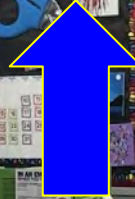
Where Am I Heading Next

- Continue to prioritize time in the classroom
  - Even increase time in the rooms
- Continue leaving staff and students Pawsitive Notes
- Possibly look to team teaching or modeling within areas of weakness in instruction? Coach
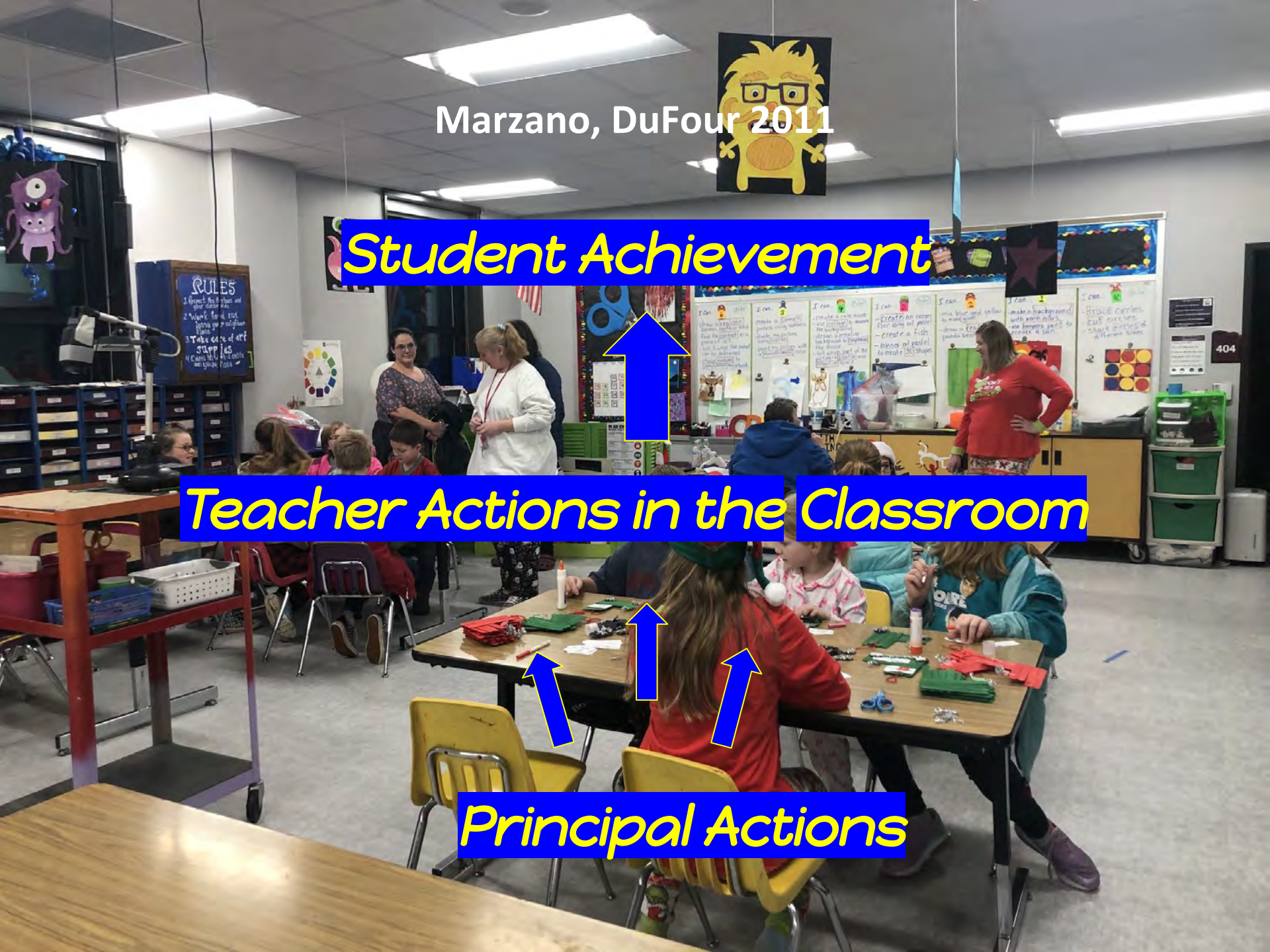
Marzano, DuFour 2011

Student Achievement

Teacher Actions in the Classroom

Principal Actions

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Bibliography

Jessica Johnson, Shira Leibowitz, Kathy Perret (2017). The Coach Approach to School Leadership ASCD.

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