Principal Name: Daniel York
School Name: Eastwood Elementary
Team Members' Names:Baleigh Davis, Mandy Blake
Principal's Email Contact: dyork@ncweb.me

Background Leading to Our Inquiry (Slide 2)

In my second year as principal, I didn't feel as if our school had a true definition of what good teaching was. What it looks like, feels like, and sounds like. Using the 43 Elements of the Marzano HRS, we wanted to gather data to establish what we were doing well and what we could improve on as a school looking to become more effective. Our district is working with a Marzano coach to work on effective instruction and planning. We wanted to pair that work with this work as well.

The Purpose of Our Inquiry (Slide 3)

Therefore, the purpose of our action inquiry was to use the 43 elements, narrow them down to 6, and use this data to help create what we are already doing and doing well, and what goals we can create for next year to help define our instructional frameworks.

Our Wondering (Slide 4)

With this purpose, we wondered if we identify and help understand 6 of the 43 Elements in our instruction, how that would help us moving forward with Marzano and HRS framework.

Our Actions (Slide 5)

The first thing we did was to introduce the 43 elements of HRS to our staff during a staff meeting. We briefly shared the 43 elements and how they were constructed. Mr. York told the staff that he would be highlighting an element a week to gather data on what we physically see being done in our building. The first element that was highlighted was celebrating success.

The second thing we did was to highlight new elements each week for staff to look for in their classrooms or around the school. We started this in November in hopes to get through at least 10 elements by April.

The third thing we did was a create a google document with all the elements for teachers to share pictures or write a brief description of what they saw that would meet that element. Our team did this for 6 weeks. As school life goes, attempting one element a week, we didn't always
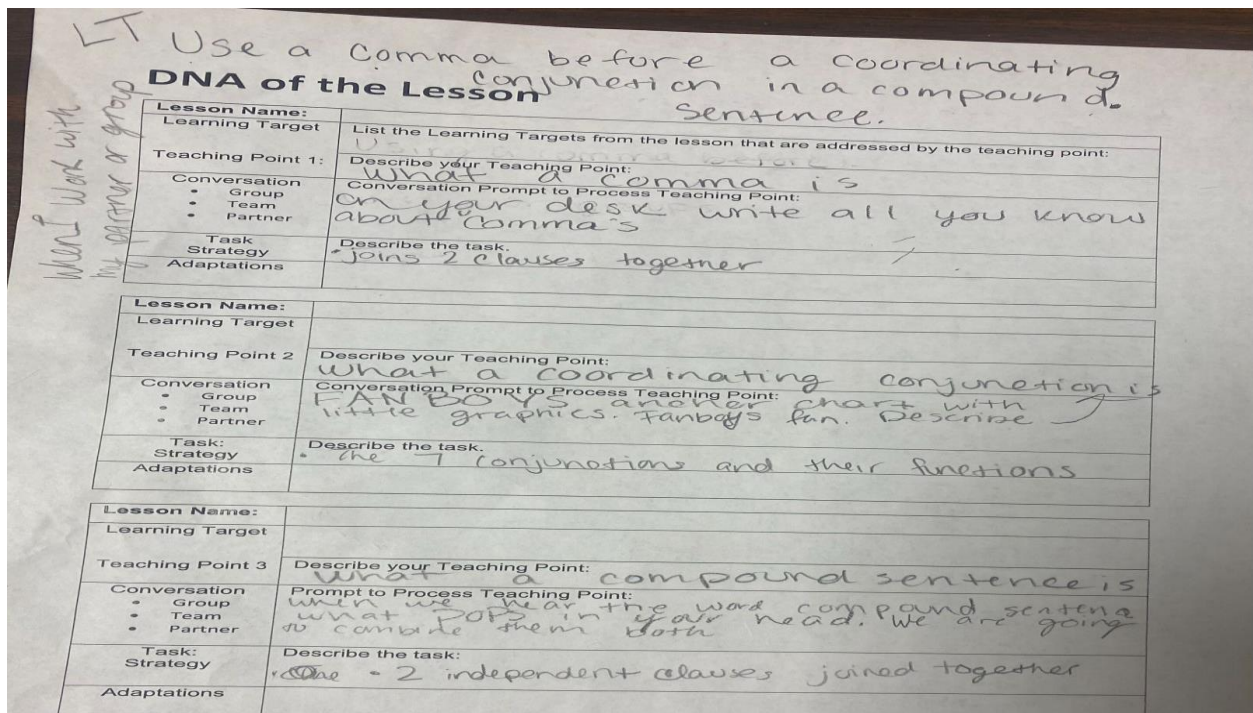
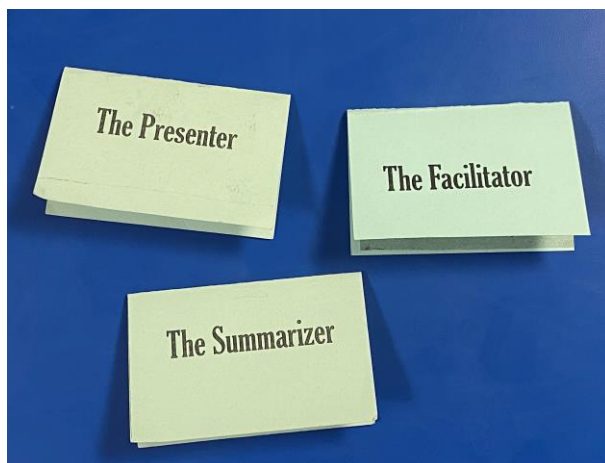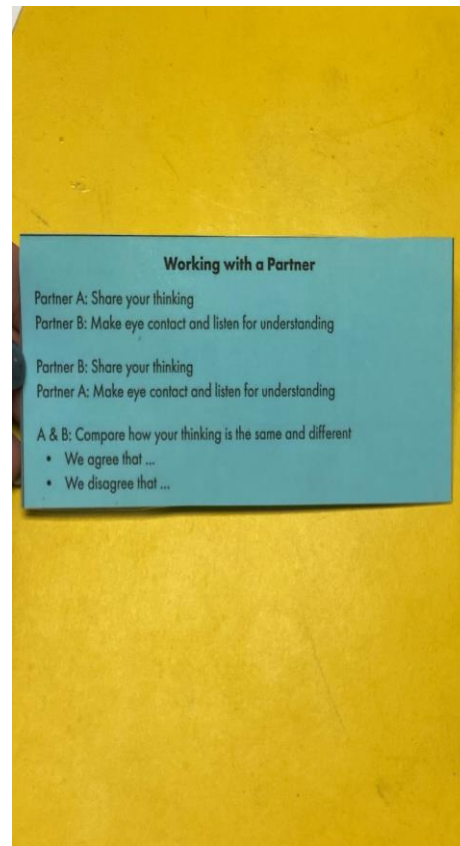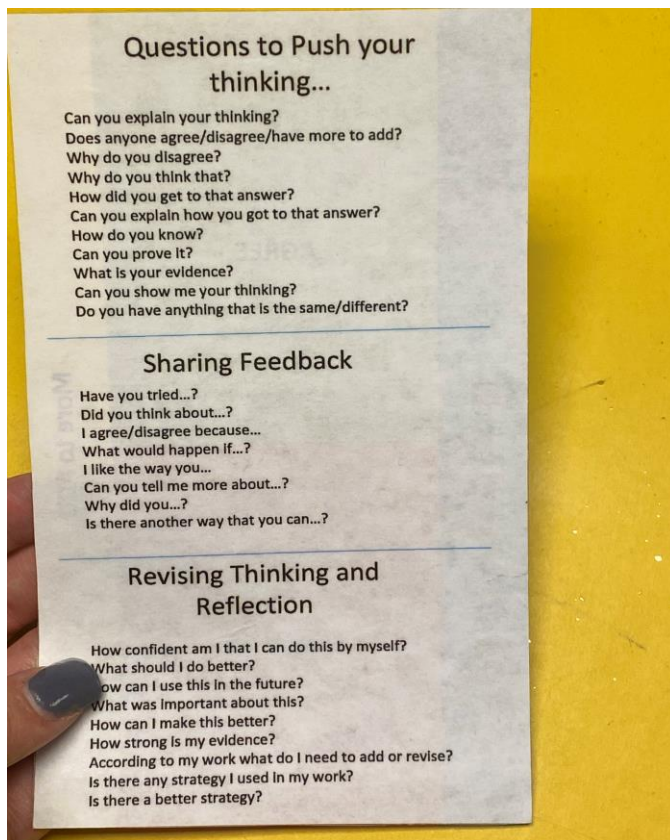get the feedback we were wanting. We often kept an element for 2-3 weeks in order to gather that data.

Data Collection (Slide 8)

Our team collected data by observing 6 different elements for evidence. We had multiple staff members adding to a google document over a period of 3 months.

Our Data (Slides 9-12)

3. Celebrating Success	1. WISH Store and WISH cart 2. Christmas Lights for kids doing the right thing (bulletin board display) 3. Work displayed in the hallway (multiple classrooms) 4. WISH Cards/Liveschool Points 5. Classroom Economy in 4th Grade- Raines 6. Lexia certificates (individual) 7. Xtra Math certificates (individual) 8. IXL Classroom certificates 9. Epic Caterpillar (used to show how many books the whole classroom has read) 10. High five on the side, clapping, Yay!, pat on the back, picture/message sent home, positive office referral, etc - Whitfield 11. Iready donut lessons 12. Posting Lexia certificates outside the classroom 13. 30 Book Challenge scratch off stickers, every 5 books read they get a prize 14. Gym smiley faces posted for students to see 15. Gym certificates if they get smiley faces all nine weeks! 16. Positive office referrals-Could add a picture on Facebook the end of the week Friday pictures post. 17. Positive Dojo message/photo sent home 18. Letting students call home for something positive 19. WISH kid of the week 20. WISH kid of the month 21. Sticker chart for 100's earned on iReady and iXL 22. Dojo message/picture to family when Lexia certificates have been earned.

Our Discoveries (Slide 13)

Our team learned:

- We do a really good job of celebrating our student success in multiple ways, however, we don't really celebrate teacher success.
- Some of our teachers have begun doing a nice job at grouping students into effective teams, some don't do it at all. (Marzano cohort focus)
- We learned that teachers didn't spend a lot of time at unpacking a standard into critical content so we had teachers spend two of our PD sessions breaking down a standard into

verbs and adjectives, skills that need to be learned, challenges students might face, and how we will assess the standard for proficiency.

Where We Are Headed Next (Slide 14)

- This summer we want teachers to continue to break down critical standards in ELA and Math. (What we call our Powerskills)
- Have teachers do walkthroughs of teachers who are grouping students into groups well.
- Figure out ways to celebrate teacher success.
- Have team help create and define what good teaching will look like in every classroom at Eastwood. What will we always see, sometimes see, and never see.

Bibliography (Slide 15)

Citing Your Presentation and Publication

Marzano, R. J. (2018). *Leading a high reliability school*. Solution Tree Press.

PCM and Teacher Retention

Name of School: Eastwood Elementary
Principal's Name: Daniel "Chris" York
Principal's Email: dyork@ncweb.me

Background Leading to this Inquiry

New teachers have entered the education profession at an unfamiliar time. Coming out of a pandemic, given the mental health instability of students, and the general stressors of the job; new teachers are leaving the profession quicker than ever. I hired three first-year teachers and one first-year counselor before the school year began. Eastwood receives the most Title 1 funding in our district. We are a K-6 building and have around 350 students. Our students come to us experiencing high amounts of trauma and families from poverty. For new teachers, this can be a challenge with so many students in your classroom experiencing this.

Purpose of this Inquiry

Therefore, I wondered if I was able to learn more about the PCM and found ways to better communicate to my new teachers, if that would help increase staff morale and help with teacher retention. If my new teachers felt this way then hopefully this would help with teacher retention as they would feel valued and appreciated. With this purpose in mind, I wondered how the PCM could best serve me as a leader with my teachers.

My Actions

- My Understanding of PCM and how it impacted me
- Identifying my new teachers base and phase based on the PCM Book
- Schedule Meetings to discuss my thoughts with each teacher
- Create a google quiz using Seeing People Through
- Meet with the the teachers again
- Implement the knowledge I now have to make teachers feel valued

Data Collection

- Notes from book of examples that I heard or noticed about each teacher.
- Quiz Results

Phase: Harmonizer: Losing confidence and self-esteem.

Base: Imaginer: Imaginative, reflective, calm, (Want privacy and their own space) – She imagines, not sure at times, waits for more directions, struggles making decisions on her own.
Prefers to be told what to do. (p89). Doesn't like requestive mode of communication as it can invite stress and miscommunication. When I do communicate I need to clarify directives and allow time and space to execute.

P125- She starts questions often with "If it's okay, could I…." "I'm fine with whatever" (Harmonizer)

(Imaginer) It occurred to me that

Things I can do according to p126
-Make her feel safe, avoid judgement, listen to their feelings and show I care. (Harmonizer)

Examples: Social interactions with other lifeskill teachers often turn to tears and anger for Kim. She lacks confidence because she doesn't know as much and in turn, gets angry at herself and others. By her own admission, her body will start to cry whenever conflict arises, even if she doesn't necessarily feel that way. This has happened in my interactions with me and other teachers.

When it comes to her students, she wants them to be treated fairly. She has tried several times to mainstream some students, which is a good thing. Finding the right lunch schedule for her students has been an issue this year as some become aggressive in that setting. She has fought, and gotten angry, with lunch staff when she perceives things as unfair.

In her personal life, she is a natural caregiver. Examples are she has adopted a former student with special needs. This was a long process that started when she was an aide. The parents had passed away so she fought

Emily Orr (Counselor)

Base: Thinker

Phase: Harmonize

Feed the(base)side of her by

Phase needs:
1) Recognition of productive work and proper time structure.
2) Energized when there are clear structures, guidelines and a chain of command is in place.
3) Can I count on you?
4) Provide them time to complete desired tasks and follow through on my end of what I will say I do.

Choose 2 of these options that you typically find yourself saying when presented with a new idea.

- [x] I think- I need options- I need the facts- The Who, What When, Where, and Why
- [ ] I believe- In my opinion- We should- I trust that- I am committed to- My values
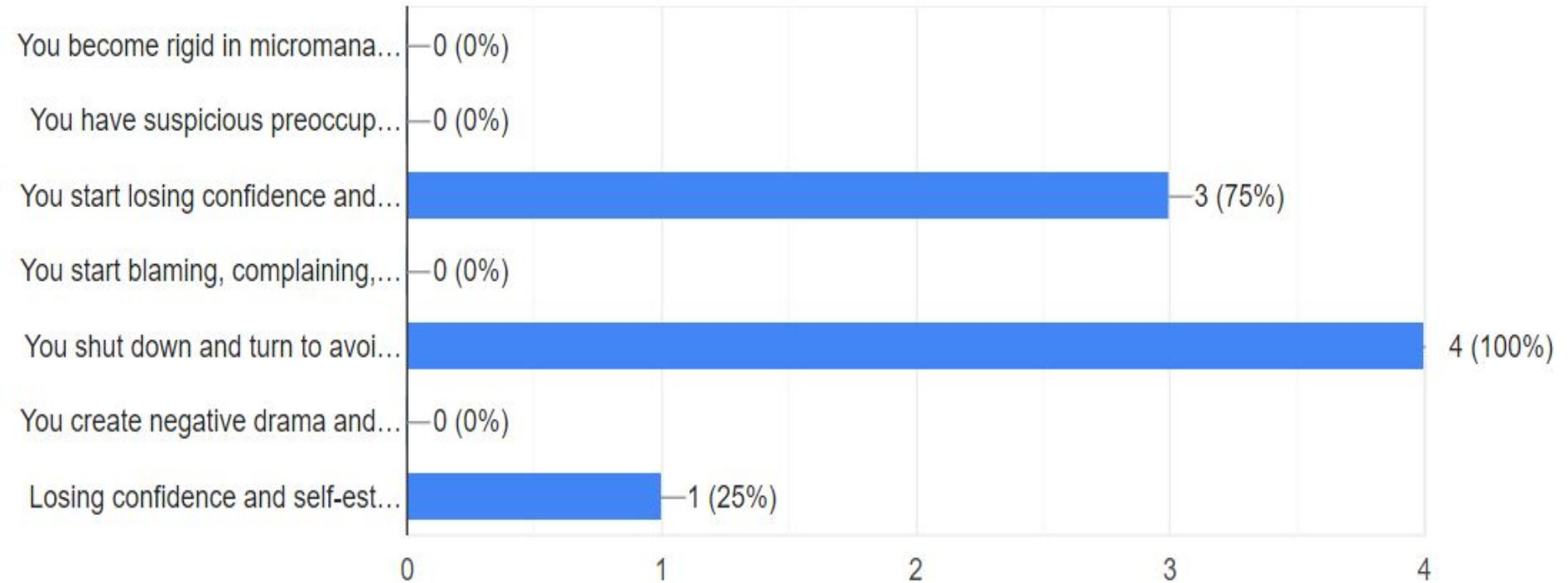- [x] I feel- I am comfortable with- I am happy, sad - I love, care
- [ ] I like it, I hate it, I want it, I don't want it, Wow! Sounds like fun
- [ ] I imagine, I'm not sure, I'll wait for more direction, I need time to reflect, I don't want to rock the boat
- [ ] Let's Go!, Let's make it happen, Let's go for it, The bottom line is

Which 2 personality types do you find yourself reverting to when times of stress/anxiety take over?

4 responses

Answer	Count
You become rigid in micromana...	0 (0%)
You have suspicious preoccup...	0 (0%)
You start losing confidence and...	3 (75%)
You start blaming, complaining,...	0 (0%)
You shut down and turn to avoi...	4 (100%)
You create negative drama and...	0 (0%)
Losing confidence and self-est...	1 (25%)

My Discoveries

During this project I learned that how people perceive leadership matters, that teachers who feel valued and heard show resiliency in tough situations, and that investing in people is the best way to build the culture of the building.

Next Steps

My next steps will be:

1) Keep feeding the phase of my new teachers.
2) Long term goal: I get to know all teachers base and phases
3) Share with teaching partners and staff others base and phase

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Regier, N. (2020). *Seeing people through: Unleash your leadership potential with the process communication model*. Read How You Want.