Collaboration Through Culture

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Background Leading to Our Inquiry (Slide 2)

Greendale Middle School has a unique building design, tight contract schedule, and constricted space. The building design and schedule limit staff interacting throughout the day outside of grade level pods. The contract also limits time for meetings and professional development. In the past, Lawrenceburg had monthly early release days (except October and March) this year we transitioned to full eLearning days. Another consideration of our building and staff was the amount of teachers are often looking/paying for activities and technologies through Teachers Pay Teachers.

The Purpose of Our Inquiry (Slide 3)

We looked at the chance to use the new flexible professional development time to increase staff interactions. Our goal was to create improved relationships and increase collaboration opportunities. We created purposeful activities that allowed staff to share ideas for instruction, mental health, classroom management, etc.

Our Wondering (Slide 4)

Our team developed a year long action research that expanded on the mini project we did in August. We wondered if teachers were provided opportunities throughout the first semester to get to know each other better and focus on themselves would that create a positive atmosphere to peer to peer visits in the spring.

Our Actions (Slides 5-6)

During each eLearning day, we did activities to build relationships with teachers and assistants. We started off with the "cross the line" and a modified "speed dating" icebreakers in August. In September, we created a team work School Safety Scavenger Hunt activity (instructions and product). Staff were divided into teams in November to complete their choice of doing one of three escape room themed activities in teams. In December, we focused on what staff do to destress. The February activity was based on vocabulary and teams so we brought in a variety of card and board games to play and discuss how they could be adjusted for classroom use.   The games we used were Last Letter, Tapple, Word a Round, Chameleon, Dixit.

On the December eLearning day, we discussed the visits for 2nd semester. Teachers were told from January to March they were going to be expected to visit two classrooms of their choice. One visit could be in their "comfort zone" (same grade level or content area). The other visit must be outside of their comfort zone (not same grade level or content area). After each visit, teachers completed the Google Form and some emailed when they implemented new ideas. Administrators were looking for evidence of ideas being implemented during observations and walkthroughs.

Data Collection (Slide 7)
- Teachers completed the [Google Form](#) after each visit and some emailed when they implement ideas. We tracked the completion of the visits.
- Administrators look for new strategies in classrooms during observations.
- Emails and comments from staff about the activities

Our Data (Slides 8-10)

Quantitative data

We checked to make sure every teacher visited two rooms before spring break. (Some did require a reminder email.) We cross referenced to make sure they followed the expectations of non comfort zone visits.

Administration kept a tally of new strategies or technologies observed during walkthroughs and observations. We documented new strategies in 28% of rooms. We noticed changes in the room atmosphere in 8% of rooms. Twelve percent of teachers indicated they changed a strategy with a particular student or group of students.

Qualitative data

The teachers submitted a Google Form after each visit. The form required them to reflect on the visit asking what they say they already are doing, something they want to learn about, if they observed something they want to implement immediately, and if they saw anything to implement with kids they struggle to motivate.

We received a few emails concerning strategies they were implementing. We received a lot of positive comments from teachers about the visits and culture activities.

Administration had multiple conversations with students about the visits they were noticing. Students also commented on teachers starting to try new things in class they do in other classes.

Our Discoveries (Slide 11)
1. Teachers enjoyed the staff activities but not ones that were too personal in nature.
2. Teachers were accepting of the classroom visits and some did two outside of their comfort zone.
3. Students commented about seeing other teachers doing visits. Students also commented about changes they noticed in teaching.

Where We Are Headed Next (Slide 12)

We will continue the staff culture activities at eLearning Days. We are going to increase the peer to peer visits next year to one per semester. We have realized we need to create a plan so all teachers are visited.

Bibliography (Slide 13)
Videos
https://www.youtube.com/watch?v=iCvmsMzlF7o
https://vimeo.com/119277151?ref

https://www.youtube.com/watch?v=QSeilYlyVbw

Books
Marzano, R. J., Warrick, P. B., Rains, C. L., Dufour, R., & Jones, J. C. (2018). *Leading a high reliability school.*

Collaboration Through Culture

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Jayme Herbert, Jeana Cox, Jennifer Fischer
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Background Leading to this Inquiry

- Due to the set up and design of GMS staff don't have time to see each other outside of grade level pods.
- Contract times limit meeting times
- Teachers are often looking/paying for activities and technologies through Teachers Pay Teachers.
- Professional Development eLearning days seven times a year

Purpose of This Inquiry

- Increased collaboration & sharing of ideas among staff
- Staff engagement
- Purposeful professional development time for a variety of areas (academics, culture, teacher mental health, etc.)

Our Wondering

Our team developed a year long action research that expanded on the mini project we did in August. We wondered if teachers were provided opportunities throughout the first semester to get to know each other better and focus on themselves would that create a positive atmosphere for peer to peer visits in the spring.

Our Actions

- Activities to build relationships during all eLearning days
    - August- "Cross the line" and a modified "speed dating" icebreakers
    - September- School Safety Scavenger Hunt (instructions and product).
    - November- Teams completed choice of escape room activities
    - December- Focused on what staff do to destress.
    - February- Card and board game activity based on vocabulary and teams The games we used were Last Letter, Tapple, Word a Round, Chameleon, Dixit.

Our Actions

- December eLearning discussed the visits for 2nd semester
- Starting in January, teachers did observations in other teachers' rooms. By spring break, teachers visited two classrooms of their choice
  - one can be in their "comfort zone" (same grade level or content area)
  - the other must be outside of their comfort zone (not same grade level or content area).
- Teachers completed the Google Form after each visit and some emailed when they implemented ideas.
- Administrators began looking for evidence of ideas being implemented during observations and walkthroughs

Data Collection

- Teachers completed the Google Form after each visit and will email when they implement ideas. We tracked the completion of the visits.
- After the visits, administrators looked for new strategies in classrooms during observations.
- Emails and comments from staff about the activities

Our Data

Quantitative

- Every teacher visited two rooms before spring break
    - A few teachers did require reminder emails.
- Administration kept a tally of new strategies or technologies observed during walkthroughs and observations.
    - New strategies in 28% of rooms
    - 12% indicated a change a strategy with a particular student or group of students
    - Changes in the room atmosphere in 8% of rooms

Our Data
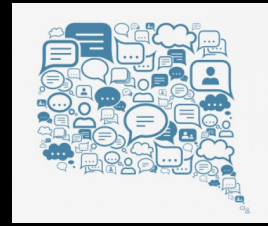
Qualitative

- The teachers submitted a Google Form after each visit. The form required them to reflect on the visit asking what they say they already are doing, something they want to learn about, if they observed something they want to implement immediately, and if they saw anything to implement with kids they struggle to motivate. Peer to Peer Responses

- We received a few emails concerning strategies they were implementing. We received a lot of positive comments from teachers about the visits and the culture activities.

- Administration had multiple conversations with students about the visits they were noticing. Students also commented on teachers starting to try new things in class they do in other classes.

Quotes

I really like the podcast she had the students listen to. I could tell the students really like it and it is a great way to connect with them.

She's able to walk around and check in, connect with the kids as they're doing work and chat with them.

Using Kahoot as a way to collect data quickly. Not just as a review for tests.

I really like the 3-2-1 format of the bellringer. It has a 3 part list question, a 2 part define the word question, and a 1 part short answer question that asked them to explain or defend their answer.

Good Idea

Vocab Word Wall

LAWRENCEBURG COMMUNITY SCHOOL CORPORATION

GMS

Lawrenceburg, Indiana

★LEARNERS★LEADERS★LEGACY★

Our Discoveries

1. Teachers enjoyed the staff activities but not ones that were too personal in nature.

2. Teachers were accepting of the classroom visits and some did two outside of their comfort zone.

3. Students commented about seeing other teachers doing visits. Students also commented about changes they noticed in teaching.

So what happened?

LAWRENCEBURG COMMUNITY SCHOOL CORPORATION
GMS
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Where We Are Heading Next

We will continue the staff culture activities at eLearning Days.

We are going to increase the peer to peer visits next year to one per quarter. We do need to create a plan that all teachers are visited.

Don't look back – you're not going that way.

Mary Engelbreit

Bibliography

Videos

https://www.youtube.com/watch?v=iCvmsMzlF7o

https://vimeo.com/119277151?ref

https://www.youtube.com/watch?v=QSeilYlyVbw

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Marzano, R. J., Warrick, P. B., Rains, C. L., Dufour, R., & Jones, J. C. (2018).

Leading a high reliability school.