

Principal Name: Chris Gabriel

School Name: Union Center Elementary School

Team Members' Names: Nevenka Schumacher & Christine Uskert

Principal's Email Contact: cgabriel@union.k12.in.us

Background Leading to Our Inquiry (Slide 2)

Outline what led your team to this particular inquiry. Include the following:

- Survey #2 – greatest standard deviation = 2.6
- Teachers wanted to collaborate more with other teachers during the regular school day. The dilemma is establishing norms, finding coverage, finding time, and starting something new without overwhelming the staff.

The Purpose of Our Inquiry (Slide 4)

Therefore, the purpose of our action inquiry was to learn from one another, intentionally build relationships in the building between staff members that traditionally do not cross paths.

Our Wondering (Slide 6)

With this purpose, we wondered how it would go? How would we overcome the hurdles? What would be the results of our collaborative rounds? Logistically, how can we cover and plan accordingly around an already busy (and protected) elementary schedule?

Our Actions (Slide 5)

1st we planned

2nd we met with the teachers to talk about the plan

3rd we started the process (with many unknowns but certainly a goal)

4th we collected the data

5th we made adjustments

Data Collection (Slide 7)

Teachers created a google form and this one document provided all the data we needed to collect. Intentional about making it as easy and meaningful as possible for all the teachers.

Our Data (Slides 8)

of classrooms visited, # of participants (%), feedback from staff (Qualitative and Quantitative data collected)

Our Discoveries (Slide 9)

- Learning Statement One: Teachers made connects with teachers!
- Learning Statement Two: Teachers provided uplifting words to one another!
- Learning Statement Three: Teachers worked together to collaborate to accomplish this rewards task.

Because we started tracking classroom visits and talking about it at staff meetings, more teachers began to visit other classrooms. Collaboration and connections were made and brilliant educators were talking about strategies to do what is best for kids!

Where We Are Headed Next (Slide 10)

- The team learned about the school that we have amazing people and ideas in the building. Great educators learn from great educators and if we are intentional about learning from one another, great things will happen. We learned many things about our teacher including their care and love for one another.
- There are some adjustments we will make in the future, establishing norms and minimum suggested visits per quarter. We also understand adjustments might need to be fluid based on the staffing and ever changing future schedules. Be fluid and adapt is part of the planning process with our collaborative rounds.

Bibliography (Slide ?)

Presentation

Andrews, K., Gruenert, S., & Donlan, R. (2019). Implementing instructional rounds. Presented at the annual Indiana Principal Leadership Institute Showcase of Schools, Indianapolis, IN.

Publication

Andrews, K., Gruenert, S., & Donlan, R. (2019). Implementing instructional rounds. Retrieved from <https://Web address>



Union Center Elementary School

Nevenka Schumacher & Christine Uskert

Chris Gabriel
cgabriel@union.k12.in.us



Every Student

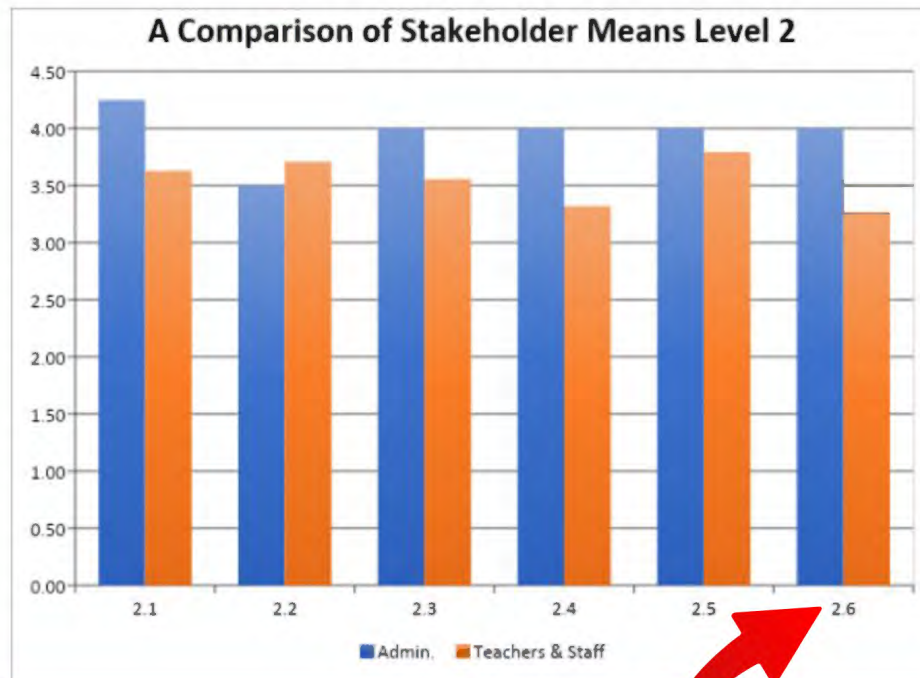
Every Day

Background Leading to this Inquiry

Leading Indicator 2.6:

Teachers have opportunities to observe and discuss effective teaching

The following chart compares the means of each stakeholder group for each leading indicator.



***Collaborative Rounds**

Chris Gabriel, Union Center Elementary School

Team Members: Nevenka Schumacher & Christine Uskert

At Union Center, the teachers organized, planned and collected data from teachers doing short observations/classroom visits. During the visits the observing teacher would provide feedback to the host teacher with the good, the bad, and everything in between!



***The Help You Need Might Be Just a Few Steps Away!
Professional Development Through Instructional Rounds**

Purpose of This Inquiry

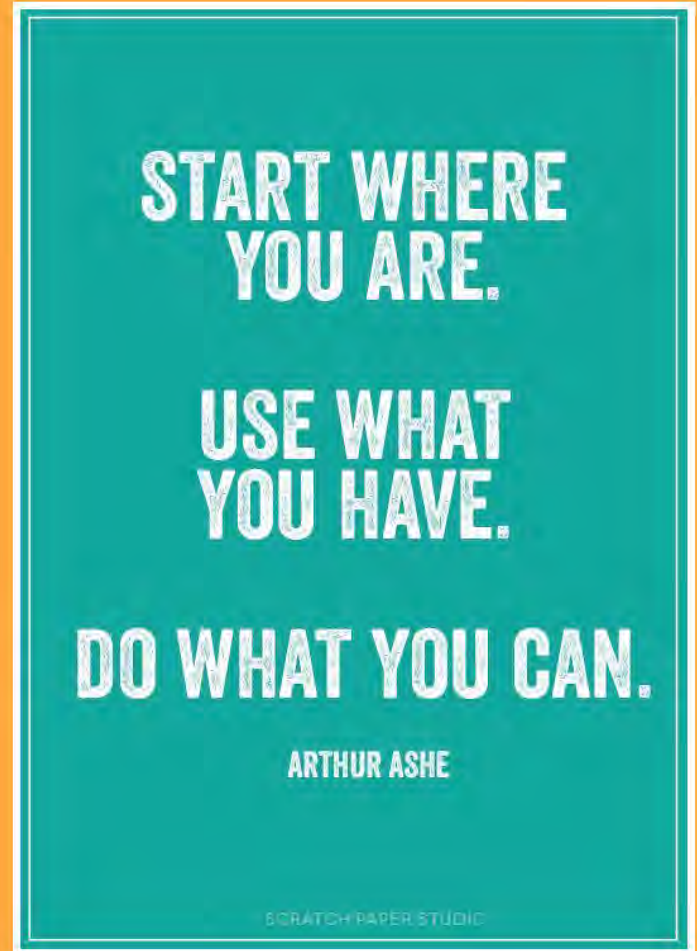
- Get teachers in other teachers classrooms (allocate time for teachers to observe peers & gain new ideas)
 - Learn from one another
 - Build relationships
 - Common language
- ALL FOR CONTINUOUS IMPROVEMENT



Our Actions

- Set the goal for teachers and provide opportunities
- Met with teachers
 - Be prepared for mixed reviews

- Started without all the answers
- Adjusted our plan



Our Wondering

- How can we make this happen?
 - Overcoming the hurdles - time, coverage, different schedules
 - Schedule time to observe other classrooms (prep, lunch, specials, library)
 - Coverage from office staff
- What will come out of our classroom visits?
- What is our ultimate goal?



Data Collection

- Created a form
- Tried to make it as easy as possible for teacher

If you would like to handle your coverage internally please do so. If you need the gift of time, please contact Mr. Gabriel.

Host Teacher	Availability	Include Name, date, time, and Coverage - Prep time, learning lost specialist (LLS), aide, office staff			
EXAMPLE: Mickey Mouse	Anytime - email teacher	Minnie Mouse wants to visit on 10/14/23 @ 9:00-9:10 - coverage is learning lost specialist			
J. Phelps	Anytime - email teacher				
J. Weiss	Anytime - email teacher				
N. Schumacher	W.I.N time 9 to 9:30 - email teacher				
A. Gage	Anytime - email teacher				
A. Zupavoski	10 to 11:30 - Anyday (Reading, centers, tech)				
K. Whitaker	Anytime - email teacher 9 to 9:15 Morning Meeting				
C. (Blasch)	Anytime - email teacher				
M. Gage	9:00 to 9:50 (math) & 11:00 to 12:40 (ELA)				
M. Miller	11:45 to 12:45 anyday				
K. Barton	Email for times				
M. Van Asperen	**For STEM, email teacher				

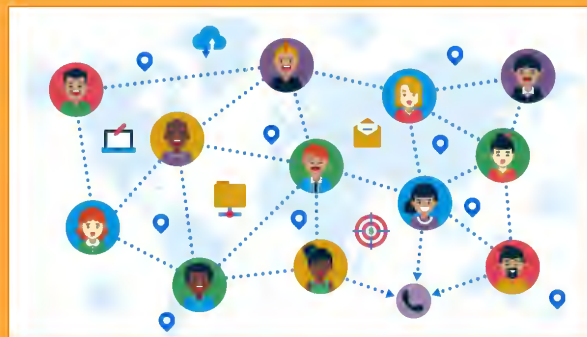
Our Data

- Collect Number classrooms visited
- Teachers opened doors to all in the building
 - Removed 1st barrier and provided clarity (gentle nudges)
- Had to send friendly reminders to staff to collect feedback (fill out the form)



Our Discoveries

- Feedback and discussion
- Milcarek (4th Grade) - Schumacher (1st Grade) - Uskert (3rd Grade)
-
- Teachers were talking with other teachers about doing what is best for kids!
 - Learn from one another
 - Build relationships
 - Common language
- CONNECTIONS WERE MADE!



Where We Are Heading Next?

- Build routine classroom visits into the culture as a norm
- Continued conversations on setting norms 2 visits per 9 weeks into classrooms
- Setting reasonable, realistic expectations (staff suggested) into UCE norms



Conclusion

1. Survey results - identified a problem
2. Worked with administration and teachers (collaborated) to solve together
3. Great dialogue from teachers & connections
4. Unpredictable findings but memorable feedback
5. **STARTED SOMETHING GREAT!**

**Sometimes the
greatest PD is the
teacher down the hall.**

Brian Aspinall

@weareteachers