



AR Narrative Year 2

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Background Leading to Inquiry:

After being fully virtual or hybrid for a year and half, we noticed that our students were struggling with appropriate behaviors, particularly in the hallways. Additionally, we noticed that students didn't seem to have the same level of connection to our building and staff. More specifically, students seemed to lack any type of meaningful connection and didn't seem to have the same level of pride in being a part of our school community. This was troubling and left many of our staff at a loss for how to foster that connection. Finally we also began to see an uptick in more severe behaviors like vandalism. While much of this was related to the Tik Tok challenges, we were still left to wonder if the loss of connection many students had experienced during the pandemic was a contributing factor and whether or not we could change it.

Purpose:

With the background information weighing on our project, we worked to create a welcoming environment while also increasing supervision of the hallways. Student behaviors have become a much larger issue since returning full-time this school year. As a result, we will work to improve teacher morale and student sense of belonging in the hopes that it will help students feel more connected to our school and

Questioning (Wondering):

How would focusing on proactive vs. reactive interactions with students impact overall behaviors and feelings of trust and safety in the hallways?

Sub Questions:

- Will greeting students by name during passing periods change both the student and teacher actions within a hallway?
- How can we engage teachers in a simple process that assists in their ability to build positive relationships with students?
- How does using a student's name influence their perception of connectedness to our school and the team they are clustered in?
- What is the impact on teacher perception of how students respond when corrected within the hallway?
- How is hallway discipline impacted?

Actions:

1. We re-emphasized the importance of teachers being in the halls in the morning and during passing periods.
2. We invited 3 teachers, based on proximity, to purposely greet as many students as they could by name in the mornings.
3. Teacher leaders met with teachers from three 7th grade teams to invite them to be a part of our action research. These 3 teams have particularly crowded and rowdy hallways.

4. We asked each teacher in the research group to choose one student to target with positive greetings and proactive interactions in the hallways.

Data Collection:

- We conducted surveys of both teachers and students through Google forms to gain an initial understanding of student perceptions of the hallway climate.
- After 5 weeks, we interviewed a few of the target students to see if they were positively greeted in the mornings and to gauge their feelings of safety and trust with their team teachers.
- We also asked teachers to give us a follow-up narrative of any changes that they noticed with their target students.

Data:

Some of the initial observations around the data related to students feeling as if there is a consistent teacher presence during arrival and passing periods; however, students reported that they felt teachers primarily just talked with one another and only addressed them if they were correcting something wrong. This was actually substantiated by the teachers who noted through some self-reflection that they indeed spend most of the time during hallway supervision interacting with each other.

As we circled back to interview our targeted students and the teachers, a couple of themes emerged. First, for students they definitely noticed that teachers were greeting them daily and more engaged with them during hallway supervision. They also noted the positive effect it had on them, especially if they were having a rough morning or day. For teachers, a major theme was the carry-over the greeting had in helping grow the relationship with students and even into helping the students become more participative within the classroom.

Discoveries:

As we began with our first phase and pilot team, there were three things that stood out very quickly. First, many of our at-risk students responded very positively to being greeted by name each morning. Many of these same students and others actually began initiating conversations with the teachers who were a part of the pilot. The last thing we realized was that we needed to work to grow the targeted area we were seeking to influence.

Our work in phase two when we added two additional teams to the research and added an additional area of focus definitely furthered our understanding. Our work with the two additional teams and target students who would be considered our high-flyers in terms of hallway behaviors also led to some interesting discoveries for the teams and teachers. They discovered how initial positive interactions in the morning seemed to ward off negative behaviors throughout the day. Another aha was how many of the targeted students began to become more comfortable and started opening up with more staff. Finally, many of the teachers were struck by how students they had struggled to build relationships with early in the year suddenly became more open and actually sought out positive interactions.

Next Steps:

Our immediate next step is to give the survey to all of the students who participated in mid-May so we can begin to track the growth from the pre-assessment. We chose not to give just prior to spring break because for some of the students they had only been experiencing the change in teacher behavior for four to six weeks, and we did not feel as if that was enough time to measure any meaningful change. The most exciting next step will be the inclusion of this information into our planning and delivery of professional development around building relationships at our summer retreat for staff and then opening the school year with a focus on greeting students vs. supervising as we welcome them to a new school and year. By using

data and the perceptions of our own staff and students, we feel much better about getting people on board for this type of shift in our culture.

Bibliography:

Hallway Greeters Make the Morning Transition Safe and Pleasant |. (2005, November 1). Responsive Classroom. Retrieved April 10, 2022, from <https://www.responsiveclassroom.org/hallway-greeters-make-the-morning-transition-safe-and-pleasant/>

Stuart, D. (2018, August 4). *Moments of Genuine Connection: A Piece of Paper, a Clipboard, and a Goal*. Dave Stuart Jr. Retrieved April 10, 2022, from <https://davestuartjr.com/moments-of-genuine-connection-a-piece-of-paper-a-clipboard-and-a-goal/>

Harper, A., Smith, J., Castro, E. E., & Modan, N. (2018, September 14). *New study suggests that greeting students with a positive message yields benefits*. K-12 Dive. Retrieved April 10, 2022, from <https://www.k12dive.com/news/new-study-suggests-that-greeting-students-with-a-positive-message-yields-be/532359/>

Shifting from Hallway Monitors **to Hallway Greeters**

Perry Meridian Middle School

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Background Leading to Our Inquiry

- ❖ After being fully virtual or hybrid for a year and a half, we noticed that our students were struggling with appropriate behaviors, particularly in the hallways.
 - ❖ We also noticed that students seemed to be less connected to our community and each other.
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The Purpose of Our Inquiry

Therefore, the purpose of my action inquiry was to build relationships and improve behaviors in the hallways.

"I HAVE ALWAYS BEEN DELIGHTED AT THE PROSPECT OF A NEW DAY, A FRESH TRY, ONE MORE START, WITH PERHAPS A BIT OF MAGIC WAITING SOMEWHERE BEHIND THE MORNING."

- J. B. PRIESTLEY

Our Wonderings

How would focusing on proactive vs. reactive interactions with students impact overall behaviors and feelings of trust and safety in the hallways?



“Hallway greeters were asked to look at the children as they entered the building, greet as many children as possible by name, and remind children who were off track about what walking through the hallway should look and sound like. “It’s very different from hallway monitoring,” explains principal Ed Barnwell, “because monitors watch, but don’t engage, and they usually focus on punishment for misbehavior. We know you can’t punish kids into learning social skills.”

Our Actions

1. We re-emphasized the importance of teachers being in the halls in the morning and during passing periods.
2. We invited 3 teachers, based on proximity, to purposely greet as many students as they could by name in the mornings.
3. Teacher leaders met with teachers from three 7th grade teams to invite them to be a part of our action research. These 3 teams have particularly crowded and rowdy hallways.
4. We asked each teacher in the research group to choose one student to target with positive greetings and proactive interactions in the hallways.

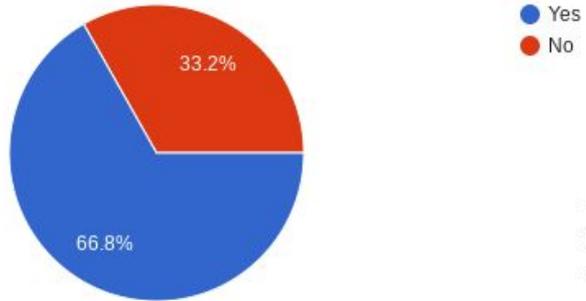
Data Collection

- We conducted surveys of both teachers and students through Google forms to gain an initial understanding of their perceptions of the hallway climate.
- After 5 weeks, we interviewed a few of the target students to see if they were positively greeted in the mornings and to gauge their feelings of safety and trust with their team teachers.
- We also asked teachers to give us a follow-up narrative of any changes that they noticed with their target students.
- Tracked tardy data from our Pilot team (Team Navigate)

Our Data

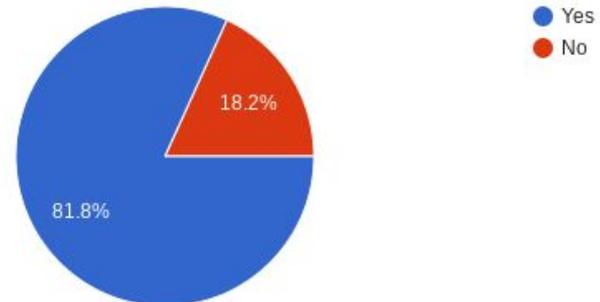
Is there a teacher/adult who regularly greets you in the mornings?

343 responses



Do you have students that you purposefully target with positive greetings/interactions in the mornings?

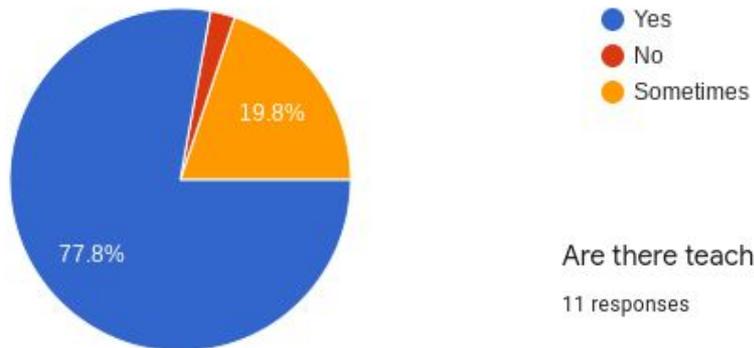
11 responses



Our Data

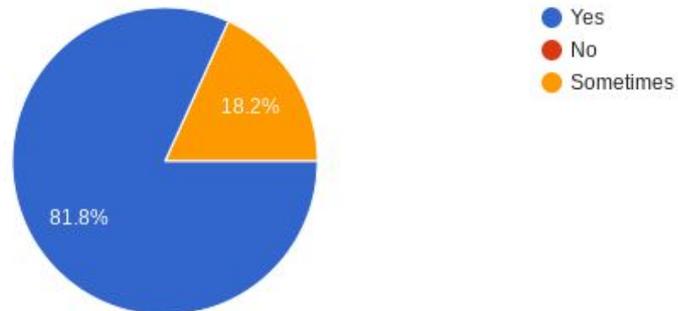
Are there teachers/adults monitoring your hallway in the morning before Advisory?

343 responses



Are there teachers/adults monitoring the hallway in the morning before Advisory?

11 responses



Our Data: Initial Teacher Responses



“I do not think that we acknowledge the other students from other teams unless they are doing something 'wrong!'.”

“Simply by being present and being nice when they should be and motivating students to do the right things, would help the hallway environment.”

“Greet students, smile at them, ask them a question a day to get to know them better, let them know you think it will be a great day for them.”

Our Data: Shift in perceptions from the beginning to now

Before:

“Some teachers talk to us in the mornings, but mostly they just talk to each other.”

“They usually just tell us to get to class or to put our hoodies up.”

After:

“When the teachers say good morning or tell me to have a good day, it makes my day more positive.”

“When teachers are positive and in a good mood, it makes me in a better mood to learn.”

“Mrs. N always says good morning to me and tells me to have a good day.”



Our Data: Interviews with Target Students

All students reported that at least one teacher greets them in the mornings. Most students named a teacher that they trust and could go to if they needed.

“Sometimes I am in a bad mood when I come to school, but the teachers seem happy and say, ‘Good morning’ and that makes my day start to get better.”

Students noticed teachers being more friendly and talking to them less about negative behavior corrections.

“I am more comfortable in the teacher’s class when they are nice in the hallway and talk to me about things I am interested in.”

Our Data: Teacher Observations After Purposeful Greetings

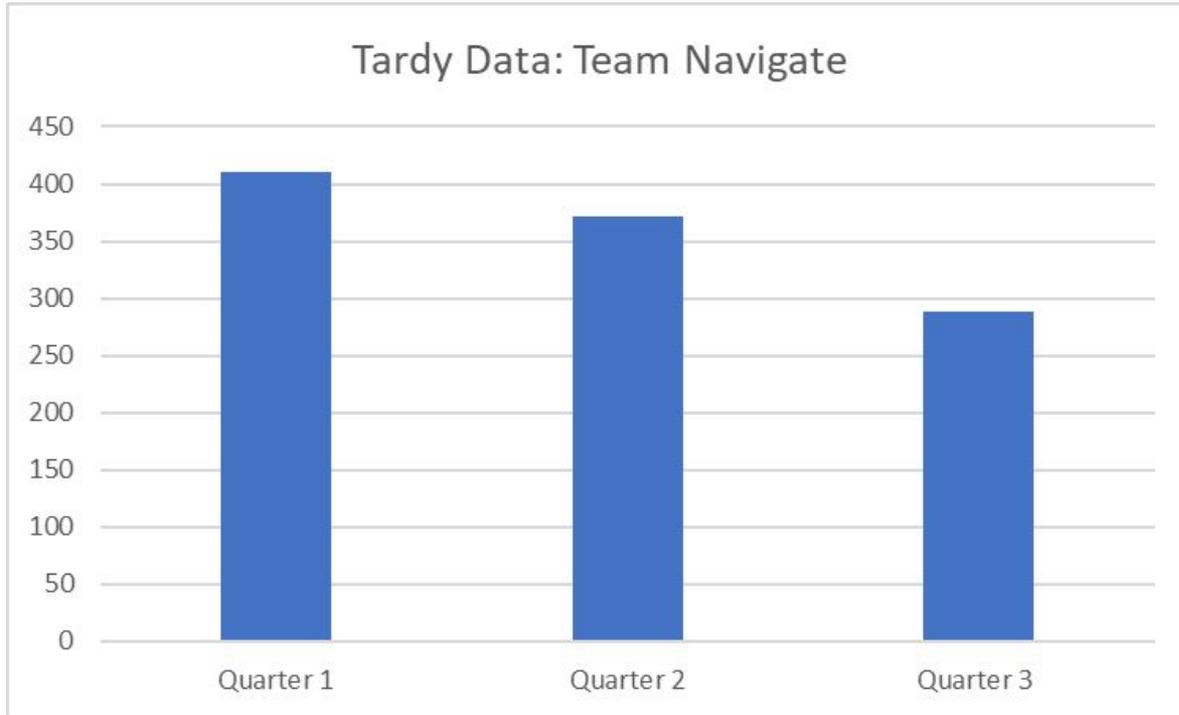
“I spent a lot of time with (student) over the last month. I feel like he just needed someone to help justify his feelings and to let him know that although his behavior was bad, he has the right to feel upset. He definitely had more good days. When he didn't say hi back in the morning, I knew he had a bad morning at home and could warn other teachers. We made some deals and he got several rewards along the way. Overall, I think this was a great way to consciously think about a student in a different aspect and it made a difference.”

“...and although we have not had much time to see positive effects, the negatives seemed to have decreased.”

“Because of the positive greetings, (student) has talked more in class while in small group, is willing to answer questions, and actually carries on a conversation with me when I simply ask, ‘How was your weekend?’ Before it was always a one word answer but now she responds in complete sentences.”

“ I have noticed that she has smiled a couple of times and engaged in a little bit more conversation after saying good morning to her, but I have not seen a lot of positive changes in her in the classroom”.

Tardy Data: Team Navigate



-Our 1st Pilot team had a 30% reduction in Tardies from quarter 1 to 3.

Our Discoveries

Three things we learned initially:

- At-risk students respond well and gain trust of greeters
- Students began initiating conversations
- Targeted area needed to be expanded

Things we learned in phase two:

- Initiating positive interactions in the morning helped to ward off negative behaviors throughout the day
- These students became comfortable and started opening up more with teachers and staff
- The starting point of building relationships can be as simple as being present in the hall and greeting students
- The greeting opens the door to students being more willing to engage in classroom activities and conversation in general



Where We Are Heading Next

- ❖ Give survey at the end of the year to assess progress and changes in perceptions
 - ❖ Continue to discuss ways to maximize hallway interactions during our summer retreat with the whole staff and share data from EOY surveys
 - ❖ During our opening meeting: emphasizing how greeting students to create an opening can be the first step to building relationships
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Bibliography

Hallway Greeters Make the Morning Transition Safe and Pleasant |. (2005, November 1). Responsive Classroom. Retrieved April 10, 2022, from <https://www.responsiveclassroom.org/hallway-greeters-make-the-morning-transition-safe-and-pleasant/>

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Images

Slide4:Thinking Clip Art

<https://www.gannett-cdn.com/-mm-/c7e6945626ebe0d253725263318a2e7c9389806c/c=0-0-534-712/local/-/media/2015/10/09/Wilmington/Wilmington/635799876450490556-wondering.jpg>

Slide 9: Teacher Clip Art

<https://www.pngitem.com/pimgs/m/360-3602696-transparent-woman-with-money-clipart-transparent-background-teacher.png>

Slide 10: Student Clip Art

<https://creazilla-store.fra1.digitaloceanspaces.com/cliparts/33083/college-student-clipart-xl.png>