



## Promoting Positivity Through Instructional Rounds

**Principal Name:** Ryan Bounds

**School Name:** Michael Grimmer Middle School

**Team Members' Names:** Sara Brejc and Sarah Roth

**Principal's Email Contact:** rbounds@lcscmail.com

### **Background Leading to Our Inquiry (Slide 2)**

In the past five years, Grimmer has gone through a cultural shift.

- Staff morale had been decreasing.
- Due to the lack of teaming in our corporation, teachers often don't have the ability to learn from colleagues.

### **The Purpose of Our Inquiry (Slide 3-4)**

Teachers are curious about strategies and practices implemented by their fellow teachers, which help foster high achievement, but do not often have an opportunity to observe them teaching.

- Department Chairs and Administrators are afforded this opportunity but other teachers are not.

Grimmer's teacher leaders set out to establish a process in which teachers could learn from their colleagues through observing them in real time.

Goals for teachers being observed:

- Validate
- Encourage
- Promote

Goals for teachers observing:

- Gain applicable strategies
- Observe common practices
- Create a community of collaboration

### **Our Wondering (Slide 5)**

We wonder how instructional rounds will impact Grimmer morale, instruction and ultimately school culture.

## **Our Actions (Slide 6)**

- IPLI Team articulated their wondering to a plan
- Presented plan to the Leadership Team
- Presented plan at monthly staff meeting
- Sent out Google Form to all teachers
  - Teachers could sign up to be observed and/or observe
- Teacher Leaders organized the first round
- Instructional Rounds grew through positive feedback

## **Data Collection (Slide 7)**

Common Threads From Interviewing Teachers:

- All three teachers greatly valued the feedback of their peers
- All three teachers felt seen and valued
- All three teachers felt encouraged
- All three teachers would encourage their colleagues to participate

## **Our Data (Slides 8-10)**

*"It's important for teachers to watch other teachers. Observations have been very formal, but these were more informal. This process opened a dialogue that you don't normally get."*

- Trishanne Boyer, ELA Teacher, 25 years in the classroom

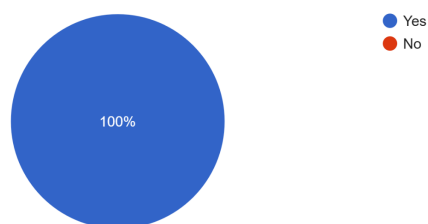
*"A teacher may not realize they are doing something great until another teacher points it out."*

- Maddie Schrage, 5th Grade ELA & Science, 5 years in the classroom

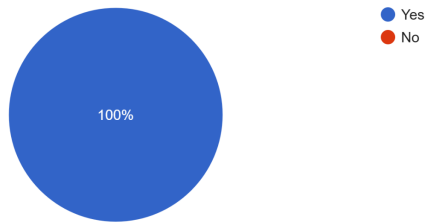
*"I really hope this continues after IPLI is done. I can't wait to get into a classroom to observe!"*

- Christa Moore, Math Teacher, 10 years in the classroom

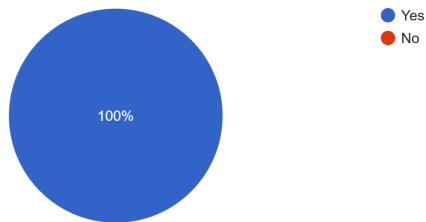
Would you be willing to be a teacher that is observed in the future?  
6 responses



Did you observe strategies from your peers that you could apply in your own classroom?  
6 responses



Would you recommend that your colleagues participate in observing other teachers here at Grimmer?  
6 responses



*"Taking some of the day-to-day work off me and having a "student leader" is great take-away. The student leader leads the class to go over daily warm ups, agenda, etc. using index cards previously filled in with all classmate's names on them."*

- Teacher Observer in Ms. Boyer's ELA class

*"I really enjoyed the mad libs activity and her attention getter where she said " hands on your head" and students settled down and put their hands on their head."*

- Teacher Observer in Miss Schrage's 5th grade class

### **Our Discoveries (Slide 11)**

- We learned that our teachers genuinely care about learning from and supporting each other:
  - Our survey showed 100% learned a strategy
  - Our interviews showed 100% felt validated
- We learned that our teachers want this to continue beyond this year:
  - 100% of observers are willing to be observed
  - 100% of observers recommend it to their peers
- The Principal learned how powerful Grimmer's teacher leaders are in building positive school culture

### **Where We Are Headed Next (Slide 12-13)**

#### General Reflection:

Despite some teachers' initial hesitation, enthusiasm for Instructional Rounds has grown and most are now excited to be a part of the process. As is true with most things, the unknown is scary. But once teachers began to share their positive experiences with Instructional Rounds on both the observation and observing sides, new volunteers began to approach us with excitement and anticipation of what they could personally gain from this type of experience.

#### Direction for the Future:

Early on, we discovered that there was one aspect of the instructional rounds that we had not considered: observed teachers wanted a chance to sit down with the observation team to discuss their notes. So, we added in that component.

In the future, we would like to empower other teachers in the building to implement observing teams without the sole organization of the team leaders.

We also intend to use our notes and observations from each classroom to build a book of practices that can be referenced by teachers throughout the building, especially newer teachers who might need to build their bag of tricks.

### **Bibliography (Slide 14)**

Marzano, R., Warrick, P., Rains, C., & Dufour, R. (2018). *Leading a High Reliability School*.  
Bloomington, IN: Solution Tree Press

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Grimmer Middle School

W. Ryan Bounds  
rbounds@lcscmail.com

Sara Brejc and Sarah Roth



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# Data Collection Piece 1

## Common Threads From Interviewing Teachers:

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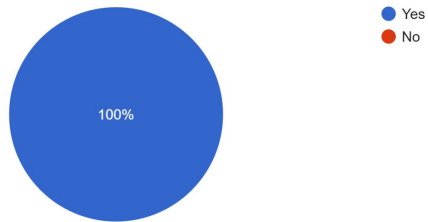
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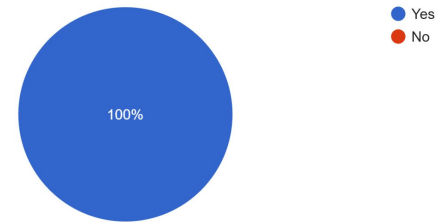
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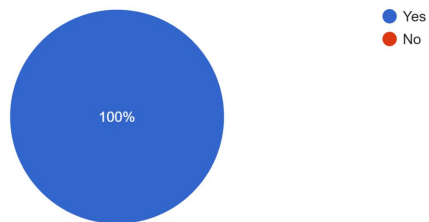
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