



Synchronizing **Seeger** into a  
**R**elationships  
**E**mpathy  
**A**cademic excellence  
**L**eadership  
Community

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# What led us here?

- Numerous new teachers in the building
- Teachers feeling disconnected
- Not feeling a family atmosphere



# Purpose of This Inquiry

- Help build relationships within the staff, students and community
- Be inclusive across departments
- Build solid foundation for the future



We wondered...



What can we do to bring our staff together and have everyone feel valued?

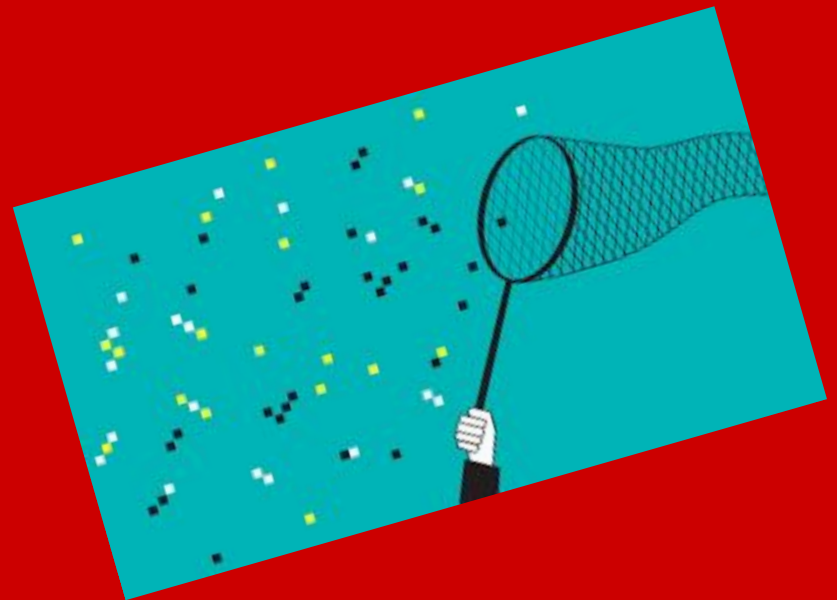
# Our Actions

- PLC Relational Activities and Shared Leadership of Meetings
- Instructional Playbook
- Personalized Goals
- Instructional Rounds
- Social Media Communication



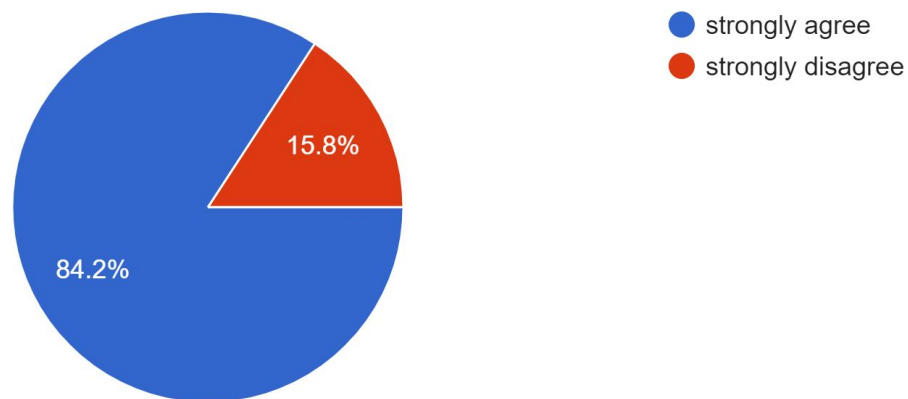
# Data Collection

- Google Forms for Staff and Students
- Small Group Collaborative Brainstorming
- Shared Photos of Posted Personalized Goals
- Social Media Impressions
- Yearbook Survey
- Teacher Auditing
- PLC Google Classroom

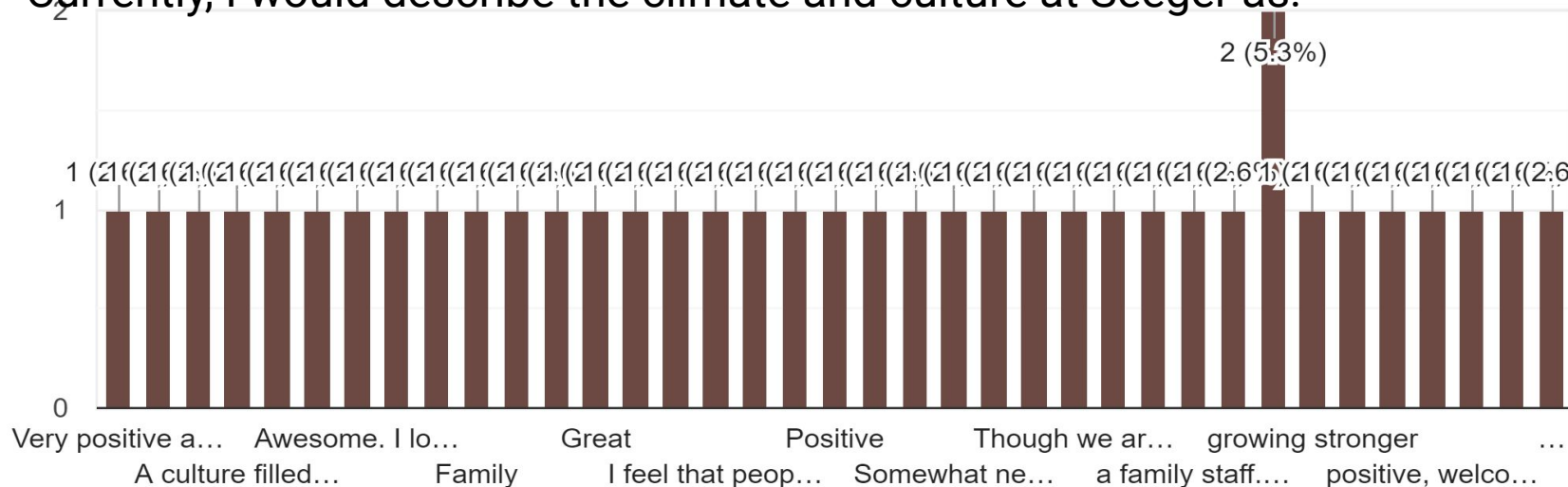


# Staff Survey Example

Beginning PLC time with an activity that either randomly, or sometimes intentionally, groups teachers into collaborative teams has helped to build community among coworkers.



Currently, I would describe the climate and culture at Seeger as:

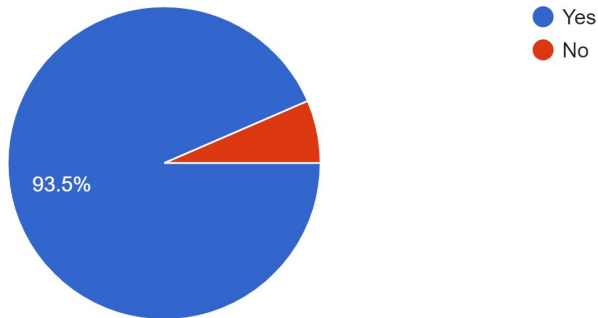




# Student-Generated Teacher Report Card

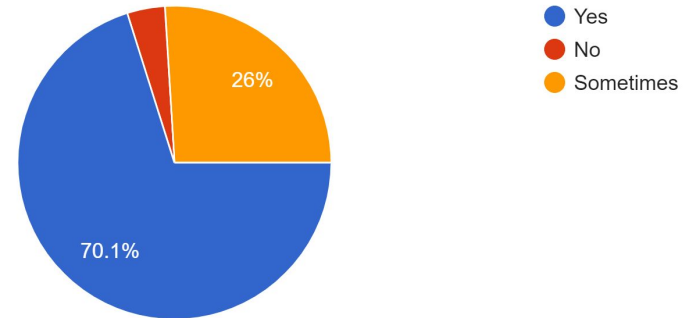
Does my teacher care about me as a person?

77 responses



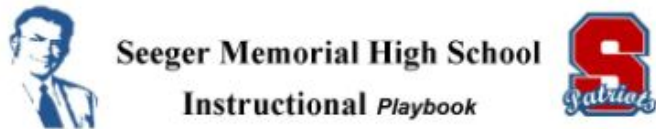
Does my teacher help me when I'm struggling?

77 responses

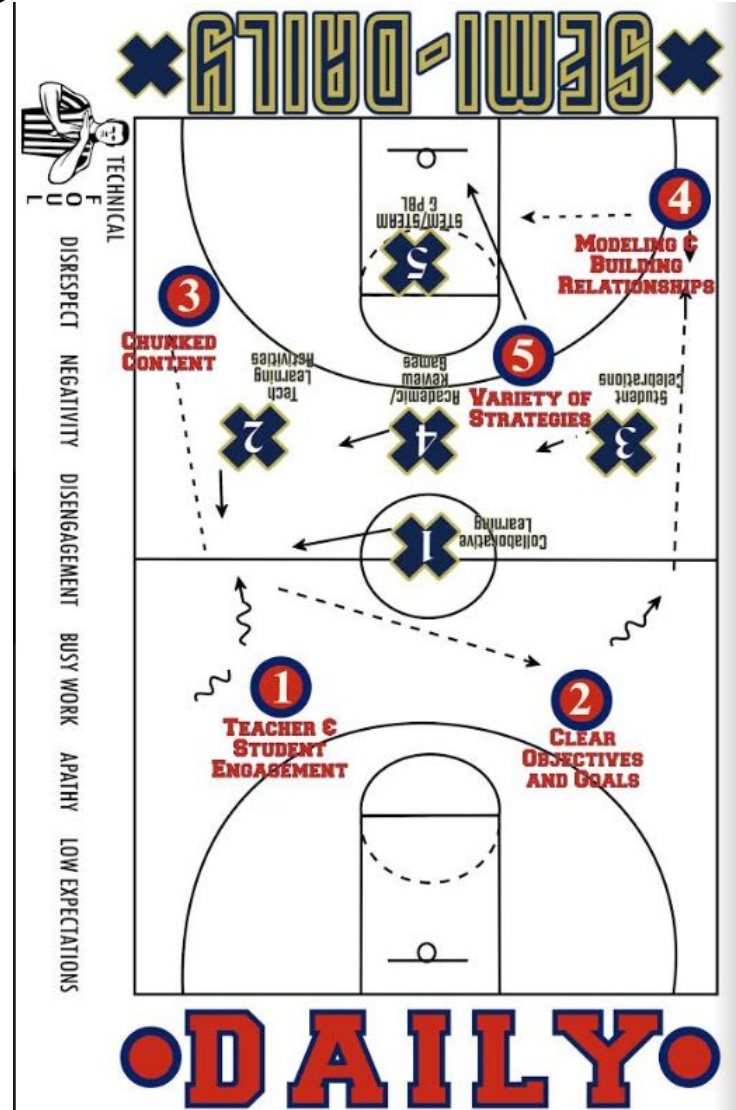




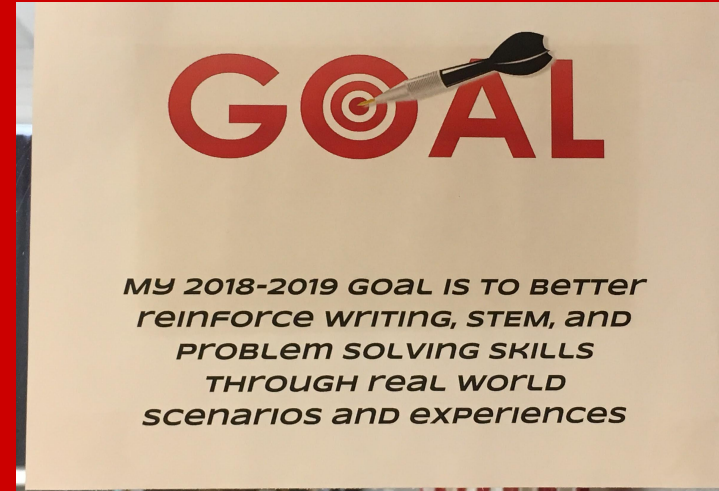
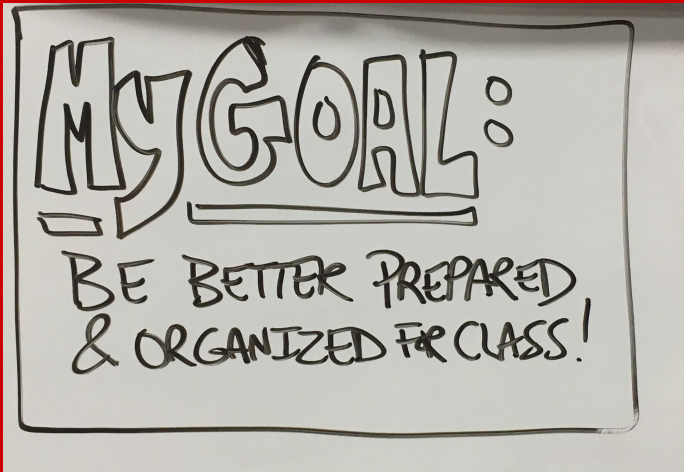
# Instructional Playbook & Personal Growth Goals



SHOULD SEE AND HEAR ALMOST DAILY	Might See and Hear, but Not Daily	Should Never See or Hear
<b>ACTIVE TEACHER AND STUDENT ENGAGEMENT: ALL STUDENTS, BELL-TO-BELL</b>	Technology Integrated into Learning Activities	Teachers or Students Being Disrespectful or Negative
<b>CLEAR OBJECTIVES/GOALS</b>	Academic/Review Games and Activities	Disengaged Teachers or Students
<b>ORGANIZED CLASSROOMS WITH CLEAR NORMS AND PROCEDURES</b>	STEM/ STERM and PBL (Problem Based Learning)	Busy Work or "Free Time" - Activities That Are Not Purposeful and Learning-Centered
<b>CONTENT CHUNKED INTO SEGMENTS THAT INCLUDE ACTIVE LEARNING (MOVEMENT, CHECKS FOR UNDERSTANDING, COLLABORATION, AND DIFFERENTIATION)</b>	Group Activities/ Collaborative Learning	Low Expectations/ Apathy
<b>BELL-TO-BELL LEARNING</b>	Student Celebrations For Growth, Achievement, and Character:	
<b>TEACHERS MODELING RESPECT, ENTHUSIASM, AND POSITIVITY IN THE CLASSROOM WHILE BUILDING RELATIONSHIPS WITH STUDENTS</b>	School-wide Classroom Individual	
<b>VARIETY OF TEACHING AND LEARNING STRATEGIES IMPLEMENTED THROUGHOUT THE CLASS PERIOD</b>		
<b>HIGH EXPECTATIONS AND PROFESSIONALISM (STUDENTS AND TEACHERS)</b>		



# Personal Goals



# Teacher Audits

Name of Teacher Observing	Name of Teacher Being Observed	Hour Observation Took Place	Date of Observation	Goal of Observation	
Mrs. Beckett	Mrs. Lanie	5th Hour	1/1/2019	Ideas for quick feedback	
Mr. Turner	Mr. Stucky	3rd Period	2/26/2019	Sharing group work ideas	
Diane Hearn	Mr. Mori	1st	02/08/2019	Seeing another teacher teach large group	
Brian Greene	Ashley Reynolds	1st hour	2/26/2019	Workplace specialist observation 1	
Laura Davis	Brian Greene	6th hour	11/2018	tips on regular lesson planning	
John Comer	Ms. Hearn and Mr. Ruemler	4th Period	3/7/19	How to manage and plan for large groups.	
Diane Hearn	Scott Moore	1st hour	3/5/19	Review games	
Diane Hearn	Heather Scott	2nd hour	3/7/19	Connection between music and physical movement	
Makenna Cronk	Amy Campbell	TBD	TBD	and planning effective and meaningful lessons	

# Yearbook Survey

Do you like how the teachers sit on the red stool during passing periods.



“

yes, Because they can see if you come to class on time and see if you are doing ok.

Bailey Holliman



“

Yes, Because they talk to us more and we get to know each other more.

Mariah Tanner



“

Yes, Because it lets them interact with the students more.

Henrah Schideler



# Social Media



# PLC Classroom

≡ Seeger Staff PLC, Communication, and Sharing ... Stream Classwork People

## Seeger Staff PLC, Communication, and Sharing Board

Select theme  
Upload photo

Upcoming

No work due soon

[View all](#)



Share something with your class...



Laura Davis  
Mar 11



We have over 100 posts of teachers sharing

# Our Discoveries



- ❑ **Relational activities** lead to positive climate change.
- ❑ **Instructional Playbook** is a tool that strategically implements shared and consistent instructional guidelines.
- ❑ **Building Relationship Time** stools work for staff and student communication.
- ❑ **Social media** showcases our student family.

# Where We Are Heading Next?

- ❑ Continue to have teacher driven goals and relationship building activities
- ❑ Encourage staff members, outside of the leadership team, to be in charge of staff relationship activities
- ❑ Implement our Playbook with new and veteran teachers as well as have it posted in our entrance
- ❑ Encourage classes and clubs to post to social media regularly to boost our positive social media presence
- ❑ Increase collaboration during our teacher-driven PLC meetings



# New Wondering...

How do we strengthen and continue to grow all that we have set in place?



# Bibliography

Marzano, Robert J., Warrick, Phil, & Simms, Julia.  
(2014). *A Handbook for High Reliability Schools*.  
Bloomington, IN: Marzano Research.

Indiana Principal Leadership Institute. (2018).  
*Marzano High Reliability School Report*.  
Indianapolis, IN: Indiana Principal Leadership  
Institute.



## **Synchronizing Seeger: A R.E.A.L. (Relationships, Empathy, Academic Excellence, and Leadership) Community**

**Principal Name:** Rob Beckett

**School Name:** Seeger Memorial Jr. Sr. High School

**Team Members' Names:** Diane Hearn and Mindy Hunter

**Principal's Email Contact:** [rbeckett@msdwarco.k12.in.us](mailto:rbeckett@msdwarco.k12.in.us)

### **Abstract:**

With a number of new teachers at Seeger Memorial Jr. Sr. High School, it seemed especially effective to focus on building relationships among our faculty and staff. Seeger has a reputation for being a welcoming place with caring faculty and staff, respectful students, and high expectations for academic success through collaborative, relational practices. However, over the past few years there has been a large turnover in faculty and staff and it is time to rebuild the foundation of community among faculty, staff, and students through intentional relational activities.

This presentation will outline the steps taken to build relationships among faculty, staff, and students, and community stakeholders, the creation of a unified Classroom Instructional Playbook, and an overview of personalized goals set by teachers working in community.

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

Several new teachers and several veteran teachers voiced concern that even though we proclaim to have a family atmosphere, their experiences did not reflect this ideal. Teachers felt they were on the outside of the group and we knew we needed to change. We were also curious if our staff was feeling disconnected from our school community, then perhaps students and community members were as well.

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

Therefore, the purpose of our action inquiry was to help build relationships within the staff, students, and community. We wanted to be inclusive across departments and most importantly, build a foundation for the future.

### **Our Wondering (Slide 4)**

With this purpose, we wondered what actions could be done to bring our staff together and have them feel valued.

### **Our Actions (Slide 5)**

First, we began our "unity of community" with simple ice breaker activities to begin our PLC meetings, eventually having different members of our Leadership Team lead the 5-10 minute activities. We heard laughter and saw people up, moving and interacting to start our meetings.

As our next initiative, we challenged our staff to create an Instructional Playbook using the examples given to us at our IPLI training. We took steps to mix departments into groups to brainstorm what we wanted to include in our legacy playbook - synchronizing Seeger into a community of relationships, empathy, academic excellence, and leadership to outlast our current staff.

Third, we encouraged teachers to share pictures, events, and videos to our school social media sites on Facebook and Twitter to reach our community stakeholders.

Connecting with students started with our principal placing Building Relationship Time red stools around our school in various locations in our hallways. Teachers were asked to sit on a stool during passing periods and engage with students as they passed by. Quick chats during this time helped to let students know our staff is working to open lines of communication with them.

Finally, we established personalized individual goals which were shared on the staff PLC Google Classroom and posted in physical classrooms. To help meet these goals through collaboration, teachers participated in audits - observations of colleagues that would help in reaching those goals.

#### **Data Collection (Slide 6)**

We surveyed our staff using Google Forms. We asked questions regarding how our staff felt about the atmosphere of Seeger. Several teachers then used a Student-Generated Teacher Report Card survey to help us understand how our students view our concern for them.

As a staff we brainstormed, then developed and printed our instructional playbook for present and future staff members. Using the playbook as a guide, teachers developed personal goals which are posted in the teacher's classroom. Photos of the posted goals have been shared in our PLC Google Classroom.

Using social media impressions from Facebook and Twitter, we have gained insight to our community interaction with our stakeholders.

Students have been surveyed by our yearbook staff about their feelings concerning the use of our Building Relationship Time red stools around the hallways.

Teacher Audits have been documented on a shared Google Sheet.

#### **Our Data (Slides 7-13)**

Our team first looked at the quantitative data we collected from our Google Form inquiry regarding our perceived school climate, feelings about our PLC ice breakers, and qualitative data gathered concerning personal impressions about the climate and culture at Seeger. Analyzing this data, we implemented a planned introductory activity to begin every PLC meeting designed to intentionally move and interact with other staff members.

We also learned that to maintain our reputation for being a welcoming place with caring faculty and staff, we needed a playbook to outline our instruction guidelines for new and veteran teachers, as well as for our personal growth as educators.

Using both quantitative and qualitative data gathered from our students, we began to understand our role in actively building relationships with our students. Partnered with social media postings about student accomplishments, the BRT (Building Relationship Time) stools encouraged intentional and personal interactions among staff and students.

#### **Our Discoveries (Slide 14)**

- Learning Statement One: Relational activities have worked for a positive climate change.
  - See slides 7 and 13
- Learning Statement Two: Instructional Playbook has given our staff strategies to implement shared and consistent instructional guidelines.
  - See slides 9, 10, and 13
- Learning Statement Three: Building Relationship Time stools, supported by the use of social media, really does build relationships between staff and students.
  - See slides 8 and 13

#### **Where We Are Headed Next (Slide 15)**

Our school was and is perceived as a close knit family; however, reflecting on our data from our staff survey exploring school climate, we learned there was a disconnect between perception and reality. Our teachers have proven to be receptive to building stronger relationships with each other, our students, and our community. They have been on board with all of our changes and have actively participated in all that we have asked of them. We have learned that relationships take work and as we see a fluctuation in staff from year to year, we must continue to build on the foundation we have established this year.

For our future, we will continue to have teacher driven goals and relationship building activities throughout the year. As a team, we will encourage staff members, outside of the leadership team, to be in charge of staff relationship activities. We will implement our Playbook with new and veteran teachers as well as have it posted in our entrance so community members can view our shared instructional guidelines. We will encourage classes and clubs to post to social media regularly to boost our positive social media presence. Last, we will increase collaboration during our teacher-driven PLC meetings.

#### **New Wondering (Slide 16)**

Our team's new wondering, after reflecting on our work this year, is how do we strengthen and continue to grow all that we have set in place?

#### **Bibliography (Slide 17)**

Indiana Principal Leadership Institute. (2018). *Marzano High Reliability School Report*. Indianapolis, IN: Indiana Principal Leadership Institute.  
Marzano, Robert J., Warrick, Phil, & Simms, Julia. (2014). *A Handbook for High Reliability*

*Schools*. Bloomington, IN: Marzano Research.