



# Implementing Instructional Rounds

J.B. Stephens Elementary  
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# Background Leading to this Inquiry

- The pandemic has led to less opportunities for teacher and class collaboration
- Several new teachers to JBS over the past 4-5 years
- New district initiatives call for more teacher feedback and sharing of best practices related to these implementations
- HRS Survey Findings



## Purpose of this Inquiry

We have experienced quite a bit of teacher turnover in recent years and have several new teachers. This has caused a breakdown in how we communicate and execute similar and best practices in and across different grade levels.



## Our Wonderings

We wondered what impact instructional rounds might have on teacher performance and student learning. We also wondered how these rounds might impact our PLC discussions and how they might impact our school's climate and culture as well as staff morale.



## Our Actions

- Researched instructional rounds and talked to schools where rounds had been implemented successfully
- Selected two grade levels to implement rounds this year with hopes to expand to all grade levels for the 2022-23 school year
- Each teacher participated in three instructional rounds during a 3 month period
- Administered surveys to participants before and after instructional rounds
- Grade level discussions during PLCs after each rounds
- Administered survey to entire staff to glean interest in continuation of Instructional Rounds school-wide next school year.

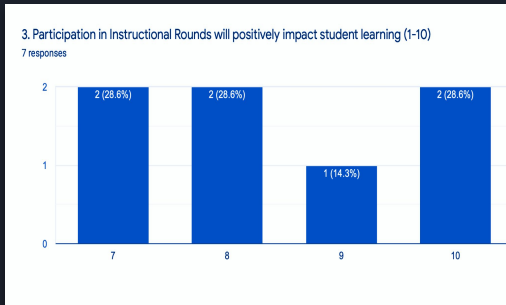
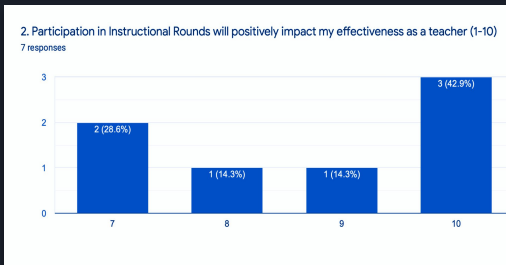
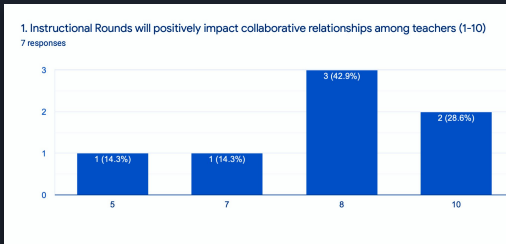


# Data Collection

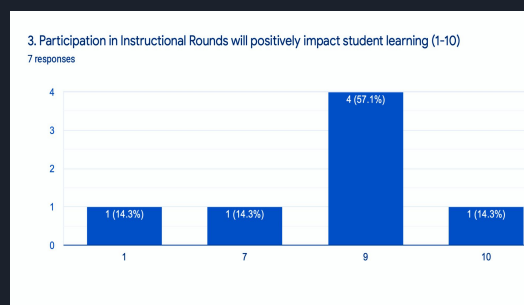
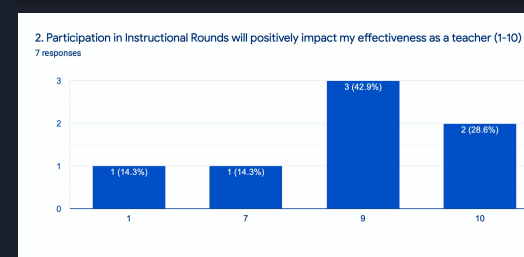
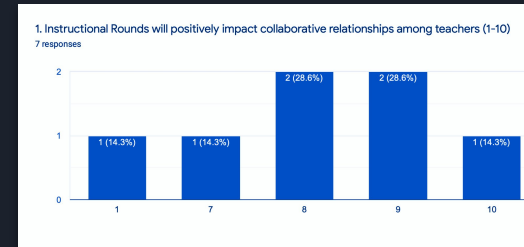
- Surveys
- Identified lesson topics and “look fors”
- Discussion notes kept after each round
- Notes on how process can be improved moving forward

# Our Data—Pre and Post Surveys

PRE

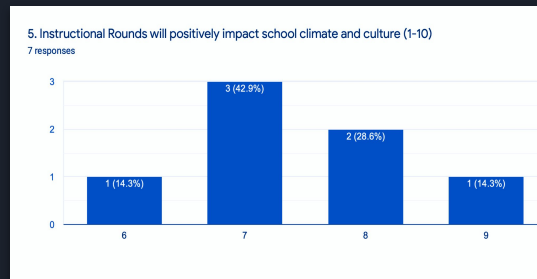
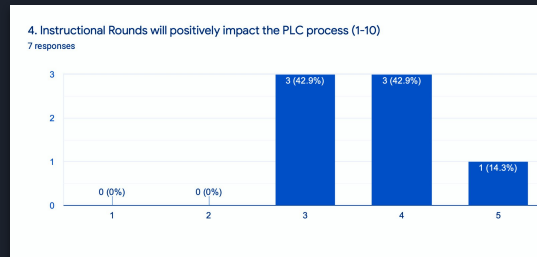


POST

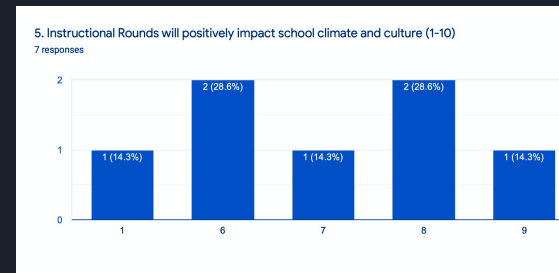
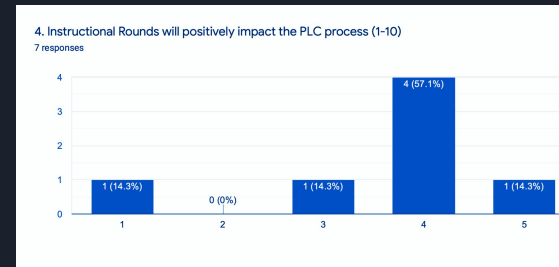


# Our Data—Pre and Post

PRE



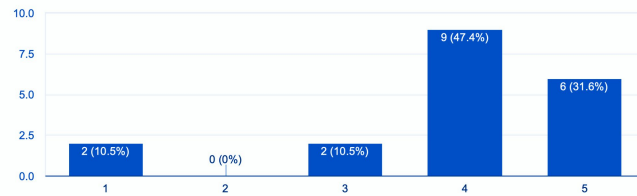
POST



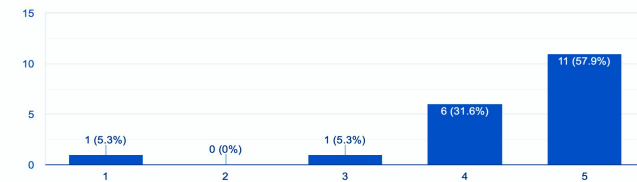


# Our Data—Whole Staff Survey (Moving Forward)

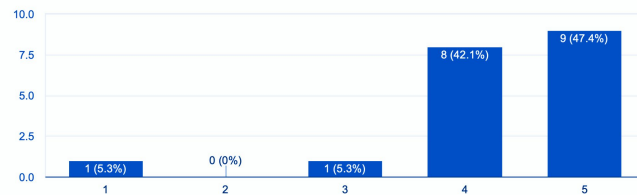
1. Instructional Rounds could positively impact collaborative relationships among teachers (1-5)  
19 responses



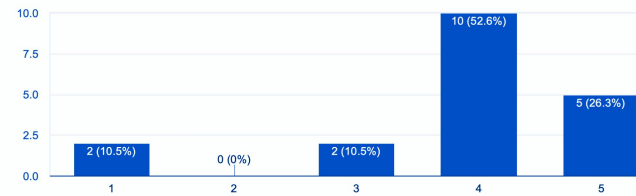
2. Participation in Instructional Rounds could positively impact my effectiveness as a teacher (1-5)  
19 responses



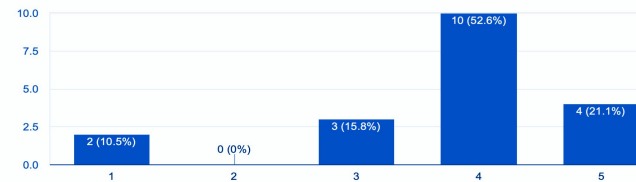
3. Participation in Instructional Rounds could positively impact student learning (1-5)  
19 responses



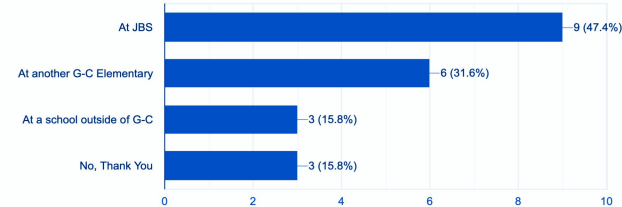
4. Instructional Rounds could positively impact the PLC process (1-5)  
19 responses



5. Instructional Rounds could positively impact school climate and culture (1-5)  
19 responses



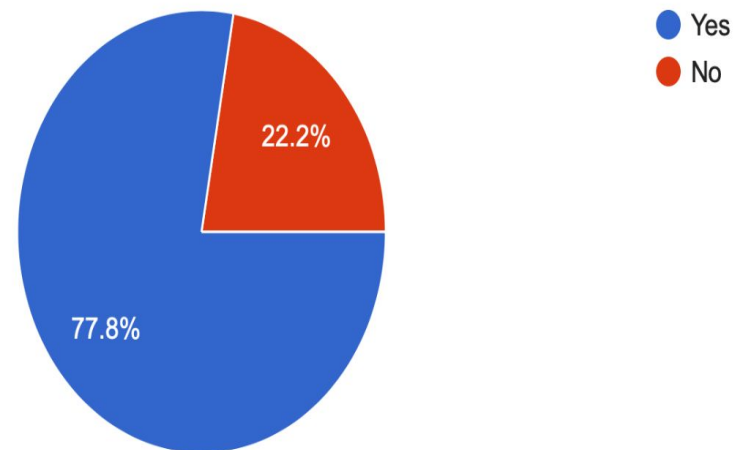
I would be interested in observing other teachers (check all that apply):  
19 responses




# Whole Staff Survey

I would be interested in letting other teachers observe my teaching:

18 responses





## Our Data-Reflections based off of discussion notes

After observing each other and discussing what we saw, we concluded that these things were happening in each classroom:

- Teaching same topics at the same time
- Preparation
- Mini lesson
- Check for understanding

We want to implement each other's strategies within our own classrooms.



# Our Discoveries

Improved communication amongst staff. Opened up better discussions at PLC's or just in general as a grade level.

Helped identify areas of strength and needed growth (as far as teaching and curriculum). As we observed, we noticed different strategies used by other teachers that we could implement in our classroom and on the same note shared our ideas that others wanted to implement, such as conferring, exit tickets, or student collaboration.

Progression of curriculum from grade level to grade level. This is something we started to notice and would like to expand upon as we continue doing rounds. We liked seeing how curriculum stretches across grade levels.



# Where We Are Heading Next

Implement Instructional Rounds school-wide next year. Including Special Education, Related Arts and Title 1

Continue to build relationships among teachers in order to build trust and capacity

Professional Development on providing helpful/appropriate feedback following Instructional Rounds

Let our instructional model guide our Instructional Rounds....common curriculum, language, vocabulary, and goals



## **IMPLEMENTING INSTRUCTIONAL ROUNDS**

**Principal Name:** Shane Bryant

**Team Members:** Lauren Curry and Mandy King

**School Name:** J.B. Stephens Elementary

**Principal's Email Contact:** shbryant@gcsc.k12.in.us

### **Background Leading to Our Inquiry**

Data from the High Reliability Schools survey (HR2) showed that indicator 2.6 which reads, "Our teachers have opportunities to observe and discuss effective teaching" was an area of concern for our staff. Our teacher leaders agree that there is a lot of great teaching that goes on at JBS and that we need to find ways to allow our teachers to observe, give feedback, and discuss different best practices. In addition, our teacher leaders and I have observed that our PLCs have been shifting away from conversations about effective instructional practices, and instead have moved toward conversations about data and curriculum.

### **The Purpose of Our Inquiry**

The purpose of this action research was to engage JBS teachers in instructional rounds during the 2021-22 school year.

### **Our Wondering**

What impact instructional rounds might have on teacher performance and student learning. We also wondered how these rounds might impact our PLC discussions and how they might impact our school's climate and culture.

### **Our Actions**

- Researched instructional rounds and talked to schools where rounds had been implemented successfully.

- Selected two grade levels to implement rounds this year with hopes to expand to all grade levels for the 2022-23 school year
- Each teacher participated in three instructional rounds during a 3 month period
- Administered surveys to participants before and after instructional rounds
- Grade level discussions during PLCs after each rounds
- Administered survey to entire staff to glean interest in continuation of Instructional Rounds school-wide next school year.

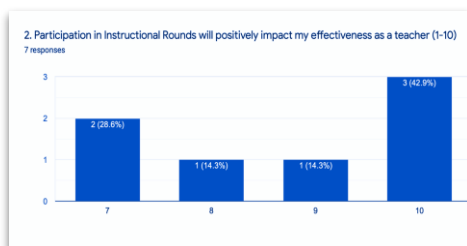
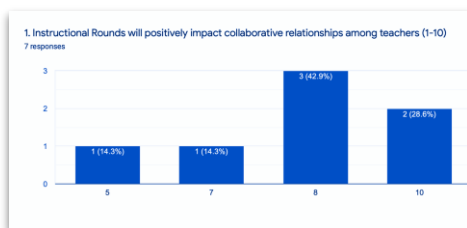
## Data Collection

To gain the best insights into our wondering, we utilized the following to collect data:

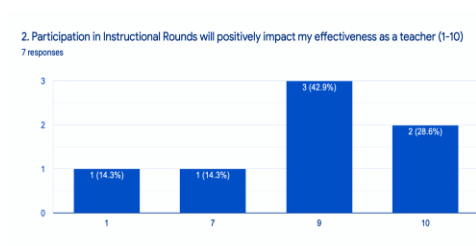
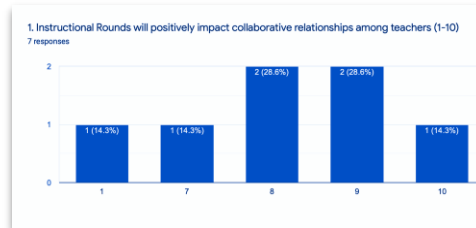
- Surveys—Pre and Post Project and a whole-staff Survey at the completion of our project
- Identified lesson topics and “look fors”
- Discussion notes kept after each round
- Notes on how the process can be improved moving forward

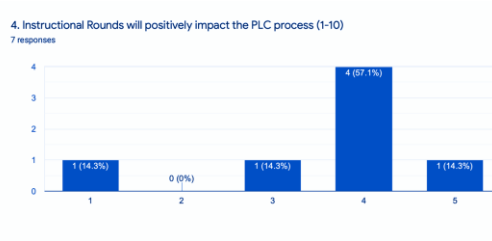
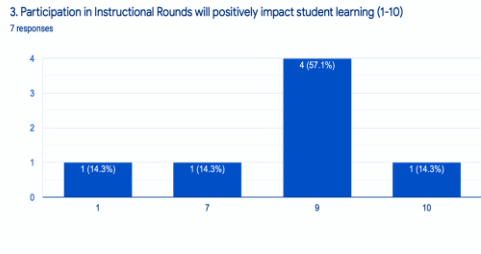
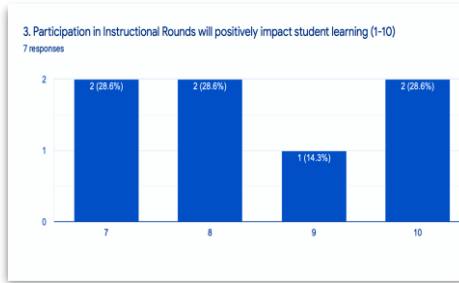
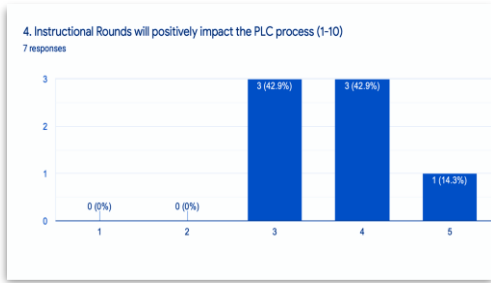
## Our Data

### PRE

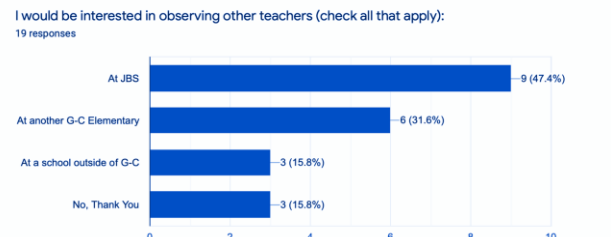
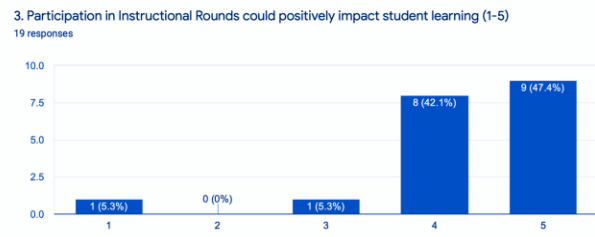
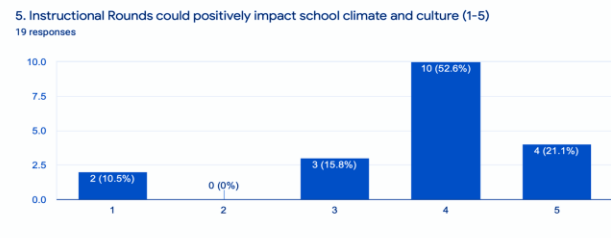
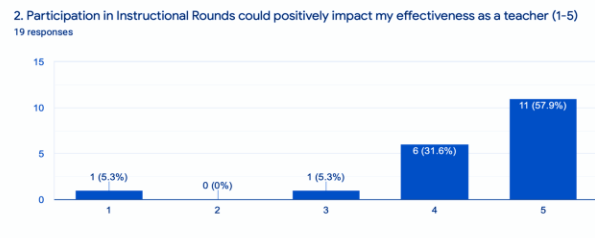
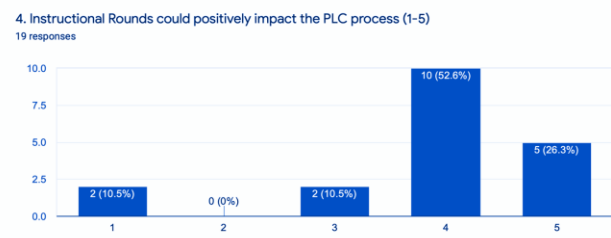
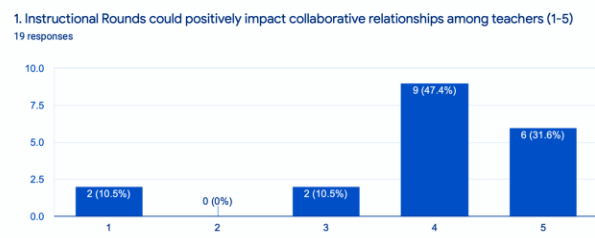


### POST





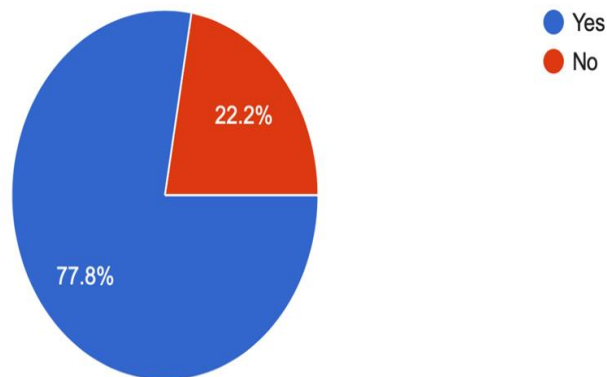
## Whole Staff Survey Data (at conclusion of our project)





I would be interested in letting other teachers observe my teaching:

18 responses



### **Our Discoveries**

- Improved communication amongst staff.
- Opened up better discussions at PLC's or just in general as a grade level.
- Helped identify areas of strength and needed growth (as far as teaching and curriculum).
- As we observed, we noticed different strategies used by other teachers that we could implement in our classroom and on the same note shared our ideas that others wanted to implement, such as conferring, exit tickets, or student collaboration.
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- Continue to build relationships among teachers in order to build trust and capacity.
- Professional Development on providing helpful/appropriate feedback following Instructional Rounds.

→ Let our instructional model guide our Instructional Rounds....common curriculum, language, vocabulary, and goals.

## **Bibliography**

Marzano. R.J., Warrick, P.B., Rains. C.L., & Dufour, R. (2018). *Leading A High Reliability School*. Bloomington, Indiana: Solution Tree Press.