

**Instructional
Rounds:
Breaking Down Silos**

**Southmont High School
Mrs. Datzman
Mr. Thompson
Mr. Burgess**

Background Leading to Inquiry

School Year 2020-2021:



Wondering - "How does my ability to build a culture of trust positively impact school initiatives?"

Background Leading to Inquiry

As we moved into Year 2 our dilemma became a matter of timing...

our morale was shaken last year, had we rebuilt it & are we ready to move onto Level 2?



Background: And the Survey Says...

Southmont Created Survey



Survey Question	Avg. out of 5.0
How well do your colleagues at school understand you as a person?	3.48
How connected do you feel to staff in your department?	3.88
How connected do you feel to other staff outside your department?	2.94
How much respect do colleagues in your school show you?	4.11
How much do you feel you matter to others at this school?	3.31
Do you feel you have the support needed to be successful?	3.37
Overall, how much do you feel like you belong at your school?	3.42

Background: And the Survey Says...

Southmont Created Survey



Survey Question	Avg. out of 5.0
How approachable is your department chair?	4.25
When conversing with your department chair, do you feel listened to/valued?	4.40
How approachable is the admin team?	3.48
When conversing with our admin team, do you feel listened to/valued?	3.17
Do you feel comfortable asking for instructional help from your department team?	4.34
Do you feel comfortable asking for instructional help from other staff members outside of your department?	4.11
Do you feel comfortable asking for instructional help from the admin team?	3.46
Overall, would you say we have a positive, safe, and supportive environment/culture at our school for staff members?	3.74

Background: And the Survey Says...

“Would you say we have a positive, safe, and supportive environment/culture at our school?”

Average: 3.74 / 5.00



Staff Surveys = *Ready to Move* Onto HRS Level 2



Purpose of our Inquiry

HRS Level 2 indicated a desire to grow in our teaching practices:

	2.1	2.2	2.3	2.4	2.5	2.6
Teachers & Staff	3.72	3.68	3.88	3.77	3.40	3.12

- Leading Indicator 2.5: Teachers are provided with **job-embedded professional development** that is directly related to their instructional growth goals.
- Leading Indicator 2.6: Teachers have opportunities to **observe and discuss effective teaching**.

Our Wondering...

“With this purpose, we wondered, how does the process of instructional rounds help teachers learn and grow?”



Action Steps

July → November

- Summer Seminar: HRS Level 1 & HRS Level 2 Data Analysis
- Southmont Created Survey
- “Wondering Statement” Created

December

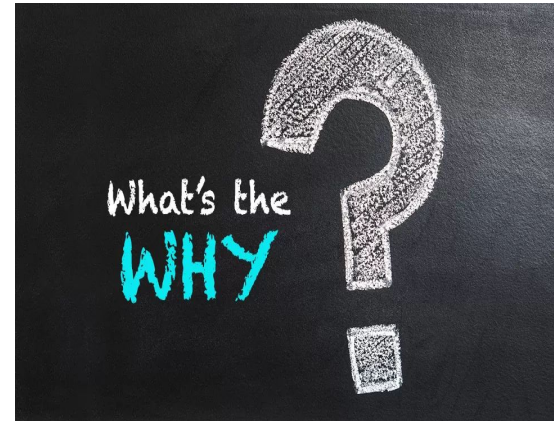
- Survey Data Analysis
- Implement Action Plan



Action Steps

January → March

- Data Collection
- Discuss & Review Data as a Team
- Share the Instructional Round “**Why?**” with the Staff
 - Mandatory for All Four First Year Teachers
 - Voluntary for Everyone Else





Action Steps: Our “why?”

How much respect do colleagues in your school show you?	4.11
Do you feel comfortable asking for instructional help from your department team?	4.34

Conclusion:

- The staff has “**trust**” & they feel “**connected**” to their departmental team, let’s move forward with building-wide voluntary instructional rounds to build connectedness (**2.94**).

Our Data: Survey Results

Number of Teachers:

- Total Participants: $21 / 35 = 60\%$
 - Hosts Only: **6**
 - Visit Only: **5**
 - Host and Visit: **10**



Our Data: Survey Results

Number of Instructional Rounds: **48**

How long were you in the room?

- 15 minutes = **13**
- 30 minutes = **14**
- 45 minutes = **4**
- 60 minutes = **17**



After completing an instructional round, do you feel more connected to your fellow Mounties?

- Yes = **47**
- No = **0**

Our Data: Survey Results

What are some "**takeaways**" you learned from a fellow **Mountie**?

- Idea(s)
 - on posting a lesson objective = **20**
 - for anticipatory sets = **6**
 - for instructional strategies = **25**
 - for guided practice = **19**
 - for checking for understanding = **22**
 - for student engagement = **32**
 - for reteaching / adjustment = **10**
 - for independent practice = **8**
 - for differentiation of instruction = **16**
 - for technology integration = **20**
 - for classroom management = **26**



Our Discoveries

1. Our teachers have a desire/passion to learn from one another
2. The number of staff participating increased each month:
 - December: **1**
 - January: **14**
 - February: **15**
 - March: **18**



Our Discoveries Continued

3. With the option of staying a minimum of 15 minutes:
 - 72.9% choose to stay longer

4. Our teachers voluntarily focused on SHS Points of Emphasis:
 - 2020 - 2021: Posting Lesson Objective
 - 2021 - 2022: Student Engagement





Where we are heading next...

1. Continued Capacity Building
 - a. PLC team building activities to grow connectedness to staff members **(2.94)**
 - b. PLC instructional strategy “best practice” sharing
2. Continue Wondering:

“With this purpose, we wondered, how does the process of instructional rounds help teachers learn and grow?”
3. Instructional Rounds Next Year
 - a. One in Department **(4.34)**
 - b. One out of Department **(4.11)**



Biography:

Marzano, Robert, et. al (2019). Solution Tree Press. A Handbook for High Reliability Schools: The Next Step in School Reform



Principal's Name: Mr. Jesse Burgess

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Teacher's Name: Mr. Thompson and Mrs. Datzman

South Name: Southmont High School

- Background / Purpose (Slides 2 - 7):

Year 1 of IPLI was designed for me to focus on my leadership capabilities, refine areas of weakness, and improve deficiencies; thus, for school year 2020-2021 I focused my attention on building a culture of trust so we could collaboratively, and positively implement school initiatives.

As we moved into Year 2, our dilemma became a matter of timing; were we ready to move onto Level 2 and focus on instructional practices, or should we continue to focus on building a culture of trust? After conducting three staff surveys, it became apparent our staff was ready to move onto improving instructional practices. Therefore, the purpose of our action research was to determine how instructional rounds can improve our teaching and learning.

- Our Wondering (Slide 8):

"With this purpose, we wondered, how does the process of instructional rounds help teachers learn and grow?"

Sub Questions:

- Who participates in the instructional rounds?
- How many rounds do we conduct?
- How do we get started?
- What framework do we use to get started?
- How do we build momentum?
- How do we do it in such a way as to not have the teachers feel they are being critical of one another, in other words, how do we move from evaluative to informative?

- Our Actions (Slides 9-11):

To gain insights into our wondering, we provided a framework for conducting instructional rounds. The framework is outlined below:

- The following faculty will participate in our initial instructional round network:
 - First year of teaching experience
 - Faculty volunteers
- Instructional Round Framework:
 - First year faculty will be required to observe at least six times from January through March (3 new teachers x 2 instructional rounds = 6 instructional rounds per new teacher).

- If the rest of the faculty chooses to participate they can either host and/or observe.
 - Length of the instructional round is flexible.
 - After completing instructional rounds, it counts as PD towards teachers evaluation rubric.
 - At the conclusion of the instructional round the faculty will:
 - Complete a Google Survey asking the following questions:
 - “How long were you in the room?”
 - “After completing the instructional round, do you feel more connected to your fellow Mounties?”
 - “What are some key takeaways you learned from your fellow Mountie?”
 - Timeline:
 - September and October - Gather data to determine our next “wondering statement”.
 - November and December - Finalizing the “wondering statement” based on data collected from Level 1, Level 2, and localized survey’s.
 - January through March - Complete instructional rounds and gather data
- Data Collection (Slides 12-14):

In order to ensure our building was ready for Level 2, my teacher leaders conducted the following survey during a teacher meeting. There were 35 teachers present, and all participated.

Survey Question	Average out of 5.0
How well do your colleagues at school understand you as a person?	3.48
How connected do you feel to staff in your department?	3.88
How connected do you feel to other staff outside your department?	2.94
How much respect do colleagues in your school show you?	4.11
How much do you feel you matter to others at this school?	3.31
Do you feel you have the support needed to be successful?	3.37
Overall, how much do you feel like you belong at your school?	3.42
How approachable is your department chair?	4.25
When conversing with your department chair, do you feel listened to/valued?	4.40
How approachable is the admin team?	3.48
When conversing with our admin team, do you feel listened to/valued?	3.17

How approachable is the office staff?	4.71
When conversing with office staff, do you feel listened to/valued?	4.68
Do you feel comfortable asking for instructional help from your department team?	4.34
Do you feel comfortable asking for instructional help from other staff members outside of your department?	4.11
Do you feel comfortable asking for instructional help from the admin team?	3.46
Overall, would you say we have a positive, safe, and supportive environment/culture at our school for staff members?	3.74

The HRS Level 2 survey was conducted which yielded the following results:

- Leading Indicator 2.6 scored the lowest @ 3.12
- Leading Indicator 2.6 also yielded a high SD @ 1.07

Therefore, for the following two reasons, we moved onto HRS Level 2:

- When asked, “would you say we have a positive, safe, and supportive environment/culture at our school for staff members?” 3.74 / 5.00 teachers stated “yes.”
- Our teachers indicated a strong desire to “have opportunities to observe and discuss effective teaching” with a specific focus on “teachers have opportunities to engage in instructional rounds” (According to HRS Level 2 Survey Results).

Data Analysis:

- 21 / 35 teachers participated = 60% of staff
 - Hosts Only: 6 staff
 - Visit Only: 5 staff
 - Host and Visit: 10 staff
- Number of Instructional Rounds Completed: 48
- How long were staff members in a classroom?
 - 15 minutes = 13
 - 30 minutes = 14
 - 45 minutes = 4
 - 60 minutes = 17
- Staff members were asked the following question, “After completing an instructional round, do you feel more connected to your fellow Mounties?”
 - Yes = 47 staff members
 - No = 0 staff members

- Staff members were then asked, “What are some "takeaways" you learned from a fellow Mountie?” Idea(s)
 - on posting a lesson objective = 20
 - for anticipatory sets = 6
 - for instructional strategies = 25
 - for guided practice = 19
 - for checking for understanding = 22
 - for student engagement = 32
 - for reteaching / adjustment = 10
 - for independent practice = 8
 - for differentiation of instruction = 16
 - for technology integration = 20
 - for classroom management = 26

- Our Discoveries (Slides 15 + 16)

After completing three months of voluntary instructional rounds, here is what we discovered:

- Our teachers have a desire/passion to learn from one another.
- The number of staff participating increased each month:
 - December: 1
 - January: 14
 - February: 15
 - March: 18
- With the option of staying a minimum of 15 minutes: 72.9% choose to stay longer. Qualitative data suggests teachers found the experience informative and unburdensome.
- Our teachers voluntarily focused on SHS Points of Emphasis:
 - 2020 - 2021: Posting Lesson Objective
 - 2021 - 2022: Student Engagement
- Where are we headed next? (Slide 17)
 1. Continued Capacity Building
 - a. PLC team building activities to grow connectedness to staff members
 - b. PLC instructional strategy “best practice” sharing
 2. Continue Wondering: *“With this purpose, we wondered, how does the process of instructional rounds help teachers learn and grow?”*
 3. Each staff member will complete one instructional round within their department and one outside of their department.
- Bibliography

Marzano, Robert, et. al (2019). Solution Tree Press. A Handbook for High Reliability Schools: The Next Step in School Reform