



Establishing Effective Teaching in Every Classroom through Virtual Instructional Rounds

Principal Name: Brittany Cooper

School Name: New Market Elementary School

Team Members' Names: Dana Hunt & Marabeth Gonczarow

Principal's Email Contact: Brittany.cooper@southmont.k12.in.us

Twitter @NMESPrincipal

Facebook @NewMarketElementarySchool

Background Leading to Our Inquiry

The pressures and ramifications of 21st Century Teaching during a World-Wide Pandemic have taken a toll on our teachers and schools. Overnight, teachers have learned to instruct virtually, through hybrid models, and in-person with strict guidelines and mitigation efforts, leaving little time (or energy) for professional development. Nearly every expert in education agrees that the personal and professional growth of teachers directly and significantly impacts student learning and performance. School Leaders are now charged with supporting and developing teachers during these unprecedented times with lagging resources such as substitute teachers.

The Purpose of Our Inquiry

Therefore, the purpose of our action research was to become a high reliability school, by establishing effective teaching in every classroom, while utilizing the resources we have, and what we have learned during pandemic-era teaching.

Our Wondering

With this purpose, we wondered how we could utilize the technology knowledge and resources we acquired during pandemic-era teaching to establish effective teaching in every classroom through virtual and in person instructional rounds.

Our Actions

- Researched Instructional Rounds
- Developed Instructional Round Procedures & Forms Specific to our School
 - Instructional Round Form
- Collected Videos to use for the Virtual Instructional Rounds
 - Principal took videos during walk-throughs and observations
 - Teachers volunteered to use swivel recording device to tape lessons
- Provided Professional Development to Staff on Instructional Rounds
 - Professional Development Presentation
 - Mini Instructional Round
- Completed Virtual Instructional Rounds

- Instructional Round

Data Collection

- Surveys
- Forms
- Narrative
- Observations

Our Data

- Have we utilized the technology knowledge and resources we acquired during pandemic-era teaching?
 - Eliminated the need for substitute coverage for instructional rounds by using a virtual format.
 - Utilized Swivel recording devices that were purchased for pandemic era teaching.
 - Utilized a google jamboard to collaborate virtually.
 - Maximized the use of time we had together through intentional recorded observations.
- Have we established effective teaching in every classroom through the use of virtual instructional rounds?
 - We have been working to achieve Marzano's Levels of High Reliability Schools
 - We administered Marzano's Level 2 Online Survey
 - Survey results indicated that we have met HRS Level 2 Criteria with a score of 95.68%
 - Survey results indicated that we have met HRS Level 3 Criteria with a score of 98.17%
 -
- Were we able to collect actionable data from this process on the identified problem of practice?
 - The virtual instructional round form we utilized allowed us to collect individual, grade level and school data.
 - Jamboards allowed us to collaboratively see and manipulate the data.
 - We left the process with actionable next steps.
- Have virtual instructional rounds positively impacted our teachers and students?
 - Principal noted the following from classroom observations, walk-throughs and evaluations:
 - 100% of NMES teachers said that VIR have positively impacted their teaching.
 - 100% of NMES teachers said that they utilize the skills and strategies they learned from VIR in their own classrooms.
 - Teachers and grade level teams completed "Next Level of Work" and "Transfer of Practice" items they identified during the process.
 - Evidence of the skills and strategies discussed during the process are being utilized in classrooms that were not previously using them.
 - Increase in RISE domain area covered by the identified problem of practice.

- 100% of NMES teachers believe that VIR will help build a culture of collaboration where teachers are the experts and are learning from each other.

Our Discoveries

- We must work smarter not harder.
 - The end of the pandemic has brought many improvements, but schools still face mounting obstacles such as teacher shortages, substitute shortages and the ever growing pile of things to do. Conducting virtual instructional rounds, through the use of technology, has allowed us to step inside the classrooms of our peers and watch the heart of good instruction in a way that maximizes our time together. We recognize that we need to continue to work smarter by utilizing technology resources and knowledge we have acquired instead of working harder by trying to achieve the same result with outdated and unrealistic methods.
- Teachers the best teachers.
 - Teachers are smart, innovative, talented, resourceful and so much more . . .and they learn best from each other.

Where We Are Headed Next

- We will continue to utilize the action research cycle to identify and meet needs in our school.
- We will continue to utilize virtual instructional rounds as a way to learn from each other.
- The principal will continue to collect short videos and prepare the VIR to utilize during PLC.
- We will continue to utilize technology & other resources to value the time of our teachers.



Virtual Instructional Rounds.

NEW MARKET ELEMENTARY SCHOOL

Brittany Cooper





NEW MARKET ELEMENTARY SCHOOL BRITTANY COOPER, PRINCIPAL

DANA HUNT & MARABETH GONCZAROW, TEACHER LEADERS



brittany.cooper@southmont.k12.in.us



[@NMESPrincipal](https://twitter.com/NMESPrincipal)



[NewMarketElementarySchool](https://www.facebook.com/NewMarketElementarySchool)








[Brittany \(Noll\) Cooper](https://www.linkedin.com/in/Brittany(Noll)Cooper)





BACKGROUND LEADING TO THIS INQUIRY

The pressures and ramifications of **21ST CENTURY TEACHING** during a *World-Wide Pandemic* have taken a toll on our  & . Overnight, teachers have learned to instruct virtually through hybrid models, and in-person with strict guidelines and mitigation efforts, leaving little  or energy for **PROFESSIONAL DEVELOPMENT**. Nearly every expert in education agrees that the personal and professional growth of teachers **directly** and **significantly** impacts student learning and performance. **SCHOOL LEADERS** are now charged with  **supporting** and  **developing** teachers during these **UNPRECEDENTED TIMES** with lagging resources such as substitute teachers.




PURPOSE OF THIS INQUIRY



The purpose of our action research was to utilize the resources we have, and what we have learned during pandemic-era teaching, to continue our work towards becoming a high reliability school. We knew that in order to do this we would need to establish effective teaching in every classroom.



OUR WONDERING



We wondered how we could utilize the technology knowledge and resources we acquired during pandemic-era teaching to establish effective teaching in every classroom through the use of virtual instructional rounds.

OUR ACTIONS




Researched
Instructional
Rounds

Developed IR
procedures &
forms specific
to our school.

Collected
Videos to use
for the Virtual
Instructional
Rounds.

Provided
Professional
Development to Staff
on Instructional
rounds.

Completed
Virtual
Instructional
Round.



A collection of colorful pencils (yellow, orange, red, pink, and blue) arranged diagonally against a dark blue background. The pencils are of various colors and are positioned in a way that they appear to be fanning out from the top left towards the bottom right. The background is a solid, deep blue.

[illegible]

Independent Observation Reflection	
Review & Clarify Observational Notes	<input type="checkbox"/>
Highlight the observations that seem relevant to POP	<input type="checkbox"/>
Select 8-10 pieces of data, write them on sticky notes	<input type="checkbox"/>
Group Notes:	
Small Group / Whole Group Observation Reflection	
Share out data points from each classroom observation (sticky notes)	<input type="checkbox"/>
Group the evidence in a logical manner	<input type="checkbox"/>
Discuss and identify patterns across classrooms	<input type="checkbox"/>
Discuss and identify anomalies across classrooms	<input type="checkbox"/>
Group Notes:	

Add pictures and/or notes on the grouping of evidence below:

New Market Elementary Instructional Rounds (IR) Observation of Practice Form	
STEP #4: NEXT LEVEL OF WORK	
Next Level of Work	
Based on observations, what structures or supports could encourage growth in this area?	
For Yourself	
For Your Grade Level / Department	
For Our School	
Transfer of Practice	
In what ways do you or your team intend to refine in your own practice as a result of this experience?	

We created the NMES Virtual Instructional Round Form.

OUR ACTIONS



Collected
Videos to use
for the Virtual
Instructional
Rounds.



- Principal took videos on her phone during walk-throughs and observations.
- Teacher volunteers used a swivel recording device to tape lessons. *(We used these devices during pandemic-teaching.)*



OUR ACTIONS

Provided Professional Development to Staff on Instructional rounds.

We developed a Professional Development Session on Instructional Rounds. During this session teachers completed a Mini-Instructional Round to practice the process.

Instructional Rounds (IR) Observation of Practice Form: **MINI-IR**

New Market Elementary

Name _____ Date _____

STEP #1: DEFINE OUR PROBLEM OF PRACTICE

Problem of Practice (POP) Classroom Management

POP Driving Questions How are our classroom management systems impacting student learning? What systems or strategies are being used in the classroom? What if any school wide systems do you see in the classroom? How do those school wide systems impact student learning?

STEP #2: CLASSROOM OBSERVATION

Grade Level	Teacher Name	Location	Time	Completed
4th	Teacher #1	Virtual Link	3 minutes	<input type="checkbox"/>
5th	Teacher #2	Virtual Link	5 minutes	<input type="checkbox"/>
1st	Teacher #3	Virtual Link	4 minutes	<input type="checkbox"/>
7th	Teacher #4	Virtual Link	5 minutes	<input type="checkbox"/>



OUR ACTIONS

Completed
Virtual
Instructional
Round.

STEP #1: DEFINE OUR PROBLEM OF PRACTICE

Problem of Practice (POP)	<i>Student Engagement</i>
POP Driving Questions	<i>In what ways and to what extent are students engaged in their learning? How does student engagement impact student learning outcomes?</i>

**1. WE IDENTIFIED THE
PROBLEM OF PRACTICE**

OUR ACTIONS

Completed
Virtual
Instructional
Round.



2. TEACHERS WATCHED THE
RECORDED LESSON

STEP #2: CLASSROOM OBSERVATION
Mrs. Rhoads 1st Grade [Click HERE to watch the lesson.](#)

Observation		Notes	
Describe what the teacher is doing; capture specific language and actions.		Describe what the students are doing; capture specific language and actions.	

Look Fors			
All Students Respond	Not Observed	Somewhat Observed	Clearly Observed
Active Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independent Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



We utilized a Google Jam board to post and sort observations.

**Completed
Virtual
Instructional
Round.**

**Completed
Virtual
Instructional
Round.**

3. TEACHERS COMPLETED THE OBSERVATION DEBRIEF

OUR ACTIONS

3rd Grade

3rd Grade- Students will take responsibility for and initiate their own learning.

3rd Grade- Literacy Station Books (Debbie Diller)

3rd Grade- Incorporating more opportunities for hands on learning/finding these resources at grade level

3rd Grade- Ensuring that students are working collaboratively rather than independently in small groups

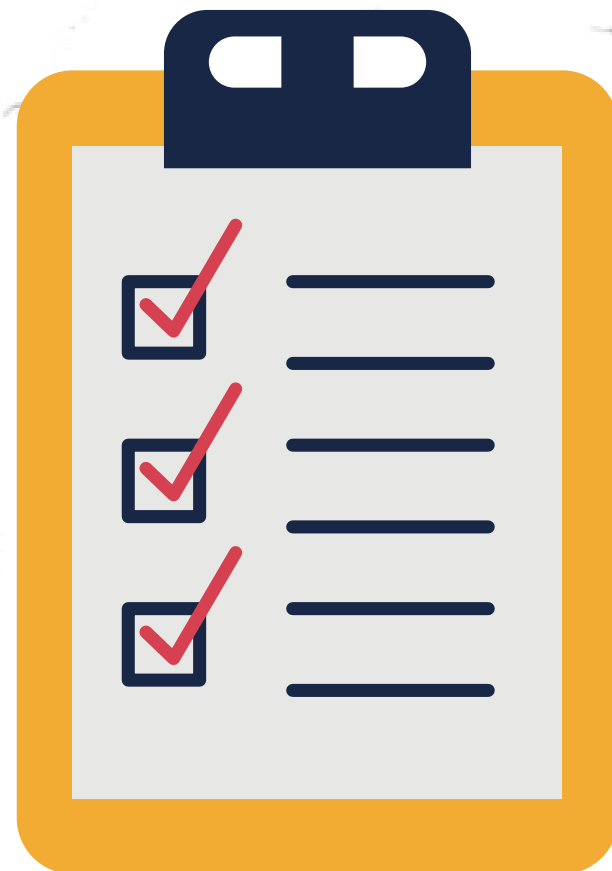
Completed Virtual Instructional Round.

4. TEACHERS COLLABORATED ON THE NEXT LEVEL OF WORK

DATA COLLECTION



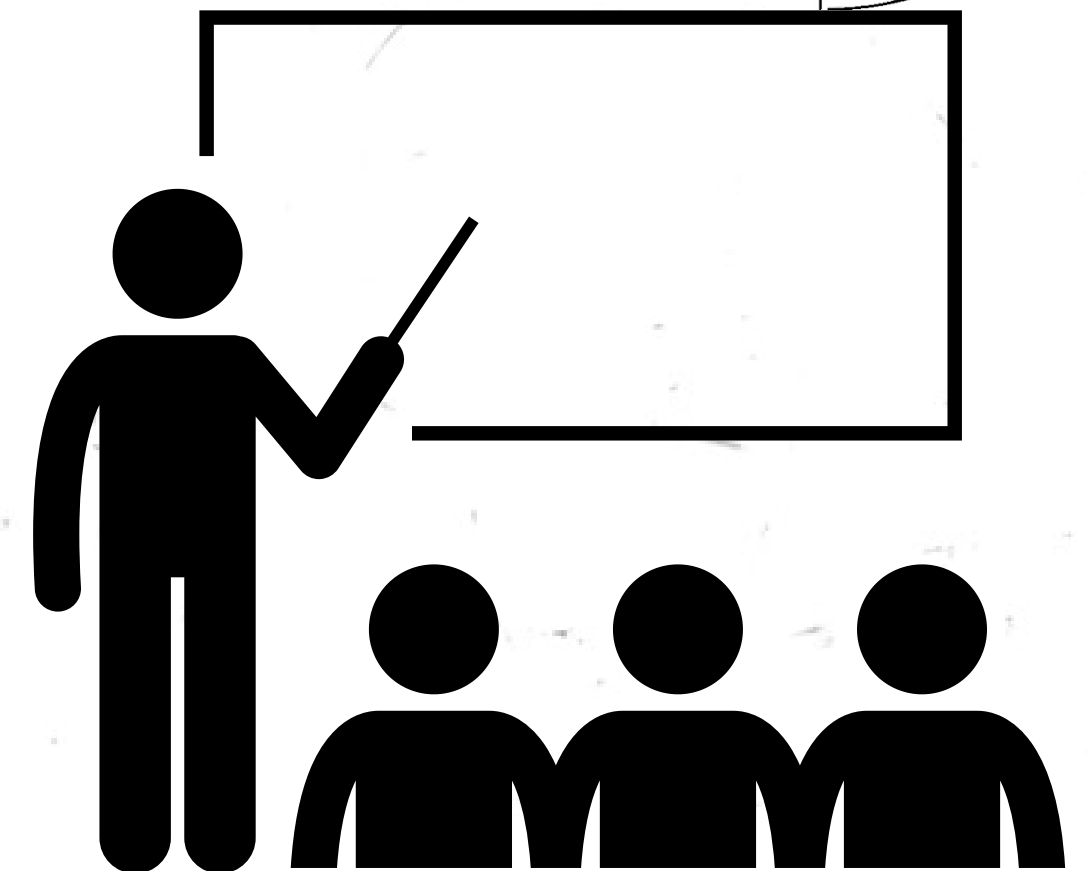
Surveys



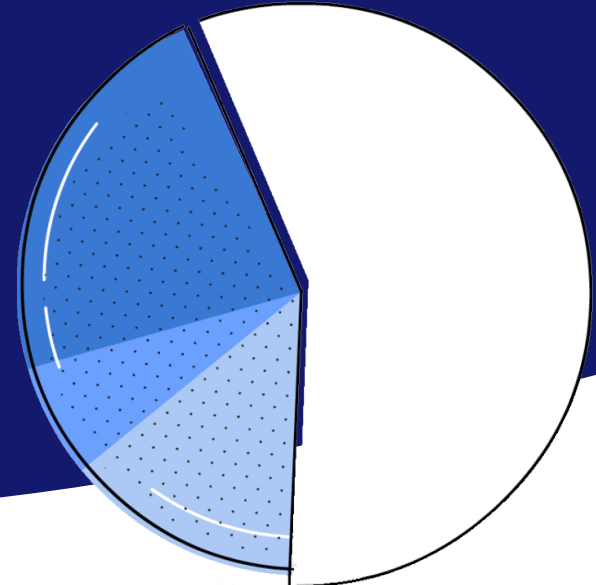
Forms



Narrative



Observations

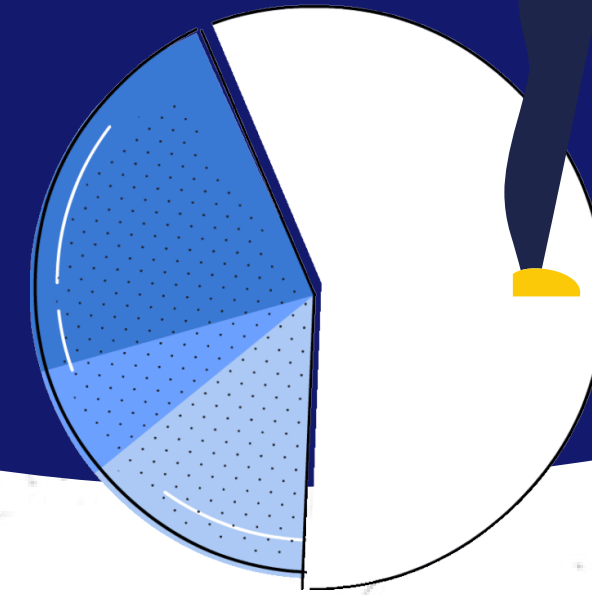


A cluster of several colored pencils (pink, yellow, orange, red, and brown) pointing downwards towards the center of the slide.

OUR DATA



Have we utilized the technology knowledge & resources we acquired during pandemic-era teaching?



YES

- Eliminated the need for substitute coverage for instructional rounds by using a virtual format
- Utilized Swivel Recording Devices that were purchased for Pandemic-Era teaching
- Utilized a Google Jamboard to collaborate virtually
- Maximized the use of the time we had together through intentional recorded observations

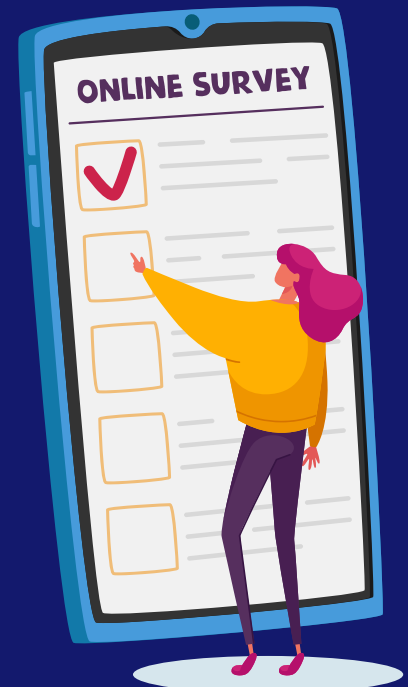
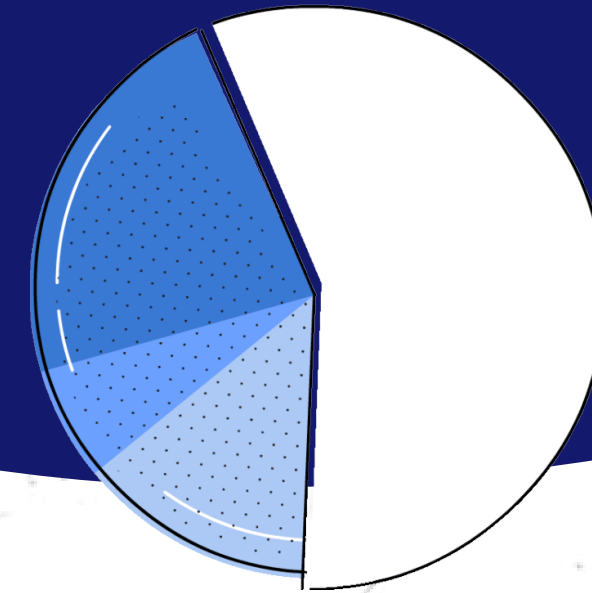
A cluster of colorful pencils (pink, yellow, orange, red) pointing downwards.

OUR DATA

Have we established effective teaching in every classroom through the use of virtual instructional rounds?

YES

- We have been working to achieve Marzano's Levels of High Reliability Schools
- We administered Marzano's Level 2 Online Survey
- Survey results indicated that we have met HRS Level 2 (Effective teaching in every classroom) Criteria with a score of **95.68%**
- Survey results indicated that we have met HRS Level 3 (Guaranteed & Viable Curriculum) Criteria with a score of **98.17%**

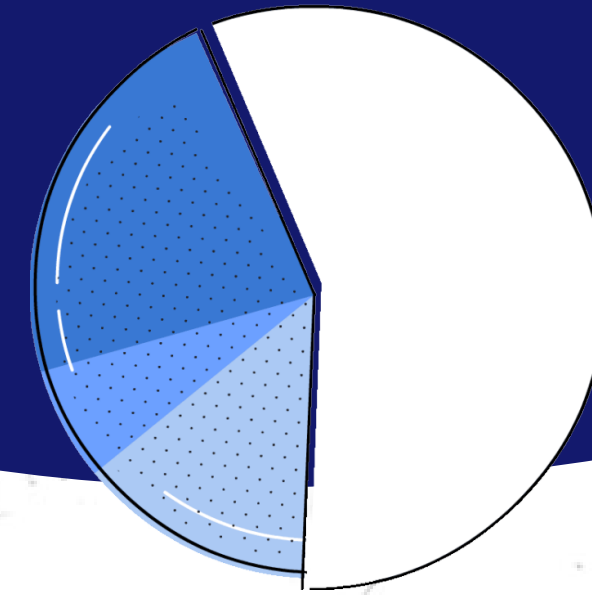


A cluster of colorful pencils (pink, yellow, orange, red) is positioned at the top center of the slide, with their tips pointing downwards.

OUR DATA



Were we able to collect actionable data from this process on the identified problem of practice?

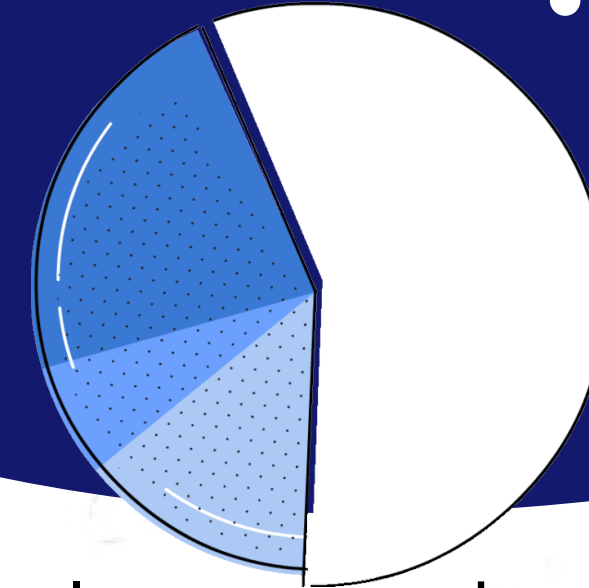
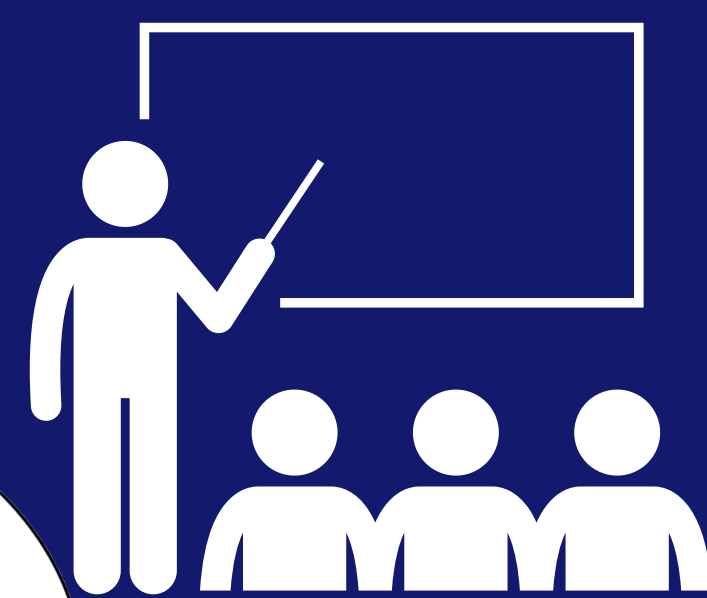


YES

- The Virtual Instructional Round Form we utilized allowed us to collect individual, grade level and school data.
- Jamboards allowed us to collaboratively see and manipulate the data.
- We left the process with actionable next steps.

A cluster of colorful pencils (pink, yellow, orange, red) pointing downwards.

OUR DATA



Have Virtual Instructional Rounds Positively Impacted our Teachers & Students?

Principal noted the following from classroom observations, walk-throughs and evaluations:

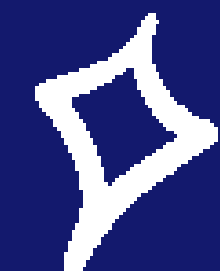
YES

- 100% of NMES teachers said that VIR have positively impacted their teaching.
- 100% of NMES teachers said that they utilize the skills and strategies they learned from VIR in their own classrooms.
- Teachers & Grade Level Teams completed the "Next Level of Work" and "Transfer of Practice" items they identified during the process.
- Evidence of the skills and strategies discussed during the process are being utilized in classrooms that were not previously using them.
- Increase in RISE Domain Area covered by the identified Problem of Practice.
- 100% of NMES teachers believe that VIR will help build a Culture of Collaboration where Teachers are the Experts and are learning from each other.

**1. We must work
SMARTER not HARDER.**

**2. Teachers are the best
Teachers.**

OUR DISCOVERIES



1. We must work SMARTER not HARDER.

The end of the pandemic has brought many improvements, but schools still face mounting obstacles such as teacher shortages, substitute shortages and the ever growing pile of things to-do. Conducting Virtual Instructional Rounds, through the use of technology, has allowed us to step inside the classrooms of our peers and watch the heart of good instruction in a way that maximizes our time together. We recognize that we need to continue to work SMARTER by utilizing the technology resources and knowledge we have acquired instead of working HARDER by trying to achieve the same result with outdated and unrealistic methods.



OUR DISCOVERIES

2. Teachers are the best Teachers.

Teachers are smart, innovative, talented, resourceful and SO MUCH MORE . . . and they learn best from each other. As leaders, we need to provide simple opportunities for them to learn from each other.



OUR DISCOVERIES



WHERE WE ARE HEADED NEXT

- We will continue to utilize the Action Research Cycle to identify and meet needs in our school.
- We will continue to utilize Virtual Instructional Rounds as a way to learn from each other.
- The principal will continue to collect short videos and prepare the VIR to utilize during PLC.
- We will continue to utilize technology & other resources to value the time of our teachers.



THANK YOU!

New Market Elementary School

