

Developing an Instructional Model for Instructional Rounds

**Fillmore Elementary
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Inquiry Background

- Our HRS level 2 survey results revealed that the staff didn't feel that they had meaningful discussion and/or observation of effective instruction in our building.
- This needed to be addressed to impact the student learning at Fillmore Elementary.

Purpose of This Inquiry

- We needed to have a consistent definition of effective instruction (development of the Instructional Model) for our building.
- This document would be used during observations of colleagues (Instructional Rounds) to enhance the student learning in our building.

Our Wondering

Would the staff of Fillmore Elementary have more meaningful discussion and observation of effective instruction with the use of an instructional model during instructional rounds?

Our Actions

- Through the survey questions, our group realized that we did not have a consistent model of instruction.
- We decided that in order to have a positive impact on the student learning at Fillmore Elementary we needed to start by having an understanding of what effective instruction should look like.

Our Actions

- *October- development of the instructional model
- *November- assigned instructional round #1 groups and explained the expectation for the round
- *December- collected feedback from round #1 and finalized the instructional model, 2 copies were given to all staff (1 must be posted in the classroom)

Our Actions

- *January- assigned instructional round #2
- *February- finished round #2, collected feedback
- *March- re-surveyed staff using HRS level 2 targeted questions, staff were required to observe another colleague of their choosing by the end of the school year
- *May- condense the information on the Instructional Model

**Fillmore Elementary
Instructional Model
2018-19**

Should See and/or Hear

Praise (from teacher)
Active learning
Students on task
Cooperation/groups
State standards with objectives
Checking for understanding
Self checking individual work/centers
Laughter/smiles
Differentiation
Flexible seating
Greeting
Motivation
Compliments
Teachable moments
Scaffolding
Teacher engaged in students
Reteaching
Welcoming environment
Establish a personal relationship with students

Might See and/or Hear

Arguing
Celebrations/bdays/parties
Worksheets
Chrome books
Testing
Frustrated teacher
Partner work
Kinesthetic Activities (GoNoodle)
Small groups

Should Never see and/or Hear

Disengaged children and teachers
Bullying- children or teachers
Screaming
Unkind words
Negative attitudes
Embarrassing students (sarcasm)
Unsupervised technology use
Teacher sitting at desk for longer periods
Sleeping
"I give up!"
Don't "feed" the answers
Ignoring (teacher/student)

Data Collection

- Initial survey and post survey of the three questions
- 2 stars and 1 wish from each round
- Sharing of thoughts and ideas from rounds by staff

Survey Results

Question 2.1-3

I can describe the major components of our schoolwide model of instruction.

Initial- Sept.	<u>Mean</u>	<u>Std. Dev.</u>
	2.5	.82
Post- April	<u>Mean</u>	<u>Std. Dev.</u>
	4.8	.36

Survey Results

Question 2.6-1

I have opportunities to engage in instructional rounds.

Initial- Sept.	<u>Mean</u>	<u>Std. Dev.</u>
	2.5	.50
Post- April	<u>Mean</u>	<u>Std. Dev.</u>
	4.7	.46

Survey Results

Question 2.6-4

I have opportunities to observe and discuss effective teaching.

Initial- Sept.	<u>Mean</u>	<u>Std. Dev.</u>
	2.7	1.03
Post- April	<u>Mean</u>	<u>Std. Dev.</u>
	4.5	.63

Our Data

Stars

- Encouraging, giving positive comments
- Great job redirecting
- Great transitions
- Teamwork, working in groups
- Students were engaged
- Teacher is engaged
- One on one teaching when needed
- Lesson broken down so easily understood
- Checked for understanding
- Reteaching with clues from the story

Our Data

Wishes

- Motivate students to transition
- Self checking activity- not sure it fits
- More movement around the room
- Use more examples
- More student time to create
- More student engagement
- Find ways to grab students attention
- More time for the activity

Our Data

What I learned from the rounds:

- Enjoyed watching others and discussing strategies
- Great way to see different types of instruction
- Enjoyed seeing other classroom procedures
- Learned more about my colleagues
- Enjoyed seeing different strategies
- Good to see students in different settings
- Found ways to utilize technology effectively
- Learned how special teachers implement standards from core subjects

Our Data

What I saw and would like to implement:

- Utilize technology more effectively
- Use technology more and in different ways
- Give up some control and allow students to be responsible more for their learning
- Incorporate technology more into my lessons
- Word books- student created dictionaries
- Positive reinforcement
- Using a common language and vocabulary in my classroom

Our Discoveries



- #1- We were able to establish a consistent model of instruction for all teachers to follow.
 - This was crucial in establishing what effective instruction should look like at FES.



Our Discoveries

#2- The instructional rounds have forced meaningful conversations about instruction.

- Staff commented that they had more purposeful discussions during this process and they learned more about themselves and their teaching.



Our Discoveries

#3- Staff would like to implement more technology in their classrooms.

- Future professional development in this area can be tied into developing eLearning ideas.

Where We Are Headed Next...

- We constructed the model for the 1st time during this project.
 - We want to condense it into a manageable amount of information in each category.
- The model will be available for new staff, included in the handbook and posted in classrooms yearly.

Where We Are Headed Next...

- Instructional rounds will continue next year.
 - Early dismissals will be given to those choosing to observe colleagues.
- PD provided to improve the implementation of technology in classrooms moving forward.

Bibliography

Dana, N. F. (2009). *Leading With Passion and Knowledge*. Thousand Oaks, California: Corwin Press.

Marzano, R. J., Warrick, P., Simms, J. A., & Livingston, D. (2014). *A handbook for high reliability schools: The next step in school reform*. Bloomington, IN: Marzano Research Laboratory.

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Background Leading to Our Inquiry

Our HRS level 2 survey results revealed that the staff of Fillmore Elementary School didn't feel that they had meaningful discussion and/or observation of effective instruction in our building. The leadership team felt that this needed to be addressed to impact the student learning at Fillmore Elementary School.

The Purpose of Our Inquiry

The leadership team felt that we needed to have a consistent definition of effective instruction (development of the Instructional Model) for our building. This document would be used during observations of colleagues (Instructional Rounds) to enhance the student learning in our building.

Statement of Our Wondering

Would the staff of Fillmore Elementary have more meaningful discussion and observation of effective instruction with the use of an instructional model during instructional rounds?

Our Actions

Through the survey questions, our group realized that we did not have a consistent model of instruction. We decided that in order to have a positive impact on the student learning at Fillmore Elementary we needed to start by having an understanding of what effective instruction should look like.

Our timeline was:

- *October- start the development of the instructional model
- *November- assigned instructional round #1 groups and explained the expectation for the round
- *December- collected feedback from round #1 and finalized the instructional model, 2 copies were given to all staff (1 was posted in the classroom)
- *January- assigned instructional round #2
- *February- finished round #2, collected feedback
- *March- re-surveyed staff using the HRS level 2 targeted questions, staff were told they were to observe another colleague of their choosing by the end of the school year
- *May- condensed the information on the Instructional Model

Data Collection

Our data consisted of our initial survey and post survey results of the three questions dealing with our wondering. We also collected information from the teachers in the form of 2 stars and a wish from each instructional round. These thoughts were combined at the end of the rounds to help condense the instructional model.

Our Data

During this process, our staff's ideas about instruction in our building were more in consensus than when we started. When looking at our survey results, our post survey means were higher

and our standard deviations were smaller. Even though the development of the instructional model and the instructional rounds were requirements, our staff's comments were insightful. They were able to help their colleagues with constructive criticism and suggestions along with great things they saw that ultimately would benefit the students of Fillmore Elementary.

After participating in the instructional rounds, the staff worked together to condense the instructional model. The original model had three categories: should see or hear, may see or hear and should never see or hear. The new condensed model has two categories: should see or hear and should never see or hear. The two categories were condensed down into a much more manageable amount of information in each.

Our Discoveries

#1- The FES staff was able to establish a consistent model of instruction for all teachers to follow. This was a crucial step in establishing what effective instruction should look like at FES. The entire staff was a part of this process and had input in all areas.

#2- The instructional rounds forced meaningful conversations about instruction. FES staff commented that they had more purposeful discussions during this process and they learned more about themselves and their teaching.

#3- FES staff would like to implement more technology in their classrooms. Future professional development in this area can/will be tied into developing eLearning ideas.

Where We Are Headed Next

We constructed the model for the 1st time during this project. The model will be available for new staff, included in the handbook and posted in classrooms yearly. The staff felt that it gave more consistency to what was happening in all classrooms.

Instructional rounds will continue next year. There will be a requirement of 1 observation (of the staff of their choosing) per quarter. Any observations done over the required 1, the staff member will receive an early dismissal to use at their discretion. Staff will be required to report on each observation.

The information collected from this project revealed that the staff was interested in technology and how they could utilize it in their classrooms. Administration will work on finding professional development to improve the implementation of technology in classrooms moving forward. The ultimate goal is to use the professional development to establish ideas for eLearning days.

Bibliography

Dana, N. F. (2009). *Leading With Passion and Knowledge*. Thousand Oaks, California: Corwin Press.

Marzano, R. J., Warrick, P., Simms, J. A., & Livingston, D. (2014). *A handbook for high reliability schools: The next step in school reform*. Bloomington, IN: Marzano Research Laboratory.