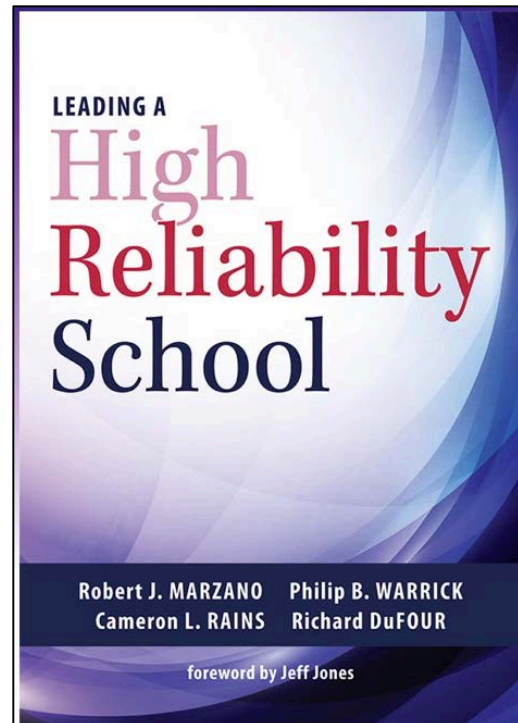
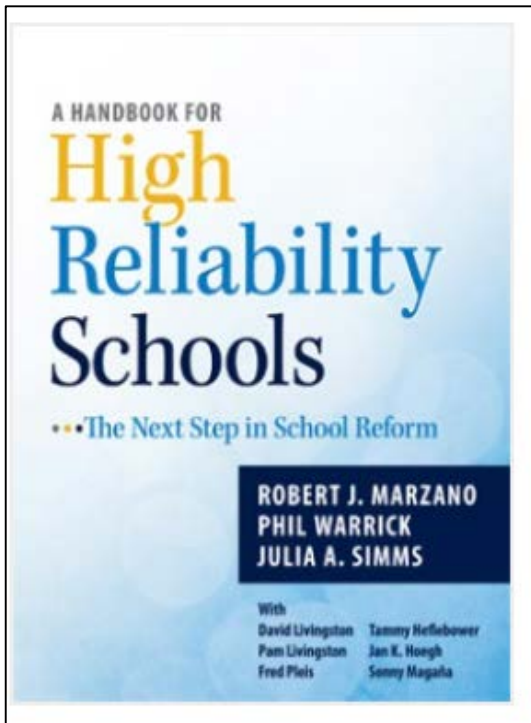


Leading HRS Level 2 (Effective Teaching in Every Classroom)



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HRS Level 2 Leadership and Strategic Planning Matrix

<p>Leading Indicator: (Where is your school currently on the leadership scale?)</p> <p style="color: red;">Based on the leadership accountability scale.</p>	<p>Strategic initiatives (to implement the leading indicators)</p> <p style="color: red;">This could be a couple of initiatives and should represent what is done specifically that can be monitored.</p>	<p>Lagging Indicators (data/artifacts prove the leading indicator is in place and healthy)</p> <p style="color: red;">When appropriate include data and artifacts.</p>	<p>Quick Data Monitoring (who will monitor, what will they monitor, how often will they monitor?)</p>
<p style="text-align: center;">2.1</p> <p>Developing to Applying</p>	<ul style="list-style-type: none"> • Collaboratively Develop model of instruction snapshot document, Element specific documents, and Instructional planning guide. 	<p>All staff have instructional model snapshot document hard copy.</p> <p>Walkthrough data indicate 90 % of staff using instructional model elements 90% of the time.</p>	
<p style="text-align: center;">2.1</p> <p>Applying to Sustaining</p>	<p>Established School-Wide Instructional Model</p>	<p>Artifacts: Every teacher has hard copy snapshot document.</p> <p>Copies of instructional model are hanging in multiple areas within the school.</p> <p>Data: Walkthrough data indicates 90% of staff are using instructional model practices 90% of the time.</p>	<p>Administrative team will review % of use data quarterly.</p>

Leading Indicator 2.1: The school communicates a clear vision of how instruction should be addressed in the school.

Sustaining	Applying	Developing	Beginning	Not Attempting
The school continually cultivates information through quick data sources to monitor the extent to which the schoolwide language or model of instruction is consistently used, and it takes proper actions to intervene when quick data indicate a potential problem.	The school has implemented a schoolwide language or model of instruction, and it can produce lagging indicators to show the desired effects of these actions.	The school has implemented a schoolwide language or model of instruction.	The school is in the beginning, yet incomplete, stages of implementing a schoolwide language or model of instruction.	The school has not attempted to implement a schoolwide language or model of instruction.

What is an instructional model?

- Establishes a common language of instructional practices school-wide.
- Clearly defines instructional actions that a school commits to using to help students learn.
- Identifies instructional actions and strategies in terms of teacher behaviors to help students learn.
- Can also focus on desired learner behaviors based on specific instructional practices.

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The Importance of Quality, First Instruction

Effective teaching in every classroom is the first level of MTSS (RTI).

It needs to be a deliberate initiative.



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THE NEW ART AND SCIENCE OF TEACHING

FEEDBACK	CONTENT	CONTEXT
<p>Providing and Communicating Clear Learning Goals</p> <ol style="list-style-type: none"> 1. Providing Scales and Rubrics 2. Tracking Student Progress 3. Celebrating Success <p>Assessment</p> <ol style="list-style-type: none"> 4. Informal Assessments of the Whole Class 5. Formal Assessments of Individual Students 	<p>Direct Instruction Lessons</p> <ol style="list-style-type: none"> 6. Chunking Content 7. Processing Content 8. Recording and Representing Content <p>Practicing and Deepening Lessons</p> <ol style="list-style-type: none"> 9. Structured Practice Sessions 10. Examining Similarities and Differences 11. Examining Errors in Reasoning <p>Knowledge Application Lessons</p> <ol style="list-style-type: none"> 12. Engaging Students in Cognitively Complex Tasks 13. Providing Resources and Guidance 14. Generating and Defending Claims <p>Strategies That Appear in <u>All</u> Types of Lessons</p> <ol style="list-style-type: none"> 15. Previewing 16. Highlighting Critical Information 17. Reviewing Content 18. Revising Knowledge 19. Reflecting on Learning 20. Purposeful Homework 21. Elaborating on Information 22. Organizing Students to Interact 	<p>Engagement</p> <ol style="list-style-type: none"> 23. Noticing When Students Are Not Engaged and Reacting 24. Increasing Response Rates 25. Using Physical Movement 26. Maintaining a Lively Pace 27. Demonstrating Intensity and Enthusiasm 28. Presenting Unusual Information 29. Using Friendly Controversy 30. Using Academic Games 31. Providing Opportunities for Students to Talk About Themselves 32. Motivating and Inspiring Students <p>Rules and Procedures</p> <ol style="list-style-type: none"> 33. Establishing Rules and Procedures 34. Organizing the Physical Layout of the Classroom 35. Demonstrating "Withitness" 36. Acknowledging Adherence to Rules and Procedures 37. Acknowledging Lack of Adherence to Rules and Procedures <p>Relationships</p> <ol style="list-style-type: none"> 38. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students 39. Understanding Students' Backgrounds and Interests 40. Displaying Objectivity and Control <p>Communicating High Expectations</p> <ol style="list-style-type: none"> 41. Demonstrating Value and Respect for Reluctant Learners 42. Asking In-Depth Questions of Reluctant Learners 43. Probing Incorrect Answers with Reluctant Learners

Instructional Model Document Examples

GRAFTON INSTRUCTIONAL MODEL		
FEEDBACK	CONTENT	CONTEXT
<p>Providing and Communicating Clear Learning Goals</p> <ul style="list-style-type: none"> • Providing Scales and Rubrics (E1) <ul style="list-style-type: none"> ◦ Clearly articulating learning goals ◦ Creating scales or rubrics for learning goals • Tracking Student Progress (E2) <ul style="list-style-type: none"> ◦ Formative scores are used to help teachers and students monitor progress ◦ Using different types of assessments to collect formative scores ◦ Charting student and/or class progress • Celebrating Success (E3) <ul style="list-style-type: none"> ◦ Final status celebration ◦ Knowledge gain celebration ◦ Appropriate Specific Feedback <p>Assessment</p> <ul style="list-style-type: none"> • Informal Assessments (E4) <ul style="list-style-type: none"> ◦ Confidence Rating Techniques (first to five, thumbs up) ◦ Response Boards • Formal Assessments (E5) <ul style="list-style-type: none"> ◦ Selected response and short constructed response items ◦ Student demonstrations ◦ Student generated assessment 	<p>Direct Instruction</p> <ul style="list-style-type: none"> • Recording and Representing Content (E8) <ul style="list-style-type: none"> ◦ Summaries ◦ Graphic organizers ◦ Academic notebooks ◦ Pictorial notes and pictographs <p>Practicing and Deepening Lessons</p> <ul style="list-style-type: none"> • Examining Similarities and Differences (E10) <ul style="list-style-type: none"> ◦ Sentence Stems ◦ Venn diagrams ◦ T charts ◦ Sorting, matching, and categorizing ◦ Similes and metaphors ◦ Visual analogies <p>Using Strategies That Appear in All Types of Lessons</p> <ul style="list-style-type: none"> • Previewing (E15) <ul style="list-style-type: none"> ◦ Bell ringer ◦ Brief teacher summaries ◦ Word splashes ◦ Pre-assessments • Reflecting on Learning (E19) <ul style="list-style-type: none"> ◦ Exit slips ◦ KWL chart ◦ Reflective journals • Organizing Students to Interact (E22) <ul style="list-style-type: none"> ◦ Think pair share ◦ Pair-check ◦ Group using pre-assessment information ◦ Inside-outside circle ◦ Cooperative learning ◦ Peer response groups 	<p>Engagement</p> <ul style="list-style-type: none"> • Noticing When Students are Not Engaged and Reacting (E23) <ul style="list-style-type: none"> ◦ Monitoring individual/class engagement ◦ Re-engaging individual student(s) ◦ Brain break • Increasing Response Rates (E24) <ul style="list-style-type: none"> ◦ Wait time (pre and post questioning) ◦ Question sequencing ◦ Elaborative interrogation (probing) ◦ Paired response ◦ Choral response • Maintaining a Lively Pace (E26) <ul style="list-style-type: none"> ◦ Hooks ◦ Instructional segments ◦ Pace modulation <p>Rules and Procedures</p> <ul style="list-style-type: none"> • Establishing Rules and Procedures (E33) <ul style="list-style-type: none"> ◦ Post/teach/reteach rules and procedures ◦ Generating rules and procedures with students • Acknowledge Adherence to the Rules and Procedures (E36) <ul style="list-style-type: none"> ◦ Verbal/nonverbal affirmation ◦ Phone calls, emails and notes to parents ◦ Token economy <p>Relationships</p> <ul style="list-style-type: none"> • Understanding Students' Backgrounds and Interests (E39) <ul style="list-style-type: none"> ◦ One on one teacher student conferences ◦ Informal class interviews ◦ Surveys/Questionnaires

Instructional Model based on Marzano's New Art and Science of Teaching

MISD Model of Instruction			
	SHOULD OCCUR	MIGHT OCCUR	NEVER OCCUR
<p>PLANNING</p> <p><i>What will I do to Engage students?</i></p>	<ul style="list-style-type: none"> ▪ Standards driven ▪ Learning & Language Objectives tied to the standards ▪ Assessments – formative & summative ▪ Differentiation ▪ Determination of evidence of mastery ▪ Planned higher-order questions ▪ Anticipating misconceptions 	<ul style="list-style-type: none"> ▪ Pre-assessment ▪ Evidence of Schlechty Design Qualities ▪ Teacher reflection and tracking of student learning 	<ul style="list-style-type: none"> ▪ Tasks not aligned to cognitive level of Learning Objective ▪ Independent Practitioners on a team
<p>INSTRUCTION</p> <p><i>What will I do to communicate High Expectations for ALL students?</i></p>	<ul style="list-style-type: none"> ▪ Communication of Learning & Language Objective ▪ Accommodations ▪ Students showing their thinking ▪ Student discourse ▪ Small-group instruction ▪ Chunking of content ▪ Formative Assessment 	<ul style="list-style-type: none"> ▪ Technology ▪ Collaborative structures ▪ Conferring ▪ Real-world connections ▪ Goal setting w/students ▪ Students monitoring progress ▪ Teacher modeling ▪ Instructional Feedback ▪ Opportunities for extension 	<ul style="list-style-type: none"> ▪ All teacher talk
<p>CLASSROOM CULTURE & ENVIRONMENT</p> <p><i>What will I do to establish Teacher/Student Relationships?</i></p> <p><i>What will I do to reinforce, recognize, and acknowledge Adherence to Rules and Procedures?</i></p>	<ul style="list-style-type: none"> ▪ Clear routines & procedures ▪ Off-task behavior dealt with seamlessly ▪ Positive Behavior Supports 	<ul style="list-style-type: none"> ▪ Modeling/practicing of expectations ▪ Celebrations of student success 	<ul style="list-style-type: none"> ▪ Lack of safety – psychologically or physically from either teacher or peers



Wahoo Instructional Model



FEEDBACK	CONTENT	CONTEXT
<p>Providing and Communicating Clear Learning Goals</p> <ul style="list-style-type: none"> • Providing Scales and Rubrics (E1) • Tracking Student Progress (E2) • Celebrating Success (E3) <p>Using Assessments</p> <ul style="list-style-type: none"> • Using Informal Assessments of the Whole Class (E4) • Using Formal Assessments of Individual Students (E5) 	<p>Conducting Direct Instruction Lessons</p> <ul style="list-style-type: none"> • Chunking Content (E6) • Processing Content (E7) • Recording and Representing Content (E8) <p>Conducting Practicing and Deepening Lessons</p> <ul style="list-style-type: none"> • Using Structured Practice Sessions (E9) • Examining Similarities and Differences (E10) • Examining Errors in Reasoning (E11) <p>Conducting Knowledge Application Lessons</p> <ul style="list-style-type: none"> • Generating and Defending Claims (E14) <p>Using Strategies That Appear in All Types of Lessons</p> <ul style="list-style-type: none"> • Previewing Strategies (E15) • Highlighting Critical Information 	<p>Using Engagement Strategies</p> <ul style="list-style-type: none"> • Noticing and Reacting When Students Are Not Engaged (E23) • Increasing Response Rates (E24)

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Wahoo Instructional Model

Marzano Essential Elements

ELEMENT 6 –

Chunking Content

NASOT pgs. 30-31

Conducting Direct Instruction Lessons

"This category involves strategies teachers use specifically to help students learn the information and skills that are the focus of instruction." NASOT pg. 29

Direct Instruction – essential when teachers present new content to students (students understand which parts are important and how the parts fit together).

Chunking Content

- Presenting content in digestible bites is a strategic instructional process

Resources:

Insert Resources

KEY STRATEGIES

Using Preassessment Data to Plan for Chunks

*based on students' initial understanding of new content, the teacher presents new content in larger or smaller chunks

Presenting Content in Small, Sequentially Related Sets

*the teacher chunks content into small, digestible bites for students. When presenting declarative knowledge (the chunks comprise concepts & details that naturally go together). When presenting procedural knowledge (the chunks comprise steps in a process that go together).

Allowing for Processing Time Between Chunks

*the teacher has students work together to process chunks of information

WHAT TO EXPECT

Students

- *actively engage in processing content between chunks
- *can explain why the teacher stops at specific points during a presentation of new content
- *appear to understand the content in each chunk

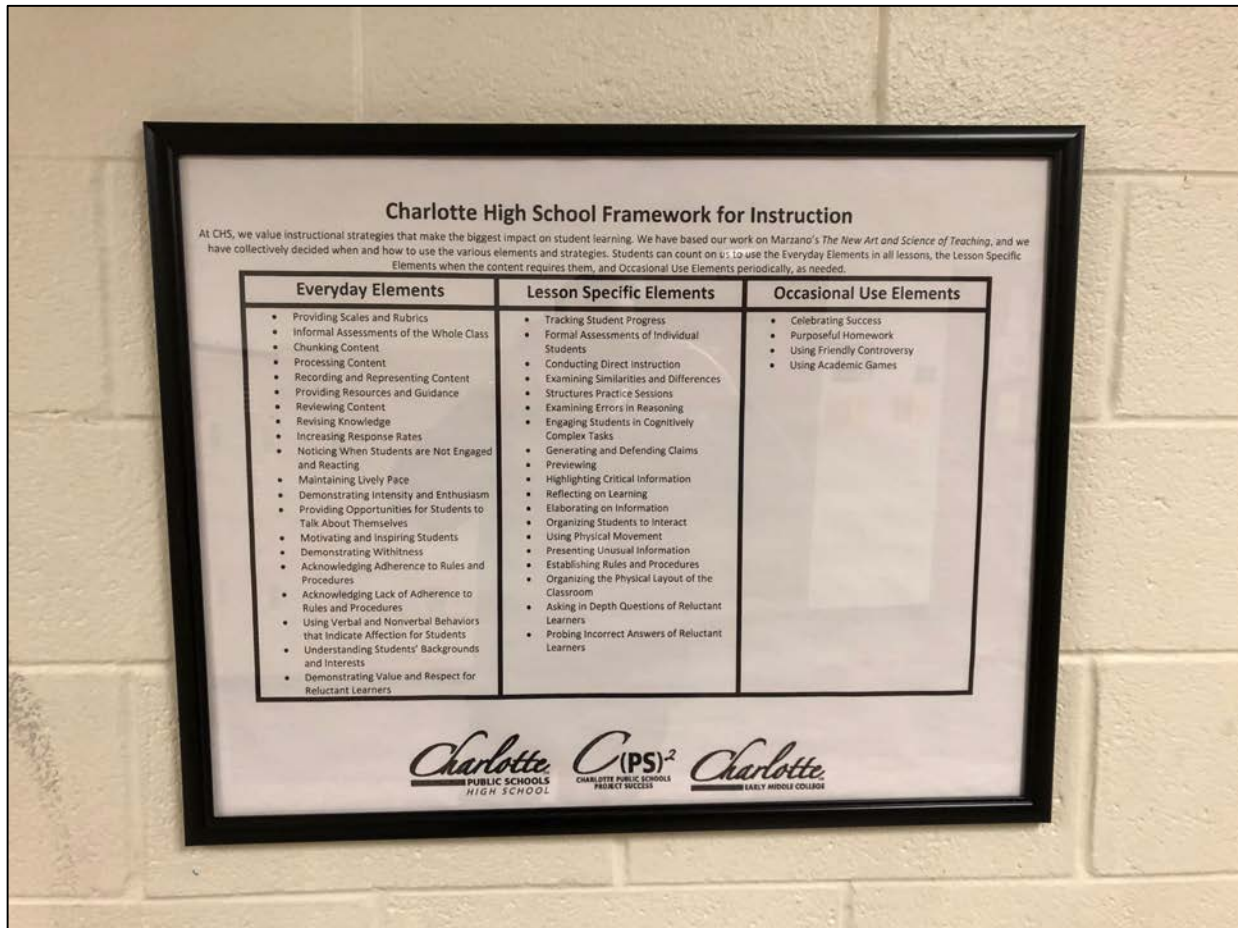
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Charlotte High School Framework for Instruction

At CHS, we value instructional strategies that make the biggest impact on student learning. We have based our work on Marzano's *The New Art and Science of Teaching*, and we have collectively decided when and how to use the various elements and strategies. Students can count on us to use the Everyday Elements in all lessons, the Lesson Specific Elements when the content requires them, and Occasional Use Elements periodically, as needed.

Everyday Elements	Lesson Specific Elements	Occasional Use Elements
<ul style="list-style-type: none"> • Providing Scales and Rubrics • Informal Assessments of the Whole Class • Chunking Content • Processing Content • Recording and Representing Content • Providing Resources and Guidance • Reviewing Content • Revising Knowledge • Increasing Response Rates • Noticing When Students are Not Engaged and Reacting • Maintaining Lively Pace • Demonstrating Intensity and Enthusiasm • Providing Opportunities for Students to Talk About Themselves • Motivating and Inspiring Students • Demonstrating Withitness • Acknowledging Adherence to Rules and Procedures • Acknowledging Lack of Adherence to Rules and Procedures • Using Verbal and Nonverbal Behaviors that Indicate Affection for Students • Understanding Students' Backgrounds and Interests • Demonstrating Value and Respect for Reluctant Learners 	<ul style="list-style-type: none"> • Tracking Student Progress • Formal Assessments of Individual Students • Conducting Direct Instruction • Examining Similarities and Differences • Structures Practice Sessions • Examining Errors in Reasoning • Engaging Students in Cognitively Complex Tasks • Generating and Defending Claims • Previewing • Highlighting Critical Information • Reflecting on Learning • Elaborating on Information • Organizing Students to Interact • Using Physical Movement • Presenting Unusual Information • Establishing Rules and Procedures • Organizing the Physical Layout of the Classroom • Asking in Depth Questions of Reluctant Learners • Probing Incorrect Answers of Reluctant Learners 	<ul style="list-style-type: none"> • Celebrating Success • Purposeful Homework • Using Friendly Controversy • Using Academic Games



Leading Indicator 2.2: Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans.

Sustaining	Applying	Developing	Beginning	Not Attempting
<p>The school continually cultivates information through quick data sources to monitor the extent to which all teachers establish growth goals for pedagogical skills and track their individual progress, and it takes proper actions to intervene when quick data indicate a potential problem.</p>	<p>The school has protocols and practices in place to ensure that all teachers establish growth goals for pedagogical skills and track their individual progress, and it can produce lagging indicators to show the desired effects of these actions.</p>	<p>The school has protocols and practices in place to ensure that all teachers establish growth goals for pedagogical skills and track their individual progress.</p>	<p>The school is in the beginning, yet incomplete, stages of drafting protocols and practices to ensure that all teachers establish growth goals for pedagogical skills and track their individual progress.</p>	<p>The school has not attempted to ensure that all teachers establish growth goals for pedagogical skills and track their individual progress.</p>

Caldwell Professional Growth Plan

Name _____

Goal:

This school year, I will provide intentional extension opportunities for students who have met an essential standard in order to help them to reach mastery.

Distinguished (4)	
Accomplished (3)	
Proficient (2)	
Developing (1)	
Improvement Needed (0)	

My initial score: <u>2</u>	My final score: _____
<p>Teacher and Student Evidence:</p> <ul style="list-style-type: none"> • Differentiated Science Stations • Stations picked out for different learning styles • Heterogeneous groups • Reteach at teacher table • Flex Days - small group at teacher table, differentiated menu 	<p>Teacher and Student Evidence:</p>

Caldwell Professional Growth Plan

Name _____

4				
3.5				
3				
2.5				
2				
1.5				
1				
0.5				
0				
Strategies I employed in order to progress towards/ maintain my goal	Date: 10-8-18	Date:	Date:	Date:
	<ul style="list-style-type: none"> • QI Pre-Assessment (essential standards) determined who needed extension opportunities • Instead of cycling through science stations, extenders worked on self-guided menu or project • Monitoring through CFAs 			

Strategy Reflection Log

Use this worksheet to select a strategy, set a goal, and reflect on your use of that strategy.

Element: _____

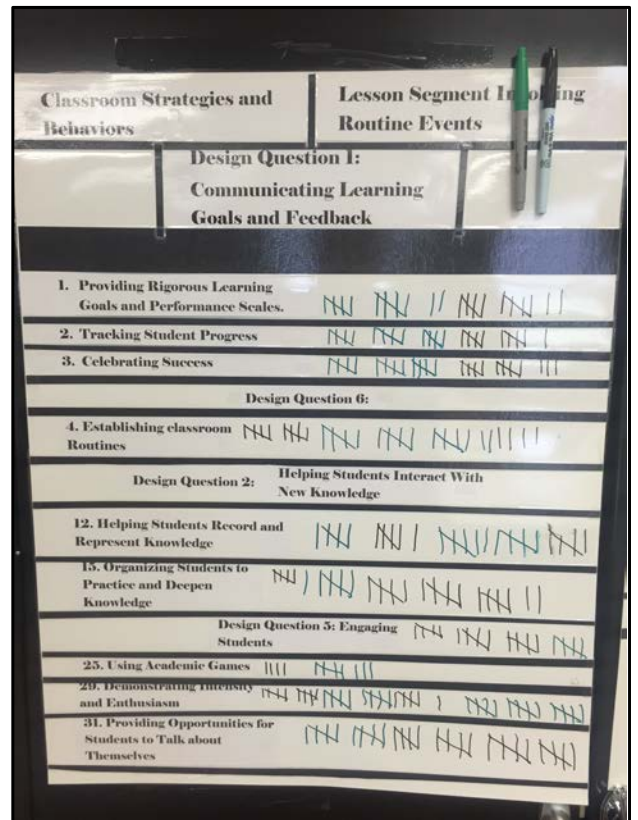
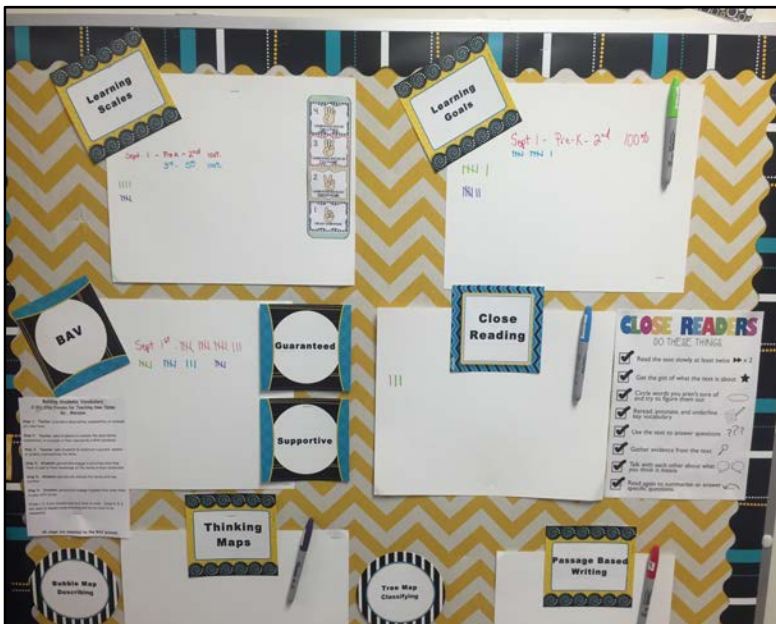
Strategy: _____

Goal: _____

Date	How did it go?

Leading Indicator 2.3: Predominant instructional practices throughout the school are known and monitored.

Sustaining	Applying	Developing	Beginning	Not Attempting
The school continually cultivates information through quick data sources to monitor the predominant schoolwide instructional practices, and it takes proper actions to intervene when quick data indicate a potential problem.	The school has protocols and practices in place to monitor the predominant schoolwide instructional strategies, and it can produce lagging indicators to show the desired effects of these actions.	The school has protocols and practices in place to monitor the predominant schoolwide instructional strategies.	The school is in the beginning, yet incomplete, stages of drafting protocols and practices to monitor the predominant schoolwide instructional strategies.	The school has not attempted to monitor the predominant schoolwide instructional strategies.



Leading Indicator 2.4 Teachers are provided with clear, ongoing feedback of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.

Sustaining	Applying	Developing	Beginning	Not Attempting
The school continually cultivates information through quick data sources to monitor the collection of specific evaluation data for each teacher regarding pedagogical strengths and weaknesses and that these data are gathered from multiple sources, and it takes proper actions to intervene when quick data indicate a potential problem.	The school has protocols and practices in place to ensure that specific evaluation data are collected for each teacher regarding pedagogical strengths and weaknesses and that these data are gathered from multiple sources, and it can produce lagging indicators to show the desired effects of these actions.	The school has protocols and practices in place to ensure that specific evaluation data are collected for each teacher regarding pedagogical strengths and weaknesses and that these data are gathered from multiple sources.	The school is in the beginning, yet incomplete, stages of drafting protocols and practices to ensure that specific evaluation data are collected for each teacher regarding pedagogical strengths and weaknesses and that these data are gathered from multiple sources.	The school has not attempted to ensure that specific evaluation data are collected for each teacher regarding pedagogical strengths and weaknesses and that these data are gathered from multiple sources.

Lagging Indicator Examples:

- Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses.
- Teacher feedback and evaluation data is based on multiple sources of information including, but not limited to: direct observation, teacher self-report and analysis of teacher performance as captured on video.
- The school leader has a schedule indicating frequent observations and feedback to teachers.

Quick Data Examples:

- When asked, teachers can describe their most recent teacher evaluation data.
- Teachers can identify multiple times when they have been evaluated.
- When asked, evaluators can explain the variety of strategies they use for teacher evaluation.

Responder Schedule = Relative To Situation

- School with 1 administrator....
 - 2 days each month have a lead teacher be in the office for 2 periods while you evaluate
- School with 2 administrators....
 - Pick an afternoon or morning each week when each person serves as the responder so the other knows they are free for evaluations.

Consider A Video Evaluation Option

- Have teachers video 10 to 15 minutes of their class and turn it in as a substitute for a classroom walkthrough.
- This is basically the same as an announced, formal visit because they know it will go to you.
- Let the teacher choose what to video....aka...show me your best.

Leading Indicator 2.5: Teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.

Sustaining	Applying	Developing	Beginning	Not Attempting
The school continually cultivates information through quick data sources to monitor job-embedded professional development directly related to teachers' instructional growth goals, and it takes proper actions to intervene when quick data indicate a potential problem.	The school has protocols and practices in place to ensure that job-embedded professional development directly related to teachers' instructional growth goals is provided, and it can produce lagging indicators to show the desired effects of these actions.	The school has protocols and practices in place to ensure that job-embedded professional development directly related to teachers' instructional growth goals is provided.	The school is in the beginning, yet incomplete, stages of drafting protocols and practices to ensure that job-embedded professional development directly related to teachers' instructional growth goals is provided.	The school has not attempted to ensure that job-embedded professional development directly related to teachers' instructional growth goals is provided.

Methods of Job-Embedded PD

- Instructional Coaching
- Team teaching sessions
- Lesson study
- Virtual PD options
- Teacher Led PD sessions
- Gallery walks of best practices
- Video reflection (self-observation)

Growth Plan Checkpoint #1

Teacher Name _____ Date _____

Teaching Element _____

Have you implemented the teaching element in your growth plan?

- Not yet
- Reading Up/Researching
- Applied something new
- Part of practice

Explain:

- If 'Not yet', what can we do to help?

- If you are "Reading Up/Researching", what resources are you looking at and what is your expected implementation date?

- If you "Have applied something new", what did you try and how did it go?

- If it is "Part of practice, what are you doing and how often do you implement it?

***We would love to come and see it in action....what day of the week/what time would work best? _____

|Growth Plan
Checkpoint #2

Teacher Name _____

Date _____

Teaching Element _____

At what stage are you NOW at with the teaching element in your growth plan?

- I can't even remember what it is...
- Reading Up/Researching
- Applied something new
- Part of practice
- Mastered and working on something new

- If you are "Reading Up/Researching" list sites/books/blogs that is giving you good information to implement?

- If you "Have applied something new", what did you try and how did it go?

- If it is "Part of practice, what are you doing and how often do you implement it?"

- If you "MASTERED and chose a new Focus Element" tell us what it is!

Without continual growth and progress, such words as improvement, achievement, and success have no meaning. - Benjamin Franklin

Leading Indicator 2.6 Teachers have opportunities to observe and discuss effective teaching.

Sustaining	Applying	Developing	Beginning	Not Attempting
<p>The school continually cultivates information through quick data sources to monitor teachers' opportunities to observe and discuss effective teaching virtually or in person, and it takes proper actions to intervene when quick data indicate a potential problem.</p>	<p>The school has protocols and practices in place to ensure that teachers have opportunities to observe and discuss effective teaching virtually or in person, and it can produce lagging indicators to show the desired effects of these actions.</p>	<p>The school has protocols and practices in place to ensure that teachers have opportunities to observe and discuss effective teaching virtually or in person.</p>	<p>The school is in the beginning, yet incomplete, stages of drafting protocols and practices to ensure that teachers have opportunities to observe and discuss effective teaching virtually or in person.</p>	<p>The school has not attempted to ensure that teachers have opportunities to observe and discuss effective teaching virtually or in person.</p>

Marzano Model For Instructional Rounds

- Teams of teachers (3 to 5 on the team) led by a lead teacher; observe instructional practice of other teachers.
- Spend 10 to 15 minutes in a classroom.
- Rounds are better without administrators participating in the rounds themselves.
- Rounds are NOT evaluations of the teachers being observed.
- Primary focus is for teachers to observe classroom practice and gain ideas for possible implementation in their own classroom.

During a rounds session

- Observers record perceptions during and/or immediately after leaving the observed teacher's classroom.
- Focus on three basic questions:
 - What did you see that reaffirms something you do?
 - What did you see that you would like to know more about?
 - What did you see that you would like to add to your own practice?

Key Aspects for Instructional Rounds

I. Responsibilities:

Principal:

- Encourage teachers to participate.
- Help provide resources that allow teachers to participate.
- Determine the staff to be trained as rounds leaders.
- Suggest staff to be considered as model teachers.
- Introduce the concept and purpose to staff.
- Remind the staff that rounds are not evaluative.

Rounds Leaders:

- Coordinate the date and time for rounds to occur.
- Schedule a room with privacy for the rounds debriefing session.
- Maintain a positive and reflective climate during rounds.
- Remind the group that rounds are for self-learning, not evaluation of the teachers being observed.
- Facilitate the debriefing session as soon as possible following rounds.
- Coordinate follow-up communication to observed teachers.

II. Process:

- Rounds leaders schedule and communicate rounds dates and times for all involved.
- Rounds leader reminds rounds participants of the purpose.
- Team goes on rounds to designated classrooms (10 to 15 min. each).
- Team reconvenes for debriefing session.
- Leader facilitates debriefing: Encourage an open flow of conversation but insure that all rounds participants get an opportunity to speak. Immediately redirect or end any evaluative type comments.
- Leader maintains a time frame for discussion to insure all classrooms visited are debriefed.

Focus/Debrief Questions:

- What did you see that reaffirms something you already do?
- What did you see that you would like to know more about?
- What did you see that you would like to put into your own practice?

INSTRUCTIONAL ROUNDS

Date _____

Teacher Being Observed _____

What did you observe that reaffirms something you are doing now?

Strategies you would like to know more about?

Strategies you will try in your own practice now:

Notes Page