



Implementation of Instructional Rounds (Year 2)

Principal Name: Sean McGarvey

School Name: Switzerland County Middle School

Team Members' Names: Amanda Cole and RaheJean Griffin

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Background & Purpose Leading to Our Inquiry

Based on IPLI Survey Results the teachers at Switzerland County Middle School have wanted the opportunity to see “effective” teaching practices through In-Person Observations or videos featuring these practices. With this information in hand a decision was made to allow teachers the opportunity to observe specific teaching practices by their fellow teachers. The specific “effective” teaching practices would be identified that the teachers most wanted to observe and then based on that information an Instructional Round schedule would be developed to allow this to happen.

Our Wondering

With this purpose, we wondered *what will the impact be on the instructional practices of staff members if instructional rounds are implemented?*

Our Actions

Step 1: Administrator finalize all 10 Minute Observations and review with staff members

Step 2: In-House Survey given to each Teacher that allows them to rank in order which “effective teaching practices” they feel like they struggle with the most.

(Effective Teaching practices are based on those established by the school corporation.)

Step 3: Based on survey data identify the two main “effective” teaching practices that teachers most want to observe.

Step 4: Instructional Round Leaders and Model Teachers are identified and a schedule is constructed that will allow for Instructional Rounds to occur.

Step 5: Instructional Round Leaders will lead all teachers through the observations of the identified model teachers and at the end of each round will ask for immediate feedback on what they observed. (Every Teacher in the building will have the

opportunity to observe two teachers in the field.)

Step 6: Post-Survey will be given to teachers and Observations will be done by the Principal to see the impact of Instructional Rounds if “effective teaching practices are being put into use by the teachers in the classroom. (*Qualitative/Quantitative Results.*)

Data Collection

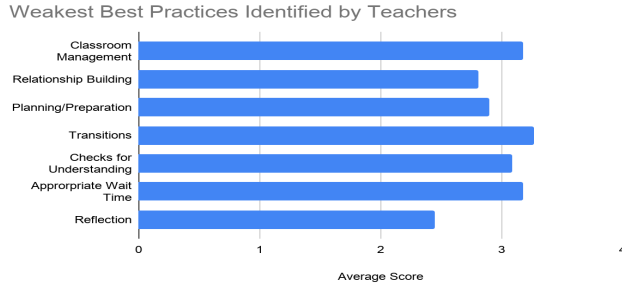
Process:

- **In-House Pre and Post Surveys (Quantitative)**
- **Immediate Post Instructional Round Feedback from Teachers right after each round of observations**
- **Post Observations done by Principal**

Timeline:

- **Pre Survey (November)**
- **Instructional Feedback (January/February)**
- **Post Survey/Post Observation (March)**
- **Presentation of Findings (April)**

Pre Survey: Classroom Management and Transitions were identified as the weakest effective teaching practices overall by teaching staff.



Our Discoveries

- **Teachers were very appreciative of and grateful for the chance to see their peers in action. This has brought the teaching staff together and more willing to collaborate on other projects.**
- **Teachers could finally see connections between multiple effective practices being used and students being successful.**

Where We Are Headed Next

At SCMS the opportunity of teachers getting to observe “highly effective” teaching practices amongst their peers has given them a new sense of hope and direction in their own classrooms. The teaching staff is closer now and feels like they can openly discuss and talk about educational issues affecting our building.

The plan is to continue Instructional Rounds next year, while focusing on different areas that teachers feel like they need to work on and improve.

This project not only helped the teachers improve their own classrooms but also allowed collaboration between the administration and teachers in a positive and productive manner.

Bibliography

Dana, N. F. (2009). *Leading with passion and knowledge: the principal as action researcher*. Thousand Oaks, CA: Corwin Press, a Joint Publication with the American Association of School Administrators.

Dana, N.F. and Diane Yendol-Hoppey (2016). *The PLC Book*. Thousand Oaks, CA: Corwin Press, a Sage Company.

Marzano, R. J. and Rains, Warrick, Dufour (2018). *Leading a high reliability school*. Bloomington, IN: Solution Tree Press.

Citing Your Presentation and Publication

Congratulations on completing the Year 2 Action Inquiry process! You and your team members can list your project as both a professional presentation and a professional publication on your resume. Here are examples of the correct ways to cite:

Presentation

McGarvey, S., Cole, A., & Griffin, R. (2021). Implementing instructional rounds. Presented at the annual Indiana Principal Leadership Institute Showcase of Schools, Indianapolis, IN.

Publication

McGarvey, S., Cole, A., & Griffin, R. (2021). Implementing instructional rounds. Retrieved from <https://Web Address>

IMPLEMENTATION OF INSTRUCTIONAL ROUNDS

Switzerland County Middle School

Principal: Sean McGarvey
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Teachers: Amanda Cole and
RaheJean Griffin



BACKGROUND/PURPOSE OF THIS INQUIRY

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TEAM'S WONDERING

What will the impact be on the instructional practices of staff members if instructional rounds are implemented?



PLAN OF ACTION

Action Plan:

Step 1: Administrator finalize all 10 Minute Observations and review with staff members

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“HIGHLY EFFECTIVE” TEACHING PRACTICES (IDENTIFIED BY SCHOOL CORPORATION)

1. Planning/Preparation
2. Transitions
3. Checks for Understanding
4. Appropriate Wait Time
5. Reflection
6. Classroom Management
7. Relationship Building



**Transitions and Classroom Management were identified as those that teachers struggled with the most and were the focus of Instructional Rounds.*

Data Collection

Process:

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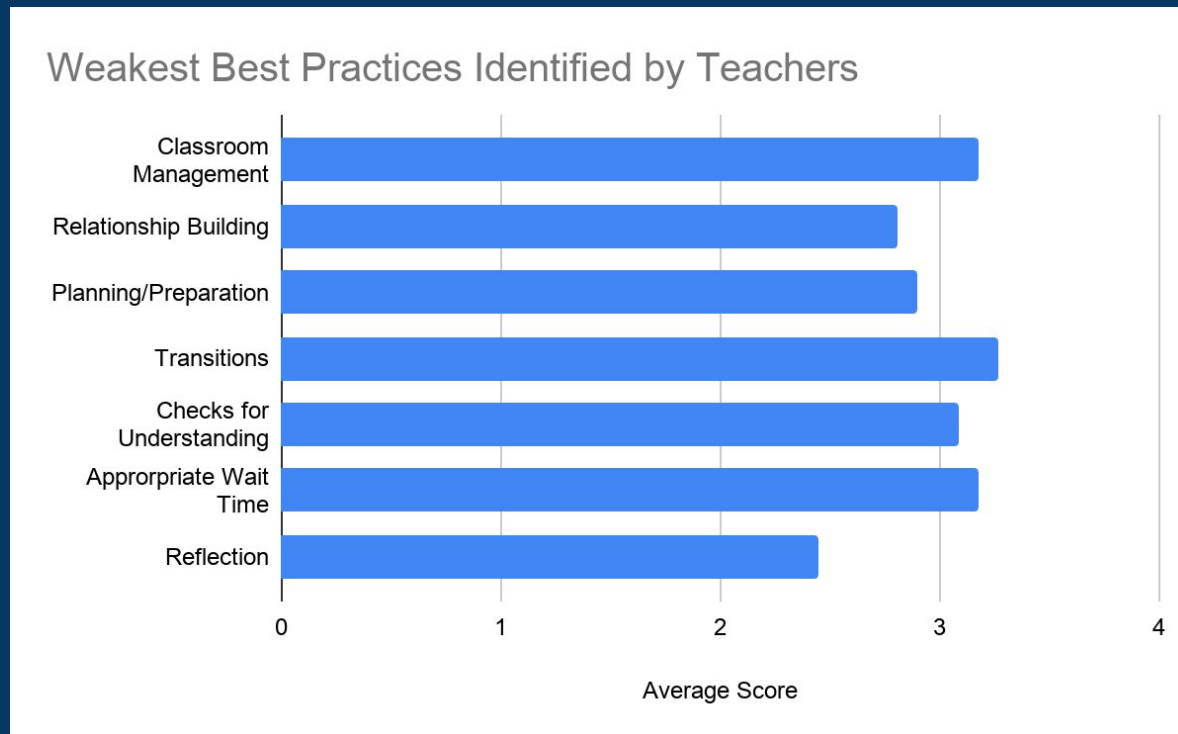
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TEAM DATA

Pre Survey: Classroom Management and Transitions were identified as the weakest effective teaching practices overall by teaching staff.



TEAM DATA

Instructional Feedback: Teachers equated the use of Classroom Management and Transitions as being in direct correlation. Success in one lead to success in the other.

Post Survey/Observation: Principal saw direct use of strategies that teachers observed during Instructional Rounds being used in their classrooms.

TEAM DISCOVERIES/PLANS FOR FUTURE

- Teachers were very appreciative of and grateful for the chance to see their peers in action. This has brought the teaching staff together and more willing to collaborate on other projects.
- Teachers could finally see connections between multiple effective practices being used and students being successful.
- IPLI Team wants to continue with Instructional Rounds next year by broadening our focus on other areas of teaching and approach these areas similarly to what we did for this project.
- Teachers are professionals and are constantly wanting to expand and improve their craft.

CONCLUSION

At SCMS the opportunity of teachers getting to observe “highly effective” teaching practices amongst their peers has given them a new sense of hope and direction in their own classrooms. The teaching staff is closer now and feels like they can openly discuss and talk about educational issues affecting our building.

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BIBLIOGRPAHY

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