



Learning from Each Other: How Instructional Rounds Impact Instruction

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School Name: Southwest Elementary School

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Background Leading to Our Inquiry (Slide 2)

Two important pieces of data impacted our inquiry. First, we replaced 15 of our certified staff (and several support staff members) between 2019 and 2021. Not having a clearly articulated vision for effective instruction and having so many new teachers on staff, we felt that something in the area of defining a common language for best practices was definitely a missing link. Second, after reviewing the High Reliability Schools Level 2 Survey results, it became clear that there were areas needing our attention. One area of potential growth was Leading Indicator 2.6: Teachers have opportunities to observe and discuss effective teaching. We have not made observing others a priority, and we have not formally defined what effective instruction looks like. Another area of potential growth was Leading Indicator 2.1: The school leader communicates a clear vision as to how instruction should be addressed. We have not dedicated the time or resources to developing a written school-wide instructional model in order to define a common language of instructional practices. The survey feedback along with the high number of new teachers on our team drove this AR project. After all, how could our new staff or existing staff meet the level of expectation for effective teaching if that hasn't been clearly defined? We have great teaching going on in our building, and our school has historically been an A school, but no one sees what's going on behind the walls of the classrooms except the administrator. Instructional rounds with the hope of building an instructional snapshot seemed like a great place to start.

The Purpose of Our Inquiry (Slide 3)

The purpose of our action inquiry was to start small with voluntary instructional rounds in order to build momentum later. We wanted to introduce the idea of instructional rounds and create a very positive experience for staff who chose to participate in them. Our hope was to create opportunities for staff to observe others, be validated in their own work, and learn from colleagues within our own school. We also wanted to create a rewarding experience for the teachers being observed through immediate positive feedback. We felt strongly that if we could create a positive experience voluntarily, we could more likely sustain our AR project efforts long term. We also wanted to gain future momentum with the entire staff by introducing the 43 elements within the 10 design qualities from the New Art and Science of Teaching Model. The hope is that these teachers will become our leaders for completing an instructional snapshot.

Our Wondering (Slide 4)

With this purpose, we wondered if we gave our teachers positive opportunities to see the amazing work going on within our own building, would that build trust among staff, positively impact teaching and learning, and help us lead our staff toward a culture of believing in the power of teacher efficacy. Our staff was already familiar with Hattie's Visible Learning and the effect sizes that have the greatest and least impact on student performance. Our teachers had already agreed that collective teacher efficacy was important. We also wondered if we started small during this Covid year, by making this AR Project voluntary, that give us the momentum we need going into the 2021-2022 school year to keep this process going.

Our Actions (Slides 5-7)

The first thing we did was identify areas of potential growth. Upon analysis of the HRS Level 2 survey results, we saw a need to more clearly communicate a common language for effective instruction and to expand the opportunities for our teachers to observe and learn from each other. We also recognized that many of the teachers who completed the survey were no longer employed at our school. As a result, we identified instructional rounds as a means to teacher efficacy and beginning the development of a school-wide instructional snapshot as a high impact project for our school.

The next thing we did was create our plan. We began by researching instructional rounds and pulling key points from that information to share with our staff. We created handouts using Marzano's work for our staff covering the following information:

- What is an instructional round?
- What happens during an instructional round?
- What is the process of an instructional round?

In addition, we clearly identified roles and responsibilities during instructional rounds so teachers knew exactly who was doing what and for what purpose. We identified the principal's role, the instructional round leader's role, the observers' role, and the observed teacher's role. We wanted the staff to feel safe and trust in the process we were proposing to them. The instructional rounds plan initially included 10 minutes of observation and 10 minutes of debriefing. We planned for the teacher leaders to present this information to the entire staff during a PLC meeting.

Part of planning also included how to collect feedback in a nonthreatening way. We did not want the data collection process to take away from the instructional rounds. We created reflection sheets with survey questions and positive feedback forms for teachers to leave the host teacher.

The next part of creating our plan was deciding how to get the ball rolling with the instructional rounds. We decided the best way to lead was to "be the lone nut", so we started the first two instructional rounds involved teacher leaders being observed by their respective teams. We planned for Jennifer (4th Grade Teacher) to teach her lesson for Shayla's first grade team, and Shayla would serve as the leader of the round. Next, Shayla (1st Grade Teacher) would teach her lesson for Jennifer's fourth grade team, and Jennifer would serve as the round leader. We were concerned that due to Covid and it being a high stress year, teachers may not be receptive to the

idea of instructional rounds. We did not want staff to think this was just one more thing we were asking them to do. We wanted them to believe in the importance of the work. To keep the staff interested in going into each other's classrooms, we came up with the idea of a Southwest WOW Fridge. We expect our teachers to hang samples of exemplary student work in and outside of their classrooms. We took this concept, and as teacher evaluation observations were going on, the administrator took pictures in nearly every classroom of exceptional work, strategies, lesson ideas, décor, bulletin boards, assignments, projects, etc... to hang on display in the teacher workroom.

We shared the plan with staff by having the teacher leaders present the handouts and information at a school-wide PLC meeting. We held the meeting in one of the teacher leader's classrooms for a change of pace and to get teachers into someone else's classroom. We asked the staff to let us know after the meeting if they were interested in being observed for an instructional round. We had several staff members willing to host their colleagues. Many teachers were very receptive to the idea of instructional rounds. During the PLC meeting staff commented that just sitting in the classroom for the meeting gave them an idea they could take back to their classrooms. That was exactly what we wanted them to think and feel.

Scheduling the instructional rounds and the coverage needed was the most challenging part of the project. We had to adhere to Covid procedures and find enough staff to cover everyone. Our master schedule this year is complicated and finding ways to cross grade levels with coverage was not an easy task. In the end, we were able to provide coverage for all of the teachers participating in the instructional rounds, and we were successful in not asking teachers to give up prep or lunch time in order to participate. We started by scheduling the first rounds with the teacher leaders and their teams. After obtaining feedback from the staff who participated, we adjusted the time to 20 minutes of observation and 10 minutes of debriefing. We were able to conduct additional rounds in this format.

Data Collection (Slide 8)

During the observation we asked teachers to identify any and all of the 43 elements within the 10 design areas using The New Art and Science of Teaching Model. We created a short reflection sheet asking teachers to identify three things upon conclusion of the observation: what did they observe that reaffirms something they are doing now, what strategies they would like to know more about, and what strategies they saw that they will try in their own classrooms. We also asked some follow up questions about whether or not they would be interested in participating in another instructional round, and if so, what grade level they would want to see, and any other feedback they wanted to share. After the first set of instructional rounds we made an adjustment to data collection and transferred everything over to a Google Form. Teachers brought their Chromebooks to the debriefing session and completed the Google Form at that time. To keep things fun and lighthearted, we went to Teachers Pay Teachers to purchase an instructional rounds package of themed printable forms for the observers to leave the teacher being observed a kind, positive note. These allowed observers to identify the great things the teacher did great and leave a positive comment.

Our Data (Slides 9-18)

Our first three data points came from the three reflection questions: What did you observe that reaffirms something you are doing now? What strategies would you like to know more about? What strategies did you see that you will try in your own classroom? We were excited to see that 100% of participants reported that they observed something that reaffirmed what they were doing now in their classrooms and that 78% of participants saw something they were willing to go back to their classrooms to try.

The fourth data point shows which of the ten design elements teachers observed during their observation. Our plan for gathering this information was to expose the staff participating to the design elements so that we can use it to build a common language for effective instruction. This data will be used as a starting point for our leadership team as they work to create a schoolwide instructional model for the 2021-2022 school year.

The fifth, sixth, and seventh data points were obtained to help us determine how instructional rounds were received this year on a voluntary basis. We wanted to know if teachers felt it was worth their time to step out of their classrooms and participate in the experience of instructional rounds. It was very exciting to see that 88.9% of participants indicated they would be willing to go through another instructional round. This was important information as we plan to implement instructional rounds schoolwide next year. There were mixed reviews on whether or not to have the expectation of one instructional round per semester. Knowing this information, we will be looking at every teacher doing one instructional round next year. Once this becomes a part of our school culture, we hope to increase this to once per semester. Knowing how teachers felt about being observed was important to our research. We wanted to get a feel for how many staff members would be willing to be observed. We currently have many beginning teachers in our building, which may have contributed to the split in responses to this question.

The final two data points included written feedback from participants. Teacher feedback was very positive overall. Teachers showed excitement through hallway conversations about seeing former students, learning something new, and feeling validated in their own work.

Our Discoveries (Slides 19-22)

Below are some discoveries that we made through this action research process:

- **Learning Statement One:** Teachers wanted to have the opportunity to observe and learn from others and were more open to it than expected.
- **Learning Statement Two:** Instructional rounds helped affirm best practices and gave observers new ideas.
- **Learning Statement Three:** Starting small with a positive voluntary experience this year will help us increase the expectation of instructional rounds for all staff next year.

Teachers wanted to have the opportunity to observe and learn from others and were more open to it than expected: We were surprised at the number of staff members who wanted to participate in instructional rounds this year, especially given this was a very difficult year with Covid. We were pleased to obtain feedback after our first instructional rounds that teachers wanted more time in the classroom to observe during the round. Teachers who participated learned that we can all learn something new from each other even at different grade levels. It also helped reaffirm that we all have different strengths. For some that comes in the form of classroom management, for others, that might be in checking for understanding at various levels.

Instructional rounds helped affirm best practices and gave observers new ideas: When we looked at our data and talked to teachers about their experiences during the instructional round, 100% of participants were excited to see that something they are doing in their classroom is also happening in someone else's classroom. This is important because building trust among staff is critical for building collective teacher efficacy. Almost 78% of participants indicated they saw something they could go back to their classrooms to use immediately. One kindergarten teacher said, "I have been teaching for a long time and that was the first time I saw that done during calendar time. I am definitely making an adjustment to what my calendar time looks like."

Starting small with a positive voluntary experience this year will help us increase the expectation of instructional rounds for all staff next year: With this year being taken over by Covid, we were not sure how many staff members would be willing to participate in the AR Project. Emotions, anxieties, and stress were high this year with us coming back to school despite Covid, new Covid procedures, teachers having to teach in person students and online students, more prep needed and less time. We were afraid to force the entire staff to participate in the AR Project for these reasons. Since the participants had such a positive experience, we are confident that this will build the momentum we need for all staff to engage in and learn from instructional rounds next year.

Where We Are Headed Next (Slide 23)

This was a rewarding and positive professional experience for our staff. We learned a lot about the strengths and opportunities for our school through the High Reliability Schools Surveys. The HRS Surveys helped us pin point potential areas of growth. The action research itself allowed us the opportunity to get teachers into each other's classrooms, which is something they were not used to doing. Being given opportunities to see highly effective teachers deliver instruction was also a powerful professional experience for new staff and staff who were new to a grade level.

Going forward, our goal is to refine and grow the process of instructional rounds through our school leadership team for the coming school year. We want to continue to expand our teachers' instruction and strengthen collaboration among staff. We would like to see every staff member participate in at least one instructional round and debriefing session during the 2021-2022 school year. We would also like to see more conversations within and across grade levels about what effective instruction looks like within the 10 design areas.

Now that our staff has seen and interacted with The New Art and Science of Teaching 43 research based elements and the 10 instructional design areas, we are confident that we will be able to create our school-wide instructional snapshot at the start of the 2021-2022 school year. We will then use our instructional rounds throughout the upcoming school year to refine the instructional snapshot. We hope that in the long term, this becomes part of our school culture and works two fold in supporting and retaining staff.

Bibliography (Slide 24)

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Marzano, R.J., Warrick, P, Rains, C.L., DuFour, R. (2018). *Leading a High Reliability School*. Bloomington, IN: Marzano Research Laboratory.

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LEARNING FROM EACH OTHER

HOW INSTRUCTIONAL ROUNDS IMPACT INSTRUCTION

Southwest Elementary School

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Team Members' Names: Jennifer Hussung and Shayla Jacobs

BACKGROUND LEADING TO THIS INQUIRY

❖ Staff turnover~ 15 new teachers in the last 3 years

❖ HRS Level 2 Survey Results:

1. Leading Indicator 2.6: Teachers have opportunities to observe and discuss effective instruction

- Feedback showed weaknesses in:
 - I have opportunities to engage in instructional rounds
 - I have opportunities to view and discuss examples of effective teaching

2. Leading Indicator 2.1: The school leader communicates a clear vision as to how instruction should be addressed

- Feedback showed weaknesses in:
 - School leaders and teacher leaders have developed a written document articulating our schoolwide model of instruction
 - Our school has a common language for talking about teaching and instruction

THE PURPOSE OF THIS INQUIRY

Therefore, the purpose of our inquiry was to start small with voluntary instructional rounds and begin to identify key elements of a schoolwide instructional snapshot in order to build momentum later with the entire staff.



OUR WONDERING

With this purpose in mind, our wondering became:

If we started small and gave our teachers voluntary positive opportunities to see the amazing work going on within our own building, would that build trust among staff, positively impact teaching and learning, and help us lead our staff toward a culture of believing in the power of teacher efficacy?

Additional wondering: Will this project give us the momentum we need to continue into next year to complete an instructional snapshot?

OUR ACTIONS

- ❖ Identified areas of potential growth
- ❖ Researched instructional rounds
- ❖ Created the plan
 - Identified key points to share with staff
 - Decided how to collect data and feedback
 - Decided how to start-with teacher leaders
- ❖ Shared the plan
 - Gained interest from staff at a PLC meeting
- ❖ Scheduled the rounds and coverage
- ❖ Began the instructional rounds and started collecting data
 - Started the WOW Fridge through Admin observations that were also going on at the same time.



OUR ACTIONS

Southwest Elementary School Instructional Rounds 2020-2021

What is an Instructional Round?

- ★ Teams of teachers led by a lead teacher observe instructional practices of other teachers.
- ★ Rounds are NOT evaluations of the teachers being observed.
- ★ The primary focus is for teachers to observe classroom practices and gain ideas for possible implementation in their own classroom.

What Happens During an Instructional Round?

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

What is the Process of an Instructional Round?

- ★ 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 for 20 minutes
- ★ Team members and leader leave the visiting classroom teacher a note of appreciation
- ★ Leader facilitates the debriefing: Encourage an open flow of conversation, be sure 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 on these three basic questions:
 1. What did you see that reaffirms something you do?
 2. What did you see that you would like to know more about?
 3. What did you see that you would like to add to your own practice?
- ★ Leader collects feedback forms

Informational handout given to staff

Key Aspects for Instructional Rounds:

Role	Responsibility
Principal	<ul style="list-style-type: none"> ● 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
Round Leaders	<ul style="list-style-type: none"> ● 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
Round Observers	<ul style="list-style-type: none"> ● Be present on the day you are scheduled to observe ● Focus on these three basic questions: <ol style="list-style-type: none"> 1. What did you see that reaffirms something you do? 2. What did you see that you would like to know more about? 3. What did you see that you would like to add to your own practice? ● Leave a positive comment to the teacher you observed ● Center comments in the debriefing session on the focus questions and not on evaluating the teacher you observed ● Provide feedback to the round leader ● Be committed to stretching yourself to learn more about something you observed or try something you observed in your own classroom
Teacher Observed	<ul style="list-style-type: none"> ● Schedule a great lesson for the team to observe ● Remember: rounds are for self-learning and are not an evaluation of your teaching ● Provide feedback to the round leader who coordinated the observation with you

Roles and responsibilities defined

OUR ACTIONS

Instructional Rounds Teacher Reflection

Name: _____ Date: _____

Teacher Observed: _____

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

What strategies would you like to know more about?

What strategies did you see that you will try in your own classroom now?

Teacher Reflection Form

Directions: On the form below, highlight, circle, or mark which of the 43 elements you observed during your instructional round. This will be collected from you at the end of your debriefing session. Thank you for your feedback!

Follow Up Questions:

1. Would you like to participate in another Instructional Round? Yes or No
2. What grade level would you like to observe if you did another instructional round? _____
3. Other feedback: _____

43 Elements Within 10 Design Areas

Feedback	Content	Context
Providing and Communicating Clear Learning Goals 1. Providing scales and rubrics 2. Tracking student progress 3. Celebrating success Using Assessments 4. Using informal assessments of the whole class 5. Using formal assessments of individual students	Conducting Direct Instruction Lessons 6. Chunking content 7. Processing content 8. Recording and representing content Conducting Practicing and Deepening Lessons 9. Using structured practice sessions 10. Examining similarities and differences 11. Examining errors in reasoning Conducting Knowledge Application Lessons 12. Engaging students in cognitively complex tasks 13. Providing resources and guidance 14. Generating and defending claims Using Strategies That Appear in All Types of Lessons 15. Previewing strategies 16. Highlighting critical information 17. Reviewing content 18. Revising knowledge 19. Reflecting on learning 20. Assigning purposeful homework 21. Elaborating on information 22. Organizing students to interact	Using Engagement Strategies 23. Noticing and reacting when students are not engaged 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 Implementing Rules and Procedures 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 Building Relationships 38. Using verbal and nonverbal behaviors that indicate affection for students 39. Understanding students' backgrounds and interests 40. Displaying objectivity and control Communicating High Expectations 41. Demonstrating value and respect for reluctant learners 42. Asking in-depth questions of reluctant learners 43. Probing incorrect answers with reluctant learners

Sample Themed Feedback Form:

Other themes include:

You Were Observed...Starting the School Year with Bright Ideas (Start of the year)
 Leaving Nothing out in Class (Fall)
 Giving Awesome Teaching to the Core (Fall)
 Giving Spooktacular Teaching (Halloween)
 Sharing your Gifts with your Students (Christmas)
 Snowing Best Practices (Winter)
 Teaching on Target (Valentines)
 Having "Golden" Moments in Your Classroom (St. Patty's)
 Jumping Through Hoops for Your Students (March Madness)
 Showering Your Class with Great Teaching (Spring)
 Hopping into Action with Your Students (Easter)
 Blooming into Great Teaching (Spring)
 Ending the Year with a Splash (Summer)

Teacher Name _____ Date _____ Time _____

Today, you were doing great things in

Student Engagement Classroom Environment
 Rigor Classroom Management
 Instructional Strategies Classroom Culture
 Focus on Instruction Other _____



We are so
Thankful
for your
Hard Work!

Thanks for doing what's best for all students!!
Signed _____

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Positive feedback forms

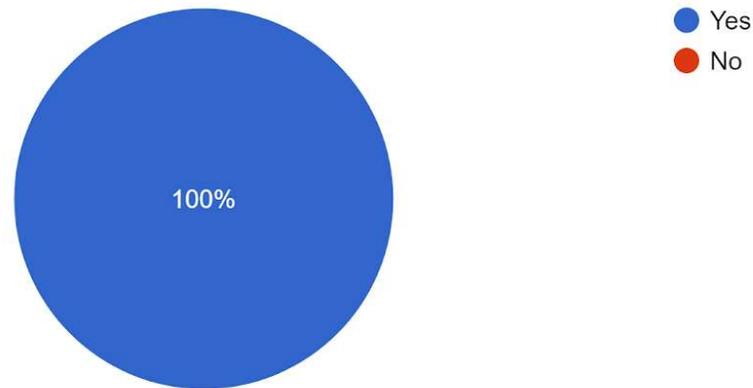
Additional feedback and feedback on the 43 Elements within the 10 Design Areas

DATA COLLECTION

- During the observation we asked teachers to identify any and all of the 43 elements within the 10 design areas using The New Art and Science of Teaching Model.
- Feedback forms asked: What did you observe affirms something you are doing now? What strategies would like to know more about? What strategies did you see that you can try in your own classroom?
- Observers answered follow up questions about whether or not they would be interested in participating in another instructional round, and if so, what grade level they would want to see.
- After the first set of instructional rounds we made an adjustment to data collection and transferred everything over to a Google Form. Teachers brought their Chromebooks to the debriefing session and completed the Google Form at that time.
- To keep things fun and lighthearted, we went to Teachers Pay Teachers to purchase an instructional rounds package of themed printable forms for the observers to leave the teacher being observed a kind, positive note behind. These allowed observers to identify what the teacher did great and leave a positive comment.

OUR DATA

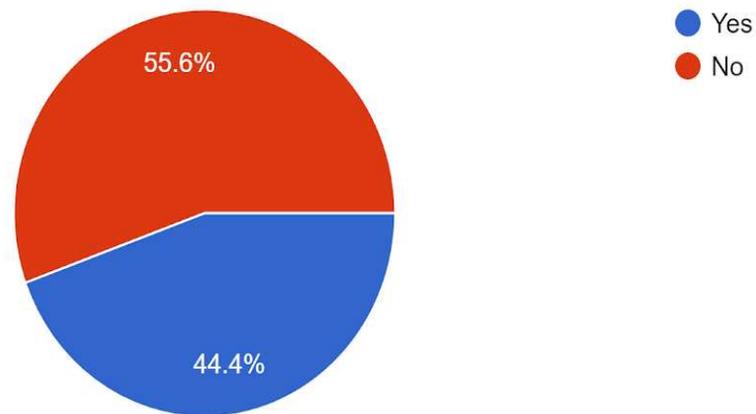
Did you learn something that affirms what you already do in your classroom?



Every single teacher who participated in the instructional rounds indicated that they saw something in the classroom they observed that affirmed what they were already doing in their own classroom.

OUR DATA

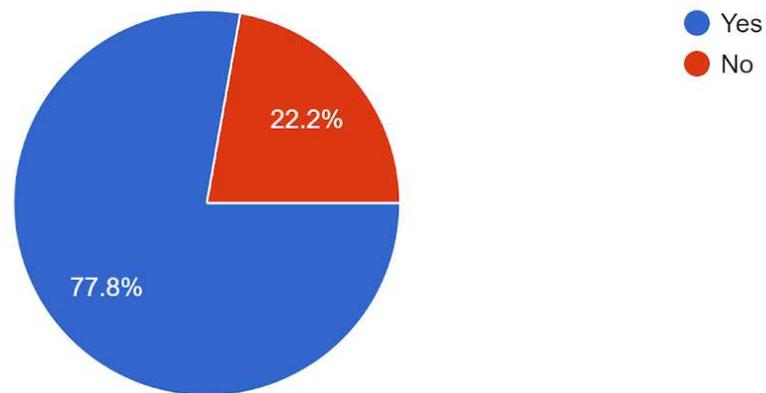
Did you see something that you want to know more about?



We feel like this number would have been higher had we been able to hold more instructional rounds and obtain more feedback.

OUR DATA

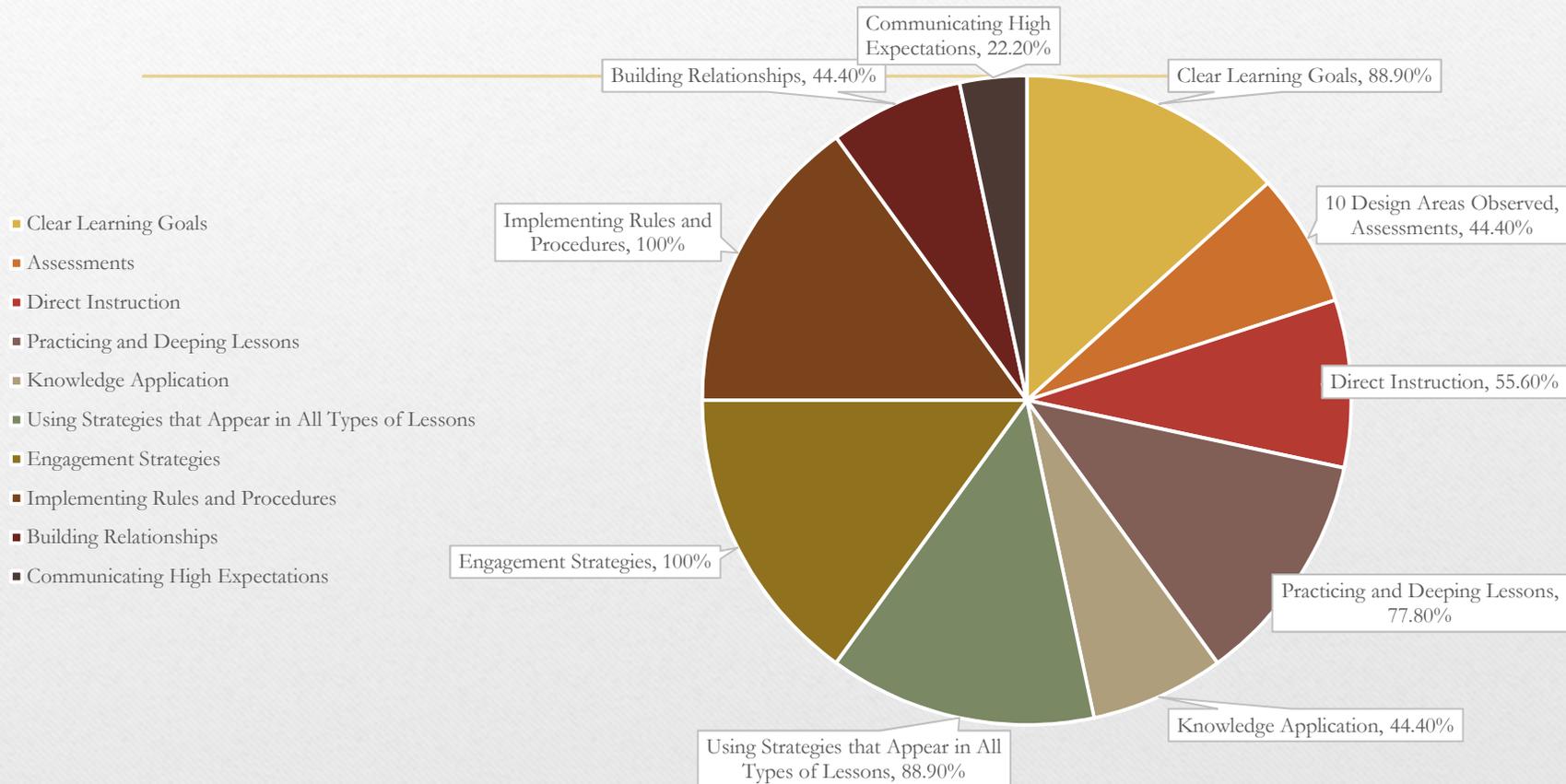
Did you see something that you know you can go back to your classroom and use now?



This data was exciting to see! We were hoping the experience would be positive and worthwhile for everyone.

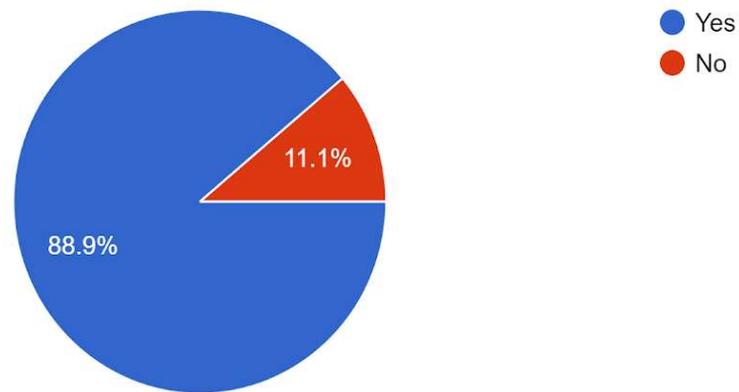
OUR DATA

10 DESIGN AREAS OBSERVED



OUR DATA

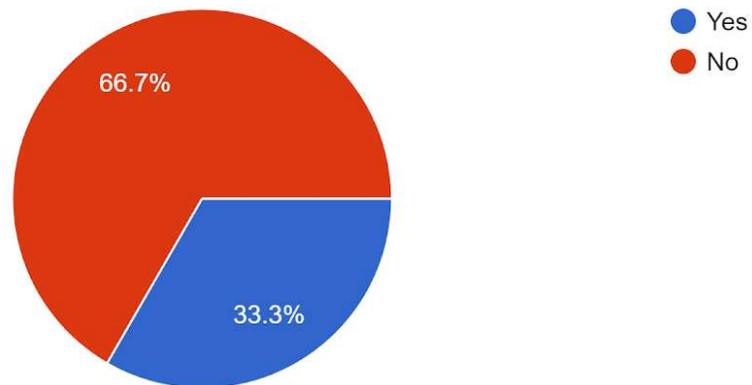
Would you like to participate in another instructional round this year?



This was exciting data to see! Our purpose of this inquiry was to create momentum for instructional rounds in the future.

OUR DATA

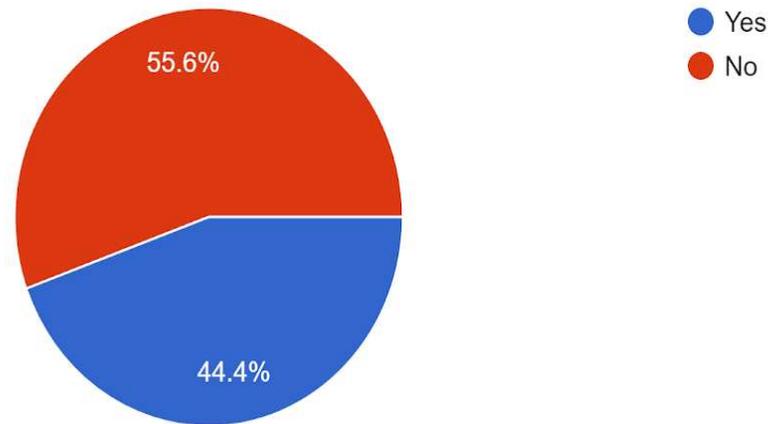
Would you be opposed to the expectation next year that ALL certified teachers participate in an instructional round once per semester?



We have the majority on board for next year!

OUR DATA

Would you like to have others come observe you for an instructional round?



This data helped us pinpoint other teacher leaders interested in being observed for an instructional round. Most of the no responses came from staff members who were new to teaching or new to a grade level.

OUR DATA

Any other feedback is welcome!

- “I think it would be more beneficial to be in the classroom for a longer period of time.”
- “I listed no on the having others come to observe me for THIS YEAR. I would prefer to be doing what I am doing a little longer to participate in this way.”
- “I loved seeing the classroom decor to get new ideas as well.”
- “I would probably want to do this in the future, but am concerned about some of my students with guests at this time.”
- “I liked the glow and grows!”
- “I will use what I saw in calendar time! Thank you for letting us go watch others!”

Teachers provided us with great feedback upon completion of their instructional rounds.

OUR DATA

Teacher Name Mrs. Jacob Date _____ Time _____

Today, you were doing great things in

<input checked="" type="checkbox"/> Student Engagement	<input type="checkbox"/> Classroom Environment
<input type="checkbox"/> Rigor	<input type="checkbox"/> Classroom Management
<input type="checkbox"/> Instructional Strategies	<input type="checkbox"/> Classroom Culture
<input type="checkbox"/> Focus on Instruction	<input type="checkbox"/> Other _____


We are so
Thankful
for your
Hard Work!

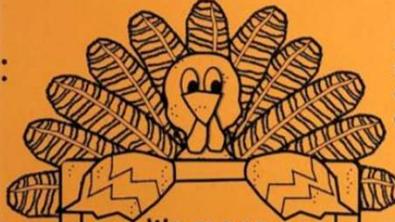
I thought you did a great job organizing the lessons. The kiddos were engaged and I love all the hand signs. Really rich content do well!

Thanks for doing what's best for all students!!
Signed Mrs. Jenkins

Teacher Name Hussung Date 11-3-20 Time 1:50

Today, you were doing great things in

<input checked="" type="checkbox"/> Student Engagement	<input type="checkbox"/> Classroom Environment
<input type="checkbox"/> Rigor	<input type="checkbox"/> Classroom Management
<input type="checkbox"/> Instructional Strategies	<input type="checkbox"/> Classroom Culture
<input type="checkbox"/> Focus on Instruction	<input type="checkbox"/> Other _____


We are so
Thankful
for your
Hard Work!

Thank you for letting us observe your class today! You have a great classroom climate! Are they always so hardworking and focused? You kept them engaged and used a lot of vocabulary words throughout your lesson.

Thanks for doing what's best for all students!!
Signed Shanda Vauger

Teachers gave the observed teacher fun, positive feedback.

OUR DATA

Teacher Name Shayla Jacobs ^{WOW} Date Feb. 26th, 2021 Time 9:30-9:50

You were observed



Teaching on Target

Today, you were doing great things in

- Student Engagement
- Rigor
- Instructional Strategies
- Focus on Instruction
- Classroom Environment
- Classroom Management
- Classroom Culture
- Other _____

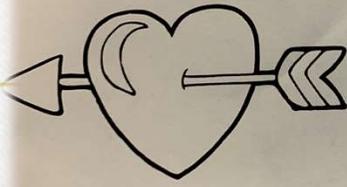
★ Thank you for letting us come to watch today. I really enjoyed watching your calendar time and it gave me some great ideas to add to my time in kindergarten. I appreciated your classroom management and routines as this is not my strong point. You accomplished quite a bit of academic content in a short period of time. Very nice!! ★

Thanks for doing what's best for all students!!

Signed Megan ☺

Teacher Name Shayla Jacobs Date Feb. 26, 2021 Time 9:30

You were observed



Teaching on Target

Today, you were doing great things in

- Student Engagement
- Rigor
- Instructional Strategies
- Focus on Instruction
- Classroom Environment
- Classroom Management
- Classroom Culture
- Other _____

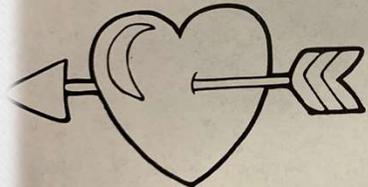
It was so wonderful that I was able to come in and watch you today! Seeing all of the students so engaged and excited to participate was amazing! Did you do the same thing when you taught Kindergarten?

Thanks for doing what's best for all students!! Love You!

Signed Emily

Teacher Name Shayla Jacobs Date 2/26/21 Time 9:30

You were observed



Teaching on Target

Today, you were doing great things in

- Student Engagement
- Rigor
- Instructional Strategies
- Focus on Instruction
- Classroom Environment
- Classroom Management
- Classroom Culture
- Other _____

How fun! I love all of the songs + movements and WOW! How do you keep them all on task and together? So great, thanks for letting us come and see you!

Thanks for doing what's best for all students!!

Signed Megan

Teachers gave the observed teacher fun, positive feedback.

OUR DISCOVERIES

- Learning Statement One: Teachers wanted to have the opportunity to observe and learn from others and were more open to this than expected.
- Learning Statement Two: Instructional rounds helped affirm best practices and gave observers new ideas.
- Learning Statement Three: Starting small with a positive voluntary experience this year will help us increase the expectation of instructional round for all staff next year.

OUR DISCOVERIES

Learning Statement One:

- Teachers wanted to have the opportunity to observe and learn from others and were more open to it than expected: We were surprised at the number of staff members who wanted to participate in instructional rounds this year, especially given this was a very difficult year with Covid. We were pleased to obtain feedback after our first instructional rounds that teachers wanted more time in the classroom to observe during the round. Teachers who participated learned that we can all learn something new from each other even at different grade levels. It also helped reaffirm that we all have different strengths. For some that comes in the form of classroom management, for others, that might be in checking for understanding at various levels.

OUR DISCOVERIES

Learning Statement Two:

- **Instructional rounds helped affirm best practices and gave observers new ideas:** When we looked at our data and talked to teachers about their experiences during the instructional rounds, 100% of participants were excited to see that something they are doing in their classroom is also happening in someone else's classroom. This is important because building trust among staff is critical for building collective teacher efficacy. Almost 78% of participants indicated they saw something they could go back to their classrooms to use immediately. One kindergarten teacher said, "I have been teaching for a long time and that was the first time I saw that done during calendar time. I am definitely making an adjustment to what my calendar time looks like."

OUR DISCOVERIES

Learning Statement Three:

- **Starting small with a positive voluntary experience this year will help us increase the expectation of instructional rounds for all staff next year:** With this year being taken over by Covid, we were not sure how many staff members would be willing to participate in the AR Project. Emotions, anxieties, and stress were high this year with us coming back to school despite Covid, new Covid procedures, teachers having to teach in person students and online students, more prep needed and less time. We were afraid to force the entire staff to participate in the AR Project for these reasons. Since the participants had such a positive experience, we are confident that this will build the momentum we need for all staff to engage in and learn from instructional rounds next year.

WHERE WE ARE HEADED NEXT

- Continue to refine and grow the process of instructional rounds through our leadership team for the 2021-2022 school year.
- Have all staff participate in at least one instructional round during the 2021-2022 school year.
- Using staff feedback, have our leadership team facilitate the creation of a completed instructional snapshot for the 2021-2022 school year.
- Refine our support plan for new staff and continue to find ways to increase teacher (and staff) efficacy.

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