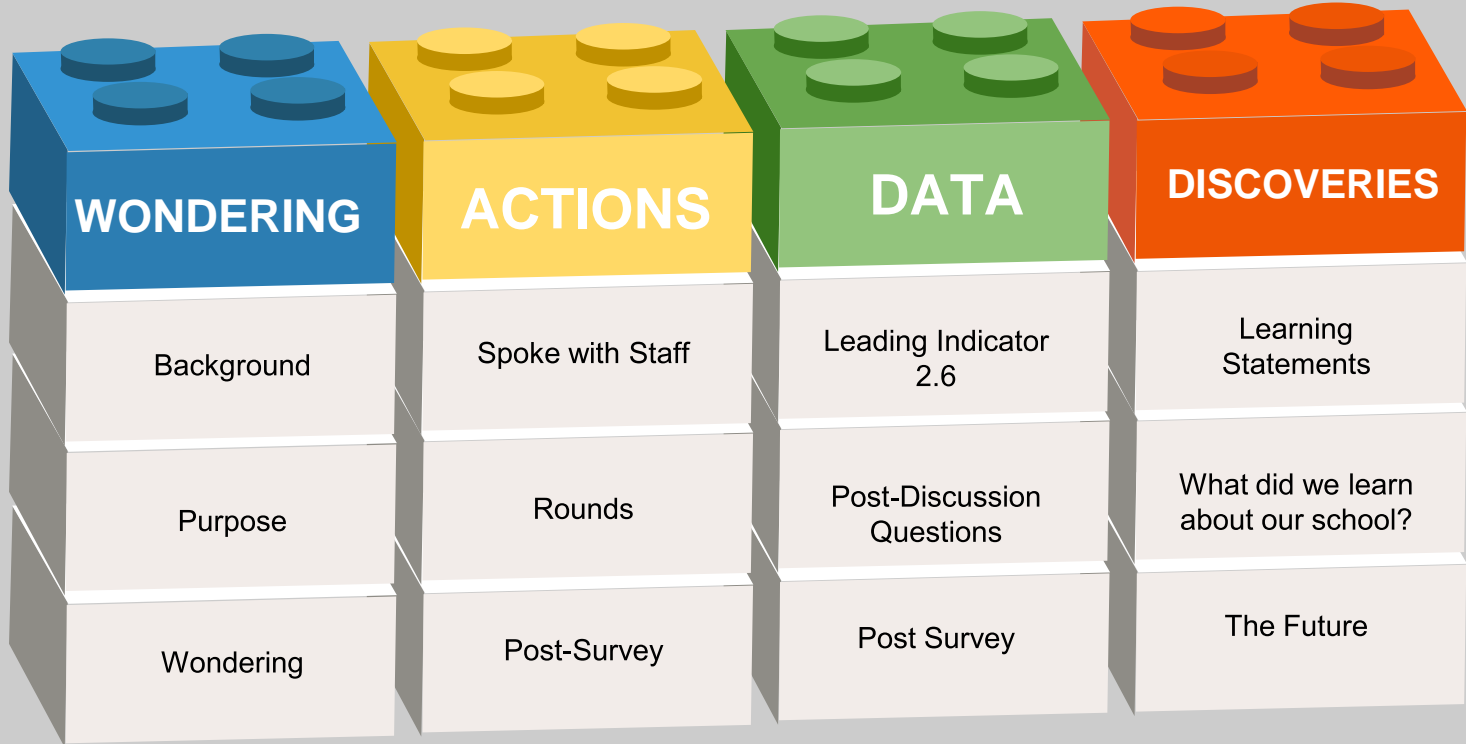


Our MVP Is Each Other!

Roachdale Elementary

Beth Waterman
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Heather Conner, Julie Evans





Why Instructional Rounds?

- Compass Activity - Comments
 - “We each have different strengths, weaknesses, and points of view.
 - When we understand that at times it can cause difficulties, but if we find ways to work together that in itself will become our true strength”
 - “In the future, I feel that it may help us work together collaboratively, because there is a better understanding of how the individual makes his/her decision.”
- Leading Indicator 2.6, Teachers have opportunities to observe and discuss effective teaching, we felt that we could utilize instructional rounds by allowing teachers to learn from each others’ strengths.

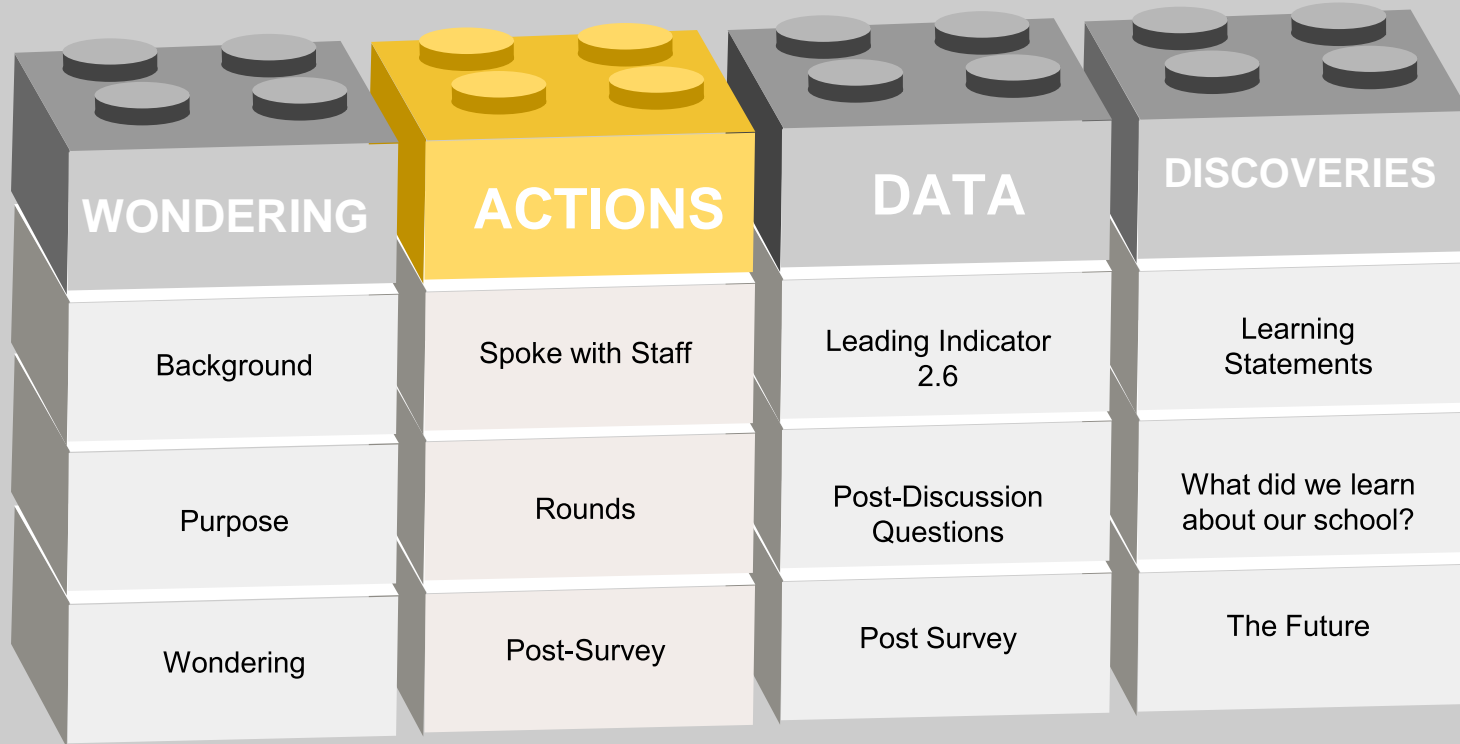
Therefore, the purpose of our action inquiry was to . .

•

The purpose of our action inquiry was to build a collaborative culture at our school through observation.

With this purpose, we wondered . . .

How will developing peer observation protocol improve meaningful collaboration at our school?



WONDERING

Background

Purpose

Wondering

ACTIONS

Spoke with Staff

Rounds

Post-Survey

DATA

Leading Indicator 2.6

Post-Discussion Questions

Post Survey

DISCOVERIES

Learning Statements

What did we learn about our school?

The Future

Our Actions

- Questions were developed for the post discussion with norms, established the procedure, and follow-up discussion questions.
- Held a meeting with all the teachers to explain the observation routine and expectations.
- Schedules were set, all teachers observed a minimum of two times with no more than 4 teachers observing in one setting at a time and no less than 2. We allowed for a 5 minutes of pre-observation sharing with the lead teacher, followed by a 45-minute observation in the classroom.
- Post discussion meeting
- Teachers completed a follow-up survey regarding the collaborative culture at our school.

Pre-Conference Meeting with Lead Teacher

Pre-Conference:

Share information such as if you are starting a new standard, assessing mastery, etc.

Share if you are differentiating in a specific way for a group or a student.

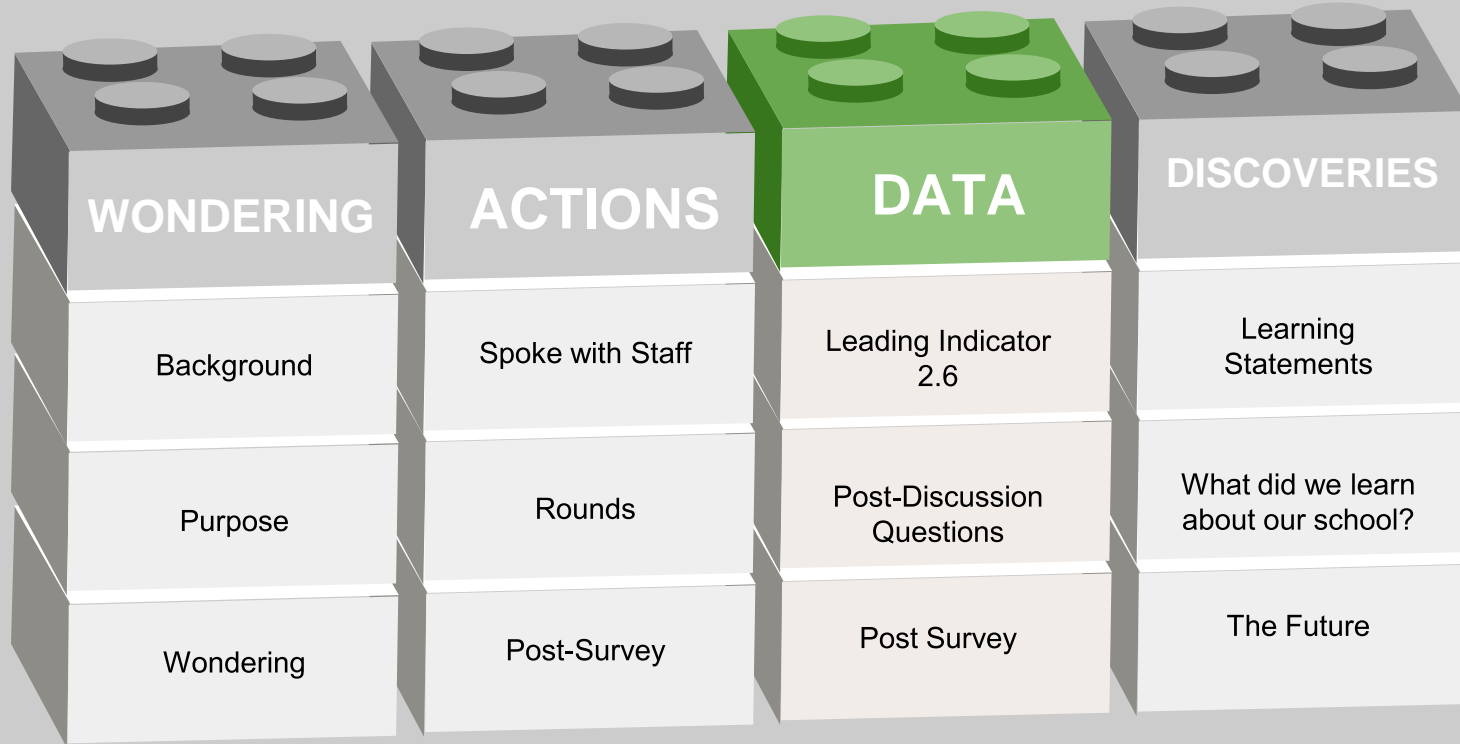
Point out any other details that you feel are important to consider.

Post-Conference Meeting

Post-Conference:

The three questions that will guide the post observation discussion are:

1. As a result of what I saw today, which aspects of my teaching do I feel were validated?
2. As a result of what I saw today, what questions do I have about my own teaching?
3. As a result of what I saw today, what new ideas do I have?



WONDERING

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Leading Indicator 2.6

Post-Discussion Questions

Post Survey

DISCOVERIES

Learning Statements

What did we learn about our school?

The Future

Data Collection

At each post observation meeting, the groups were focused on three leading questions.

1. As a result of what I saw today, which aspects of my teaching do I feel were validated?
2. As a result of what I saw today, what questions do I have about my own teaching?
3. As a result of what I saw today, what new ideas do I have?

Teachers met in groups of three or four to discuss the questions and respond to them. In addition, staff were administered a follow up survey to determine if the overall culture of collaboration has changed.

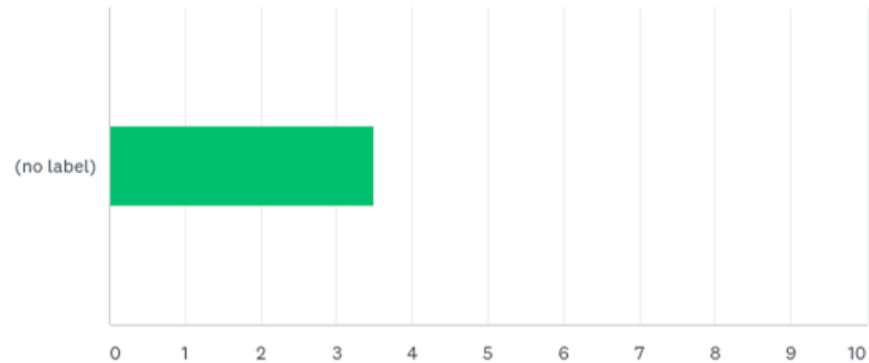
Qualitative Data

Aspects of my teaching do I feel were validated	Questions about my own teaching	New ideas that I have
We all have students that need redirected.	How do we create accountability for students?	I need to chart accountability more.
There was a lot of peer interaction.	How to set goals for students on an individual level?	I liked the bins organized for novel studies.
There was whole group mixed with small group and individual time.	Do I incorporate enough questions in the reading of books?	I would like to try to pull in more picture books into lessons.
Students are used to routines.	Should I incorporate more picture books into my older class reading?	I liked the packets for books studies.
We have the same structure to our math lessons.	Do I need to do more questioning?	We like the small group setup in the classroom (table and coolers for chairs).
We must be doing our math lessons correctly.		Creating a book list of novels for grade levels to share with each other might be a good idea.

Data

On a scale of 1 to 5, 5 being the best experience and 1 being the worst: How did you feel about the instructional rounds experience?

Answered: 12 Skipped: 0



	WORST EXPERIENCE	(NO LABEL)	(NO LABEL)	(NO LABEL)	BEST EXPERIENCE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	8.33% 1	41.67% 5	41.67% 5	8.33% 1	12	3.50

Data-Staff Quotes from Survey

From our two sets of rounds, what was the greatest impact to your instructional practices?

I thought it was nice to visit other classrooms to get some new ideas to implement in my classroom. It allowed me to not only see instruction, but also classroom management styles.

The greatest impact to my instructional practices was to verify the importance incorporating a variety of learning styles and lots of high level questioning.

Reinforced the things that I am doing in my classroom.

I was inspired by others which led to some different approaches in my classroom. I also felt that some of my instructional practices were validated in a way.

It cemented that some of the things that I am doing is what others are doing as well.

I did not get anything that I found to be useful in my classroom.

Learning new strategies to use in my classroom.

Reinforced that what I am doing is in line with other grades and will help my students when they move up a grade.

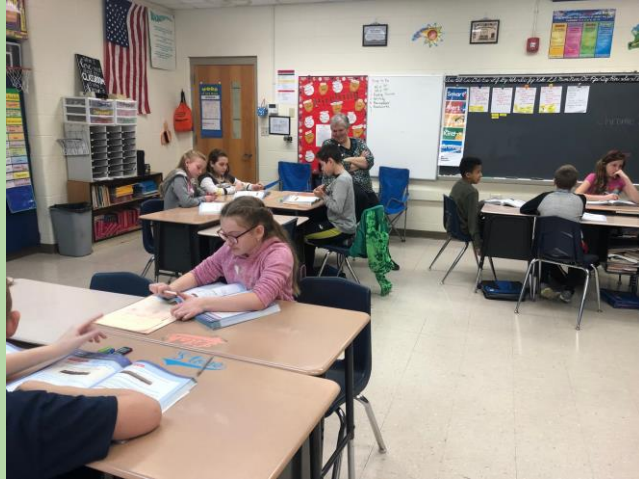
I have changed some my questioning with my students after observing.

Learning new things to do for centers

I didn't really see anything that was very different than what I do. I think we are all so like minded that our ideas do not differ greatly.

I enjoyed watching the students collaborating and helping to teach each other the math.



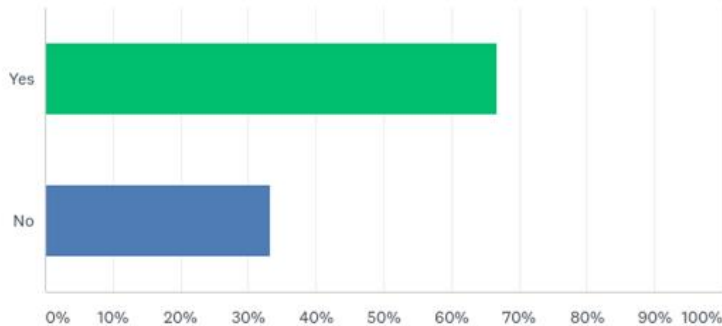




Learning Statement One: We discovered that we have staff that are willing to go above and beyond to find better ways to reach their students.

Would you be willing to visit an area school during one of our school breaks if it was arranged for an hour?

Answered: 12 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	66.67%	8
No	33.33%	4
TOTAL		12

We discovered:

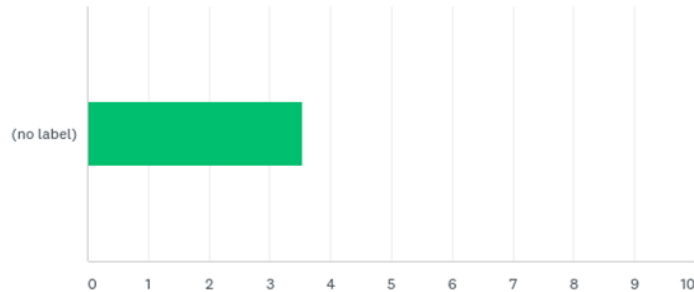
- We are willing to go above and beyond to find better ways to reach our students.
- Our staff is willing to use their time out of school to seek more learning opportunities .

Learning Statement Two: We discovered that our staff is beginning to open up to ideas of learning from one another.

- We think that often many of the teachers get set in their ways of doing things, but seeing how others handle situations or lessons is also an integral part of being an ongoing learner.
- Most of our teachers rank our first instructional rounds as a 3-4 out of 5. Showing that most staff were able to walk away from the rounds with something beneficial.

On a scale of 1 to 5, 5 being the best experience and 1 being the worst: How did you feel about the instructional rounds experience?

Answered: 13 Skipped: 0



	WORST EXPERIENCE	(NO LABEL)	(NO LABEL)	(NO LABEL)	BEST EXPERIENCE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	7.69% 1	38.46% 5	46.15% 6	7.69% 1	13	3.54

Our Discoveries

What has your team learned about your school and teachers?

As a team we have learned that :

- Our school is willing to learn from each other.
- Many of us at the school have several of the same ideas, therefore, getting out of our comfort zone and possibly visiting other schools or corporations may be more beneficial to our learning environment.
- Willing to give up some break time to visit other corporations in hopes of coming up with some new ideas.
- We have also learned that often it is difficult to get people to volunteer for people to come and observe in their classrooms because many times as adults we get worried about how people will react to what is happening in our classrooms.

Our Discoveries

What are the implications of what your team has learned from your work?

As a team we have concluded:

- We need to work on getting other schools schedules and permissions, so we can begin locating a partner school.
- We have several teachers that want to see technology, math, reading blocks, etc. if given the opportunity.

The Future

What changes will your team make or have made in your practice?

Looking to the future and building opportunities for additional collaboration, we will pursue scheduling observations at area schools that will be in session during our breaks. Teachers will be guided by questions and have an opportunity to collaborate following the visit. At the next bi-weekly professional development in our building, the group that visited the other school will share out what they saw, learned, take-aways, strategies, etc.

Our new wondering: How will developing observation protocol with other schools improve meaningful collaboration at our school?

Who will be our next MVP?

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Websites

- The National Center of Time and Learning (September 26, 2011). Collaborating to Improve Instruction: Instructional Rounds. Retrieved from <https://mail.google.com/mail/ca/u/0/#label/Cabinet%2FIPLI?projector=1>
- Marzano, R. (2011, February). *The Art and Science of Teaching/Making the Most of Instructional Rounds*. Retrieved from <http://www.ascd.org/publications/educational-leadership/feb11/vol68/num05/Making-the-Most-of-Instructional-Rounds.aspx>

Book

- Marzano, R., Heflebower, Hoegh, Warrick, Grift. (2016). *Collaborative Teams That Transform Schools*. Bloomington, IN: Marzano Research.



Our MVP is Each Other!

Principal Name: Beth Waterman

School Name: Roachdale Elementary

Team Members' Names: Heather Conner and Julie Evans

Principal's Email Contact: bwaterman@nputnam.k12.in.us

Background Leading to Our Inquiry

- As a staff we put together a survey asking how our staff felt about the original compass activity that we completed on the first staff day of school. We received various responses such as, "We each have different strengths, weaknesses, and points of view. When we understand that at times it can cause difficulties, but if we find ways to work together that in itself will become our true strength" and "In the future, I feel that it may help us work together collaboratively, because there is a better understanding of how the individual makes his/her decision."
- Therefore, after careful consideration of Leading Indicator 2.6, Teachers have opportunities to observe and discuss effective teaching, we felt that we could utilize instructional rounds by allowing teachers to learn from each others' strengths. We would be able to see how different people work in their classrooms and make these different characteristics work for their class. In turn, we could be able to translate that into our own classroom in hopes of growing, and beginning to work more collaboratively with one another.

The Purpose of Our Inquiry

- The purpose of our action inquiry was to build a collaborative culture at our school through observation.

Our Wondering

- How will developing peer observation protocol improve meaningful collaboration at our school?

Our Actions

- First, as a team we developed questions for the post discussion with norms, established the procedure, and follow-up discussion questions.
- Then, we held a meeting with all the teachers to explain the observation routine and what was expected when they went into various classrooms. Teachers were asked to identify the areas that they wanted to observe and were the given the opportunity to volunteer to be observed during instructional rounds.
- Next, schedules were set, all teachers observed a minimum of two times with no more than 4 teachers observing in one setting at a time and no less than 2. We allowed for a 5 minutes of pre-observation sharing with the lead teacher, followed by a 45-minute observation in the classroom.
- Teachers then had a post discussion together before returning to their classroom where

they were given a paper with questions to help them provide feedback of their experience.

- After the observation schedule was completed, the teachers completed a follow-up survey regarding the collaborative culture at our school.

Data Collection

At each post observation meeting, the groups were focused on three leading questions.

1. As a result of what I saw today, which aspects of my teaching do I feel were validated?
2. As a result of what I saw today, what questions do I have about my own teaching?
3. As a result of what I saw today, what new ideas do I have?

Teachers met in groups of three or four to discuss the questions and respond to them. In addition, staff were administered a follow up survey to determine if the overall culture of collaboration has changed.

Our Data

Aspects of my teaching do I feel were validated	Questions about my own teaching	New ideas that I have
We all have students that need redirected.	How do we create accountability for students?	I need to chart accountability more.
There was a lot of peer interaction.	How to set goals for students on an individual level?	I liked the bins organized for novel studies.
There was whole group mixed with small group and individual time.	Do I incorporate enough questions in the reading of books?	I would like to try to pull in more picture books into lessons.
Students are used to routines.	Should I incorporate more picture books into my older class reading?	I liked the packets for books studies.
We have the same structure to our math lessons.	Do I need to do more questioning?	We like the small group setup in the classroom (table and coolers for chairs).
We must be doing our math lessons correctly.		Creating a book list of novels for grade levels to share with each other might be a good idea.

Our Discoveries

- **Learning Statement One: We discovered that we have staff that are willing to go above and beyond to find better ways to reach their students.**
 - We discovered that we have staff that are willing to go above and beyond to find better ways to reach their students. From the data we were able to see that our staff is willing to use their time out of school to seek more learning opportunities in order to better their understanding and to ensure that we are giving our students everything we possibly can.
- **Learning Statement Two: We discovered that our staff is beginning to open up to ideas of learning from one another.**
 - We discovered that our staff is beginning to open up to ideas of learning from one another. We think that often many of the teachers get set in their ways of doing things, but seeing how others handle situations or lessons is also an integral part of being an ongoing learner. As the data states, we had most of our teachers rank our first instructional rounds as a 3-4, therefore, showing that most staff were able to walk away from the rounds with something that seemed beneficial.

Where We Are Headed Next

What has your team learned about your school and teachers?

- As a team we have learned that our school is willing to learn from each other in hopes that we will continue to grow. Many of us at the school have several of the same ideas, therefore, getting out of our comfort zone and possibly visiting other schools or corporations may be more beneficial to our learning environment.
- It is nice to see from our survey that there are several teachers that would be willing to possibly give up some of their break time to visit other corporations in hopes of coming up with some new ideas. But, we have also learned that often it is difficult to get people to volunteer for people to come and observe in their classrooms because many times as adults we get worried about how people will react to what is happening in our classrooms.

What are the implications of what your team has learned from your work?

- As a team we have concluded that we need to work hard on getting other schools schedules and permissions, so we can begin trying to find other places for our teachers to have the ability to go and see all of the wonderful ideas that are out there. We think that we have several teachers that would enjoy seeing technology, math, reading blocks, etc. if given the opportunity and now we need to embrace that so they have that opportunity.

What changes will your team make or have made in your practice?

- Looking to the future and building opportunities for additional collaboration, we will pursue scheduling observations at area schools that will be in session during our breaks. Teachers will be guided by questions and have an opportunity to collaborate following the visit. At the next bi-weekly professional development in our building, the group that visited the other school will share out what they saw, learned, takeaways, strategies, etc.

- Our new wondering: How will developing observation protocol with other schools improve meaningful collaboration at our school?
- Who will be our next MVP?

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