



## **Promoting Effective Teaching through Instructional Rounds**

**Principal Name:** Aaron Owney

**School Name:** Hebron High School

**Team Members' Names:** Doretta Kurzinski & Scott Eriks

**Principal's Email Contact:** owneya@hebronschools.k12.in.us

### **Background Leading to Our Inquiry (Slide 2)**

The Level 2 High Reliability School (HRS) survey data for Hebron High School showed that leading indicator 2.2, "Teachers have opportunities to observe and discuss effective teaching," was the lowest area evaluated. Other conversations and feedback received from teachers indicated that they wanted more opportunities to "be in each other's classrooms."

### **The Purpose of Our Inquiry (Slide 3)**

Therefore, the purpose of our action inquiry was to implement instructional rounds based on the Marzano model.

### **Our Wondering (Slide 4)**

With this purpose, we wondered if instructional rounds would address this need and utilize the hidden experts who are already doing a great job of delivering effective instruction in our building.

### **Our Actions (Slide 5 & 6)**

The teacher leadership team and I created a Google Form that asked the teachers to rank their top ten most important instructional strategies. They were to select this top 10 from the 41 items in the Marzano evaluation tool we use at MSD of Boone Township. After ranking the top ten, we then implemented those top strategies along with questions from the HRS book into a feedback form that would be used when teachers observed one another.

The team then met with the teaching staff during a staff meeting and described the process and instructions for voluntary sign-up to participate in instructional rounds. Out of 22 teachers, 7 signed up to participate in the instructional rounds launch.

Teachers were sent the feedback form to complete during the 15 minute observation and shared with the cooperating teacher. At the end of the day, teachers met together for a short debriefing session which lasted about 30 minutes.

Feedback from those participating was positive and most every teacher said they would continue to participate and encourage others who did not to give it a try. The teacher leaders had conversations with many who did not participate and the number one reason given was they did not feel they could take on something else at the moment. We are looking to do another round at the end of April. We are also looking to make this a quarterly event

beginning next year. Two of the teachers who participated in the rounds have visited other teachers on their own since the official kickoff.

### Data Collection (Slide 7)

The data that was collected for this AR project was:

- Survey data via Google Form for the top 10 instructional strategies
- Voluntary sign up sheet via a Google Sheet
- Observation feedback via a Google form
- Conversations from teacher leaders with participating teachers in debrief session
- Conversations from teacher leaders with non-participating teachers

### Our Data (Slides 8)

[Top 10 Instructional Strategies Form](#)

[Top 10 Instructional Strategies \(Results\)](#)

Teacher who will welcome observers	Welcoming Teacher Prep Period R- and W-	Teacher Requesting to observe	Period to be observed	Date to observe 2/24(R) or 2/25(W)
D	R4 and W8		3	2/24
S	R4 and W7	D	8	2/25
S	R1 and W7		4	2/24
C	R4 and W8	E	1	2/24
K	R1 and W5	E & S	7,8	2/25
W	R3 and W6	S	4	2/24
M	R1 and W5	S	1	2/24

### Walk Through Exit Ticket Form

Visiting Teacher: [REDACTED]  
 Visited Teacher: [REDACTED]  
 Date of Visit: 2/26/2021, Period 1

**I "Spied" Feedback Element:**  
 Establishing Classroom Routines, Celebrating Success

**I "Spied" Content Element:**  
 Identifying Critical Information, Chunking Content into "Digestible Bites", Reviewing Content, Practicing Skills, Strategies, and Processes, Examining Errors in Reasoning

**I "Spied" Context Element:**  
 Understanding Students' Interests and Background, Processing New Information, Using Verbal and Nonverbal Behaviors that Indicate Affection for Students, [Communicating](#) Value and respect for Low Expectancy Students

**What do I see and hear that reaffirms something I do?**  
 I see what you mean about going over the learning objectives for the lesson. It's good to give the kids a "map" of where they are headed.

I also noticed that you gave a lot of students the ability to share their thoughts. I liked how you used groups and went to each one so you could hear what they had to say.

I also do [bellringers](#) at the beginning of class, but mine is a lot different. Both of our beginning class activities allow us to get the kids geared up for what's coming in the lesson for the day.

**What do I see and hear that I would like to know more about?**  
 I would like to know if you give the students a grade for the bellringers, give them a participation grade or if they actively participate because you make it so welcoming for them to share their thoughts.

**What do I see and hear that I would like to try in my own practice?** You did a really great job of giving students the ability to respond. I liked how you would randomly call on students. That way, they can't just not pay attention or be engaged because they never know when they will be called on to answer something. I would like to try to do that more often.

### **Our Discoveries (Slide 9, 10, & 11)**

Learning Statement 1: Through this AR project, the leadership team learned the top ten most important instructional strategies for HHS staff. When the teachers ranked Marzano's 41 Instructional Strategies in the Google Form the results showed the following as most important (there are 13 because several ended up in a tie for rankings):

- Identifying Critical Information
- Chunking Content into "Digestible Bites"
- Reviewing Content
- Practicing Skills, Strategies, and Processes
- Using Academic Games
- Examining Errors in Reasoning
- Establishing Classroom Routines
- Tracking Student Progress
- Celebrating Success
- Understanding Students' Interests and Background
- Processing New Information
- Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
- Communicating Value and respect for Low Expectancy Students

Learning Statement 2: The majority of staff do not feel they currently have time to implement instructional rounds. After viewing the sheet for sign ups and having only 6 of 21 teachers participate and also the teacher leaders having conversations with those who did not participate, it was determined that the number one cause for lack of participation was not feeling like there was enough time. Qualitative data that reflected this were conversations had with non-participating teachers as well as the Google Sign-up sheet below.

<b>Teacher who will welcome observers</b>	<b>Welcoming Teacher Prep Period R- and W-</b>	<b>Teacher Requesting to observe</b>	<b>Period to be observed</b>	<b>Date to observe 2/24(R) or 2/25(W)</b>
D	R4 and W8		3	2/24
S	R4 and W7	D	8	2/25
S	R1 and W7		4	2/24
C	R4 and W8	E	1	2/24
K	R1 and W5	E & S	7,8	2/25
W	R3 and W6	S	4	2/24
M	R1 and W5	S	1	2/24

Learning Statement 3: Instructional rounds is an effective way for teachers to observe and reflect on their instructional practice. In reading through the one exit ticket shared with me, it is clear that the teachers who participated were able to take away ideas for their own

classroom and also identify strengths in their colleagues.

Visiting Teacher: [REDACTED]  
Visited Teacher: [REDACTED]  
Date of Visit: 2/26/2021, Period 1

**I "Spied" Feedback Element:**  
Establishing Classroom Routines, Celebrating Success

**I "Spied" Content Element:**  
Identifying Critical Information, Chunking Content into "Digestible Bites", Reviewing Content, Practicing Skills, Strategies, and Processes, Examining Errors in Reasoning

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**What do I see and hear that reaffirms something I do?**  
I see what you mean about going over the learning objectives for the lesson. It's good to give the kids a "map" of where they are headed.

I also noticed that you gave a lot of students the ability to share their thoughts. I liked how you used groups and went to each one so you could hear what they had to say.

I also do [bellringers](#) at the beginning of class, but mine is a lot different. Both of our beginning class activities allow us to get the kids geared up for what's coming in the lesson for the day.

**What do I see and hear that I would like to know more about?**  
I would like to know if you give the students a grade for the bellringers, give them a participation grade or if they actively participate because you make it so welcoming for them to share their thoughts.

**What do I see and hear that I would like to try in my own practice?** You did a really great job of giving students the ability to respond. I liked how you would randomly call on students. That way, they can't just not pay attention or be engaged because they never know when they will be called on to answer something. I would like to try to do that more often.

## **Where We Are Headed Next (Slide 12)**

Through this action research cycle, my team and I have learned that instructional rounds are an effective way to provide teachers opportunity to collaborate, glean strategies, and also provide personal professional development. We have also learned that this year has been most difficult and teachers have been weary to take on any new ideas or initiatives. This was one of the reasons we waited towards the end of the year to begin this AR project. However, we have also learned that many teachers are willing to step out of their comfort zone and try something new even in the most stressful of circumstances.

For the future, we are looking to continue instructional rounds. Some of our participating teachers have volunteered to share their experiences as we look to kickoff another round in late April and into the next school year. My leadership team is also in the process of creating a form to get feedback from those teachers who participated in the first round to see what changes they suggest and how we can improve the overall process.

A byproduct of this AR project has been the development and expansion of my leadership team. Before this project, I really didn't have a team to bounce ideas off of or reflect about decisions made. As a result of this project, I now have a group of 4 teacher leaders, as well as a counselor, who are part of my leadership team.

## **Bibliography (Slide 13)**

Marzano, R. J. (2017). *New Art and Science of Teaching*. Solution Tree Press.

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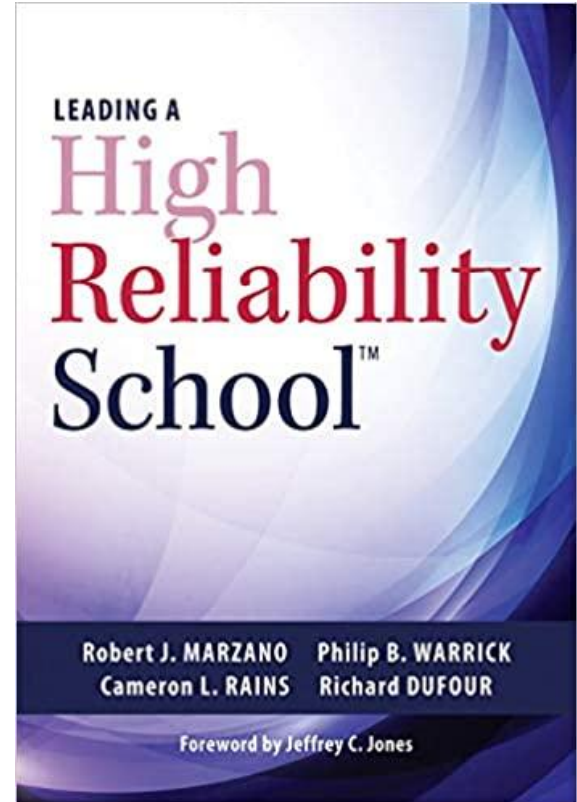
Aaron Owney, Principal  
Hebron High School

Doretta Kurzinski & Scott Eriks, Teacher Leaders



# Background:

- HRS level 2 survey data showed leading indicator 2.2 as lowest area
- “Teachers have opportunities to observe and discuss effective teaching.”
- Conversations and feedback received from teachers indicated they wanted more opportunities to be in each other’s classrooms.



# Purpose

The purpose of this action research inquiry was to:

- Provide opportunities for teachers to observe and discuss effective teaching through the implementation of instructional rounds based on the Marzano model.
- Provide opportunities for teachers' personal growth and professional development.

## **Our Wondering**

With this purpose in mind, we wondered if instructional rounds would address this need and utilize the resident teacher experts who are already doing a great job of delivering effective instruction in our building.





# Our Actions

- Created a Google Form to rank top 10 most important instructional strategies from Marzano's 41
- Implemented top 10 strategies along with questions from the HRS book into a feedback form/exit ticket used when teachers observed one another
- Team met with the teaching staff during a staff meeting and described the process and instructions for voluntary sign-up to participate in instructional rounds
- Teachers used form to complete 15 minute observation and shared with the cooperating teacher
- Participating teachers met together for a short debriefing session which lasted about 30 minutes at the end of the day

## Our Actions (cont.)

- Feedback from participating teachers was positive
- Many said they would continue to participate and encourage others to give it a try
- Teacher leaders had conversations with many who did not participate
  - Number one reason given - they did not feel they could take on something else at the moment
- Looking to do another round at the end of April
- Also looking to make this a quarterly event beginning next year
- Two teachers who participated in the rounds have visited other teachers on their own since the official kickoff

# Data Collection

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**What do I see and hear that reaffirms something I do?**

I see what you mean about going over the learning objectives for the lesson. It's good to give the kids a "map" of where they are headed.

I also noticed that you gave a lot of students the ability to share their thoughts. I liked how you used groups and went to each one so you could hear what they had to say.

I also do bellringers at the beginning of class, but mine is a lot different. Both of our beginning class activities allow us to get the kids geared up for what's coming in the lesson for the day.

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great job of giving students the ability to respond. I liked how you would randomly call on students. That way, they can't just not pay attention or be engaged because they never know when they will be called on to answer something. I would like to try to do that more often.

# Our Discoveries

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# Our Discoveries (cont.)

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# Where We Are Headed Next

- We have learned instructional rounds are an effective way to provide teachers opportunity to collaborate, glean strategies, and also provide personal professional development.
- We have also learned this year has been most difficult and teachers have been weary to take on any new ideas or initiatives. This was one of the reasons we waited towards the end of the year to begin this AR project.
- However, we have also learned that many teachers are willing to step out of their comfort zone and try something new even in the most stressful of circumstances.
- We are looking to continue instructional rounds. Some of our participating teachers have volunteered to share their experiences as we look to kickoff another round in late April and into the next school year.
- Currently in the process of creating a form to get feedback from those teachers who participated in the first round to see what changes they suggest and how we can improve the overall process.
- A byproduct of this AR project has been the development and expansion of my leadership team. Before this project, I really didn't have a team to bounce ideas off of or reflect about decisions made. As a result of this project, I now have a group of 4 teacher leaders, as well as a counselor, who are part of my leadership team.



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