

# Whatever It Takes: Instructional Rounds

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## **Background That Led to Your Team's Inquiry:**

At the beginning of this year's cohort, Phil Warrick told us that one of the greatest things we can do to increase student achievement is get in teacher's classrooms by using instructional rounds. Our school is currently working with Harvard Graduate School of Education and in our work with Dr. Wessman, he was also preaching the importance of instructional rounds. Our teachers did not have opportunities to get in other classrooms to see instruction. Therefore, the purpose of our action research was to teach the teachers about instructional rounds and provide opportunities to get in classrooms.

## **Statement of Your Team's Wondering:**

With this purpose, we wondered how could instructional rounds help us improve mathematics instruction in the classroom.

## **Methods/Procedures:**

To gain insights into our wonderings, we gave a survey to our staff members to see what they already knew about instructional rounds. We knew that our students were having difficulty with solving multi-step word problems, but we were not sure why. We looked at student work and assessments to see what they were doing on the word problems.

If the problem had one or more steps, we were strong at the beginning, but few students would demonstrate mastery with each additional step. We used the "Why" protocol to really drill down to why our students were having problems. The "Why" protocol led to questions about our instruction.

We took those questions and made a checklist. The principal took out any questions that related to an action plan and not to instruction. The building leadership team revised the questions and placed them in categories. We used the checklist to practice our rounds before we started. Teachers watched math instruction from Teaching Channel and a video of the principal teaching problem solving. We wanted to norm our checklist and our conversations so that all teachers felt safe when visitors entered their classroom to watch instruction.

Data was collected from our checklist to provided information on our problem of practice. What are we doing instructionally that is causing our students to struggle with problem solving?

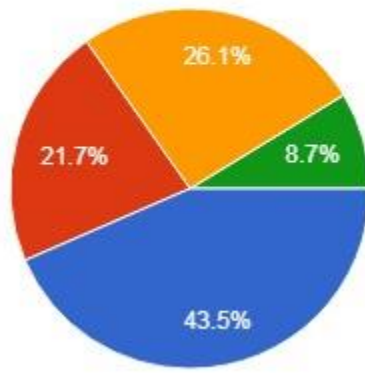
## **Stating Your Team's Learning and Supporting it with Data:**

As a result of analyzing our data, Teachers learned that they were talking 57% of the class time and were not provided enough time for students to apply knowledge. Also, 64% of our instruction is at DOK level 1 or 2. Therefore, when students did get to apply their knowledge, it was very low DOK. Teachers also noticed that there was not a lot of manipulatives and students could not see or visualize what the problem was asking them. Lastly, students collaborated with each other in 39% of the classrooms. There was a lot of good data

about what we were doing in our classrooms and it made discussion about what we want to change a lot easier.

## DOK Level of Activity

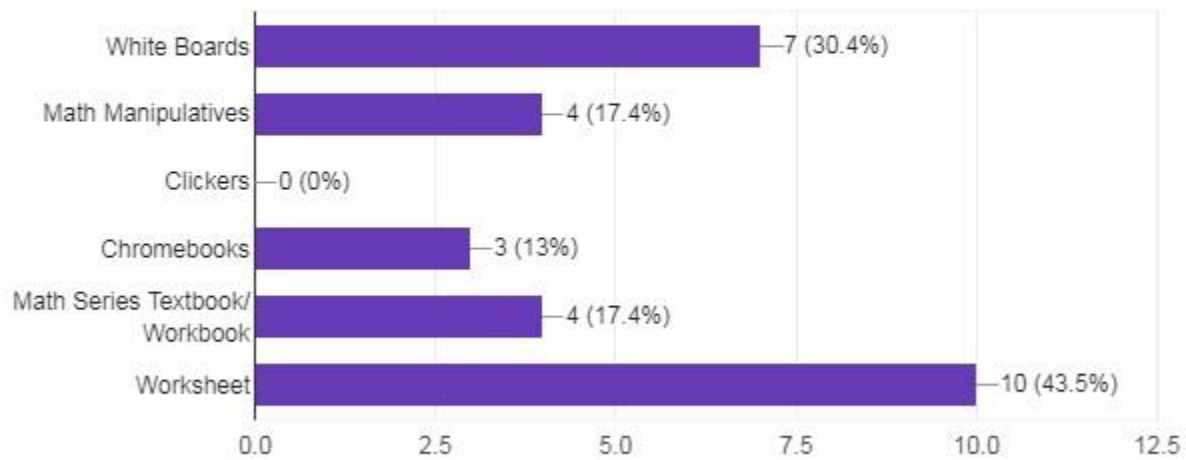
23 responses



- DOK Level 1-Recall=calculating, defining, illustrating, memorizing, telling, matching
- DOK Level 2-Skill/Concept=estimate, graph, interpret, modify, classify, compare
- DOK Level 3-Strategic Thinking=construct, develop, differentiate, for...
- DOK Level 4-Extended Thinking=apply concepts, analyze, connect, c...

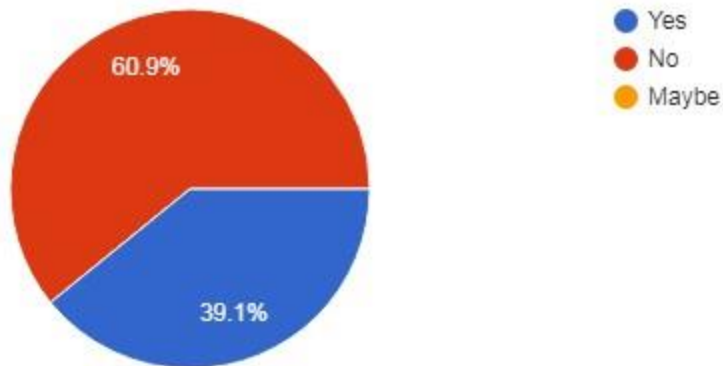
## Materials Used

23 responses



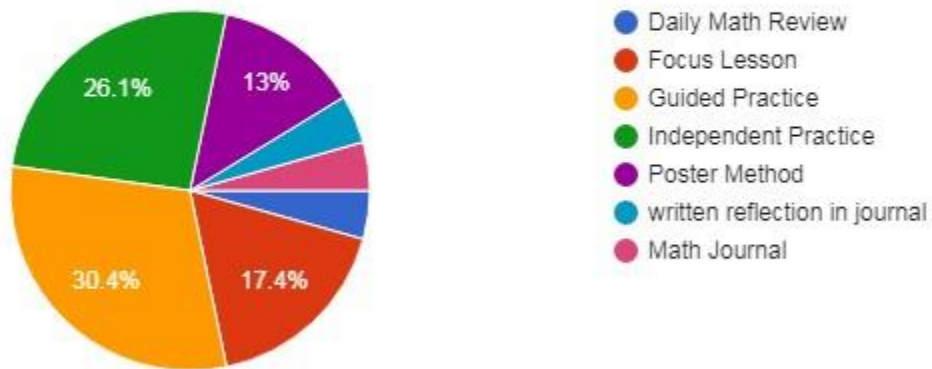
## Is there student collaboration?

23 responses



## Mathematics Activity

23 responses



### Providing Concluding Thoughts:

It is fun to look back where we started because we have already grown a lot in our research since do the instructional rounds project. We actually were a part of a case study for Harvard University, so a lot of our work will help graduate students that take a Data Wise class.

We will probably not be as specific with our next instructional rounds checklist. We will do more general notice and wonderings. Our teachers are getting really savvy about what they see instructionally that could be causing our students to not master concepts and they are not taking it personally. Now, it is just a change we need to make like doctor's do in medicine.

We are going to spend more time teaching the staff how to debrief afterwards or have a protocol for the debrief. Protocols have been our lifesaver this year. We have used the "Back to the Future", "Why", and "Affinity" protocol to help us with our instruction. I believe all of these are on School Reform Initiative.

## **References:**

Boudett, K. P., City, E. A., & Murnane, R. J. (2015). *Data wise: A step-by-step guide to using assessment results to improve teaching and learning*. Cambridge, MA: Harvard Education Press.

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