



What's Around the Corner?

Principal Name: Wendy Ivey

School Name: Highland Hills Middle School

Team Members' Names: Ashley Nevin & Heather Price

Principal's Email Contact: wivey@nafcs.org

Background Leading to Our Inquiry (Slide 3)

- After taking on the new role as principal at Highland Hills Middle School last spring, I asked all of the teachers what goals they would like to have for the upcoming school year and what I could do to be supportive.
- Several teachers shared that they would love to visit their colleagues classrooms to see the great teaching techniques and best practice. Low score on High Reliability Schools 2.6 - Opportunities to observe others and discuss effective teaching.
- The visits would be student-focused and not teacher-focused. Implementing the instructional rounds would be supportive of our administration and they would not be connected to Teacher Evaluations.

The Purpose of Our Inquiry (Slide 4)

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

For a High Reliability Organization, establishing systems that improve teaching and learning.

- safe, supportive, and collaborative culture
- effective teaching in every classroom.
- a guaranteed and viable curriculum

Creating the conditions in which others can be successful is one of the highest duties of leadership.

Selecting specific strategies & skills to focus during the observation sessions, individual teachers can focus on a particular interest to them.

Clearly defines instructional actions that a school commits to using to help students learn.

Our Wondering (Slide 5)

With this purpose, we wonder if setting aside time to do Instructional Rounds will encourage our teachers to implement new practices that focus on Feedback, Content, or Context in their own classroom while using the New Art and Science of Teaching chart as an Instructional Snapshot to highlight teacher success during observation?

Our Actions (Slide 7, 10)

- Process starts with volunteers first/Application Process (See application)
- Administration allows time to do the observations
- Organized scheduled meetings and follow-up sessions
- Facilitated by Lead Teachers
- Overview of what the observation will be looking at
- Observation & take notes
- Immediate discussion concerning the observation - pluses
- Reflection (each teacher shares something they observed)*Remind that they are not evaluating the teacher. Comments should not be shared outside of the group that observes.
- As a result of the observation, I am going to...(it might be to continue doing something)
- What was their key learning point from the observation?
- Expectations must be clear
- Participants understand how to use and benefit from the process
- Created Norms for the Instructional Rounds
 - *You should observe and take notes if you wish.
 - *You should not be grading papers, emailing, etc.
 - *No computers, please

Data Collection (Slides 9 & 12)

| THE NEW ART AND SCIENCE OF TEACHING | | |
|--|---|---|
| FEEDBACK | CONTENT | CONTEXT |
| Providing and Communicating Clear Learning Goals 1. Providing Scales and Rubrics 2. Tracking Student Progress 3. Celebrating Success <i>PAW Shift</i> Assessment 4. Formal Assessments of the Whole Class 5. Formal Assessments of Individual Students | Direct Instruction Lessons 6. Chunking Content 7. Processing Content 8. Recording and Representing Content Practicing and Deepening Lessons 9. Structured Practice Sessions 10. Examining Similarities and Differences 11. Examining Errors in Reasoning Knowledge Application Lessons 12. Engaging Students in Cognitively Complex Tasks 13. Providing Resources and Guidance 14. Generating and Defending Claims * <i>possible on engagement?</i> Strategies That Appear in All Types of Lessons 15. Previewing 16. Highlighting Critical Information 17. Reviewing Content 18. Revising Knowledge 19. Reflecting on Learning 20. Purposeful Homework 21. Elaborating on Information 22. Organizing Students to Interact | Engagement 23. Noticing When Students Are Not Engaged and Reacting 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 <i>Classroom - with each other</i> 32. Motivating and Inspiring Students Rules and Procedures 33. Establishing Rules and Procedures 34. Organizing the Physical Layout of the Classroom 35. Demonstrating "Whiteness" 36. Acknowledging Adherence to Rules and Procedures 37. Acknowledging Lack of Adherence to Rules and Procedures 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 |

Elements (Bold)
• Bullets are strategies

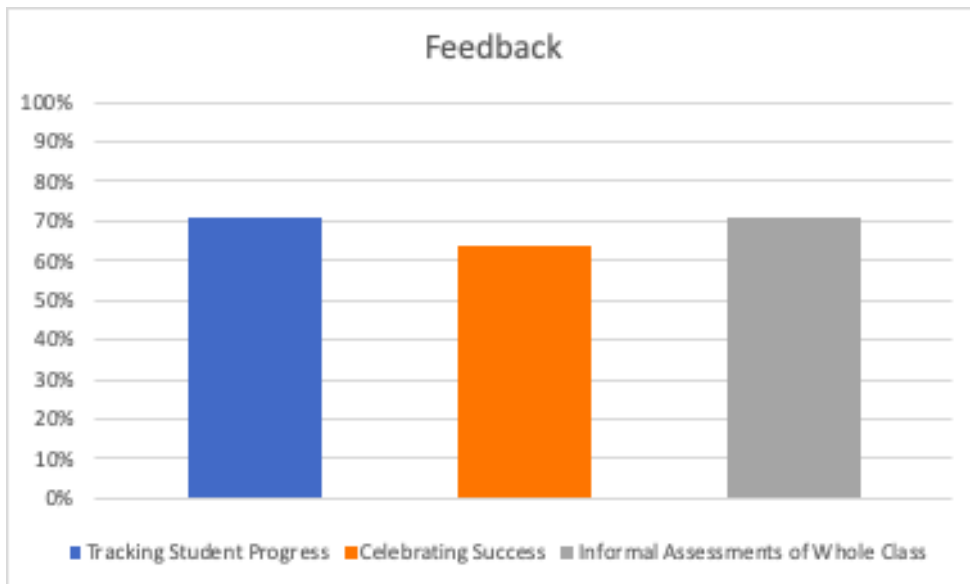
Teachers had the following guiding questions to answer as they observed a classroom for 20 minutes. Then, the small group of teachers moved to another location to discuss their notes and mark/highlight the Instructional Framework. A lead teacher took notes.

1. What do you see that reaffirms something you already do in your classroom?
2. What do you see that you would like to know more about?
3. What do you see that you would like to put into your own practice?

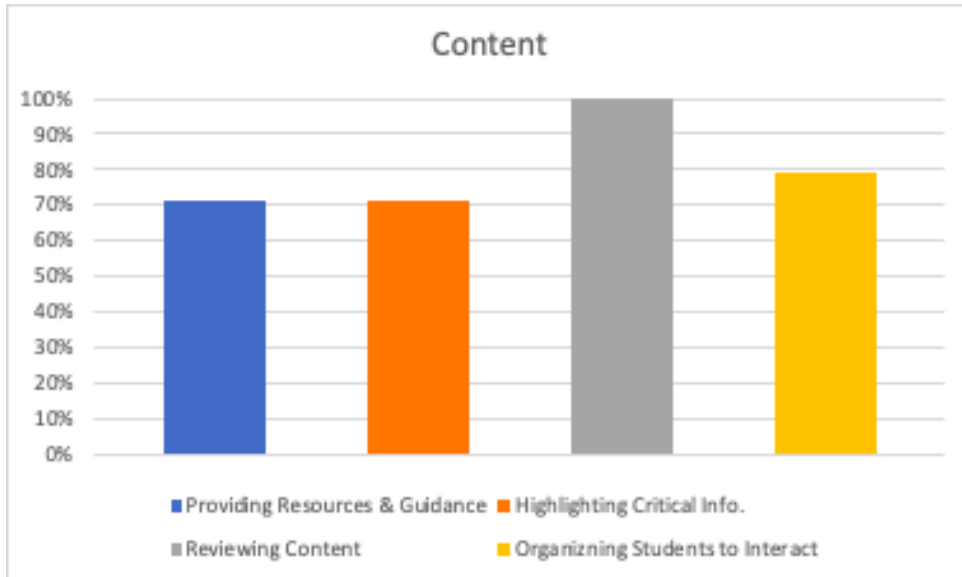
Our Data (Slides 13 - 15)

14 Teachers were observed over the course of 2 days.

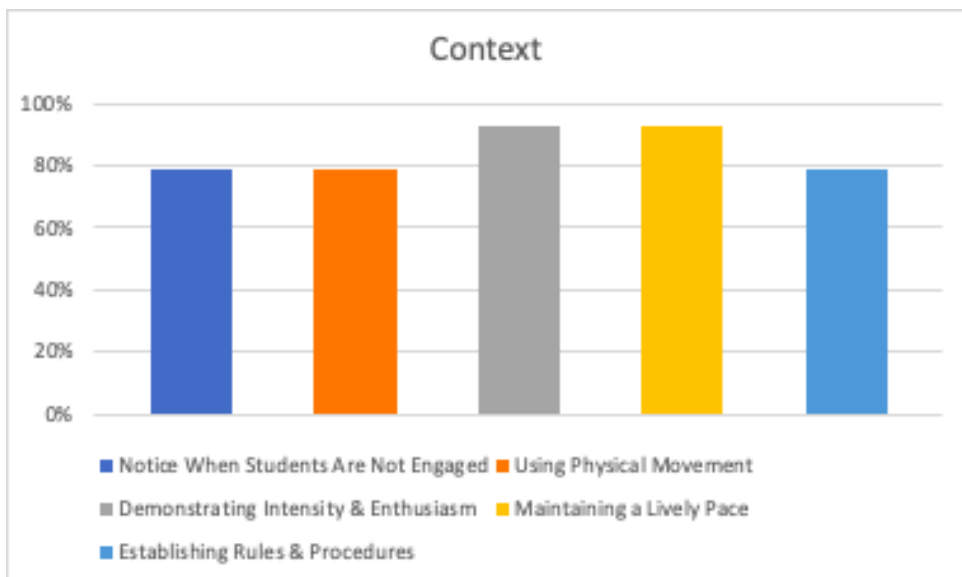
Here is the data of what was observed from the Instructional Framework.



The top 3 types of Feedback observed were: Tracking students progress, celebrating success, and informal assessments of the whole class.



The top 4 types of Content observed were: Providing resources & guidance, highlighting critical information, reviewing content, and organizing students to interact.

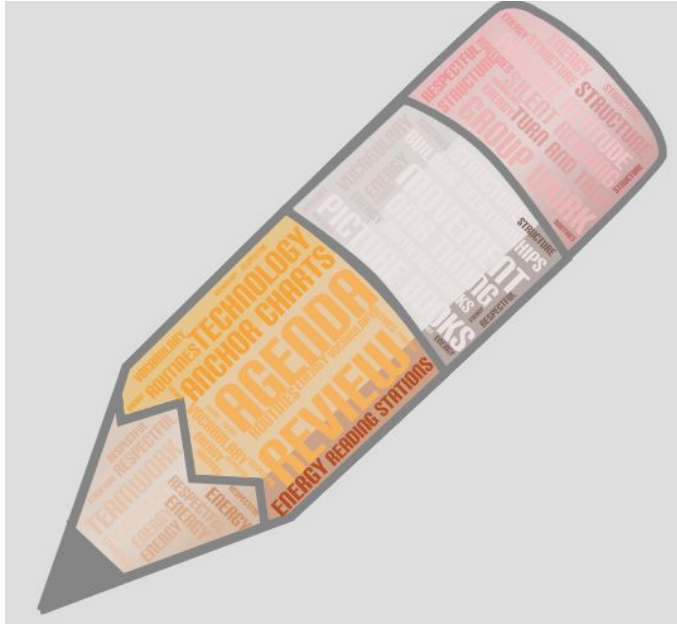


The top 5 types of Context observed were: Noticed when students were not engaged, using physical movement, demonstrating intensity and enthusiasm, maintaining a lively place, establishing rules & procedures.

Our Discoveries (Slides 6, 16, 17, 18)

- **Learning Statement One: Affirmations from the Observations**
- **Learning Statement Two: I liked... and I wonder...**
- **Learning Statement Three: What would you like to see in your own practice?**

Learning Statement One



Learning Statement Two

I liked....

- observing different teaching styles.
- getting ideas for new organization/classroom procedures.
- observing different grade levels and content areas.
- debriefing with a group and hearing the different takeaways from each person.
- observing with common department areas.
- seeing my colleagues doing great things in their classrooms.

I wonder...

- if next time we will have more choice in observing teachers with the same content or grade level.
- if everyone had a positive experience?
- if someone could offer help if we found something new we liked from an observation.
- if this is something we could do regularly at HHMS.
- what the students thought of teachers coming into the classrooms to observe.
- if teachers benefited from seeing content areas different from their own.

Learning Statement Three

What would you like to put into your own practice:

- Teachers were eager to learn more about the various technologies they saw being used in the classrooms.
- Teachers wanted to learn more about flexible seating and how that could be incorporated in a 7/8 setting
- Teachers were intrigued by some of the “whole brain” concepts they saw in the 5th grade classrooms and wanted to explore ways it could be incorporated in the 7/8 setting
- Teachers wanted to learn more about how teachers group students within the classroom

Where We Are Headed Next (Slide 19)

- Observed teacher being in on the debrief to explain things and answer questions
- More flexibility in choosing who and what is observed
- Utilize subs within the building to not lose a teacher planning period
- Smaller groups so it doesn't distract or disrupt the classroom
- Ability to observe content areas vertically to see how lower/higher grades fit together

Bibliography (Slide 20)

Marzano, R.J. (2011). The Art & Science of Teaching/Making the Most of Instructional Rounds. Educational Leadership,

Marzano, R.J., Warrick, P., & Simms, .A. (2014). A Handbook for High Reliability Schools. Bloomington, IN: Marzano Research Laboratory

What's Around The Corner?

— *Highland Hills Middle School*
Georgetown, Indiana

Team Leaders

Ashley Nevin & Heather Price

Wendy Ivey, Principal
wivey@nafcs.org

Highland Hills

Middle School ...

Is the largest 5th - 8th Grade Middle School in the State of Indiana and a Professional Learning Community where Fifth & Sixth Grade are on two-teacher & three-teacher teams. Seventh and Eighth Grade run on a 7-period day consisting of 50-minute periods.

Teacher teams have common plan time daily and the opportunity to collaborate every Wednesday with the entire staff. Our Leadership Team meetings weekly.

Background Leading to this Inquiry

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Several teachers shared that they would love to visit their colleagues classrooms to see the great teaching techniques and best practice. Low score on High Reliability Schools 2.6 - Opportunities to observe others and discuss effective teaching.

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We wonder if setting aside time to do Instructional Rounds will encourage our teachers to implement new practices that focus on Feedback, Content, or Context in their own classroom while using the New Art and Science of Teaching chart as an Instructional Snapshot to highlight teacher success during observation?

| THE NEW ART AND SCIENCE OF TEACHING | | |
|--|--|--|
| FEEDBACK | CONTENT | CONTEXT |
| <p>Providing and Communicating Clear Learning Goals</p> <ol style="list-style-type: none"> 1. Providing Scales and Rubrics 2. Tracking Student Progress 3. Celebrating Success <p>Assessment</p> <ol style="list-style-type: none"> 4. Informal Assessments of the Whole Class 5. Formal Assessments of Individual Students | <p>Direct Instruction Lessons</p> <ol style="list-style-type: none"> 6. Chunking Content 7. Processing Content 8. Recording and Representing Content <p>Practicing and Deepening Lessons</p> <ol style="list-style-type: none"> 9. Structured Practice Sessions 10. Examining Similarities and Differences 11. Examining Errors in Reasoning <p>Knowledge Application Lessons</p> <ol style="list-style-type: none"> 12. Engaging Students in Cognitively Complex Tasks 13. Providing Resources and Guidance 14. Generating and Defending Claims <p>Strategies That Appear in All Types of Lessons</p> <ol style="list-style-type: none"> 15. Previewing 16. Highlighting Critical Information 17. Reviewing Content 18. Revising Knowledge 19. Reflecting on Learning 20. Purposeful Homework 21. Elaborating on Information 22. Organizing Students to Interact | <p>Engagement</p> <ol style="list-style-type: none"> 23. Noticing When Students Are Not Engaged and Reacting 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 <p>Rules and Procedures</p> <ol style="list-style-type: none"> 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 <p>Relationships</p> <ol style="list-style-type: none"> 38. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students 39. Understanding Students' Backgrounds and Interests 40. Displaying Objectivity and Control <p>Communicating High Expectations</p> <ol style="list-style-type: none"> 41. Demonstrating Value and Respect for Reluctant Learners 42. Asking In-Depth Questions of Reluctant Learners 43. Probing Incomplete Answers with Reluctant Learners |

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Questions?

- What is the best way to provide positive feedback from the teachers being observed?
- How to measure the impact of the observations?
- Will there be an increased focus on student achievement?
- Will there be an Increased trust among colleagues?
- What can we do differently?
- What is an effective way to see what strategies teachers take away from conducting the observation?
- Will this spark interest in other teachers to be involved in the next set of Instructional Rounds?
- Will this build confidence with teacher's instruction?
- Will we have a common language?

Our Actions

- Process starts with volunteers first/Application Process (See application)
- Administration allows time to do the observations
- Organized scheduled meetings and follow-up sessions
- Facilitated by Lead Teachers
- Overview of what the observation will be looking at
- Observation & take notes
- Immediate discussion concerning the observation - pluses
- Reflection (each teacher shares something they observed)*Remind that they are not evaluating the teacher. Comments should not be shared outside of the group that observes.
- As a result of the observation, I am going to...(it might be to continue doing something)
- What was their key learning point from the observation?
- Expectations must be clear
- Participants understand how to use and benefit from the process

Application

Instructional Rounds Application

Name _____ Grade _____

Room Number _____ Subject _____

Instructional rounds focus on teacher development. This model does not intend in any way to evaluate the teachers under observation; rather, it intends to give teachers an opportunity to gain ideas for their own professional practice through observing colleagues.

1. Please list your class schedule below:

| Class Period | Time | Course Name | Grade Level |
|--------------|------|-------------|-------------|
| | | | |

1. If there is a class you do not want visited, please denote below.
2. Please list any questions you need answered before the observation process takes place.

Return the application to Mrs. Ivey's mailbox by Wednesday, January 29, 2020

Guiding Questions for Observation

1. What do you see that reaffirms something you already do in your classroom?
2. What do you see that you would like to know more about?
3. What do you see that you would like to put into your own practice?

Norms for Instructional Rounds (for the observer)

1. *You should observe and take notes if you wish.*
2. *You should not be grading papers, emailing, etc.*
3. *No computers, please.*

Debrief Agenda (20 minutes)

1. Discuss Norms for Debrief
2. Discuss the Guiding Questions from the Observation (facilitator take notes)
3. Share The Instructional Framework Poster/Handouts
(a tool for good practices in the classroom)
 - Highlight together what they observed (Samples on next slide)
4. Thank the teachers for participating.
5. Collect any Questions forms unless teachers want to keep them
(Confidentially)

Data Collection from the Instructional Framework

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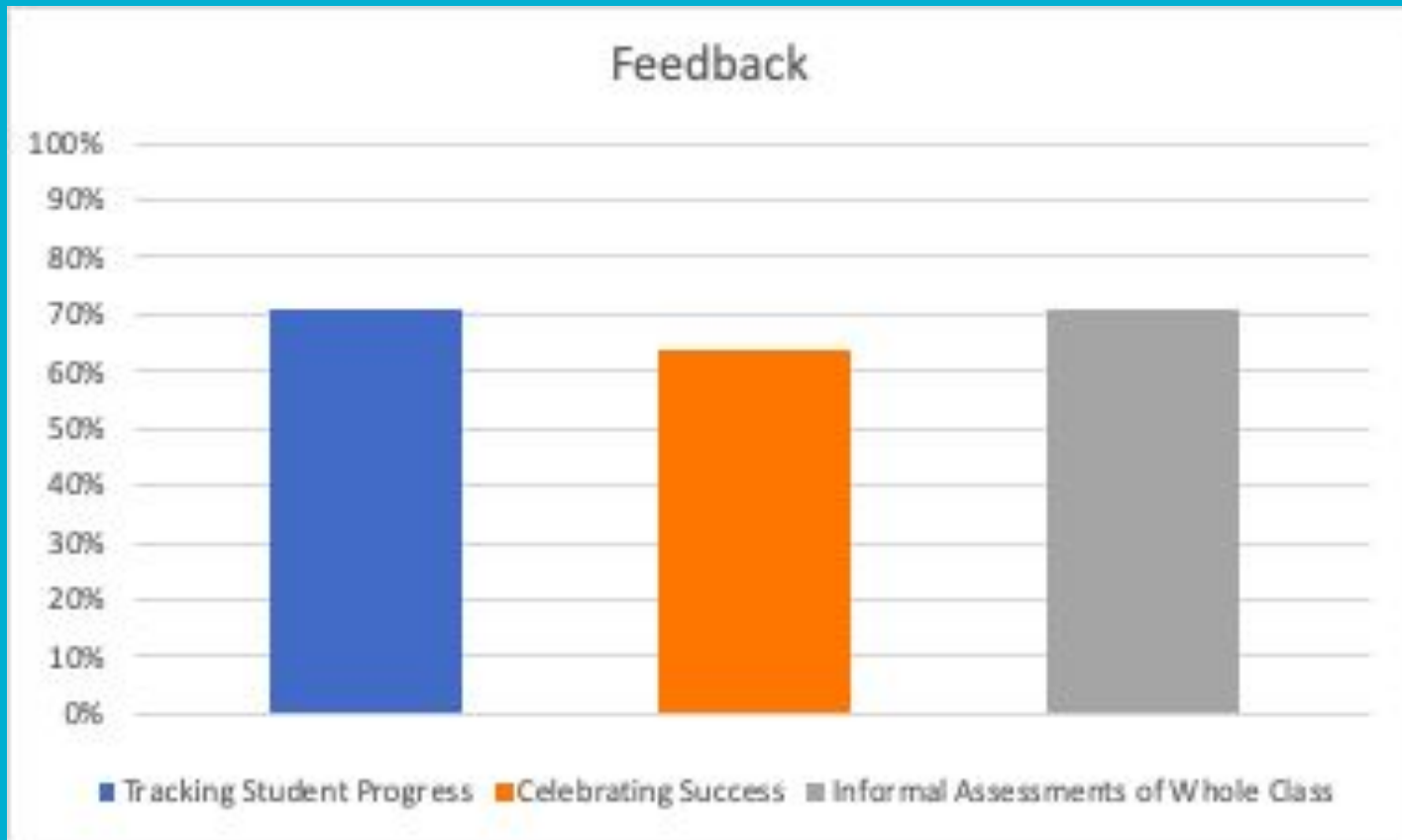
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Our Data - Feedback from Instructional Framework

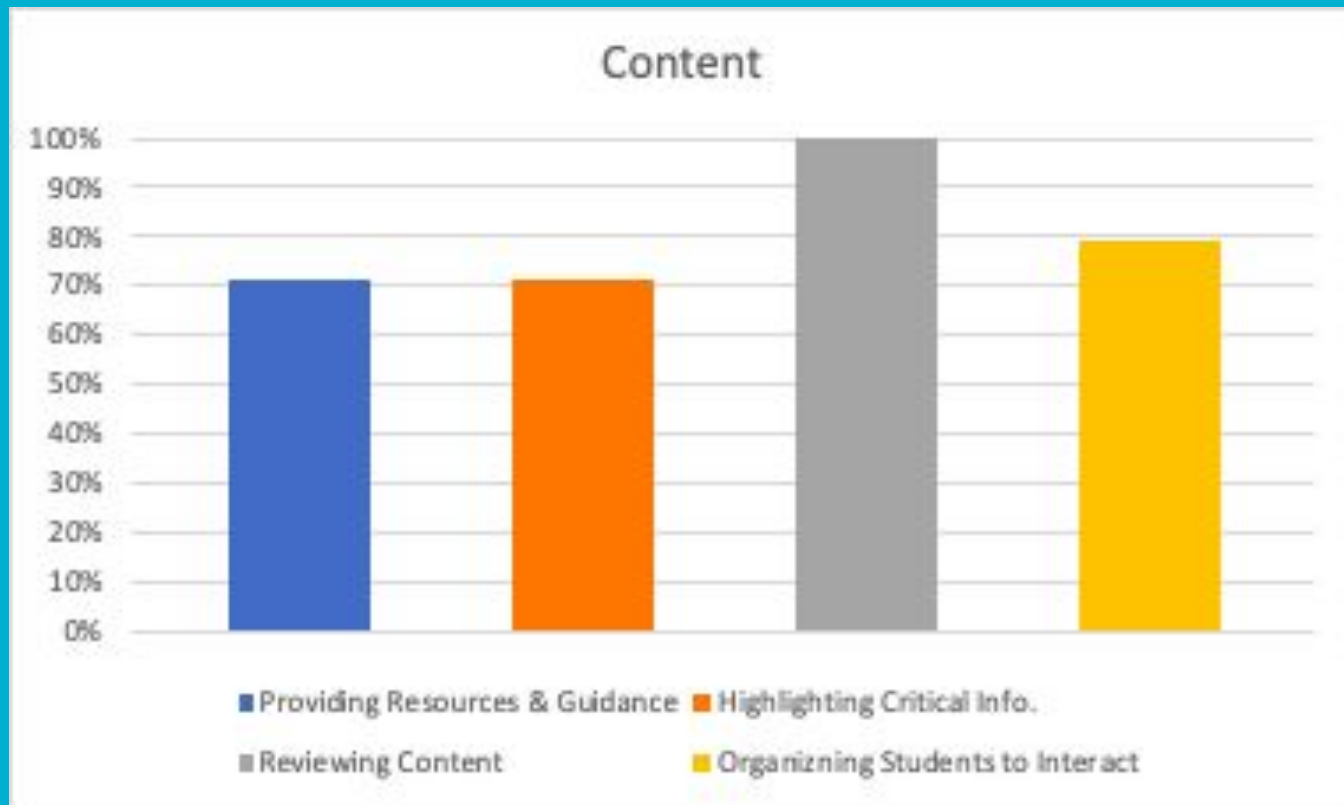
Here are the top 3 types of Feedback observed



14 teachers were observed for Instructional Rounds

Our Data - Content from Instructional Framework

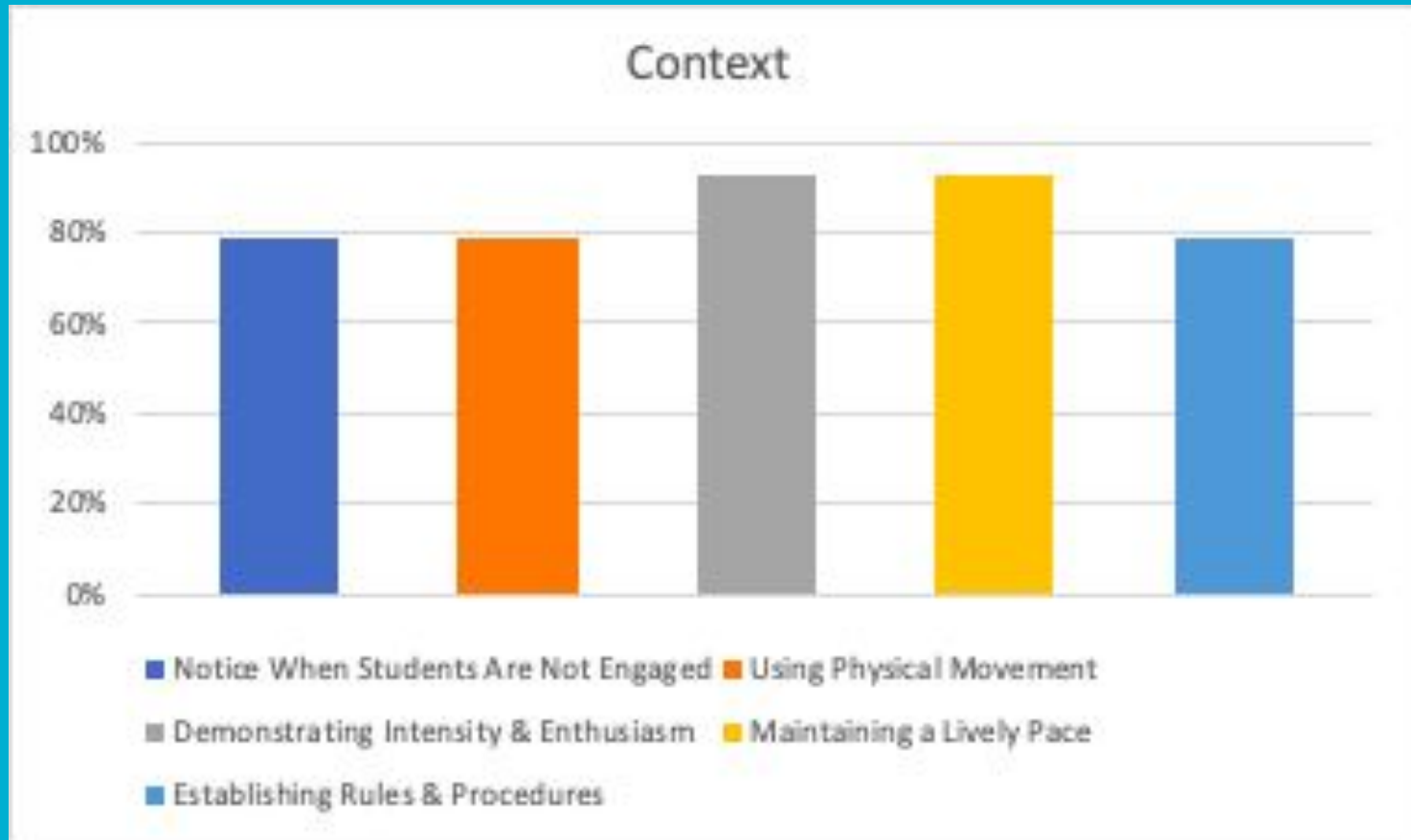
Here are the top 4 types of Content observed



14 teachers were observed for Instructional Rounds

Our Data - Context from the Instructional Framework

Here are the top 5 types of Context observed



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Follow up Questions

I liked...

- observing different teaching styles.
- getting ideas for new organization/classroom procedures.
- observing different grade levels and content areas.
- debriefing with a group and hearing the different takeaways from each person.
- observing with common department areas.
- seeing my colleagues doing great things in their classrooms.

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- if next time we will have more choice in observing teachers with the same content or grade level.
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Our Discoveries

from Question #3 Guiding Questions

- Teachers were eager to learn more about the various technologies they saw being used in the classrooms.
- Teachers wanted to learn more about flexible seating and how that could be incorporated in a 7/8 setting
- Teachers were intrigued by some of the “whole brain” concepts they saw in the 5th grade classrooms and wanted to explore ways it could be incorporated in the 7/8 setting
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Where We Are Heading Next

Future Rounds next school year (fall & spring)

- More flexibility in choosing who and what is observed
- Observed teacher being in on the debrief to explain things and answer questions
- Utilize subs within the building to not lose a teacher planning period
- Smaller groups so it doesn't distract or disrupt the classroom
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