

## Year 2 Inquiry Brief: Instructional Rounds

Mary Beth Fischer, Becky Clark, and Heather Goodin

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### **Purpose:**

- Based on HRS Level 1 and 2 survey results, we want teachers to have opportunities to observe and discuss effective teaching practices.

### **Question (Wondering):**

- We wonder if our staff engages in instructional rounds and have opportunities to observe and discuss effective instructional practice, if teachers will apply the strategies in their own practice?
  - Subquestions: How might showing appreciation for those who participate in instructional rounds and application of the strategies impact the number of participants and/or strategies tried in the classroom?

### **Method (What will we be doing?):**

- Identify a pilot group of teachers to initiate instructional rounds with and work out the kinks before opening it up to the whole staff. The pilot group will observe in 2 host classrooms for about 10 minutes and debrief afterward.
- Teams of teachers led by a teacher leader will observe 2 host classrooms for 10–15 minutes.
- The primary focus is for teachers to observe classroom practice and gain ideas for possible implementation in their own classroom.
- Share findings gathered from instructional rounds with the school. Analyze and determine action steps.

### **Data Collection:**

- Reflection sheets from each team leader upon completion of their instructional rounds
- Follow up conversations regarding what they've tried

### **Calendar (timeline):**

- November/December – Pilot group completes instructional round and make tweaks to the process for implementation with whole school
- January through March – Instructional Rounds and data collection
- March/April – Conversations about implementation of strategies and data processing

## **Data Analysis:**

- Qualitative data review of the instructional strategies observed, which ones they want to learn more about, and what they are going to try in their own practice
- Assessment of the amount of time teachers were able to discuss effective instructional practices.
- Analysis of the number of new strategies/practices applied in their own classroom.

Notes:

January 10th, 2024

- Becky and Brittney will pop in to PLC to do a quick answering of questions.
- 2 weeks after that, send a quick google form to check in on the strategies

Kindergarten (Heather) – 1st Grade Math (Brenna), Becky's lesson

1st Grade (Becky) – 2nd Grade Math (Heather), either Kindergarten centers/small group or 3rd grade writing

- have them scheduled by the end of January

Talk to teams by Wednesday!

Quick huddle Wednesday

# Assessing the Impact of Instructional Rounds



**IPLI 2023-2024**

**Maple Glen Elementary  
K-4th Grade**

**Becky Clark, Literacy Teacher  
Heather Goodin, 2nd Grade Teacher  
Mary Beth Fischer, Principal**

**WESTFIELD WASHINGTON  
SCHOOLS**

## Background Leading to this Inquiry

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

#	Question	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
1	I have opportunities to engage in instructional rounds.	3.03% 1	21.21% 7	6.06% 2	57.58% 19	12.12% 4	33



# Background Leading to this Inquiry

**Leading Indicator 2.6: Teachers have opportunities to observe and discuss effective teaching.**

3	I have regular times to meet with other teachers to discuss effective instructional practices (for example, lesson study).	8.33%	3	19.44%	7	13.89%	5	44.44%	1	13.89%	5	36
							%	6				

# Purpose of this Inquiry

- To engage teachers with opportunities to observe and discuss effective teaching practices, based on findings from the HRS Level 1 and 2 surveys.
- To build a culture where teachers feel comfortable opening their doors to others.



# Our Wondering



We wonder if our staff engages in instructional rounds and has opportunities to observe and discuss effective instructional practice, if teachers will apply the strategies in their own practice?



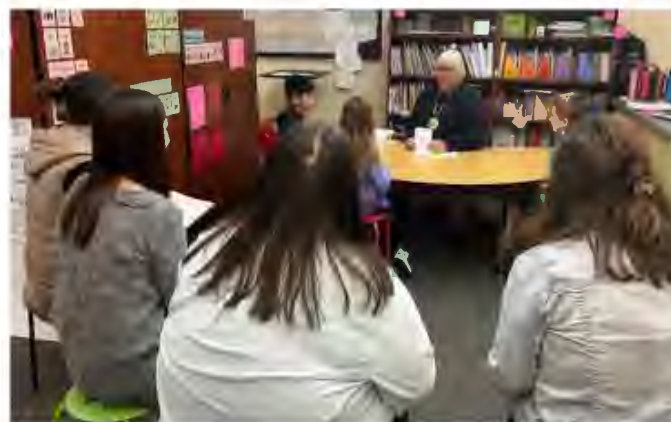


# Our Actions

<b>September</b>	Analyzed HRS Level 1 and 2 survey data to identify project focus.
<b>October</b>	Presented our wondering and inquiry project with our guiding coalition
<b>November</b>	Planned logistics, dates, host teachers, and data collection forms for initial instructional rounds.
<b>December</b>	Pilot group for instructional rounds was conducted and feedback given to host teachers. Reflections were collected from participants.
<b>January-February</b>	Second and third instructional rounds were conducted. Follow up, feedback, and reflections were completed from all three rounds.
<b>March</b>	Data analysis of the impact of the first three instructional rounds and planning for additional instructional rounds.



# What is an Instructional Round?



- Occurred during a 45 minute prep period
  - Two 10-12 minute classroom observations, feedback form in hand
  - Followed by 10-12 minute facilitated debrief



# Data Collection

- Instructional Rounds Feedback Page
  - a. What did you observe that reaffirms something you are doing now?
  - b. Strategies you would like to know more about:
  - c. Strategies you will try in your practice now:
  - d. Other comments/questions you have:
- Google Form sent 2 weeks post instructional round
  - a. What strategy(s) did you learn or want to try?
  - b. Have you been able to try the strategy(s) and/or apply it in your classroom?
  - c. Any other thoughts You'd like to share about your experience
- Instructional round follow up session with host teachers

The screenshot shows a Google Form titled "Instructional Rounds Reflection" with a decorative header featuring hearts and the text "Instructional Rounds REFLECTION". The form content includes a thank-you message, the user's email "fischemb@wwa.k12.in.us" with a "Switch account" link, and a "Not shared" status. A red asterisk indicates a required question. The form has three text input fields with the following questions: "Name", "What strategy(s) did you learn or want to try? \*", and "Have you been able to try the strategy(s) and/or apply it in your classroom? \*". A fourth text input field is labeled "Any Other Thoughts You'd like to share about your experience". At the bottom, there are "Submit" and "Clear form" buttons.

# W

## Our Data: Feedback Form

Thank you so much for hosting us Becky! We absolutely loved coming in to watch you lead a small group today. Please see below for our feedback.

### What did we observe that reaffirms something we are doing now?

- Using word chains
- Utilizing drill sounds at beginning of our lessons
- Repetition on previous taught sounds/skills

### Strategies we want to know more about:

- OG vs. Heggerty vs. Foundations – what is the difference?
- Is there a reason you used sound cards without pictures? Is this a scaffolding tactic so that they do not rely on the photos?
- Did you come up with the chants, or did you create them? We loved them!  
We would love to know these, so there is some consistency amongst grade levels.

### Strategies we will try in our own practice now!:

- Using more read alouds to connect with phonics, finding sounds within texts
- Letting them use fun pens in folders, or just different ways of letting them write/practice
- Mixing in nonsense words with real words instead of segmenting the two
- Utilizing the chants we heard, they were excellent!

### Overall feedback/comments:

The kids knew exactly what to do when they came in, went directly to their spots, began reading orally on their own – not a second was wasted! We also loved the folders with dictation and allowing the kids to use different colored pens. This allows for them (and you) to see their progress and something so simple as writing in a cool pen makes kids so happy! Your lesson was so quick paced, but you still did all the things – yet in a way where the students were not rushed at all. We were amazed at how many skills/concepts/activities you were able to fit into such a short amount of time. Also, this pace forced kids to pay attention – their turn would be back before they knew it! You were just so efficient, calm, and purposeful. We learned so much, thank you!!

# W

## Our Data: Feedback Form

Thanks so much for hosting us Brittney! We so enjoyed being in your room today! Please see our feedback below:

### What did we observe that reaffirms something we are doing now?

- Allowing students to turn and talk during lesson
- Using the workshop model
- Using "I Do, We Do, You Do" mentality
- Stating opinion and providing reasons for opinion writing unit

### Strategies we want to know more about:

- The two minute timer as kids transitioned to independent writing time – how did you implement this? We loved this!! Great way to encourage productive struggle so you aren't swarmed with questions before kids sit down and try.
- The small group chart you had on the board during independent writing time – we would love to know more about this set up! It seemed great and so organized!
- Unrelated to writing, but we were interested in your secret stories posters?

How are you using these? We have seen these a ton in different resources and are intrigued!

### Strategies we will try in our own practice now!

- Using different colors for each reason – such a simple way to help them keep their reasons organized!
- We all adored the way you did "spotlight", to set the stage for one student to be able to speak without interruptions! We are definitely stealing this!

### Overall feedback/comments:

Your class was managed so well! They were attentive and it was very apparent that they knew the procedures and expectations when you were **teaching**. We loved how you demonstrated how to plan verbally before writing – this is such an essential skill as writers continue to grow! Bonus of the visit: we are also doing opinion writing currently. So the timing was AMAZING! We all went back and used what we saw in first grade opinion writing as a segway into our current opinion writing expectations. It was so neat to see the foundations of what we are beginning to teach them. You are a rockstar! Thanks for sharing your class with us!



# Our Data: Google Form Data

What strategy(s) did you learn or want to try?	Have you been able to try the strategy(s) and/or apply it in your classroom?	Any Other Thoughts You'd like to share about your experience
2 minutes wait time at the beginning of independent work time, OG 1st grade strategies	I've implemented the 2 min. work-time.	Loved getting to see other classrooms!
I would like to use an anchor chart to support students' learning during an activity.	Yes.	I would like to know more about the management strategies the first grade teacher used.
I haven't been using Heggerty with my lower kiddos at "teacher time" and want to try that. We do it whole group everyday, but a double dip would probably be helpful.	Just love all the motions and chants with Heggerty that Becky used. We use a lot of these things and really does help for it to stick.	I just always enjoy going into other classroom for ideas. Even just looking at classroom setups and things around the room are helpful. Thanks for encouraging this and for Brenna and Becky for opening up their classrooms!
2 minute timer, no talking or asking questions. LOVED this.	I use the 2 minute timer for writing and independent Math time.	I love the "made up" chants that Becky used. I have started some on my own in phonics and they work ( I hope) Thanks for the experience.
Enjoyed the quick pace of Becky's Heggerty review. Might try that with my small groups as a double dip.	No	Thanks for letting us observe!
I'd love to try and use some of the slides like I observed in these two rooms. Also, I use chat mats a lot in other subject areas, but haven't worked them into my math block, not sure why not. I hope to work this in too.	Not yet, but I plan to VERY soon.	This is super helpful. I'd love to see how this team plans together.
I loved seeing the chat mats in action! It was great seeing how important and efficient things can be when strong procedures are in place. Both classrooms had clear, explicit procedures and expectations. This made the lessons flow so well. It showed the importance of taking time to set up procedures!	I haven't had a chance to use the chat mats yet, but I look forward to trying them soon!	Thank you for taking time to share your teaching and classroom! Being lifelong learners together helps us set our students up for success!
It was great to see what mini lessons in math look like in 2nd grade. I have been using a lot of the worksheet based lessons provided to start, so it was helpful to see what the more hands-on mini lessons can look like.	Yes! I've been adding to my slides to allow for more hands-on time.	I appreciate all the time spent organizing and the teachers allowing us in!

\*\*sent 2 weeks post instructional round



# W

## Our Data: Follow Up Session

### Strategies teachers want to know more about...

- We are curious about the manual you were using while the kids had out their notebooks, as well as the form they were using to write on. We would love to know more about it, both seemed awesome!
- Reasoning behind writing in pens, as opposed to pencils?
- The movements/chants you were using (-ck at the end of the word, bonus letters, etc.) These were so catchy and would be awesome to be able to share with Kindergarteners, too!
- The flashcards you were using, were they from OG?
- We would like to know more about the slides. Where do they come from?
- We would like to know more about the creation of your anchor charts. Do you create them with the kids or are they premade?
- How do you use the Math journals? They had them in their hands.
- What was the independent work after we left?
- OG vs. Heggerty vs. Foundations – what is the difference?
- Is there a reason you used sound cards without pictures? Is this a scaffolding tactic so that they do not rely on the photos?
- Did you come up with the chants, or did you create them? We loved them!  
We would love to know these, so there is some consistency amongst grade levels.



# Our Discoveries

- An overall positive feel of the process based on conversations and feedback.
- The host teacher had more positive, affirming feedback than originally anticipated
- We noticed longer-lasting impacts than just the rounds themselves, as there have been many mentions of them during MOY meetings, amongst grade level teams, etc.
- Teachers need more vertical planning. During the instructional rounds, grade level teams had noticings of skills taught in other grade levels that altered the lens of their own teaching.
- Instructional Assistants and other student support staff wanted to be included in the rounds.
- Planning, organizing, and scheduling offered more challenges than anticipated.





# Where We're Headed Next

- Additional instructional rounds for grade levels who haven't had opportunities for an instructional round.
- Encourage implementation of instructional rounds for specials areas, student support, and Instructional Assistants.
- Identify more opportunities for instructional rounds outside of teachers' prep time.
- Determine the sustainability of this process.



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