Template for Team AR Narrative - Year 2

Principal Name: Aubree Smith
School Name: Clinton Central Elementary
Team Members' Names: Melissa Hudspith & Jessica Brovont
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Background Leading to Our Inquiry (Slide 3)

- [Level 2 Marzano High Reliability Schools Report](#)
- Need for tweak to our 'Observe Me' initiative
- Instructional Framework: New Art & Science of Teaching

The Purpose of Our Inquiry (Slide 5)

Therefore, the purpose of our action inquiry was to look at the *teachers' use of specific instructional strategies, collaboration, and perceptions of professional growth.*

We investigated:

1. Which instructional strategies are most frequently observed and discussed during instructional rounds.

2. How participating teachers perceive the impact of instructional rounds on their professional growth and instructional practices.

3. Whether there is an increase in collaboration among teachers as a result of the feedback and reflection from instructional rounds.

Our Wondering (Slide 4)

With this purpose, we wondered:

How will the implementation of instructional rounds twice a year at Clinton Central Elementary impact on job embedded professional growth opportunities with a focus on instructional practices?

Our Actions (Slide 6)

We had a Fall & Spring Cycle of Instructional Rounds; 3 days of rounds each time for a total of 6 days of educators participating in rounds.

Staff answered these 3 questions in their debrief, after visiting both a primary and intermediate classroom.

1. What is something that reaffirms something YOU do?

2. What did you see that you'd like to know more about?

3. What did you see that you'd like to add to your own practice?

We used to have 'Observe Me' which was a baby step toward the implementation of Instructional Rounds; but this added an instructional framework and positive spin in a non-evaluative way.

Data Collection (Slide 6)

To collect data, we:

- Used surveys to measure teachers' perceptions of professional growth and collaboration.

- Analyzed observation and debrief notes to identify recurring instructional strategies and areas of focus.

- Tracked changes in teachers' instructional practices through self-reflections, evaluations, and follow-up discussions after each round.

Our Data (Slides 10-15)

Our data was tallied on anchor charts divided into primary and intermediate; which was a larger version of Marzano's Instructional Model. Teachers tallied the instructional strategies they observed while in classrooms.

Primary Data Linked Here (6 host teachers & 72 total observers)
Intermediate Data Linked Here (6 host teachers & 68 total observers)

Primary Areas of Strength:
- Content: Using structured practice sessions
- Content: Reviewing Content
- Context: Noticing and reacting when students are not engaged
- Context: Maintaining a lively pace
- Context: Establishing rules and procedures

Primary Areas of Weakness:
- Feedback: Providing scales and rubrics
- Feedback: Using formal assessments of individual students
- Content: Generating and defending claims
- Content: Assigning purposeful homework
- Context: Presenting unusual information

Intermediate Areas of Strength:
- Content: Engaging students in cognitively complex tasks
- Content: Providing resources and guidance
- Content: Reviewing Content
- Content: Reflecting on Learning
- Context: Noticing and Reaching When students are not Engaged

Intermediate Areas of Weakness:
- Feedback: Providing Scales and Rubrics
- Feedback: Using Formal assessments of individual students
- Content: Assigning purposeful homework
- Context: Using academic games
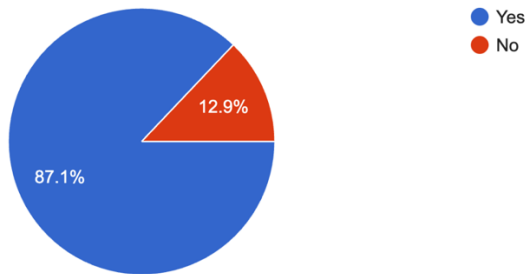- Context: Providing opportunities for students to talk about themselves

Did you feel like participating in instructional rounds was worth your time?
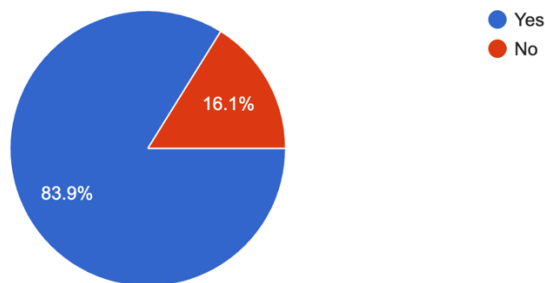31 responses
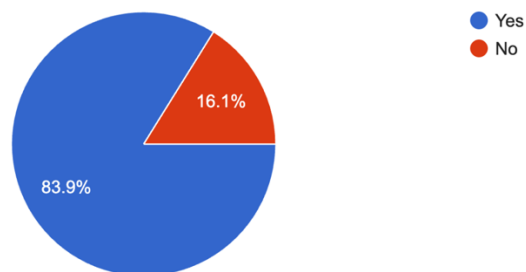
Do you prefer instructional rounds over what we had in place in previous years (Observe Me)?
31 responses

● Yes
● No

12.9%

87.1%

Do you feel we should continue implementing instructional rounds twice per year at CCE in future years?
31 responses

● Yes
● No

16.1%

83.9%

Our Discoveries (Slide 17)

- Learning Statement One: Instructional Rounds were overall positively accepted by staff and the large majority want to continue the implementation in future years.
- Learning Statement Two: We will add additional time in future years so that the debrief doesn't get cut short.
- Learning Statement Three: Primary and intermediate teachers want to see each other's classrooms...the best PD is often right down the hallway!

Administration was not present. We wanted it to not feel evaluatory in any way.

The schedule was tricky for coverage and timing in most cases; we had to be very diligent to ensure that we were making the most of everyone's time.

After we experienced rounds in the Fall, more teachers 'opted into' hosting in the Spring.

Where We Are Headed Next

We will continue to implement Instructional Rounds in a similar fashion to how we implemented this project; however, we want to focus on no more than 20 instructional strategies from Marzono's framework in future years rather than all 43.

We also want to revisit our HRS survey results to see what other takeaways our grade levels can leverage to meet future needs of our staff and school.

Bibliography (Slide 18)

Marzano, Robert J., and Timothy Waters. *Leading a High Reliability School: Deep Implementation of the Five Levels of High Reliability Schools.* Solution Tree Press, 2020.
Marzano, Robert J., Philip Warrick, and Julia A. Simms. *A Handbook for High Reliability Schools: The Next Step in School Reform.* Marzano Research, 2014.
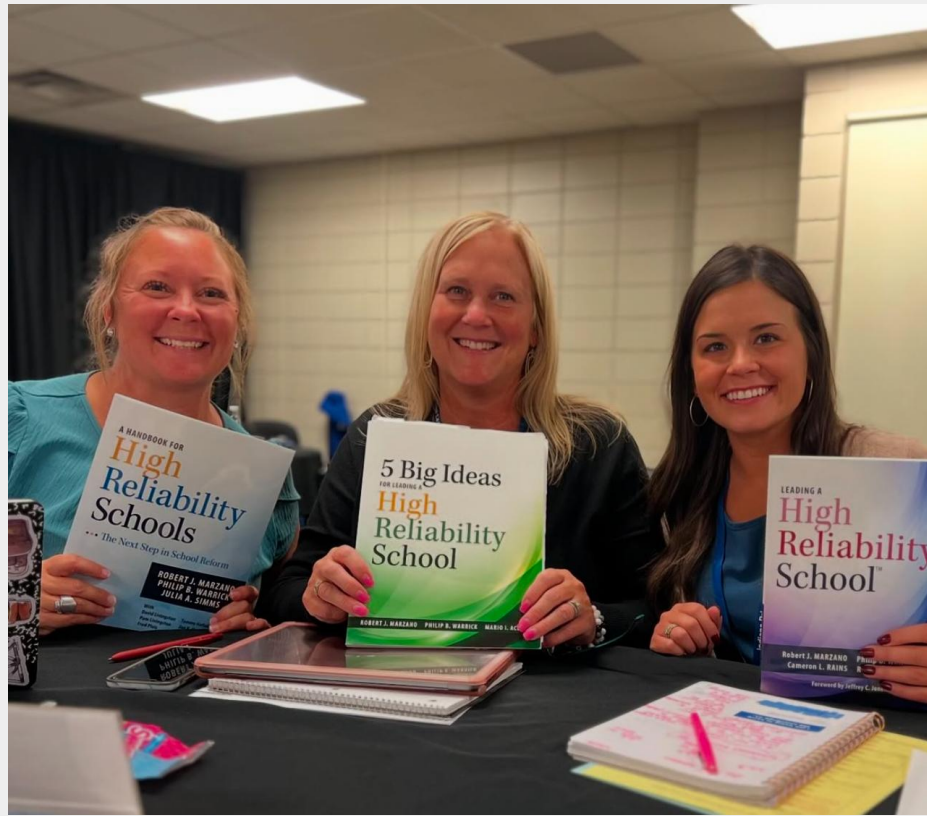**Marzano, Robert J., and Timothy Waters.** *Leading a High Reliability School: Five Big Ideas.* Solution Tree Press, 2020.

IPLI: Year 2

Rounds with Results

Jessica Brovont- 6th Grade
Melissa Hudspith- 1st Grade
Aubree Smith- Elementary Principal

Background to Inquiry

- [Level 2 Marzano High Reliability Schools Report](#)
- Need for tweak to our 'Observe Me' initiative
- Instructional Framework: New Art & Science of Teaching

Wondering:

How will the implementation of instructional rounds twice a year at Clinton Central Elementary impact on job embedded professional growth opportunities with a focus on instructional practices?

CLINTON CENTRAL ELEMENTARY SCHOOL

Looking at: teachers' use of specific instructional strategies, collaboration, and perceptions of professional growth?

We aim to investigate:

1.   Which instructional strategies are most frequently observed and discussed during instructional rounds.

2.   How participating teachers perceive the impact of instructional rounds on their professional growth and instructional practices.

3.   Whether there is an increase in collaboration among teachers as a result of the feedback and reflection from instructional rounds.

2 Rounds of 3 cycles

6 days of Rounds total

To collect data, we:

- **Used surveys to measure teachers' perceptions of professional growth and collaboration.**
- **Analyzed observation and debrief notes to identify recurring instructional strategies and areas of focus.**
- **Tracked changes in teachers' instructional practices through self-reflections, evaluations, and follow-up discussions after each round.**
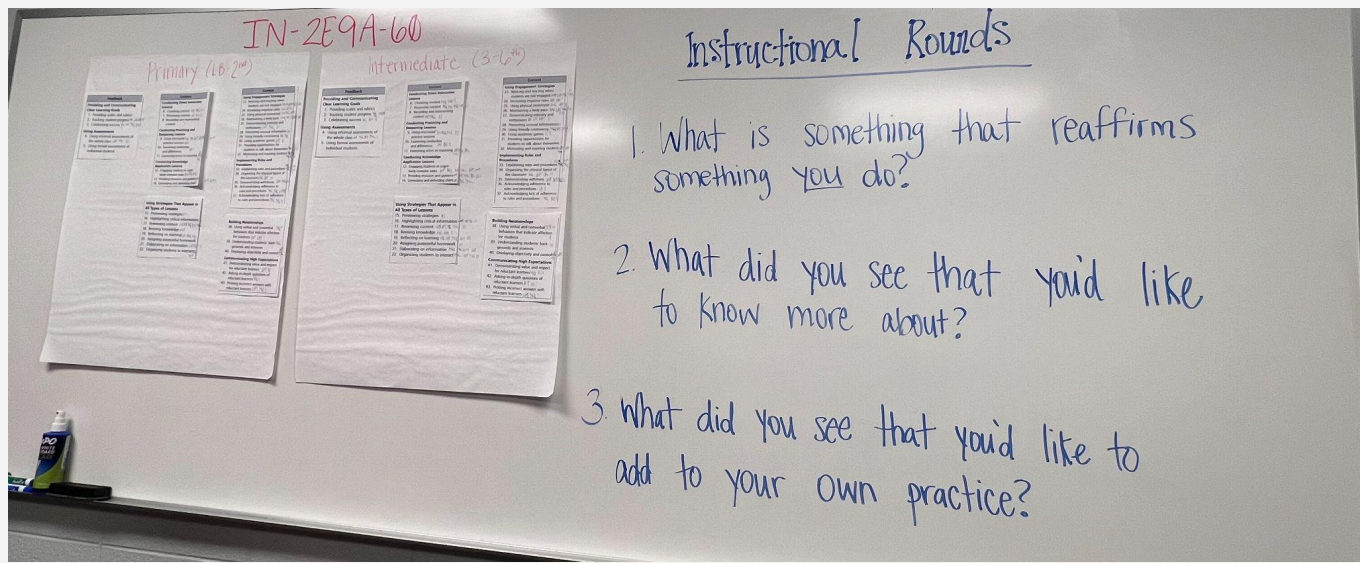
1. What is something that reaffirms something YOU do?
2. What did you see that you'd like to know more about?
3. What did you see that you'd like to add to your own practice?

November 12th Instructional Rounds

Teachers to be observed today:
- Tammy Campbell, EK
- Christy Unger, 3rd

5th Grade, 6th Grade & SPED

5th Grade
Timeline: 8:10-9:10 am

8:10- Meet in Conference Room with Mrs. Paris to assign roles (leader, timer, scribe) & review agenda
8:20- Observe Mrs. Campbell
8:35- Debrief in Conference Room- Mark Instructional model & answer questions
8:45- Observe Mrs. Unger
9:00- Debrief in Conference Room- Mark Instructional model & answer questions

SPED Team
Timeline: 9:30-10:30

9:30- Meet in Conference Room with Mrs. Paris to assign roles (leader, timer, scribe) & review agenda
9:40- Observe Mrs. Unger
9:55- Debrief in Conference Room- Mark Instructional model & answer questions
10:05- Observe Mrs. Campbell
10:20- Debrief in Conference Room- Mark Instructional model & answer questions

6th Grade
Timeline: 11:15-12:15 pm

11:15-11:30- Meet Outside Mrs. Unger's room with Mrs. Paris to quickly assign roles (leader, timer, scribe) & Observe Mrs. Unger
11:30-Debrief in Conference Room- Mark Instructional model & answer questions
11:45- Observe Mrs. Campbell
12:00- Debrief in Conference Room- Mark Instructional model & answer questions

March 18th Instructional Rounds

Teachers to be observed today:
- Kiley Shirar, Kindergarten
- Mereith Mast, 4th Grade

Early Learning Team
Timeline: 8:55-9:55am

8:55- Meet in Conference Room with Mrs. Paris to assign roles (leader, timer, scribe) & review agenda
9:05- Observe Mrs. Shirar
9:20- Debrief in Conference Room- Mark Instructional model & answer questions
9:30- Observe Mrs. Mast
9:45- Debrief in Conference Room- Mark Instructional model & answer questions on own *(Mrs. Paris will be starting with 3rd grade)*

3rd Grade
Timeline: 9:40-10:40 am

9:40- Meet in Conference Room with Mrs. Paris to assign roles (leader, timer, scribe) & review agenda
9:45- Observe Ms. Shirar
10:00- Debrief in Conference Room- Mark Instructional model & answer questions
10:15- Observe Mrs. Mast
10:30- Debrief in Conference Room- Mark Instructional model & answer questions

First Grade Team
Timeline: 1:10-2:10pm

1:10- Meet in Conference Room with Mrs. Paris to assign roles (leader, timer, scribe) & review agenda
1:20- Observe Mrs. Mast
1:35- Debrief in Conference Room- Mark Instructional model & answer questions
1:45- Observe Mrs. Shirar
2:00- Debrief in Conference Room- Mark Instructional model & answer questions

Primary (LB-2nd)

Feedback

Providing and Communicating Clear Learning Goals
1. Providing scales and rubrics
2. Tracking student progress
3. Celebrating success

Using Assessments
4. Using informal assessments of the whole class
5. Using formal assessments of individual students

Content

Conducting Direct Instruction Lessons
6. Chunking content
7. Processing content
8. Recording and representing content

Conducting Practicing and Deepening Lessons
9. Using structured practice sessions
10. Examining similarities and differences
11. Examining errors in reasoning

Conducting Knowledge Application Lessons
12. Engaging students in cognitively complex tasks
13. Providing resources and guidance
14. Generating and defending claims

Using Strategies That Appear in All Types of Lessons
15. Previewing strategies
16. Highlighting critical information
17. Reviewing content
18. Revising knowledge
19. Reflecting on learning
20. Assigning purposeful homework
21. Elaborating on information
22. Organizing students to interact

Context

Using Engagement Strategies
23. Noticing and reacting when students are not engaged
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

Implementing Rules and Procedures
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

Building 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

Intermediate (3-6th)

Feedback

Providing and Communicating Clear Learning Goals
1. Providing scales and rubrics
2. Tracking student progress
3. Celebrating success

Using Assessments
4. Using informal assessments of the whole class
5. Using formal assessments of individual students

Content

Conducting Direct Instruction Lessons
6. Chunking content
7. Processing content
8. Recording and representing content

Conducting Practicing and Deepening Lessons
9. Using structured practice sessions
10. Examining similarities and differences
11. Examining errors in reasoning

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[Primary Data](#) Linked Here

Data is based on.....
6 Primary Teachers
72 Observers

Feedback	Content	Context
Providing and Communicating Clear Learning Goals 1. Providing scales and rubrics 2. Tracking student progress 3. Celebrating success **Using Assessments** 4. Using informal assessments of the whole class 5. Using formal assessments of individual students	**Conducting Direct Instruction Lessons** 6. Chunking content 7. Processing content 8. Recording and representing content **Conducting Practicing and Deepening Lessons** 9. Using structured practice sessions 10. Examining similarities and differences 11. Examining errors in reasoning **Conducting Knowledge Application Lessons** 12. Engaging students in cognitively complex tasks 13. Providing resources and guidance 14. Generating and defending claims **Using Strategies That Appear in All Types of Lessons** 15. Previewing strategies 16. Highlighting critical information 17. Reviewing content 18. Revising knowledge 19. Reflecting on learning 20. Assigning purposeful homework 21. Elaborating on information 22. Organizing students to interact	**Using Engagement Strategies** 23. Noticing and reacting when students are not engaged 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 **Implementing Rules and Procedures** 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 **Building 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

New Art & Science Instructional Framework

Feedback		Content		Context	
Providing & Communicating Clear Learning Goals	1. 3	Conducting Direct Instruction Lessons	6. 26	Using Engagement Strategies	23. 45
	2. 41		7. 23		24. 20
	3. 42		8. 14		25. 34
Using Assessments	4. 42	Conducting Practicing & Deepening Lessons	9. 55		26. 43
	5. 0		10. 9		27. 30
			11. 32		28. 5
		Conducting Knowledge & Application Lessons	12. 27		29. 15
			13. 38		30. 14
			14. 1		31. 13
		Using Strategies that appear in all types of Lessons	15. 7		32. 36
			16. 9	Implementing Rules & Procedures	33. 43
			17. 57		34. 26
			18. 15		35. 29
			19. 28		36. 24
			20. 0		37. 29
			21. 18	Building Relationships	38. 26
			22. 22		39. 6
					40. 24
				Communicating High Expectations	41. 21
					42. 17
					43. 30

[Intermediate Data](#) Linked Here

Data is based on.....
6 Intermediate Teachers
68 Observers

New Art & Science Instructional Framework

Feedback		Content		Context	
Providing & Communicating Clear Learning Goals	1. 3	Conducting Direct Instruction Lessons	6. 29	Using Engagement Strategies	23. 41
	2. 30		7. 39		24. 21
	3. 21		8.21		25. 18
Using Assessments	4. 39	Conducting Practicing & Deepening Lessons	9. 36		26. 37
	5. 0		10. 16		27. 27
			11. 38		28. 6
		Conducting Knowledge & Application Lessons	12. 50		29. 23
			13. 42		30. 4
			14. 19		31. 3
		Using Strategies that appear in all types of Lessons	15. 13		32. 29
			16. 30		33. 33
			17. 54	Implementing Rules & Procedures	34. 29
			18. 24		35. 29
			19. 40		36. 20
			20. 7		37. 29
			21. 39	Building Relationships	38. 21
			22. 27		39. 8
					40. 23
				Communicating High Expectations	41. 28
					42. 22
					43. 30

Feedback	Content	Context
Providing and Communicating Clear Learning Goals 1. Providing scales and rubrics 2. Tracking student progress 3. Celebrating success **Using Assessments** 4. Using informal assessments of the whole class 5. Using formal assessments of individual students	**Conducting Direct Instruction Lessons** 6. Chunking content 7. Processing content 8. Recording and representing content **Conducting Practicing and Deepening Lessons** 9. Using structured practice sessions 10. Examining similarities and differences 11. Examining errors in reasoning **Conducting Knowledge Application Lessons** 12. Engaging students in cognitively complex tasks 13. Providing resources and guidance 14. Generating and defending claims **Using Strategies That Appear in All Types of Lessons** 15. Previewing strategies 16. Highlighting critical information 17. Reviewing content 18. Revising knowledge 19. Reflecting on learning 20. Assigning purposeful homework 21. Elaborating on information 22. Organizing students to interact	**Using Engagement Strategies** 23. Noticing and reacting when students are not engaged 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 **Implementing Rules and Procedures** 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 **Building 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

Primary Areas of Strength:
- Content: Using structured practice sessions
- Content: Reviewing Content
- Context: Noticing and reacting when students are not engaged
- Context: Maintaining a lively pace
- Context: Establishing rules and procedures

Primary Areas of Weakness:
- Feedback: Providing scales and rubrics
- Feedback: Using formal assessments of individual students
- Content: Generating and defending claims
- Content: Assigning purposeful homework
- Context: Presenting unusual information

Intermediate Areas of Strength:
- Content: Engaging students in cognitively complex tasks
- Content: Providing resources and guidance
- Content: Reviewing Content
- Content: Reflecting on Learning
- Context: Noticing and Reaching When students are not Engaged

Intermediate Areas of Weakness:
- Feedback: Providing Scales and Rubrics
- Feedback: Using Formal assessments of individual students
- Content: Assigning purposeful homework
- Context: Using academic games
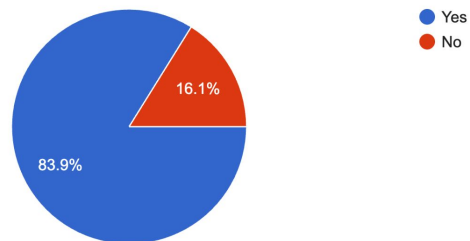- Context: Providing opportunities for students to talk about themselves

Our Questions for You:

- Have you spoken with another teacher to get more info on what you saw?

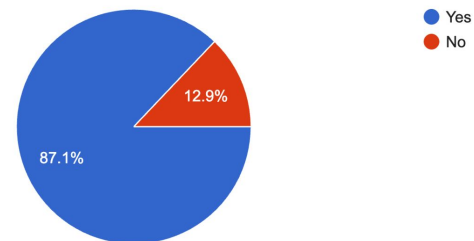- Will you or have you changed instruction based on observation?

Did you feel like participating in instructional rounds was worth your time?
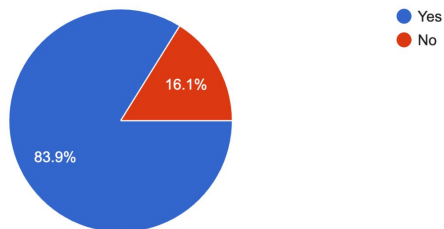31 responses

- Yes
- No

83.9%
16.1%

Do you prefer instructional rounds over what we had in place in previous years (Observe Me)?
31 responses

- Yes
- No

87.1%
12.9%

Do you feel we should continue implementing instructional rounds twice per year at CCE in future years?
31 responses

- Yes
- No

83.9%
16.1%

Anecdotal Data

"I think it was such a awesome experience for many reasons. I feel more connected to other grade levels. I have a better understanding of what it is like in the lower and upper grade levels. I got a ton of new ideas and a great sense of pride for our school and all of our amazing educators."

"As a first year teacher, I felt that I was able to gain a new perspective on what effective instructional time looks like. Regardless of what grade level I observed, I was able to gain a balance of affirmation in things I am already doing and ideas for new approaches."

"I appreciated the time to get into other classrooms to see instruction. It was nice to get into some other grade levels that I wouldn't have normally went to and see!"

"I feel instructional rounds were extremely beneficial. As an intermediate teacher, I don't get to observe primary teachers. I feel being able to go into primary classrooms offers so much to improve instructional practices. I was able to see what OG looks like in the younger grades which is crucial in understanding the development of reading. Thank you."

- Staff feedback was overall positive & the large majority of staff want to continue to implement instructional rounds in future years!
- Administration was not present. We wanted it to not feel evaluatory in any way.
- The schedule was tricky for coverage and timing in most cases; we had to be very diligent to ensure that we were making the most of everyone's time.
- We will plan to add about 10 more minutes next year because the feedback was that the debrief was almost always cut a little short.
- After we experienced rounds in the Fall, more teachers 'opted into' hosting in the Spring.
- Breaking it into 'primary' and 'intermediate' was something many of the teachers commented that they liked/appreciated.

Thank you!!

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Sources:

Marzano, Robert J., and Timothy Waters. *Leading a High Reliability School: Deep Implementation of the Five Levels of High Reliability Schools.* Solution Tree Press, 2020.

Marzano, Robert J., Philip Warrick, and Julia A. Simms. *A Handbook for High Reliability Schools: The Next Step in School Reform.* Marzano Research, 2014.

Marzano, Robert J., and Timothy Waters. *Leading a High Reliability School: Five Big Ideas.* Solution Tree Press, 2020.