INDIANA Principal Leadership INSTITUTE

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Background Leading to Our Inquiry (Slide ?)

Outline what led your team to this particular inquiry. Include the following:

- While reading through our Highly Reliable Schools Level 2 report, we were discussing the indicators that were low. One of the indicators was 2.6 and our lead teachers started talking about the positive impact that Instructional Rounds had on them when our school had performed them a few years back. They were excited to bring this back into our school culture as a way to better our pedagogy practices and increase a culture of collaboration.

The Purpose of Our Inquiry (Slide ?)
- In our Marzano Highly Reliable Schools Level 2 report, indicator 2.6 Teachers have opportunities to observe and discuss effective teaching was rated very low by administration and faculty.
    - Indicator #1 says, "Teachers have opportunities to engage in instructional rounds."
    - The teacher leaders that were in the training mentioned how they loved doing instructional rounds before (we did them one other time a few years ago)
    - Our purpose was to bring this practice back as, as it was deemed valuable by teachers.

Our Wondering (Slide ?)

- We wondered if we created this system, could Instructional Rounds increase a positive culture and create stronger pedagogy across our building? Would teachers feel empowered and embrace a continuous improvement mentality?

Our Actions:

Below are the action steps that our team took when implementing the Instructional Rounds System:

- To help teachers get started, our two teacher leaders shared Marzano's research about instructional rounds at our December Faculty Meeting and invited teachers to take a survey that would help us create intentionality for the project.
- The survey asked teachers to list some instructional strategies they were hoping to get better at (personal goals they set for themselves) and also asked if they were okay if other teams of teachers would visit their classroom during rounds (we wanted to build trust).
- Once we received the survey results, we created a schedule for teachers to perform Instructional Rounds. We chose two days in January and hired two floating substitutes to help us cover classrooms on these days.
- To allow for a reflective conversation at the end of each round, we paired teachers up with one other person, someone not part of their normal PLC to increase conversations across buildings.
- Teachers visited two classrooms for 15 minutes on their visit that were assigned by our team. We created a schedule so teachers would know exactly the time and day they would have coverage for their classrooms.
- **Reflection:**
  - *During their visits, we asked teachers to answer the following reflective questions:*
    - What did you observe that reaffirms something you are doing now?
    - What strategies did you see that you would like to know more about or get better at?
    - What did you observe that you would like to take back to your own classroom?

Data Collection:

We decided to utilize qualitative data during our Instructional Rounds.

Our Data:

Below are comments and observations made after the instructional rounds were conducted. This data indicated to us that the system was very successful and helpful to teachers.

- I need a class set of calculators with a holder."
- "I need creative ways to call on all students - because it really does increase engagement."
- "I want to go back and talk to Mrs. Harris about her vocabulary games."
- "I would like to be more concrete with progress marks like Mrs. Hagedorn, instead of going off memory."
- "I liked how Mr. Stowe used a timer and chunked the class to keep it moving and increase engagement."
- "Thank you for setting this up. It was a great experience." (Said to the principal)
- Teachers were conversing after instructional rounds, getting more information

from each other.
- ○ "Looking forward to doing this again next year!"

Our Discoveries:

Learning Statement One: Instructional Rounds supported teachers with a variety of needs. Teachers continued to talk to each other beyond the instructional rounds, creating a culture of continuous growth. The quote, "The smartest person in the room is the room." - David Weinberger   Teachers enjoyed learning from each other in a low-risk format.

Learning Statement Two: Instructional Rounds helps to open up doors for authentic collaboration. Teachers were able to identify their own strengths and weaknesses through this process.

Learning Statement Three: Instructional Rounds did increase systemic knowledge around instructional practices of our school. Many teachers recognized different forms of formative assessments being used and reflected on these, along with classroom management techniques and self-assessment practices.

Where We Are Headed Next:

In this step, reflect on your team's action research journey as a whole that accomplish the following:
- Our team recognized the value of Instructional Rounds in a Highly Reliable School. Utilizing Instructional Rounds as a way to focus on teacher development is a positive way to keep continuous improvement and pedagogy in the forefront. Also, having the opportunity to observe allows for reflection on their own practice. Our teachers want to be good and they really do care about their students and this process brought that to the forefront.
- We plan to continue Instructional Rounds each year. Our next step is to create an Instructional Model as a faculty in hopes of creating some intentionality around our improvement and reflection practices.

Resources:

- Marzano, Robert. Warrick, Phillip. Rains, Cameron. & Dufour, Richard. (2018). *Leading A High Reliability School*. Bloomington, IN: Solution Tree

Instructional Rounds

"The smartest person in the room, is the room!"

- David Weinberger

Purpose:

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Our Wondering:

- If we created this system, could Instructional Rounds increase a positive culture and create stronger pedagogy across our building? Would teachers feel empowered and embrace a continuous improvement mentality?

Our Methods - Background Information

- After reading Leading a Highly Reliable School by Robert Marzano, we learned that the value of Instructional Rounds is not only observing but also debriefing after observations.
- Marzano also reminds us that this is about teacher development, so the intent of instructional rounds is not to evaluate teachers but to gain ideas for their own professional practice

Our Method:

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- The survey asked teachers to list some instructional strategies they were hoping to get better at (personal goals they set for themselves) and also asked if they were okay if other teams of teachers would visit their classroom during rounds (we wanted to build trust).

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- Once we received the survey results, we created a schedule for teachers to perform Instructional Rounds. We chose two days in January and hired two substitutes to help us cover classrooms on these days.
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  - *During their visits, we asked teachers to answer the following reflective questions:*
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    - What strategies did you see that you would like to know more about or get better at?
    - What did you observe that you would like to take back to your own classroom?

Data Collection:

- ***Qualitative Data from Reflection Sheets and Observation:***
  - "I need a class set of calculators with a holder."
  - "I need creative ways to call on all students - because it really does increase engagement."
  - "I want to go back and talk to Mrs. Harris about her vocabulary games."
  - "I would like to be more concrete with progress marks like Mrs. Hagedorn, instead of going off memory."
  - "I liked how Mr. Stowe used a timer and chunked the class to keep it moving and increase engagement."
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  - "Looking forward to doing this again next year!"

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Where We Are Headed Next:

- As a whole, I think our team learned that teachers really do want to find ways to learn more about how to improve their own practice. Having a time set-aside for reflection is helpful to teachers and they all have something to share with each other.
- We would also like to develop an Instructional Model Framework as a faculty this summer, so our teachers have clarity around what good teaching looks like. We think this will help strengthen our instructional rounds even more as teachers have more of a purpose and clarity around strengthening our intentional practice.

Resources

- Marzano, Robert. Warrick, Phillip. Rains, Cameron. & Dufour, Richard. (2018). *Leading A High Reliability School*. Bloomington, IN: Solution Tree