



## Elevating Practice: Unlocking Potential Through Instructional Rounds

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**School Name:** Indian Creek Middle School

**Team Members' Names:** Kim Appleton and Sarah Hale

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### **Background Leading to Our Inquiry (Slide 3)**

Students provided feedback that attendance would improve if teachers made learning "more fun," naming specific staff members that accomplished this daily. Teacher feedback indicated a desire to better engage students in learning. Knowing we had experts in the building, we decided to bridge the gap and create the opportunity to experience "fun" classrooms.

### **The Purpose of Our Inquiry (Slide 4)**

Therefore, the purpose of our action inquiry was to increase teacher strategies for engaging students in learning.

### **Our Wondering (Slide 5)**

With this purpose, we wondered how would instructional rounds impact student engagement and instruction?

### **Our Actions (Slide 6)**

After meeting with a student focus group and discussing what they most enjoyed in the classroom – things teachers did that they liked, lessons that stood out to them, and staff they felt most connected with, I was able to create a list of folks that would be great to have others go observe for instructional rounds.

The teacher leaders helped introduce the concept of instructional rounds to the staff during a professional development meeting. We sent out a form for volunteers to indicate dates and periods that would be ideal for others to come observe their instruction. The principal met with a couple of specific individuals to encourage their willingness to host observers as well.

With a master list of opportunities, teachers were given the opportunity to sign up for an instructional round, observing a colleague for a period and then reflecting afterwards on a Google Form. Every teacher in the building participated in the opportunity!

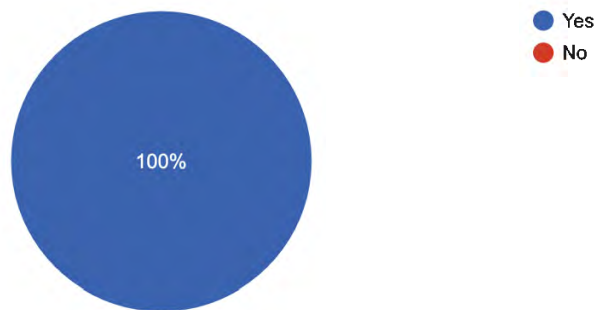
### **Data Collection (Slide 7)**

Using a Google Form that staff submitted the same day they completed their Instructional Round Observation, we were able to see thoughts about the experience, the value they found in it, and specific strategies they were going to take back to their own classroom.

### **Our Data (Slide 8)**

Do you think this activity is beneficial for our teachers and students?

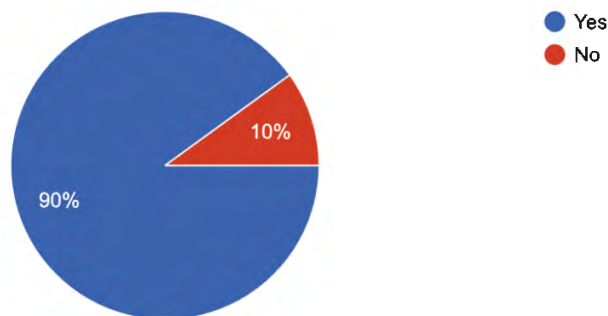
30 responses



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Would you like to do instructional rounds again in the future?

30 responses



### **What is something you observed you are excited to try in your own classroom?**

- I really enjoyed how Mrs. S checked knowledge from the previous lesson with a variety of students. I also noticed when asking for responses from the class she waited until several students had their hand raised so more than 2-3 students' knowledge was checked. I will definitely be using this technique!
- A variance of activities. I am very good with this in band, but not so much in general music. Having a set assignment for a bellwork, then bulk of the activities, and then an exit ticket would be a good routine to get into. For example, Rachel started with an integers game kids did on their own, then switch to going over homework and finally gave them

time to work on that, or another integers game. The pacing was very good and the students remained on task between activities.

- educational games as bellwork, led work as a group pulling sticks to call on students
- Using more time to review the lesson from the previous day.
- I loved how she took a great amount of time to review information from the day before - sometimes it feels rushed to get through that day's agenda and review is important and it is okay to take more than a couple minutes on it.
- One of the students read the classroom expectations as a reminder.
- Student and teacher read independently for around 10 minutes in the beginning of Reading. Then, they share what they like and don't like about their books before moving on to their lesson of the day.
- She has created such a respectful environment in her classroom. It will not be a fast change, but I want to start implementing small changes that will eventually (hopefully) help my classroom have that same level of respect.
- have a taste of food in my class
- Find activities that involve food!
- I might count down to a log entry. "3, 2, 1... are you on Sora?... Sign the log". This gave the student a second chance to get on task.
- A different approach to SRT and new bell work ideas
- I loved the way that she framed the lesson in the beginning and wrapped it at the end to really reinforce the focus of the day. I also took note of how she made her expectations for the lesson very clear to the students. I can tell that she has spent time setting expectations and teaching procedures because students were well behaved and respectful the entire class. I could also tell that she really takes time to connect with students. She took time to teach whole-group and then assisted kids who needed individual help and took her time with them and didn't rush through helping them to get back to the group. I was so impressed and blown away!!!
- A day without the chromebook
- Flexibility and accommodations - success was different for many kids in this class and it's more important they were learning the skill than going as far as the rest - it's a good reminder to pull sports coaching into the classroom.
- I like how she uses the slate thing with bell work on the overhead projector.
- I loved Craig's bell work...even though it wasn't related to math it got student's engaged in participating in class right off the bat. He also did a competitive game of quizlet live...the kids were really competitive and worked together to practice multi-step equations.
- Utilize quizlet within resource class. Allow for kids to compete in groups for review games.
- Jennifer would stop and wait when kids were talking. I have done this many times before but it was a good reminder to see simple strategies for a chatty class.
- I really liked how thorough the course Canvas page was set up. I would like to implement some of the ideas in my own classroom. I liked the visual checklist the students used to be sure they were including all the required elements in their work.
- I liked the timer concept. I wish I had two sides of the room where I could post content.

- Providing students options on assignments
- Clapping technique to get class quiet and focused; clap once if you can hear my voice....
- Peer Editing
- Birthday recognitions, allowing all to wish Happy Birthday and even sing. Students were courteous and respectful with this. Decorations were great! Relative to subject, holiday and provide a comforting atmosphere. I am still working on it in my classroom.
- I loved the way that she had the students talk and work together. I try this in my classroom, but it usually divulges into chaos! But her kids seemed to stay on task and accomplish what they needed to do.
- Use booklet for information that you want the students to know.
- Current Events from News links that the students get to choose
- Jennifer is amazing! My students are easily distracted by technology. Jennifer was very clear with when to have their Chromebooks open, and when they should be shut. I do tell them to shut their Chromebooks after it's become an issue - but I plan to be more proactive from now on.
- I really loved the map that she had the students fill out for notes. I think it definitely kept students engaged and helped them commit things to memory better by writing things down. The content map would be great for my 7th grade GM students as we delve into music history concepts

### **Our Discoveries (Slides 10-13)**

- Learning Statement One: There is a powerful correlation between effective pacing and student engagement.
- Learning Statement Two: Having a clear direction or frame and lesson closure brings a lesson full circle and aides in maintaining student engagement in learning.
- Learning Statement Three: When students are provided with structure in the classroom environment or within the lesson itself, they are more likely to be engaged, ask questions, and participate.

There is a powerful correlation between effective pacing and student engagement.

- “She took time to teach whole-group and then assisted kids who needed individual help and took her time with them and didn't rush through helping them to get back to the group.”
- “I really loved the map that she had the students fill out for notes. I think it definitely kept students engaged and helped them commit things to memory better by writing things down. “

Having a clear direction or frame and lesson closure brings a lesson full circle and aides in maintaining student engagement in learning.

- "I loved the way that she framed the lesson in the beginning and wrapped it at the end to really reinforce the focus of the day."
- "I really liked how thorough the course Canvas page was set up. I would like to implement some of the ideas in my own classroom. I liked the visual checklist the students used to be sure they were including all the required elements in their work."
- "Flexibility and accommodations - success was different for many kids in this class and it's more important they were learning the skill than going as far as the rest - it's a good reminder to pull sports coaching into the classroom."

When students are provided with structure in the classroom environment or within the lesson itself, they are more likely to be engaged, ask questions, and participate.

- I also noticed when asking for responses from the class she waited until several students had their hand raised so more than 2-3 students' knowledge was checked. I will definitely be using this technique!
- I loved Craig's bell work...even though it wasn't related to math it got student's engaged in participating in class right off the bat. He also did a competitive game of quizlet live...the kids were really competitive and worked together to practice multi-step equations.

### **Where We Are Headed Next (Slide 14)**

In this step, reflect on your team's action research journey as a whole that accomplishes the following:

- Teachers had "Aha!" moments watching colleagues classroom and lesson structure that would not have come from administrative directives. The collaboration and conversations that followed Instructional Rounds were deeper and student engagement improved.
- We will do two cycles of Instructional Rounds next year and have a vertical alignment opportunity to do one with the high school if teachers would like to cross between buildings for the round.

Finding time and resources for relevant Professional Development that meets individual needs. This initiative has created a stronger culture for the staff, increased student engagement in the classroom, and undoubtedly will yield academic gains.

### **Bibliography (Slide 15)**

Donohoo, J., Hattie, J., & Eells, R. (2018, March 1). *The power of collective efficacy*. ASCD. <https://www.ascd.org/el/articles/the-power-of-collective-efficacy>

Marzano, R. J., Warrick, P., Simms, J. A., Wills, J., Livingston, D., Livingston, P., Pleis, F., Heflebower, T., Hoegh, J. K., Magaña, S., & Grift, G. (2015). *A handbook for High Reliability Schools*. Hawker Brownlow Education.

UNLOCKING POTENTIAL

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# Elevating Practice

THROUGH INSTRUCTIONAL ROUNDS



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# INDIAN CREEK MIDDLE SCHOOL

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# BACKGROUND

Students provided feedback that attendance would improve if teachers made learning "more fun," naming specific staff members that accomplished this daily.

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Knowing we had experts in the building, we decided to bridge the gap and create the opportunity to experience "fun" classrooms.

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# PURPOSE



Increase teacher strategies  
for engaging students in  
learning..

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How would instructional rounds impact  
student engagement and instruction?



WONDERING

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# ACTIONS



Introduce Instructional Rounds to the staff. Have teachers volunteer to open up their classroom for colleagues.



All staff sign up to observe a colleague once within two week period and complete a survey about their observation.



Teachers reflect on what they noticed and practices they would like to replicate in their own instruction.

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# Instructional Rounds Reflection

[kdavis@nhj.k12.in.us](mailto:kdavis@nhj.k12.in.us) [Switch account](#)

\* Indicates required question

Email \*

Record [kdavis@nhj.k12.in.us](mailto:kdavis@nhj.k12.in.us) as the email to be included with my response

What is the name of the teacher you observed? \*

Your answer

What is your name? \*

Your answer

What is something you saw today that you might try in your own classroom? \*

Your answer

Do you think this activity is beneficial for our teachers and students? \*

Yes

No

Would you like to do instructional rounds again in the future? \*

Yes

No

Do you have any positive comments you would like to share with the person you observed?

# Data Collection

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# DATA

Do you think this activity is beneficial for our teachers and students?

30 responses



- Yes
- No



Would you like to do instructional rounds again in the future?.

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# Feedback

A variance of activities. Having a set assignment for a bellwork, then bulk of the activities, and then an exit ticket would be a good routine to get into. For example, Mrs. E started with an integers game kids did on their own, then switch to going over homework and finally gave them time to work on that, or another integers game. The pacing was very good and the students remained on task between activities.

01

I loved the way that she framed the lesson in the beginning and wrapped it at the end to really reinforce the focus of the day.

02

I really loved the map that she had the students fill out for notes. I think it definitely kept students engaged and helped them commit things to memory better by writing things down. .

03

# DISCOVERIES

01

There is a powerful correlation between effective pacing and student engagement.

02

Having a clear direction or frame and lesson closure brings a lesson full circle and aides in maintaining student engagement in learning.

03

When students are provided with structure in the classroom environment or within the lesson itself they are more likely to be engaged, ask questions, and participate



# DISCOVERY

## 1

- A variance of activities. Having a set assignment for bell work, then bulk of the activities, and then an exit ticket would be a good routine to get into. For example, Mrs. E started with an integers game kids did on their own, then switch to going over homework and finally gave them time to work on that, or another integers game. The pacing was very good and student remained on task between activities

- She took time to teach whole-group and then assisted kids who needed individual help and took her time with them and didn't rush through helping them to get back to the group.

01

There is a powerful correlation between effective pacing and student engagement.



# DISCOVER

## 2

- I loved the way that she framed the lesson in the beginning and wrapped it at the end to really reinforce the focus of the day.
- I really liked how thorough the course Canvas page was set up. I would like to implement some of the ideas in my own classroom. I liked the visual checklist the students used to be sure they were including all the required elements in their work.
- Flexibility and accommodations – success was different for many kids in this class and it's more important they were learning the skill than going as far as the rest.

# 02

Having a clear direction or frame and lesson closure brings a lesson full circle and aides in maintaining student engagement in learning.





03

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- I really loved the map that she had the students fill out for notes. I think it definitely kept students engaged and helped them commit things to memory better by writing things down.
- I also noticed when asking for responses from the class she waited until several students had their hand raised so more than 2-3 students' knowledge was checked. I will definitely use this technique!
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3

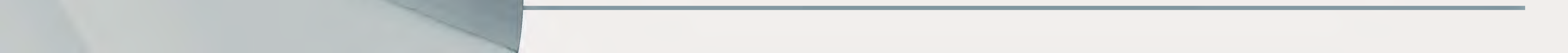
DISCOVERY

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# FUTURE PLANNING



Next year we will do this once a semester. We will also work with our high school to allow cross-over rounds





# RESOURCES

Donohoo, J., Hattie, J., & Eells, R. (2018, March 1). *The power of collective efficacy*. ASCD.  
[https://www.ascd.org/el/articles/the-power-of-collective-  
efficacy](https://www.ascd.org/el/articles/the-power-of-collective-efficacy)

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