



Enhancing Teacher Effectiveness through Instructional Rounds, Year 2

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School Name: Fox Hill Elementary

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Background Leading to Our Inquiry (Slide 3)

After conducting the High Reliability Survey Level 2, it was evident that indicator 2.6 should be an area of focus for our school.

- o Indicator 2.6: Teachers have opportunities to observe and discuss effective teaching

On our staff and teacher portion of the Level 2 survey, all indicators were rated above 3. Yet, indicator 2.6 was the only indicator to not be rated close to or above a 3.5. Many of our staff members had not participated in Instructional Rounds/Learning Walks to observe their peers teaching during their teaching time at Fox Hill. Administrators also noted this as an area of growth, which led to the focus of our action research project.

The Purpose of Our Inquiry (Slide 4)

Therefore, the purpose of our action inquiry was to enhance teacher efficacy and effectiveness through instructional rounds/learning walks.

The main objective is for teachers to observe each other to learn from one another, affirm instructional strengths, and advance best practices in our building.

Our Wondering (Slide 5)

With this purpose, we wondered . . .

How can using learning walks help facilitate professional growth and increase effective teaching/instructional practices within our school building?

Our Actions (Slide 6)

We started this process by sharing with staff the data that was collected from the Level 2 High Reliability Survey. From the survey, it was noted that many Level 2 indicators were at an effective rating, but the indicator with the lowest score was Indicator 2.6, which was focused on teachers having opportunities to observe each other and discuss effective teaching. We decided to focus on this indicator as an opportunity for growth for our school.

The principal sent out requests to classroom teachers asking who was comfortable having colleagues observe them teaching. The principal also asked teachers to sign up to participate and to choose a day that they wanted to observe another classroom.

Fifteen teachers participated in Instructional Rounds. Teachers had 40 minutes to observe in 2 different classrooms. Teachers gave feedback, reflected, and debriefed through a Learning Walk and google reflection form.

Data Collection (Slide 7)

- After the Instructional Rounds, data was collected through written feedback.
- The feedback questions asked were:
 - What did you see that reaffirms something you do?
 - What did you see that you would like to know more about?
 - What did you see that you would like to add to your own practice?
 - Positive Feedback to the teacher

Our Data (Slides 8-16)

From the completed feedback form, the following **trends** were noted:

What did you see that reaffirms something you do?

- Use of Teacher Proximity for check ins/management
- Making real world student connections to build background knowledge and related to content
- Clear Expectations
- Continuous checks for understanding through questioning or student ratings
- Smooth, Well-Planned Transitions
- Multisensory Learning (movement, tactile, auditory, visual)
- Opportunities for class discussion
- Visuals/Anchor Charts
- Use of Silent Signals
- Small Groups
- Teacher modeling, then release to guided and independent student practice
- On Demand, responsive teaching and flexible grouping adjustments

What did you see that you would like to know more about?

- How is the class vocabulary wall used?
- What is the procedure to get students to independently try a task before asking for help?
- What procedures are in place to ensure all students are participating?
- What routines are in place for small group management?
- What data is used to determine small group instruction focus?

- What instructional programs have been best for small group?

What did you see that you would like to add to your own practice?

- Student choice for movement tied to vocabulary
- Total participation chants
- Vocabulary games and strategies
- New class management and motivation incentives
- Visuals for expectations and reminders
- Intentional pausing for extension and review
- Must do/May do

Teachers also received a google form reflection allowing them to give feedback on the instructional round/learning walk process.

- All teachers said the process was beneficial!
- Suggestions were given as to how instructional rounds could be adjusted or extended.

Our Discoveries (Slide 17)

- Learning Statement One: Teachers enjoyed visiting colleagues' classrooms. The opportunity was affirming, but also promoted collegiality and professional growth through sharing of effective practices.
- Learning Statement Two: Teachers would love an opportunity to continue this practice .
- Learning Statement Three: Teachers who were observed appreciated the positive feedback received from colleagues.

Next, restate each learning statement and explain it. The explanation of your team's learning statement should refer to your data, and you should include actual data within the description.

Where We Are Headed Next (Slide 18)

Staff feels instructional Rounds are a beneficial practice! We will schedule this opportunity 1x per semester next year. Possible adjustments for future:

- Encourage all teachers to participate
- Promote this opportunity to specials teachers as well
- Allow teachers to choose their time for the Instructional Round time
- Some teachers would want to complete the instructional round with their entire team

References (Slide 19)

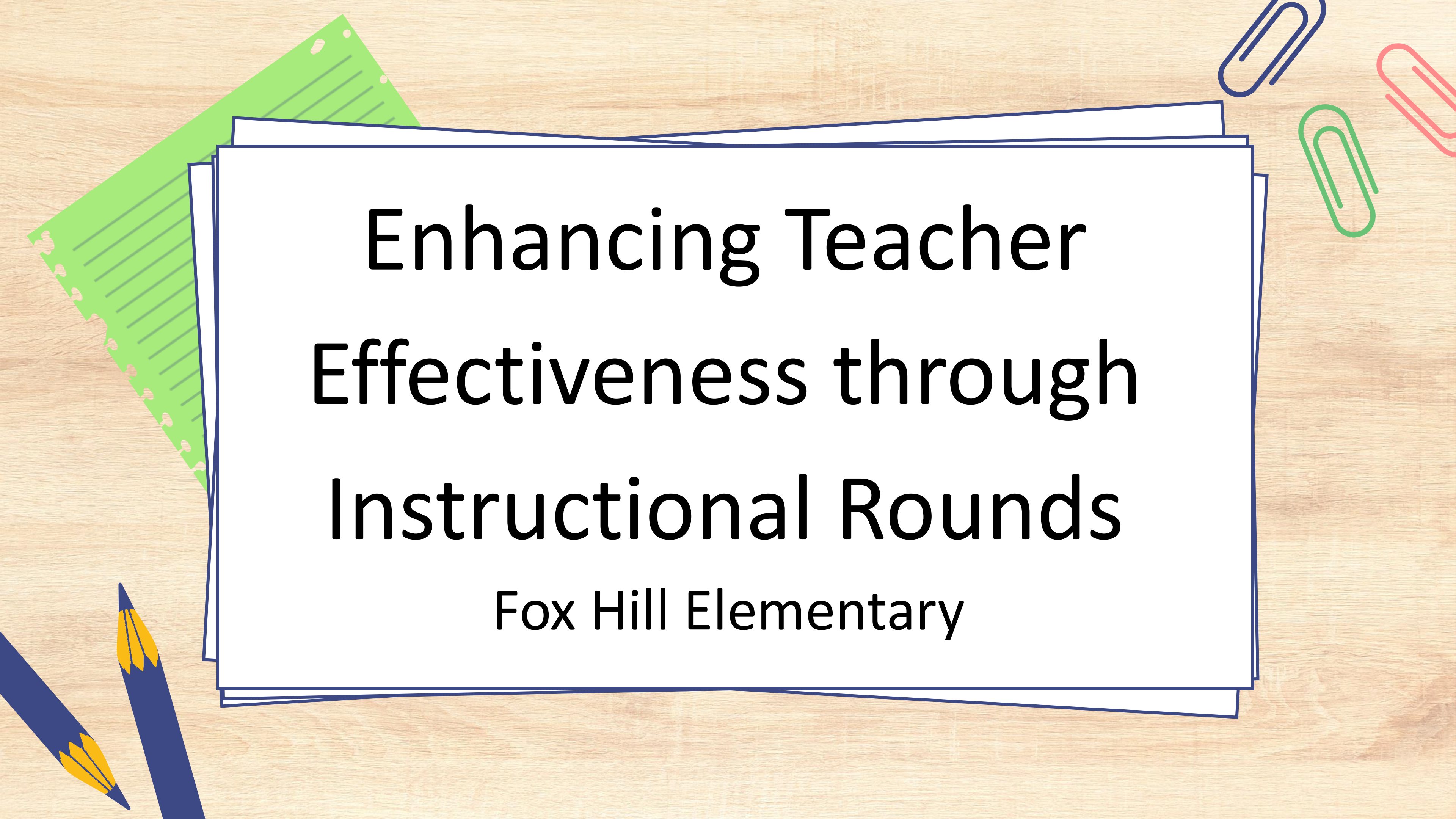
Marzano, Robert J., and Timothy Waters. Leading a High Reliability School: Deep Implementation of the Five Levels of High Reliability Schools. Solution Tree Press, 2020.

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

Presentation

Beard, E., Hollingsworth, E., & Mann, P. (2025) Enhancing Teacher Effectiveness through Instructional Rounds. Presented at the annual Indiana Principal Leadership Institute Showcase of Schools, Indianapolis, IN.



Enhancing Teacher Effectiveness through Instructional Rounds

Fox Hill Elementary

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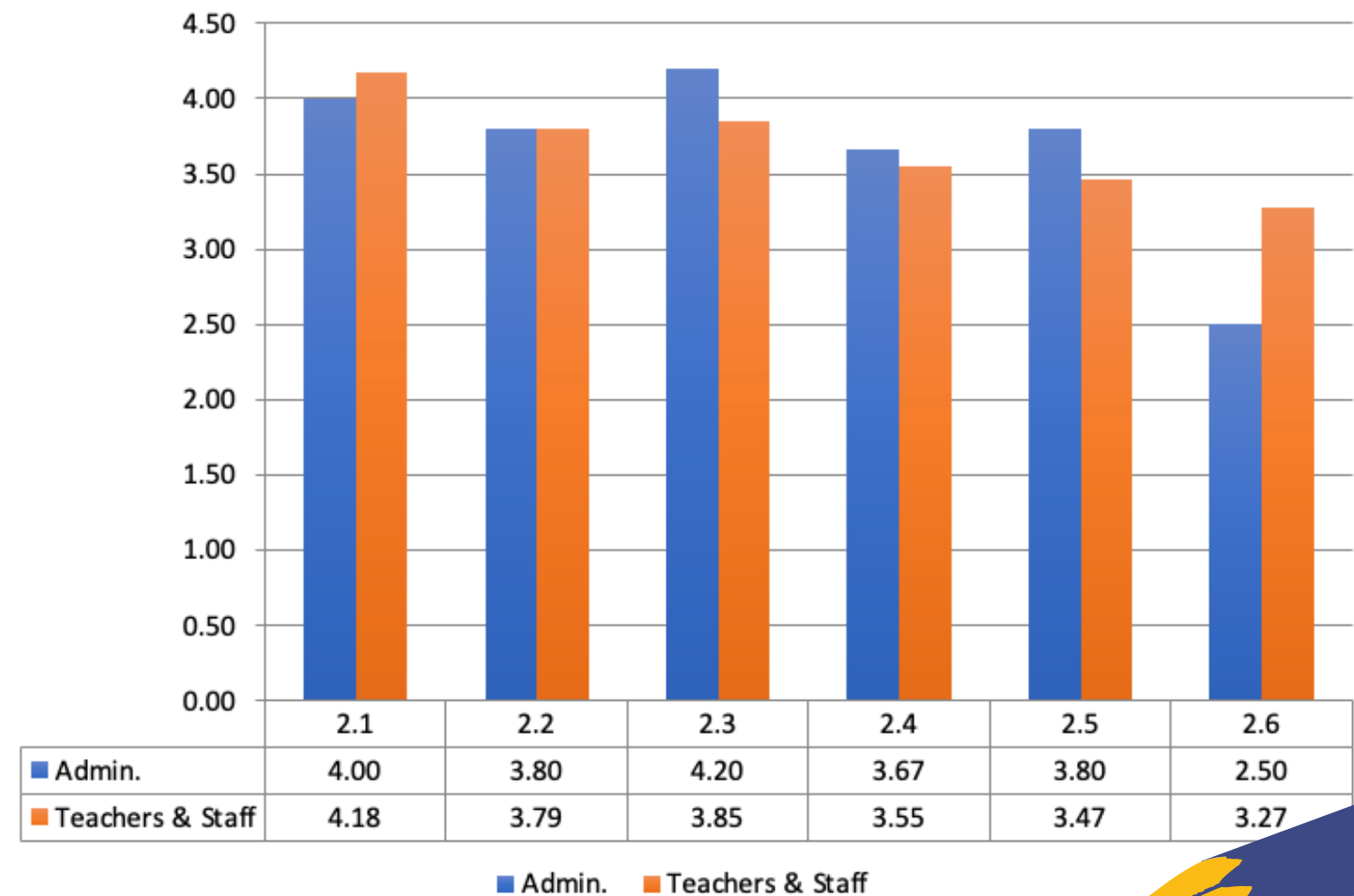


Background Leading to this Inquiry

After conducting the High Reliability Schools Level 2 Survey, it was evident that indicator 2.6 should be an area of focus for our school..

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

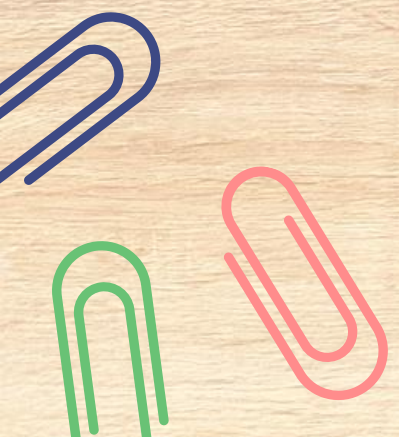
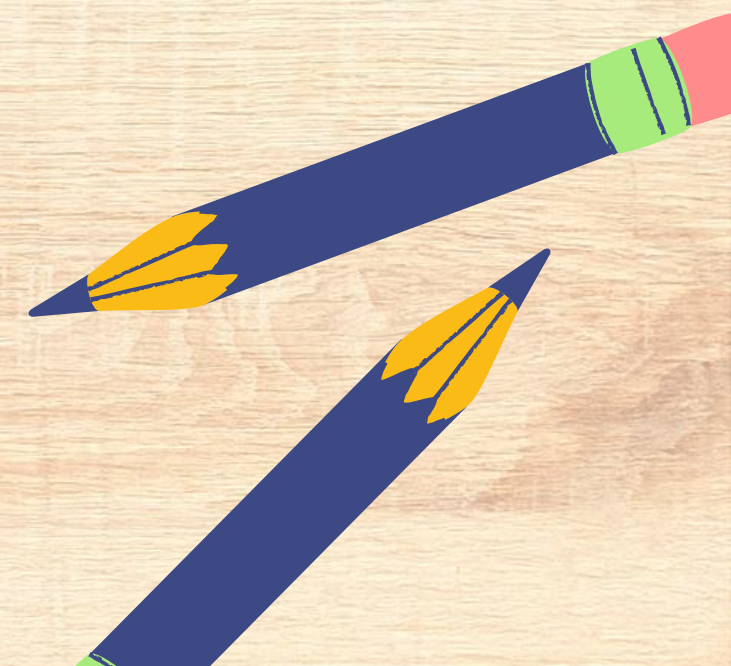
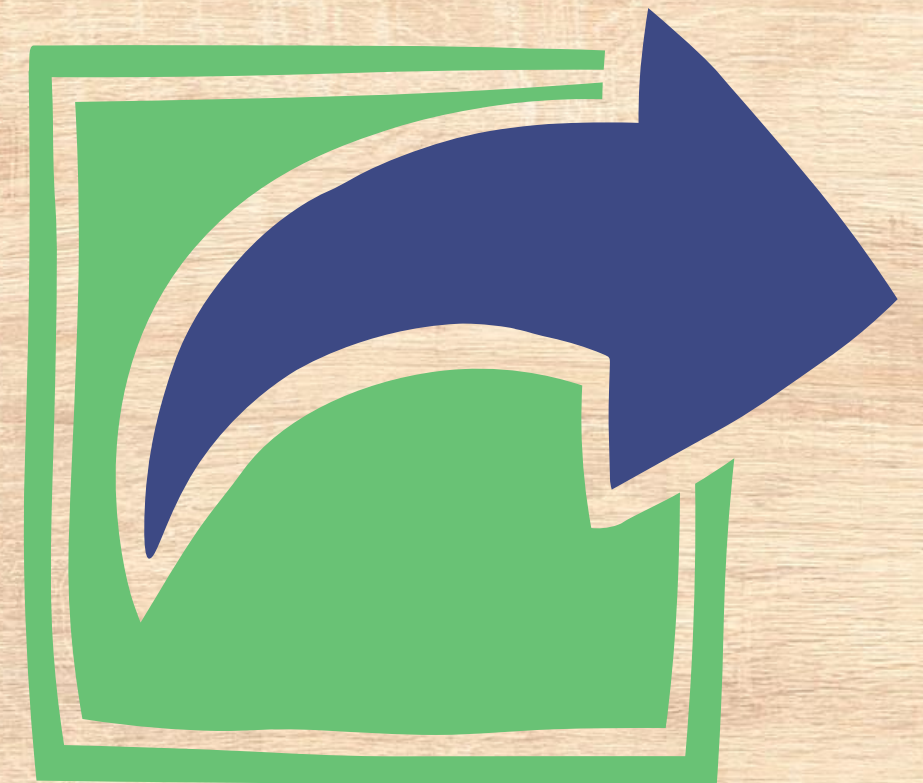
A Comparison of Stakeholder Means Level 2



Purpose of This Inquiry

The purpose of this action research project was to enhance teacher efficacy and effectiveness through instructional rounds/learning walks.

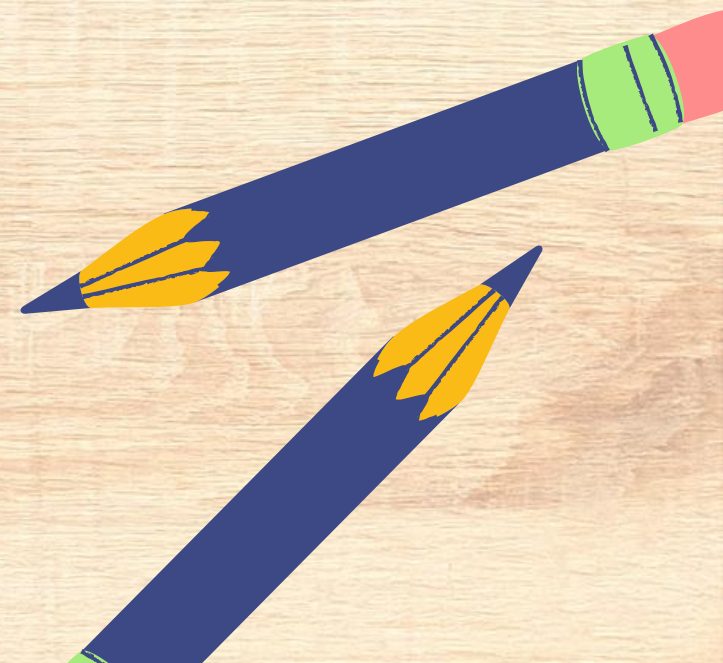
The main objective was for teachers to observe each other to learn from one another, affirm instructional strengths, and advance best practices in our building.



Our WonderinG

How can using learning walks help facilitate professional growth and increase effective teaching/instructional practices within our school building?

WHY?



Our Actions



We started by sharing with staff the data that was collected from the Level 2 High Reliability Survey and the indicator we were focusing on as an opportunity for growth for our school.



The principal sent out requests to teachers asking who was comfortable having colleagues observe them teaching. Teachers also signed up for a day that they wanted to observe in classrooms.



15 Teachers participated in Instructional Rounds. Teachers had 40 minutes to observe in 2 different classrooms. Teachers gave feedback, reflected, and debriefed through a Learning Walk and google reflection form.

Data Collection

- After the Instructional Rounds, data was collected through written feedback.
- The questions asked were:
 - What did you see that reaffirms something you do?
 - What did you see that you would like to know more about?
 - What did you see that you would like to add to your own practice?
 - We also collected - Positive Feedback for the observed teacher.

Our Data

Learning Walk Reflection Form
Things to remember: This is NOT an evaluation, but a time for teachers to borrow and steal the amazing things they see!

Observer: _____ Teacher Observing: _____

| | |
|---|--------------------------|
| What did you see that reaffirms something you do? | |
| What did you see that you would like to know more about? | |
| What did you see that you would like to add to your own practice? | |
| Feedback to the teacher. (positive things you want to shout out) | Teacher Observing: _____ |

Learning Walk Reflection Form
Things to remember: This is NOT an evaluation, but a time for teachers to borrow and steal the amazing things they see!

Observer: Mulcahy Teacher Observing: Hollingsworth

| | |
|---|---|
| What did you see that reaffirms something you do? | <ul style="list-style-type: none">- turning and talking- conferring with students- "taking a stand" movement activity- modeling on board |
| What did you see that you would like to know more about? | I heard rich conversations between students, what are your procedures to ensure all students are participating? |
| What did you see that you would like to add to your own practice? | - You left them with something to ponder to wrap up the lesson! I really like this idea. (the riddle) It can be easy to leave this out especially when time runs out. |
| Feedback to the teacher. (positive things you want to shout out) | Teacher Observing: <u>Hollingsworth</u> Your expectations are clear and all of your students were engaged! Loved visiting your classroom. |

Our Data

Learning Walk Reflection Form

Things to remember: This is NOT an evaluation, but a time for teachers to borrow and steal the amazing things they see!

Observer: McLIVER Teacher Observing: Mann

| | |
|---|--|
| What did you see that reaffirms something you do? | <ul style="list-style-type: none">- Sentence starters- Turn + talk- the Students repeat- Counting words for sentence- Using Prom. board for sentence- Labeling the diagram together on board- Referencing the tricky word wall for help |
| What did you see that you would like to know more about? | <ul style="list-style-type: none">- Did you already do the read aloud? ✓- Do all kids write the word lines? |
| What did you see that you would like to add to your own practice? | <ul style="list-style-type: none">- helper chart for struggling writers- Kids write word lines for sentences- Motions for key vocab. - I do some - but need to do more- Reviewing chart of vocab- uncovering new one - built suspense- Lots of sharing w/neighbors- They help to add to chart for vocab.- circle the period- circle the capitals- Touching the lines as we say the words- "Yours matches the board - celebrate w/us" |
| Feedback to the teacher. (positive things you want to shout out) | Teacher Observing: <u>McLIVER</u> <ul style="list-style-type: none">- Love watching you teach! ✓- So engaging - lots of little things that helped to keep their attention- motions- voice levels- body movements- Made it into a game!- SO great for making it stick- "Show me by resting your head" ✓- The BEST flip charts and Anchor charts!- Visuals and engaging |

It's obvious you think through what you can do to help your students to be successful.
pictures
sentence frames
motions

Learning Walk Reflection Form

Things to remember: This is NOT an evaluation, but a time for teachers to borrow and steal the amazing things they see!

Observer: Johnson Teacher Observing: Mizen

2/5/25

| | |
|---|---|
| What did you see that reaffirms something you do? | Flexible grouping - she had a plan of who to pull for her group but made adjustments after observing + working with students during the lesson. |
| What did you see that you would like to know more about? | <ul style="list-style-type: none">- Class behavior battle- Vocabulary wall (how its used)- students picking the colored pens↳ do you quickly grade their independent work + color code it for correct/incorrect? |
| What did you see that you would like to add to your own practice? | <ul style="list-style-type: none">- Ongoing extensions on the must do May do slideie) Design a math game |
| Feedback to the teacher. (positive things you want to shout out) | Teacher Observing: <u>Johnson</u> 2/5/25 You have great classroom management and I love the way you encourage your students in productive struggle! |

Takeaways/Trends in Data

What did you see that reaffirms something you do?

Teacher
proximity

Clear
Expectations

Deliberate
transitions

Class
Discussion

Small
Groups

Visuals
and
Silent Signals

Making real
world student
connections to
content

Continuous
Checks for
Understanding

Multi-sensory
learning

Teacher modeling,
then releasing
students to try on
their own

On Demand
responsive teaching/
Flexible grouping
adjustments

Takeaways/Trends in Data

How is the class
Vocabulary Wall
used?

What did you see that you would like
to know more about?

What instructional
programs have been
best for small group?

What is the procedure to
get students to
independently try a task
before asking
for help?

What procedures
are in place to
ensure students
are participating?

What routines are
in place for small
group
management?

What data is used
to determine small
group instruction
focus?

Takeaways/Trends in Data

What did you see that you would like to add to your own practice?

Student choice
for movement
tied to
vocabulary

Vocabulary
games and
strategies

Visuals for
expectations and
reminders

Intentional
Pausing for
Review and
Extension

Total
Participation
Chants

New Class
Incentives

Must Do/May
Do Options

Data Collection

- Teachers also received a google form reflection allowing them to give feedback on the instructional round/learning walk process.
 - All teachers said the process was beneficial!
 - Suggestions were given as to how instructional rounds could be adjusted or extended.

Our Data



Learning Walk Reflection

Thank you for taking part in Teacher Learning Walks/Instructional Rounds! Please complete the quick reflection survey to help me to determine future planning. This feedback is anonymous.

Was the Teacher Learning Walk/Instructional Round opportunity beneficial to you?

☐ Yes

☐ No

Tell More - why was this experience beneficial or not beneficial to you?

Would Teacher Learning Walks/Instructional Rounds be a practice or opportunity that we should continue at Fox Hill?

☐ Yes

☐ No

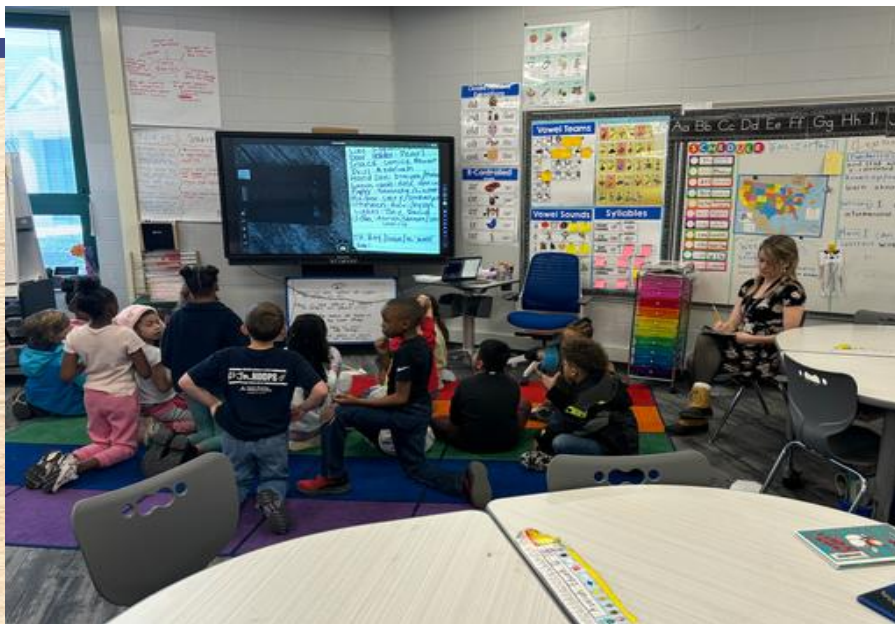
If we continue with this opportunity in the future, is there anything that I should think about adjusting/adding/changing in the Learning Walk/Instructional Round opportunity?

Your answer



Our Data

- 100% of teachers who participated said the process was beneficial
- 100% of teachers who participated said this is a practice we should continue



Tell More - why was this experience beneficial or not beneficial to you?

10 responses

I really enjoyed being able to see how other teachers have structured their learning time. I was able to visit two grades above mine and it was nice to see the progression of student learning.

Seeing other educators provides insight and reassurance of what I am doing in my classroom. I was able to see some new strategies, new ideas for phonics.


It reaffirmed the way Kindergarten is approaching the new Knowledge curriculum as far as adding a writing element. It also reaffirmed having students listen to the provided videos instead of the teacher reading the script. Seeing the way 1st grade has incorporated hand motions encouraged me to try doing so more (when it makes sense - some units do not lead to as many motions). Observing 2nd grade learn about bees and wasps, with a focus on pollination, highlighted how the units build on one another across grade levels.

It was affirming to see some similar practices in other classrooms and at other levels in the building. It was also very interesting to see other grade levels teaching CKLA Knowledge. I actually saw a continuation and advanced teaching of one of our earlier units/topics during a 2nd grade observation. The teacher and I talked about and started to plan a time when her class can come to read their research reports to our Kindergarten to help our students learn more about how we use our writing to teach others and more about a topic that our Kindergarteners are already aware of and very interested in after our Plants unit. This will


Positive Feedback for observed teachers included:

- You're so calm - I look up to that!
- Love your "Celebrate Diversity" wall!
- I love how engaged everyone was
- You have great classroom management - I love to way you encourage students through productive struggle!
- Amazing job teaching vocabulary in a variety of ways
- Love all the things you do to keep student attention.- motions, voice levels, body movements
- Class visuals are so purposeful and helpful
- Love that you pre-planned extension activities


Our discoveries



Teachers enjoyed visiting colleagues' classrooms. The opportunity was affirming, but also promoted collegiality and professional growth through sharing of effective practices.




Teachers would love an opportunity to continue this practice.



Teachers who were observed appreciated the positive feedback received from colleagues.

Where we are heading next



Staff felt this was a beneficial practice. We will schedule this opportunity 1x per semester next year.

Possible adjustments for the next time:

- Encourage all teachers to participate
- Promote this opportunity to specials teachers as well
- Allow teachers to choose their time for the Instructional Round time
- Some teachers would want to complete the instructional round with their entire team

Questions?

Find us at:

<https://fh.msdt.k12.in.us/>



References:

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