



## Instructional Rounds: Sometimes The Best PD Is The Teacher Down The Hall

Principal Name: Jessica L. Jones

School Name: Burris Elementary

Principal's Email Contact: jonesjl@mitchell.k12.in.us

### Slide 1 - Title Slide

- Instructional Rounds: Sometimes The Best PD Is The Teacher Down The Hall

### Slide 2 - Background

- What led to this inquiry? We completed a mini-AR cycle with the purpose of developing the personal and professional relationships of the teachers at our school through a classroom scavenger hunt activity. After receiving feedback from teachers after this activity, we saw evidence to support our teachers being willing, able, and ready to learn from each other in a professional capacity.

### Slide 3 - Purpose

- Our purpose during our action research was to continue building a safe, supportive, and collaborative school culture - both personally and professionally speaking. We wanted to build in bigger chunks of time for teachers to get into each other's classrooms to not only observe teaching practices, but also classroom setups, norms, management structures, resources, etc. We were also interested in having common instructional practices for our teachers in order to get the "biggest bang for our buck" with feedback, content, and context during instruction. We desired to use more strategies consistently and correctly to achieve more than a year's growth in a single year through using highly effective instructional strategies in every classroom.

### Slide 4 - Wondering

- Our "wondering" was how can the implementation of instructional rounds improve instruction in our school? We also wanted to explore determining shared instructional practices. It was also important to us that we respected the varying comfort levels and needs of our teachers.

### Slide 5 - Actions

- There were several actions we took to address our wondering. The first was narrowing the 43 highly effective instructional elements from the HRS model down to 12. We were able to take some forced eLearning days to divide and conquer the 12 elements in teams of two to define each element, affirm practices we were already using, and identify areas to grow. I created a Google Form and began tracking our 12 elements during informal 5-15 minute classroom visits. We were able to see our immediate successes and see strategies we wanted to be more mindful of using during lessons when

applicable. We then surveyed teachers to determine those who were willing to host instructional rounds. To our surprise, we only had two teachers who weren't comfortable hosting, four teachers who responded with "maybe" depending on the team visiting the classroom, and an astounding 14 teachers who said "bring it on - visit anytime". This provided us with more evidence to support our teachers being willing, able, and comfortable in sharing with each other. The hardest part was scheduling the instructional rounds as we had to reschedule due to weather forcing us into eLearning twice. Finally, we were able to hold our instructional rounds which consisted of two teams of three teachers visiting two different classrooms for 10-15 minutes periods, then the two teams met together to debrief and reflect on the visits as a group of six. During the rounds, teachers took on the roles of facilitator, recorder, or timekeeper. The facilitator used pre-determined reflection questions to guide the debrief time. The recorder also added to a sticker chart display of data collected on the narrowed list of shared instructional elements we had decided to focus on. We were able to complete these visits in a single day during three common prep/specials class times.

#### Slide 6 - Data Collection

- Due to limits on our presentations, I was not able to include slides for all of the data we collected, but data included our shared instructional strategies, a document of our "divide and conquer" collaborative work, the data sticker chart for tracking our strategies as well as the informal visit data I collected from classrooms via Google Forms, our instructional rounds schedule, and the team reflection forms from instructional rounds.

#### Slide 7 - Data Analysis

- In analyzing the data on the shared instructional elements we selected as our focus, we noted that a couple design areas were not seen as a focus area with our staff. Those were "Conducting Direct Instruction Lessons" and "Implementing Rules and Procedures". We wondered if this was due to teachers already feeling comfortable in those areas. When comparing the overall design area percentages of all 43 elements to our percentages of focus in each of the areas of feedback, content, and context, we were not far off from the percentages of the entire instructional model. We chose to focus more heavily on Feedback and Content and less on Context. We knew as we decided on new strategies for our focus in the future, we would need to adjust our focus to ensure we were working on more context elements.

#### Slide 8 - Data Analysis

- Some of our immediate wins from the informal data collection I completed during classroom visits included Informal Assessment of Whole Class, Highlighting Critical Info, Understanding Student Background and Interests, and Engaging in Cognitively Complex Tasks. Possible Areas of Need based on the data collection included Motivating and Inspiring Students, Value/Respect for Reluctant Learners, Reflecting on Learning, and Celebrating Success. This slide also shows a copy of our instructional rounds schedule.

### Slide 9 - Data Analysis

- Our debrief questions for the instructional rounds included “what did you see that reaffirms something you do”, “what did you see that you would like to know more about”, and “what did you see that you would like to add to your own practice”. Host teachers could choose to receive written feedback from the debrief or not. All of them chose to receive their feedback, again giving us evidence that the safe, supportive and collaborative culture is growing at Burris.

### Slide 10 - Data Analysis

- In analyzing the team debrief data, some themes emerged. Themes for affirmations included classroom management strategies, checking for understanding, collaborative work, and use of supplemental tools and resources. Themes for observations teachers wanted to know more about included finding applicable materials, strategies for grouping students, and implementing cross curricular ideas. Finally, themes with actions teachers planned to take to their own classrooms included specific visuals, movement activities, tech tools, classroom arrangements, and learning strategies. It was powerful to see that teachers found both instructional strategy ideas as well as classroom management and general teaching strategies from their visits.

### Slide 11 - Discoveries

- Our discoveries were that teachers appreciated and found comfort in having a narrowed focus for instructional strategies that have been proven to grow students more than a year in a year’s time. When teachers have formed personal relationships with each other, they desire professional, constructive relationships. Instructional rounds can accelerate teacher growth as they are directly connected to improvement efforts for all instead of a stand alone PD that may apply to some teachers but not others.

### Slide 12 - Where We Are Headed Next

- What’s Next? We will continue learning and growing in the 43 tried and true instructional elements, focusing on a manageable amount at a time. The teachers have already asked about the next instructional rounds, and they feel one round per semester would be a manageable feat. As a leader, I will be mindful of instructional elements I can model during PLCs and meeting times. We look forward to continuing to learn and grow from each other!

### Bibliography

- Marzano, Robert J., et al. A Handbook for High Reliability Schools: The Next Step in School Reform. Marzano Resources, 2014.
- Marzano, Robert J., et al. Leading a High Reliability School. Solution Tree Press, 2018.
- Marzano, Robert J. The New Art and Science of Teaching. Solution Tree Press, 2017.

# **Instructional Rounds: Sometimes the Best PD is the Teacher Down the Hall**

Burris Elementary

Maggie Hamilton - [hamiltonm@mitchell.k12.in.us](mailto:hamiltonm@mitchell.k12.in.us)

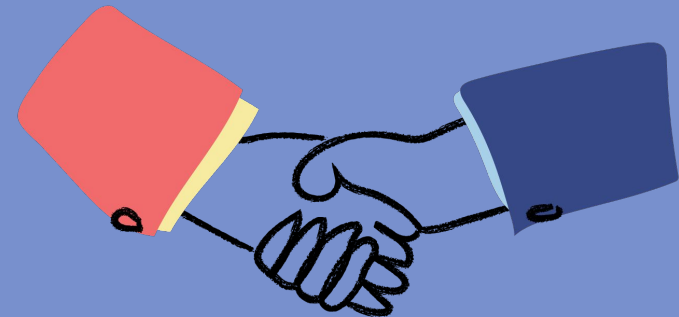
Katherine Key - [keyk@mitchell.k12.in.us](mailto:keyk@mitchell.k12.in.us)

Jessica L. Jones - [jonesjl@mitchell.k12.in.us](mailto:jonesjl@mitchell.k12.in.us)

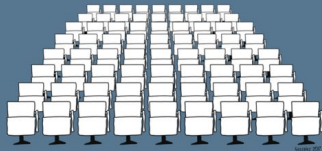


# Purpose of This Inquiry

- desire to build school culture
- focus on both personal and professional relationships and trust
- teacher desire to get into each others' classrooms
- teacher desire to increase learning about professional strategies
- shared instructional practices leads to improvement in learning for students
- fidelity and consistency of best practices for instruction
- change in the comfort level of our staff in sharing with each other



# Our Wondering



THINK OF YOURSELF LESS AS  
A TEACHER AND MORE AS A  
DESIGNER OF MEANINGFUL  
EXPERIENCES.

NORMAN ENG



CULT OF PEDAGOGY

With this purpose, we wondered,  
how can the implementation of  
instructional rounds improve  
instruction in our school?

Subquestions:

- How do we determine shared instructional practices to focus on?
- How do we respect the varying comfort levels and needs of our teachers?

# Our Actions



- Narrowed our focus to 12 of the 43 Instructional Elements from HRS model
- Used “Divide & Conquer” to learn about the 12 chosen elements
- Created form for leadership to use in tracking 12 chosen elements during informal classroom visits
- Surveyed teachers and determined those who were willing to host instructional rounds
- Implemented instructional rounds - Teams of three teachers visited two classrooms for 10-15 minutes periods, then two teams met together to debrief and reflect on the visits with a group of six
- Teacher roles - facilitator, recorder, and time keeper
- Facilitator used reflection questions to guide the debrief time.
- Sticker chart created to display data collected on the shared instructional practices (12 chosen elements)



# Data Collection

- Instructional Strategies - Document of collaborative work
- Data chart for Instructional Strategies
- Google Form - Feedback on the Instructional Rounds
- Reflection Forms - Collected after teams debrief





# BES Shared Instructional Model



## Our Data

<u>FEEDBACK</u>	<u>CONTENT</u>	<u>CONTEXT</u>
<b>Providing and Communicating Clear Learning Goals</b> <ul style="list-style-type: none"> <li><a href="#">Tracking student progress (E2)</a></li> <li><a href="#">Celebrating Success (E3)</a></li> </ul> <b>Using Assessments</b> <ul style="list-style-type: none"> <li><a href="#">Using informal assessments of the whole class (E4)</a></li> </ul>	<b>Conducting Practicing and Deepening Lessons</b> <ul style="list-style-type: none"> <li><a href="#">Examining errors in reasoning (E11)</a></li> </ul> <b>Conducting Knowledge Application Lessons</b> <ul style="list-style-type: none"> <li><a href="#">Engaging st complex tas</a></li> </ul> <b>Using Strategies 1 Types of Lessons</b> <ul style="list-style-type: none"> <li><a href="#">Highlighting (E16)</a></li> <li><a href="#">Reflecting o</a></li> <li><a href="#">Organizing : (E22)</a></li> </ul>	<b>Using Engagement Strategies</b> <ul style="list-style-type: none"> <li><a href="#">Using physical movement (E25)</a></li> <li><a href="#">Motivating and inspiring students (E32)</a></li> </ul> <b>Building Relationships</b> <ul style="list-style-type: none"> <li><a href="#">Understanding students'</a></li> </ul>

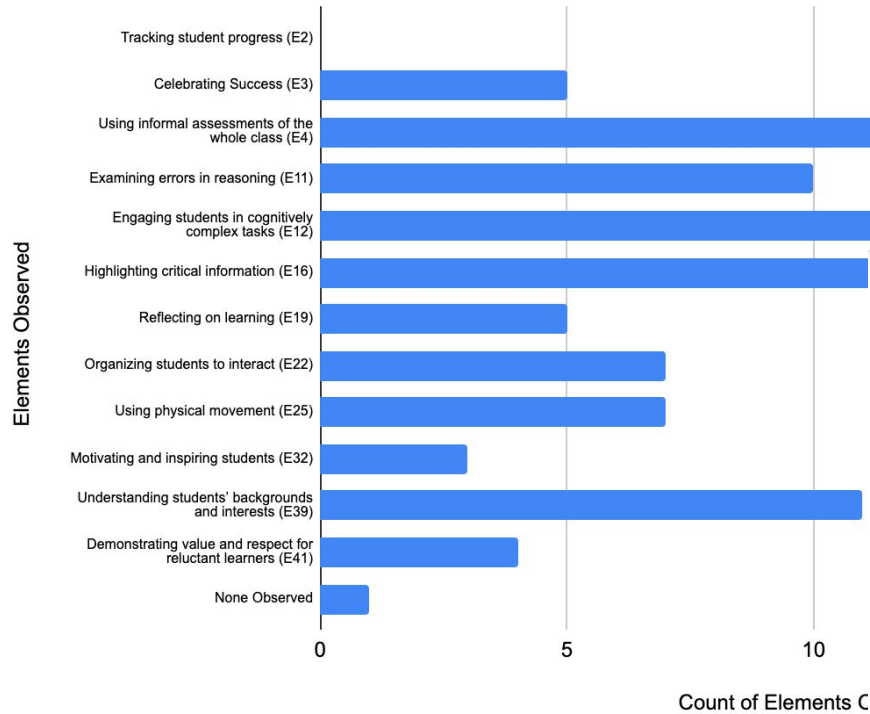
## DIVIDE AND CONQUER: LEARNING OUR

## BES SHARED INSTRUCTIONAL MODEL

[BES Shared Instructional Model](#)

<u>Element</u>	<u>Explain the element in one or two sentences.</u>	<u>What aspects of the element have we implemented and/or discussed at BES?</u>	<u>What aspects of the element are *NEW* concepts to you or BES?</u>
Tracking student progress (E2)	Use proficiency scales to determine and help students determine current level of learning, growth in learning, and goals to reach higher levels.	Key Concepts/Learning Targets/I can...statements  Formative assessments with different DOKs	We've started to dabble in proficiency scales with EES maps, but this is somewhat new to the majority.  Tracking progress on a scale overtime
Celebrating Success (E3)	Three types of success can be celebrated - status, knowledge gain, verbal feedback	Goal setting with celebrations Honor Roll recognitions End of unit celebrations Whole group goal setting celebrations Shout outs for students - High Fives Reading Counts rewards	Teacher self-assessment of the element using not using, beginning, developing, applying, and innovating rubric  Using proficiency scales for celebrating success
Using informal assessments of the whole class (E4)	Teachers and students gauging progress and current achievement on a specific proficiency scale as a whole group.	Thumbs up-down-side ratings Digital tools for formative assessments Dry/Erase response boards - voting techniques Formative assessments throughout lessons	Referring informal, formative assessments back to a proficiency scale.  Unrecorded, self-graded assessments
Examining errors in reasoning (E11)	Teachers help students to find and analyze their own errors and others' errors. Students can describe the different types of errors themselves or others can make.	Problems (especially in math) asking if a student was correct, incorrect, and why  Teachers modifying instruction based on common errors either before or after assessment  Yes MA'AM  Read-Draw-Write	There are MANY specific types of errors we can teach students to look for in their work and the work of others  Social media discussions - fact checking  Giving scenarios of faulty reasoning

## Count of Elements Observed



# Our Data

### Semester Two Instructional Rounds Thursday, February 11, 2021

#### F=Facilitator

- During debrief, lead the discussion using provided template

#### R=Recorder

- During observation, mark Shared Instructional Elements observed with help from other group members; during debrief, record group's major thoughts; after debrief, **give a copy of your notes to Mrs. Key**

#### T-Time Keeper

- During observation, keep track of time to make sure transitions are timely; during debrief, make sure pacing leads to all items being discussed; after debrief, visit the meeting area (Mrs. Kelly's old computer lab) to put stickers on instructional elements viewed

Group	Class One	Class Two	Debrief
1) F-Kurt, R-Maggie, T-Melissa	Lindsey 8:35-8:45	Ikerd/Emberton 8:50-9:00	9:00-9:15 with Group 2 - MH's Rm.
2) F-Bryan, R-Sarah R., T-Tara	Ikerd/Emberton 8:35-8:45	Lindsey 8:50-9:00	9:00-9:15 with Group 1 - MH's Rm.
3) F-Bailey, R-Madison, T-Whitney P.	Bryan 10:25-10:35	Whitney R. 10:40-10:50	10:50-11:05 with Group 4 - MM's Rm.
4) F-Cari, R-Cassie, T-Gloria	Whitney R. 10:25-10:35	Bryan 10:40-10:50	10:50-11:05 with Group 3 - MM's Rm.
5) F-Lindsey, R-Onalee, T-Ashley	Gloria (Al's classroom) 9:30-9:40	Sarah R. 9:45-9:55	9:55-10:10 with Group 6 - ST's Rm.
6) F-Whitney F., R-Sarah T., T-Jamie	Sarah R. 9:30-9:40	Gloria (Al's classroom) 9:45-9:55	9:55-10:10 with Group 5 - ST's Rm.
7) F-Whitney R., R-Katrina, T-Jan	Cari 9:30-9:40	Bailey 9:45-9:55	9:55-10:10 with Group 8 - KK's Rm.
8) F-Shelly, R-Jessi, T-Jackie	Bailey 9:30-9:40	Cari 9:45-9:55	9:55-10:10 with Group 7 - KK's Rm.

# Our Data

## Facilitator - Debrief Questions - Use same questions for both classes visited

Which classrooms were visited?

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?

Check off instructional elements you observed being used in the classroom.

<input type="checkbox"/> Tracking student progress (E2)	<input type="checkbox"/> Celebrating Success (E3)	<input type="checkbox"/> Using informal assessments of the whole class (E4)
<input type="checkbox"/> Examining errors in reasoning (E11)	<input type="checkbox"/> Engaging students in cognitively complex tasks (E12)	<input type="checkbox"/> Highlighting critical information (E16)
<input type="checkbox"/> Reflecting on learning (E19)	<input type="checkbox"/> Organizing students to interact (E22)	<input type="checkbox"/> Using physical movement (E25)
<input type="checkbox"/> Motivating and inspiring students (E32)	<input type="checkbox"/> Understanding students' backgrounds and interests (E39)	<input type="checkbox"/> Demonstrating value and respect for reluctant learners (E41)

# Our Data

<i>Affirmations</i>	<i>Wonderings</i>	<i>Ideas</i>
<ul style="list-style-type: none"><li>● routines and procedures</li><li>● checking for understanding</li><li>● collaborative work</li><li>● using supplementals</li></ul>	<ul style="list-style-type: none"><li>● finding applicable materials</li><li>● grouping students</li><li>● cross curricular ideas</li></ul>	<ul style="list-style-type: none"><li>● visuals</li><li>● movement</li><li>● tech tools</li><li>● class arrangements</li><li>● learning strategies</li></ul>



# Our Discoveries



1. Collaboratively narrowing our focus of shared instructional practices helped to reaffirm practices that are strengths for individual teachers and to challenge teachers to grow in the correct and consistent use of other highly effective instructional practices.
2. When teachers trust each other personally and professionally, they desire to learn from each other and they desire feedback from colleagues.
3. Teacher grow can be accelerated through job embedded PD such as instructional rounds. Personal affirmations can be powerful in building trust and culture among teachers.



# Where Are We Heading Next

We've learned that our teachers appreciate focusing instructional practices on those that are highly effective based on John Hattie's Visible Learning work (2018). Our school is well on its way to achieving collective teacher efficacy as our culture is one of collaboration and growth mindset. Our teachers desire to learn, grow, and be courageous through job embedded professional development opportunities. Our team will be more mindful of the instructional strategies we are focusing on in our lesson planning. We will celebrate elements we are using correctly and consistently over time, grow in the ones that require improvement, and choose new elements of focus as our instructional strategy expertise increases.

