

Principal Name: Meggan Hoag

School Name: Coesse Elementary

Team Members' Names: Kristie Nanney, Angie Grable

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Background Leading to Our Inquiry (Slide 3)

- After reviewing our HRS level 2 data we identified 2.6 (Teachers have opportunities to observe and discuss effective teaching) as an easy win.
- Phil Warrick introduced instructional rounding during his IPLI presentation. Our group felt that this practice would address 2.6 and benefit our school as a whole.

The Purpose of Our Inquiry (Slide 4)

The purpose of this inquiry was to implement instructional rounds to increase the opportunities teachers have to observe and discuss effective teaching.

Our Wondering (Slide 5)

With this purpose, we wondered . . . Will participation in instructional rounding improve classroom management, instructional practices, collaboration, student engagement, and overall teacher efficacy?

Our Actions (Slide 6)

- In October, IPLI team members led their grade level teams through the rounding process (visit, reflection, debrief).
- Those involved in the pilot group debriefed their rounding experience during a staff meeting.
- Staff members were invited to participate in instructional rounds on a voluntary basis in November/December.
- Staff participating in the voluntary rounds provided feedback on their experience via a Google Form.
- In March, all certified staff participated in instructional rounds (visit, reflection, debrief) and provided feedback via a Google Form.

Data Collection (Slide 7)

- During each rounding session, participants completed a reflection form.

- The rounding leader compiled the reflection feedback and shared it with the teacher who was observed as well as the leadership team.
- Participants also completed a Google Form.

Our Data (Slides 8-9)

- Participation in instructional rounds provided new ideas for classroom managements (54%), student engagement (75%), and instructional practices (71%).
- 100% of participants tried something new after participating in rounds.
- 92% felt participating in rounds increased collaboration with colleagues.
- 100% agreed that participating in rounds has the potential to create positive change in our school.

Our Discoveries (Slides 10-14)

- Learning Statement One: Participating in instructional rounds helped teachers get new ideas for student engagement, classroom management, and effective instructional practices.
 - I have taken a look at the affirmative words that I am using with students. I have also looked at additional ways to transition students.
 - I plan on using more hand movements to help with engagement and understanding with the younger grades.
 - It reminded me of being purposeful of my wait time. I get too antsy and forget to give enough time. I think I can predict if someone can or can't answer and I need to give them the time to think.
- Learning Statement Two: Participation in instructional rounds increased staff collaboration.
 - The collaboration that followed the rounds was equally enjoyable as the observation rounds themselves. I appreciated receiving feedback from my colleagues and found it helpful to discuss their observations of each classroom. We shared our perspectives on what worked well and, most importantly, how we could implement these observations into our classrooms. The brainstorming sessions we had together were valuable and I think they helped us grow as educators.
 - Yes! It was so nice to see the difference techniques that each teacher uses. It is also nice to talk to a wide variety of grade levels and see what they are noticing, because it is sometimes different than what I notice!
 - Yes, it was really nice to be able to collaborate with teachers from other grade levels during our post meetings. It was also really helpful to see what the grade levels below and above mine were doing (where they were coming from/where they need to be).
- Learning Statement Three: Participation in instructional rounds has the potential to create positive change in our school.
 - Absolutely! Being able to see how different teaching styles work, colleagues interact with students, and general classrooms run can encourage those who

may not be as outgoing to seek out guidance from their peers. The way these are conducted also allows people to be somewhat anonymous if they wish to be as well.

- Yes. I think it builds relationships across the school and allows others to see the good work being done in classrooms.
- I do think instructional rounds can create a positive change in our school. It's helpful to be given the opportunity to see different styles of learning and teaching in different classrooms especially in your same grade level as it's hard to observe our teaching team when we have the same schedule.

Where We Are Headed Next (Slide 15)

Looking ahead, we plan to continue with instructional rounds (once per semester). We will continue to collect and analyze feedback from the rounding cycles. We also plan to implement a schoolwide model of instruction and use instructional rounds to support the implementation.

Bibliography (Slide 16)

Warrick, P. (2023). *Leading HRS Level 2 (Effective Teaching in Every Classroom)*.

COESSE
ELEMENTARY

Instructional Rounding

Meet the Team



Principal: Megan Hoag


hoagma@wccsonline.com

Team Members:

Angie Grable, 1st grade

Kristie Nanney, 5th grade





Background Leading to this Inquiry

HRS Level 2 Data/Easy Win

2.6 Teachers have opportunities to observe and discuss effective teaching.



Purpose



The purpose of this inquiry was to implement instructional rounds to increase the opportunities teachers have to observe and discuss effective teaching.



Our Wondering

Will participation in instructional rounding improve classroom management, instructional practices, collaboration, student engagement, and overall teacher efficacy?



Our Actions



Pilot Group October

IPLI team members led their grade level teams through the rounding process (visit, reflection, debrief)

Participants reported on experience during a staff meeting

Volunteer Participation November/December

A voluntary group of staff members participated in rounding (visit, reflection, debrief) and provided feedback on their experience

Required Participation March

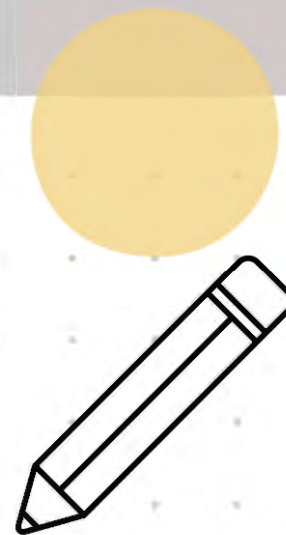
All staff members participated in instructional rounds (visit, reflection, debrief) and provided feedback

Data Collection



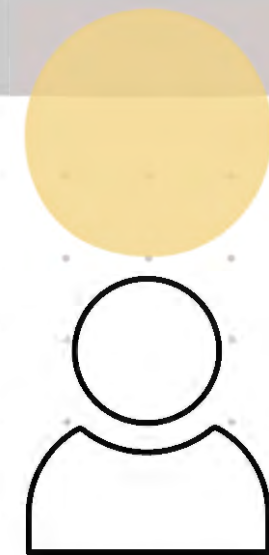
Reflection Sheet

Participants completed during the observations



Debrief Feedback

Team leaders summarized the debrief and shared positives with teacher observed



Google Form

To gather feedback about the rounding experience



Our Data

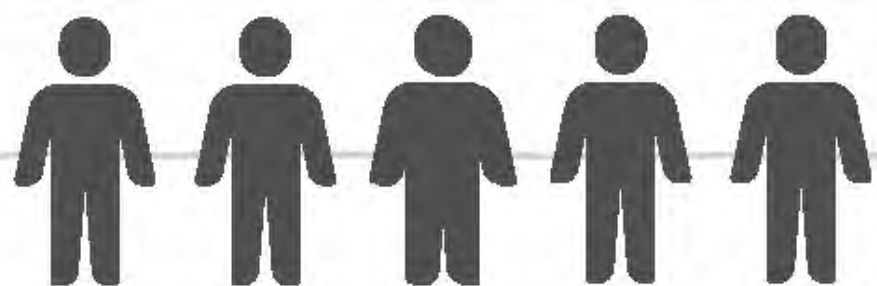
Participation in instructional rounds helped me get new ideas for

24 responses





NO. _____



5 out of 5

Tried something new after participating in instructional rounds.



92%

Felt participating in instructional rounds increased collaboration with colleagues.

100%

Agreed that participating in instructional rounds has the potential to create positive change in our school.



Our Discoveries



Learning Statement One:

Participating in instructional rounds helped teachers get new ideas for student engagement, classroom management, and effective instructional practices.

Learning Statement Two:

Participation in instructional rounds increased staff collaboration.




Our Discoveries

Learning Statement Three:	Participation in instructional rounds has the potential to create positive change in our school.


Participation in instructional rounds has the potential to create positive change in our school.




Participating in instructional rounds helped teachers get new ideas for student engagement, classroom management and effective instructional practices.



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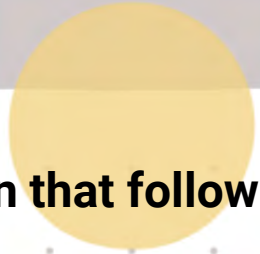
I plan on using more hand movements to help with engagement and understanding with the younger grades.





It reminded me of being purposeful of my wait time. I get too antsy and forget to give enough time. I think I can predict if someone can or can't answer and I need to give them the time to think.




Participation in instructional rounds increased staff collaboration.



The collaboration that followed the rounds was equally enjoyable as the observation rounds themselves. I appreciated receiving feedback from my colleagues and found it helpful to discuss their observations of each classroom. We shared our perspectives on what worked well and, most importantly, how we could implement these observations into our classrooms. The brainstorming sessions we had together were valuable and I think they helped us grow as educators.




Yes! It was so nice to see the difference techniques that each teacher uses. It is also nice to talk to a wide variety of grade levels and see what they are noticing, because it is sometimes different than what I notice!




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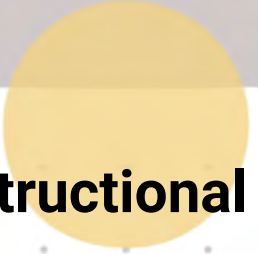
Participation in instructional rounds has the potential to create positive change in our school.



Absolutely! Being able to see how different teaching styles work, colleagues interact with students, and general classrooms run can encourage those who may not be as outgoing to seek out guidance from their peers. The way these are conducted also allows people to be somewhat anonymous if they wish to be as well.



Yes. I think it builds relationships across the school and allows others to see the good work being done in classrooms.



I do think instructional rounds can create a positive change in our school. It's helpful to be given the opportunity to see different styles of learning and teaching in different classrooms especially in your same grade level as it's hard to observe our teaching team when we have the same schedule.





Where are we heading next?



- Continue instructional rounds (once per semester).
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- Introduce a schoolwide model of instruction.
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- Continue to gather and analyze data (especially pertaining to teacher efficacy).





Bibliography

Warrick, P. (2023). *Leading HRS Level 2 (Effective Teaching in Every Classroom)*.





Questions?