



YEAR 2

Action Research Summary

1 MAY 2024 / DARDEN ELEMENTARY

Principal's Name:

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Teacher's Names:

1. Shea Allison
2. Michael Beasley

1. Purpose:

In our school environment, we find ourselves in a unique position where the division of positive and negative attitudes among the teaching staff has become increasingly apparent. Despite each individual possessing inherent goodness and professional capability, there is notable resistance to embracing new methodologies, educational innovations, and opportunities for personal and collective growth within our teaching community. This resistance manifests in a reluctance to deviate from established practices, creating an atmosphere that can sometimes stifle creativity and impede progress in educational strategies and student engagement. While not overtly antagonistic, the prevailing sentiment among the staff leans towards conservatism in pedagogical approaches, thereby limiting the exploration of potentially transformative educational experiences.

The issue at hand is not just the resistance to change but also the impact it has on the overall morale and climate of the school. A thriving educational environment fosters growth, innovation, and mutual support among educators. However, when a significant portion of the staff remains closed to exploring new avenues for teaching and learning, it

inadvertently sets a tone of stagnation. It can dampen the enthusiasm of those inclined towards innovation. This tension between the desire for growth and the comfort of the familiar has made a noticeable impact on the school's atmosphere, affecting teacher interactions and the broader educational outcomes for our students. Recognizing the need to address this challenge, the IPLI (Indiana Principal Leadership Institute) team sought to cultivate a more positive and open-minded culture among our educators.

Therefore, the purpose of our action research was to create an environment that not only recognizes and celebrates the positive contributions of our teachers but also encourages a culture of openness, collaboration, and mutual growth, thereby enhancing our school's overall morale and climate.

2. Statement of team's wondering:

The option chosen for our AR Team Cycle was Instructional Rounds. How could using Instructional Rounds improve the climate and culture within our faculty as a collaborative community?

With this purpose, we wondered if we create a safe collaborative process to share the successes of others and celebrate each teacher's unique educational environment, will our teacher efficacy and data also improve within our school environment?

3. Methods/Procedures:

In September, we embraced the Marzano Instructional Rounds Process, recognizing its potential. Motivated by this, we organized a professional development session to immerse our school community in its principles and methodologies.

Following the training, we engaged our community by inviting volunteers to participate in Instructional Rounds through a survey. Responses varied, yet all showed a willingness to embrace the experience.

After an application process, we selected colleagues to join us on the journey of Instructional Rounds. Armed with curiosity, we documented our observations, capturing the essence of each classroom visit. Subsequently, we held debriefing sessions to enrich our understanding of the instructional landscape.

We actively sought the insights of our participating peers through dialogue and exchange, fostering a deeper understanding of the Instructional Rounds experience.

Post-rounds, we gathered with teachers to hear their impressions, aiming to delve deeper into their thoughts and opinions about the process.

4. Data Collection:

The instructional rounds process commenced with the distribution of applications and surveys to staff members for completion. Following this, volunteer classrooms were observed, with participants utilizing an instructional round graphic organizer for comprehensive note-taking. Subsequently, during the debrief sessions, colleagues engaged in collaborative discussions to analyze and reflect on the observed teaching practices. Lastly, a completion survey capturing final thoughts on the instruction rounds process was collected and subsequently analyzed by the IPLI team to inform future initiatives and improvements.

5. Timeline:

The project has been ongoing since September and continues to the present date.

6. Data Analysis:

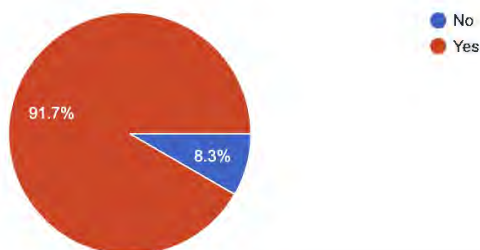
To create a picture of what we have learned, we synthesized our insights. We conducted a comprehensive analysis of our data—

Quantitatively, we had 83.3% of participants who did enjoy the overall process of Instructional Rounds. 91.7% of participants would consider participating in Rounds again.

2.) After experiencing "Rounds" once, would you consider participating in Rounds again?

12 responses

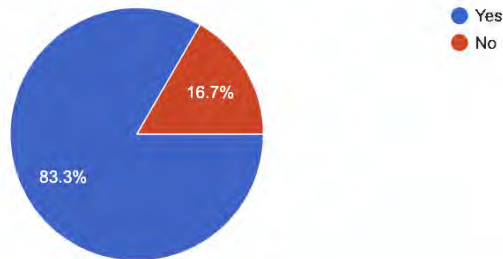
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1.) Did you enjoy the process of instructional rounds?

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12 responses



Qualitatively:

What was your initial reaction to reading your personal debrief? Please elaborate on it being positive or negative.

12 responses

Sometimes I feel like I am not doing enough for my students. Seeing the debrief made me feel like the things I am trying to guide my students through and understand may just be working in the classroom.

N/A

I feel like I have a lot I can work on in my classroom but I can use the experience from others to implement in my room.

I was pleasantly surprised and it really made me feel good about the progress I have made on my room over the years and the atmosphere I wanted to bring to my classroom. I was glad others could see if and that I had ideas for them. One thing that opened my eyes was that there are more things I can always improve on and have learned from others as well.

NA

loved it

overall was positive, read things that I didn't realize that I do.

7. Findings:

Through the Instructional Round Process, we have found that participating teachers grappling with insecurity experienced moments of self-reflection during instructional rounds, gaining confidence in their teaching practices. Teachers completing the rounds discovered positive perceptions of their classrooms among colleagues. Lastly, our staff showed enthusiasm for debrief segments, expressing eagerness for further discussions and professional growth. These discoveries highlight the power of collaborative reflection and the potential for improvement within our educational community.

8. Titling Your Inquiry:

INSTRUCTIONAL ROUNDS: PEER PEEKING

9. Action Research Abstract:

Darden educators engaged in collaborative observation sessions, where teacher teams carefully examined their colleagues' instructional methods. Employing an observation reflection sheet inspired by Marzano's expertise, teachers meticulously assessed and discussed various teaching strategies. These instructional rounds aim to foster enriched school leadership, promote seamless collaboration among staff members, and elevate classroom instruction and practices.

10. Presentation of Action Research Project:

(See Attached PDF)



*DARDEN
ELEMENTARY*

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BEASLEY, TEACHER
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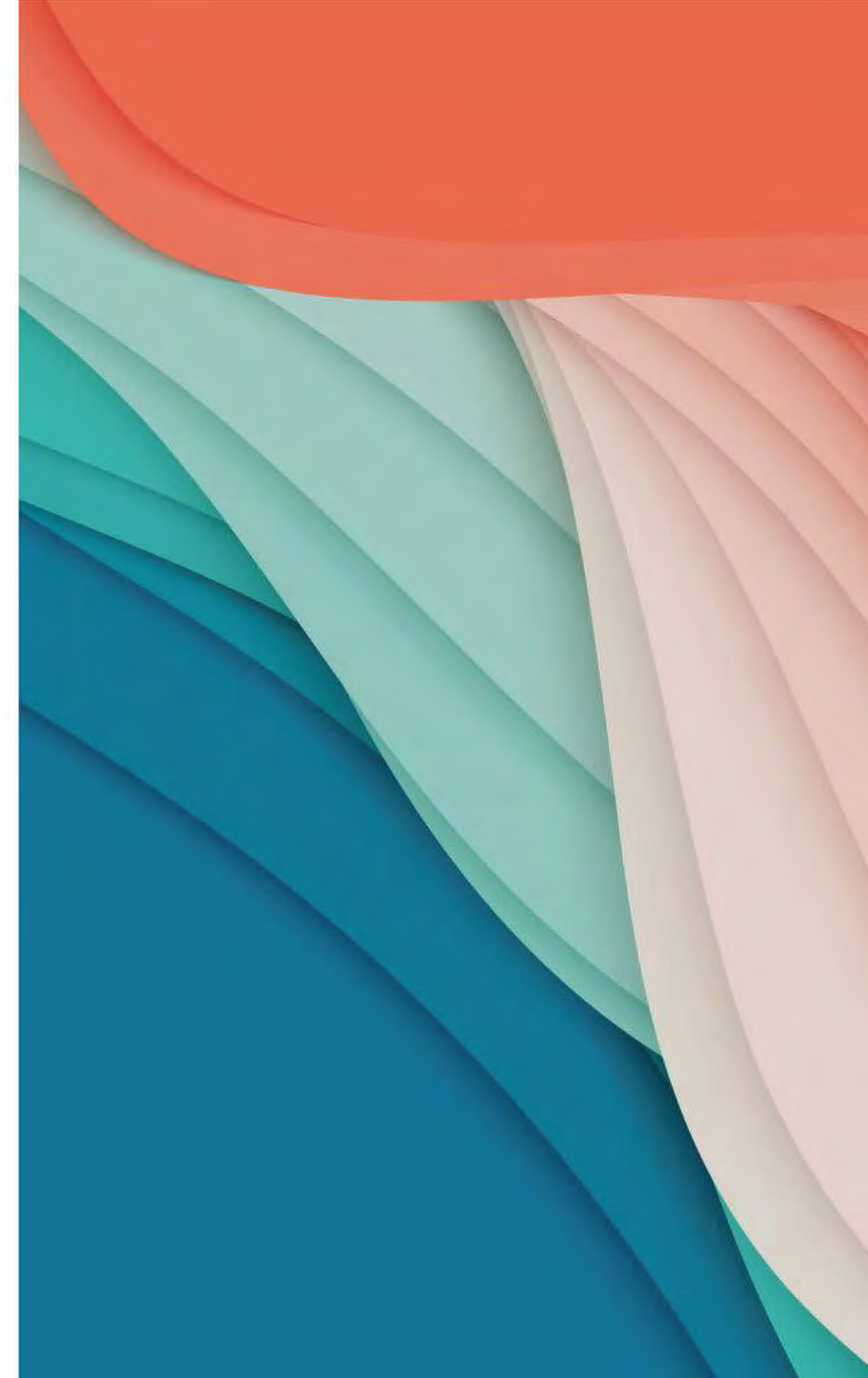
BACKGROUND LEADING TO OUR INQUIRY:

Our school's issue is its staff, which appears reluctant to explore progressive instructional trajectories or methodologies. We tend to remain within familiar teaching practices, hindering professional growth and adaptability.



THEREFORE THE PURPOSE OF OUR INQUIRY WAS TO...

Recognizing the challenge of teachers being stuck in comfort zones and hesitant to embrace new theories and trajectories, we took proactive steps within our school community. Incorporating instructional rounds became a pivotal strategy, providing our staff with valuable opportunities to observe exemplary teaching practices firsthand within our own school environment.





WITH THIS PURPOSE, WE WONDERED...

If we provide teachers with opportunities to observe excellent teaching practices within their schools, would instructional rounds offer a tangible and relatable way for them to experience innovative approaches firsthand?

OUR ACTIONS:

FIRST, we were introduced to the transformative Marzano Instructional Rounds Process at September's IPLI seminar. Inspired by its potential, we took proactive steps to enrich our school community by hosting a comprehensive professional development session centered around its principles and methodologies.



NEXT, following our professional development, we took proactive measures to engage our school community further. We initiated a survey inviting volunteers to participate in Instructional Rounds, eliciting responses ranging from eager anticipation to cautious trepidation, yet all expressing a willingness to embrace the experience.

Rounds Application Forms

Please fill out this form if you are interested in being a classroom host for other teachers to come observe you for 10-15 minutes. This is only meant as a positive for you and your fellow educators. It is a way for others to see the excellent methods and strategies you use.

sgartee@sbesc.k12.in.us [Switch account](#)

* Indicates required question

Email *

Record sgartee@sbesc.k12.in.us as the email to be included with my response

Would you be willing to have other teachers come observe your classroom for 10- 15 minutes. *

Yes

Maybe later

No Thanks

Name:

Your answer

Please list your schedule

Your answer

Please list any times that would not be a good time for an observation.

Your answer

Is there anything else you would like us to know about your classroom before others enter it?

Your answer

Next Clear form

Instructional Rounds

MINI-LESSON

As a result of what I saw today.....

Which aspects of my teaching do I feel were validated?	What questions do I have about my own teaching?

What new ideas do I have?

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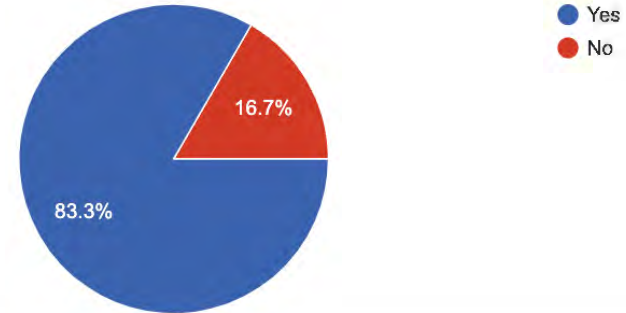
THEN, following the application process, we successfully enlisted a select group of enthusiastic colleagues to accompany us on the transformative journey of Instructional Rounds. Armed with curiosity and open minds, we meticulously documented our observations on the pages of the provided picture, capturing the essence of each classroom visit. Subsequently, we engaged in a comprehensive debriefing session, pooling together our insights and perspectives to enrich our collective understanding of the instructional landscape we encountered.

FINALLY, After our rounds, we gathered with our fellow teachers, who joined in to hear their overall impressions. We wanted to dive deeper into their thoughts and opinions about the experience.

1.) Did you enjoy the process of instructional rounds?

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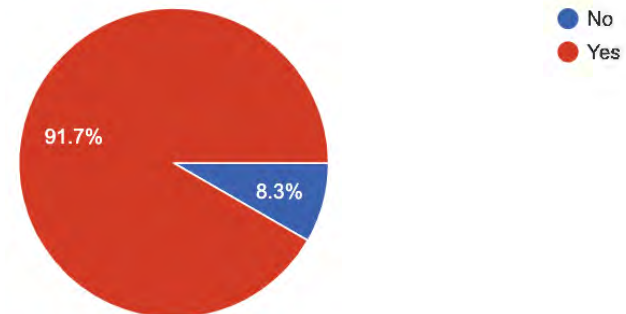
12 responses



2.) After experiencing "Rounds" once, would you consider participating in Rounds again?

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12 responses



WE COLLECTED DATA BY...

The instructional rounds process began with distributing applications and surveys to staff members. Volunteers observed classrooms using a graphic organizer for detailed note-taking. During debriefing sessions, colleagues discussed and reflected on observed teaching practices collaboratively. Finally, the IPLI team collected and analyzed a completed survey to guide future initiatives and improvements.





*AND SO FAR, THREE (3)
DISCOVERIES WE'VE
COLLECTED FROM OUR DATA
ARE:*

- 1.) Participating teachers grappling with insecurity experienced profound moments of positive self-reflection during the instructional rounds.
- 2.) Teachers completing the rounds were pleasantly taken aback by the overwhelmingly positive perceptions their colleagues held of their classrooms.
- 3.) The staff demonstrated a robust interest in the debrief segments, expressing a collective eagerness to extend and deepen the discussions further.

WHAT'S NEXT...

The IPLI team will continue to bring a positive approach to the Instructional Round process and continue inviting staff to venture into the experience. We also would like to collaborate with other leadership teams within the building (School Improvement Plan team, TLT, and Grade-level team leaders) to ensure further buy-in and build an increase in teacher efficacy.



BIBLIOGRAPHY

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