

Title: Instructional Model of Best Practices

- Purpose: The purpose of this action research project is to see what happens when we create and implement a schoolwide instructional model of best practices.
- Question (Wondering): With this purpose we wondered what impact will an instructional model have on creating a shared vision of best practices and consistency for teaching and learning in classrooms?
 - ❑ Subquestions:
 - How can we provide the best possible resources that will be valuable to new and veteran teachers?
 - How can we foster a community of adult learners who want to observe and learn from each other?
- Method (What will we be doing?)
 - Our admin team narrowed the 43 elements down to 19 that we felt were super important for our learning community.
 - We created a Google Form survey for our CORE team to narrow down the 19 elements even farther.
 - The narrowed down list was grouped by importance and ease of roll out.
 - CORE team was tasked with updating the schoolwide mission and vision statements.
 - Admin team created a pre-survey & all teachers took pre-survey at faculty meeting
 - January PLC meeting introduced SMART goals and data tracking.
 - Teachers tasked with creating their own SMART goal for February PLC.
 - CORE team prepares self-assessment with teachers.
 - Teachers implement and track personal SMART goal.
 - Teachers take instructional rounds survey.
 - March PLC meeting - training on instructional rounds procedure and expectations.
 - April - instructional rounds and additional of one instructional element to our model.

- Data Collection:
 - HRS Level 2 data
 - Field notes & walkthrough anecdotal notes
 - Teacher surveys and self assessments

- Calendar (timeline):

October

- admin team narrow down 43 elements
- CORE team narrow down further

November

- CORE team results presented, rollout discussion, further narrowing down
- start to build the instructional model and related resources

December

- pre-survey creation
- teaching staff take pre-survey

January

- PLC meetings to introduce school wide SMART goal & data tracking
- CORE team plan for PD
- PD created and uploaded into Canvas
- Teachers create SMART goals for themselves by Feb PLC

February

- CORE team prepare self-assessments for teachers
- Teachers take self-assessment
- Teachers share SMART goals with Principal
- Teachers implement and track SMART goals
- Teacher take instructional rounds survey

March

- Teachers participate in instructional rounds training during PLC

April/May

- Teachers participate in instructional rounds
- CORE team adds more instructional strategies to our instructional model

- Data Analysis:
 - Analyse level 2 data
 - Collect notes from CORE team discussions
 - Analyse pre-survey data
 - Teacher self-assessments



Group Approach to Instructional Rounds

Principal Name: Julie Innis

School Name: Rushville Elementary School

Team Members' Names: Angie Lakia & Stacie Padgett

Principal's Email Contact: innisj@rushville.k12.in.us

Background Leading to Our Inquiry

Instructional rounds were initiated last year for the 1st time in our corporation. Teachers found them sometimes intimidating or as just another task to check off the list on their list of many things to do. We wanted to give the rounds purpose while supporting our new teachers in this team process.

The Purpose of Our Inquiry

Therefore, the purpose of our action inquiry was to . . . To make instructional rounds more intentional and beneficial, especially for beginning teachers. For all of us to learn from each other and share in the successes of others.

Our Wondering

With this purpose, we wonderedHow can intentional instructional rounds benefit beginning teachers? How can this adjusted practice help all our teachers within our school?

Our Actions

In this step, begin by outlining how you gained insights into your team's wondering. Then, share exactly what your team did to conduct this AR cycle.

1. A Google Form was sent out asking teachers about their thoughts/feelings on instructional rounds that were done previously.

https://docs.google.com/forms/d/e/1FAIpQLSdxF3ltRM-QmpOvOeFn_RhAgqHzUwiLlB6DytQmHFOVIQKp3g/viewform?usp=pp_url

2. Following the Google Form, we met and determined that changes to the way we conduct instructional rounds would be beneficial. "Teams" were decided and teachers to be visited was discussed.
3. "Team" leaders and teachers being visited were notified and presented with more information.

https://docs.google.com/presentation/d/1xp79pX-_a1KVQtlL2cQlJuBN9EcybVl6kkZ8SONHnMo/edit#slide=id.g336f8e1b9d9_0_0

4. Instructional rounds were completed and included a pre-meeting, instructional round, and

a debrief.

5. A follow up Google Form was sent out asking teachers about their thoughts/feelings on the revised instructional rounds model.

<https://forms.gle/Fpc6Asa25pHeae526>

Data Collection

We used a Google Form before changing our instructional rounds format to see how teachers felt about how things were going.

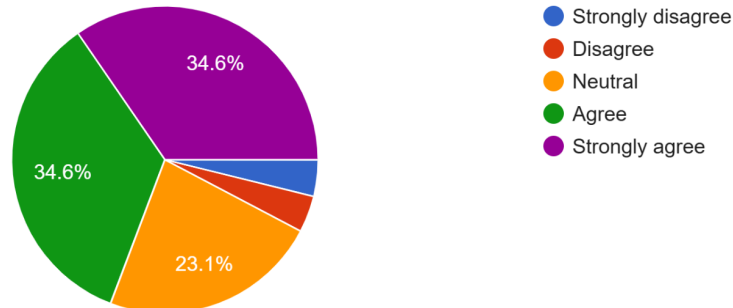
We then used a Google Form after changing to a group approach to see if thoughts/feelings changed with the new approach.

Our Data

Baseline Data- Conducted before group approach was implemented.

The instructional round I completed was beneficial to me.

26 responses



Teacher Comments: After group approach was implemented.

I enjoyed having the opportunity to watch someone else's teaching style, I think our styles were very similar where I didn't really "learn" anything different to be able to apply it to my teaching."
-3rd Grade

"I feel that I saw some great things in my observation, but I also feel that I could gain more if I have specific things to look for and can talk to others about what I saw." -Kindergarten
Our instructional round group loved going into Mrs. Peggs' kindergarten room. She has a great classroom atmosphere.

-Linda Cain

“Collaboration with our peers after instructional rounds was beneficial to hear about the positive things they saw too”- Life Skills

Our Discoveries (Slide ?)

“No matter how many years of service you have under your belt, these rounds are ALWAYS beneficial for ideas, strategies, or reassurance in regards to our own instruction. We hardly ever are available to get away and observe others. I like the group format.”

-4th Grade

The new approach to instructional rounds was effective, efficient, and collaborative. I found the outcome to be beneficial and timely. It fits well with the future vision of RES.”

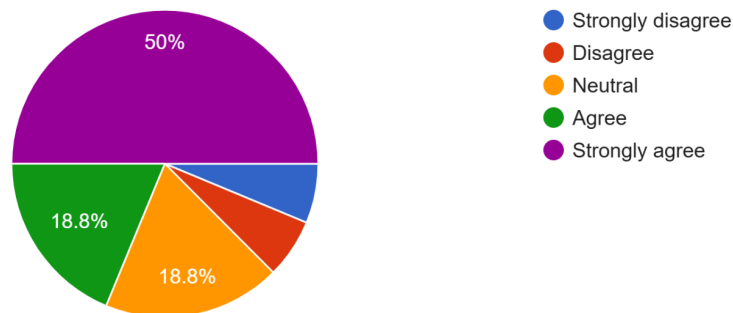
-Special Education

Each team of teachers made sure to write a little note of appreciation to the classroom teachers that they were able to visit.

After a group approach to instruction rounds perceptions and attitudes toward instructional rounds improved. Those strongly agreeing with a group approach increased by 15%

The instructional rounds I completed, with my group, was beneficial to me.

16 responses



Where We Are Headed Next

- Next year we need to be more intentional about which classrooms are being visited.
- Get input from teachers about which grade levels/teachers they would like to observe.
- Intentionally build teams with beginning teachers and their mentor teacher to support beginning teachers in instructional rounds.
- Teachers enjoyed participating in the debriefing and quick discussions afterwards as well as creating “thank you” notes sent to those observed. This helps create a more collaborative learning environment.

Bibliography (Slide ?)

Marzano, Robert and Rains, Cameron and Warrick, Phil. *Improving Teacher Development Evaluation*. Marzano Resources, 2021.

Marzano, Robert and et al. *Collaborative Teams That Transform Schools*. Marzano Resources, 2016.

Marzano, Robert and Warrick, Phil and Acosta, Mario. *5 Big Ideas for Leading High Reliability School*. Marzano Resources, 2024.

Instructional Rounds as a Team

Rushville Elementary School

Julie Innis
innisj@rushville.k12.in.us
Angie Lakia & Stacie Padgett



Background Leading to this Inquiry

Instructional rounds were initiated last year for the 1st time in our corporation. Teachers found them sometimes intimidating or as just another task to check off the list on their list of many things to do. We wanted to give the rounds purpose while supporting our new teachers in this team process.

Purpose of This Inquiry

To make instructional rounds more intentional and beneficial, especially for beginning teachers. For all of us to learn from each other and share in the successes of others.



Our Wondering

How can intentional instructional rounds benefit beginning teachers?

How can this adjusted practice help all our teachers within our school?

Our Actions

1. A Google Form was sent out asking teachers about their thoughts/feelings on instructional rounds that were done previously.

https://docs.google.com/forms/d/e/1FAIpQLSdxF3ltRM-QmpOvOeFn_RhAgqHzUwILB6DytQmHFOVlQKp3g/viewform?usp=pp_url

2. Following the Google Form, we met and determined that changes to the way we conduct instructional rounds would be beneficial. “Teams” were decided and teachers to be visited was discussed.

3. “Team” leaders and teachers being visited were notified and presented with more information.

https://docs.google.com/presentation/d/1xp79pX-_a1KVQtlL2cOljuBN9EcybVI6kkZ8SONHnMo/edit#slide=id.g336f8e1b9d9_0_0

4. Instructional rounds were completed and included a pre-meeting, instructional round, and a debrief.

5. A follow up Google Form was sent out asking teachers about their thoughts/feelings on the revised instructional rounds model.

<https://forms.gle/Fpc6Asa25pHeae526>

Data Collection

We used a Google Form before changing our instructional rounds format to see how teachers felt about how things were going.

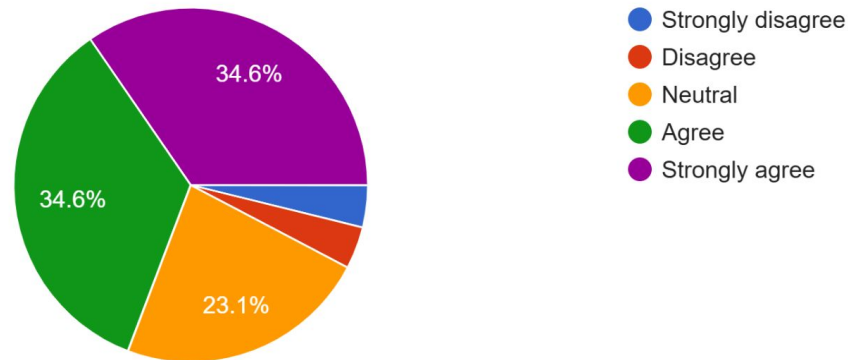
We then used a Google Form after changing to a group approach to see if thoughts/feelings changed with the new approach.

Our Data

Before-Individual Instructional Rounds

The instructional round I completed was beneficial to me.

26 responses



Our Data

“I enjoyed having the opportunity to watch someone else’s teaching style, I think out styles were very similar where I didn’t really “learn” anything different to be able to apply it to my teaching.”
-3rd Grade

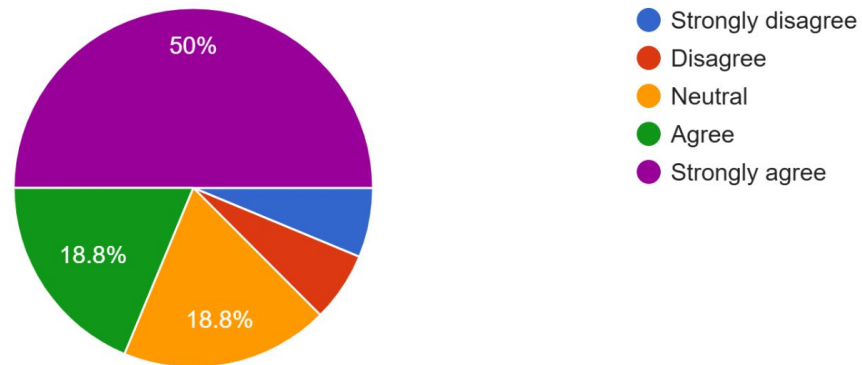
“I feel that I saw some great things in my observation, but I also feel that I could gain more if I have specific things to look for and can talk to others about what I saw.” -Kindergarten

Our Data

After-Group Instructional Rounds

The instructional rounds I completed, with my group, was beneficial to me.

16 responses



Our Data

One of our instructional rounds visiting a kindergarten classroom.



Our Data

Our instructional round group loved going into Mrs. Peggs' kindergarten room. She has a great classroom atmosphere.

-Linda Cain
Title One



Our Data

“Collaboration with our peers after instructional rounds was beneficial to hear about the positive things they saw too.”

-Life Skills



“ I thought the group discussion was very beneficial. Hearing other’s perspective of how the teacher used classroom management helped me see it in a different way that I originally did. The discussion also allowed us to bounce ideas off each other and collaborate as a team.”

- Second Grade

Our Discoveries

“No matter how many years of service you have under your belt, these rounds are ALWAYS beneficial for ideas, strategies, or reassurance in regards to our own instruction. We hardly ever are available to get away and observe others. I like the group format.”

-4th Grade

The new approach to instructional rounds was effective, efficient, and collaborative. I found the outcome to be beneficial and timely. It fits well with the future vision of RES.”

-Special Education

Our Discoveries

Each team of teachers made sure to write a little note of appreciation to the classroom teachers that they were able to visit.

Stacie,

Thank you so much for allowing us to come visit your classroom and watch you do amazing things with your kids. We all enjoyed the interactions you had with your students and we could really tell that you have worked hard to teach them your expectations. They were so engaged and were learning so much just from the quick and easy tasks that were given to them. We loved the idea of the game to review different parts of words. Thank you again for allowing us into your classroom. Keep doing your thing!

Angie Lakia

Marian Helms

Meghan Barnes

Luke Milner

Amber Drinkwine

Dru Niedenthal

Where We Are Heading Next

- Next year we need to be more intentional about which classrooms are being visited.
- Get input from teachers about which grade levels/teachers they would like to observe.



Bibliography

- Marzano, Robert and Rains, Cameron and Warrick, Phil. *Improving Teacher Development Evaluation*. Marzano Resources, 2021.
- Marzano, Robert and et al. *Collaborative Teams That Transform Schools*. Marzano Resources, 2016.
- Marzano, Robert and Warrick, Phil and Acosta, Mario. *5 Big Ideas for Leading High Reliability School*. Marzano Resources, 2024.