

Principal Name: Julie Young

School Name: VO Isom Elementary

Team Members' Names: Leah Herron & Nataley Raker

Principal's Email Contact: jyoung@gws.k12.in.us

Background Leading to Our Inquiry (Slide 2)

We wanted to see if having our teachers participate in Instructional Rounds would have a positive impact on our teacher collaboration and student learning.

The Purpose of Our Inquiry (Slide 3)

Therefore, the purpose of our action inquiry was to . . .

- Know if having teachers observe each other would affect teacher planning and collaboration.
- See how teachers observing each other would affect the school culture.

Our Wondering (Slide 4)

With this purpose, we wondered . . .

Would instructional rounds positively affect how we plan and collaborate? Would they affect our school culture in a positive way?

Our Actions (Slide 5)

1. Survey/planned instructional rounds
 - a. We sent out a survey asking teachers if they would like to open their classroom to be observed and what they would like to teach. We also sent a survey asking teachers to input what they would like to go.
2. Teachers participated in instructional rounds
 - a. Teachers participated in Instructional Rounds throughout the day. Teachers had 15 minutes to observe and then 15 minutes to debrief with the team.
3. Collected data through a Google Form survey
 - a. We collected data through a survey. We used this data to find out if teachers found the Instructional Rounds helpful and what was most helpful to them.

Data Collection (Slide 6)

We collected data through a survey asking the following questions:

Who did you observe?

On a scale of 1-5, are instructional rounds a benefit to your learning and growing?

On a scale of 1-5, are instructional rounds worth your time and energy?

What is one idea you found interesting or most useful that you might implement into your own teaching?

What support might you need to implement that idea?

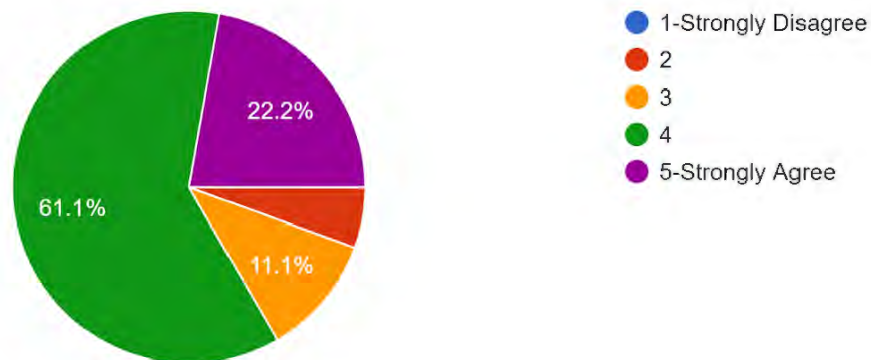
What suggestions do you have for future instructional rounds?

Would you be interested in participating in instructional rounds again?

Our Data (Slides 7-8)

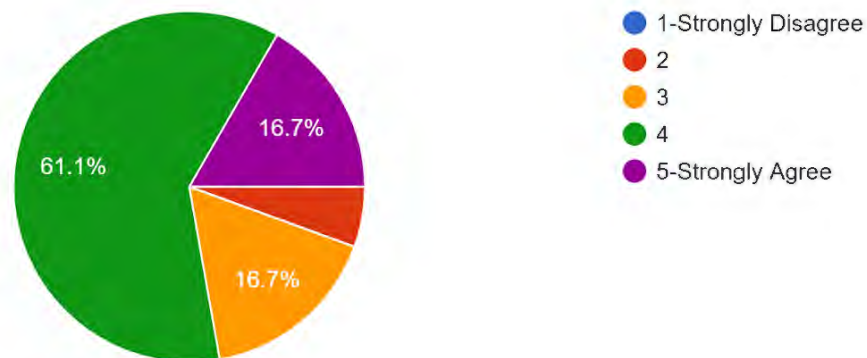
On a scale of 1-5, are instructional rounds worth your time and energy?

18 responses



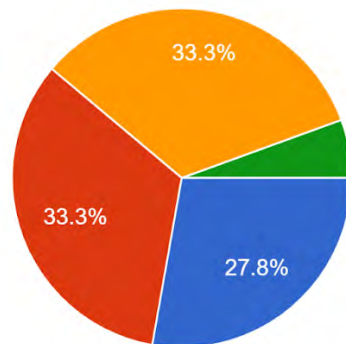
On a scale of 1-5, are instructional rounds a benefit to your learning and growing?

18 responses



Would you be interested in participating in instructional rounds again?

18 responses



- Yes! I would love to do it again this school year!
- Yes, but I'd rather wait until next to do another one.
- Maybe, depends on the options.
- No thank you

Our Discoveries (Slide 9)

- Teachers felt instructional rounds were a positive benefit to their learning.
- Teachers were already seeing positive results in their own classrooms after implementing their new learning.
- Teachers are willing to continue instructional rounds in the future.

Where We Are Headed Next (Slide 10)

Based on teacher surveys, we plan to...

- continue to implement instructional rounds into our school culture
- adjust how we schedule to allow more options for teachers
- allow for longer debrief time for teachers to collaborate with the teacher they observed

Bibliography (Slide 11)

In this step, provide the bibliographic information for any references you cited in any previous steps. List your references in alphabetical order by author's last name. Follow APA, 6th Edition, to enter information about each of your references. Some examples are provided below. Examples of other reference types can be found here:

<http://owl.english.purdue.edu/owl/resource/560/06/>. You may also find the Citation Machine helpful (<http://citationmachine.net/>).

Books

- Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle.* Location: Publisher.

Single Author Article

- Author, A. A. (Year of publication). Title of the article. *Name of journal, volume (number)*, page numbers.

Multiple Authors Article

- Author, A. A. & Author B.B. (Year of publication). Title of the article. *Name of journal, volume (number)*, page numbers.

Websites

- Author, A. A., & Author, B. B. (Date of publication). Title of document. Retrieved from <http://Web address>

Citing Your Presentation and Publication

Congratulations on completing the Year 2 Action Inquiry process! You and your team members can list your project as both a professional presentation and a professional publication on your resume. Here are examples of the correct ways to cite:

Presentation

Andrews, K., Gruenert, S., & Donlan, R. (2019). Implementing instructional rounds. Presented at the annual Indiana Principal Leadership Institute Showcase of Schools, Indianapolis, IN.

Publication

Andrews, K., Gruenert, S., & Donlan, R. (2019). Implementing instructional rounds. Retrieved from <https://Web address>

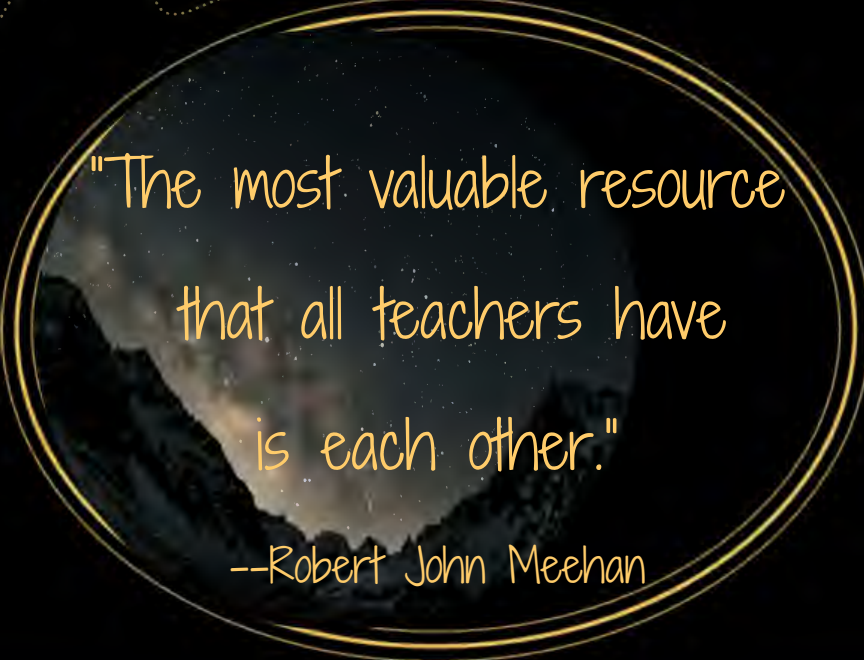


Instructional Rounds

VO Isom Elementary
Principal: Julie Young
jyoung@gws.k12.in.us

Teacher Leaders:
Leah Herron & Nataley Raker


Our Dilemma



"The most valuable resource
that all teachers have
is each other."

--Robert John Meehan

We wanted to see if having
our teachers participate in
Instructional Rounds would
have a positive impact on our
teacher collaboration and
student learning.



Our Purpose



We wanted to see if having teachers observe each other would affect teacher planning and collaboration.



We also wanted to see how would teachers observing each other affect the school culture.



Our Wondering

Would instructional rounds positively affect how we plan and collaborate? Would they affect our school culture in a positive way?

Our Actions

Survey/Planned Instructional Rounds

We sent out a survey asking teachers if they would like to open their classroom to be observed and what they would like to teach. We also sent a survey asking teachers to input what they would like to go.

Teachers Participated in Instructional Rounds

Teachers participated in Instructional Rounds throughout the day. Teachers had 15 minutes to observe and then 15 minutes to debrief with the team.

Collected Data

We collected data through a survey. We used this data to find out if teachers found the Instructional Rounds helpful and what was most helpful to them.

How we collected data

We collected data through a survey asking the following questions:

Who did you observe?

On a scale of 1-5, are instructional rounds a benefit to your learning and growing?

On a scale of 1-5, are instructional rounds worth your time and energy?

What is one idea you found interesting or most useful that you might implement into your own teaching?

What support might you need to implement that idea?

What suggestions do you have for future instructional rounds?

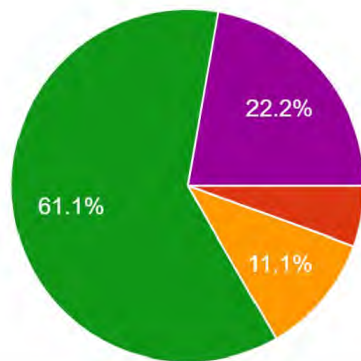
Would you be interested in participating in instructional rounds again?



Our Data

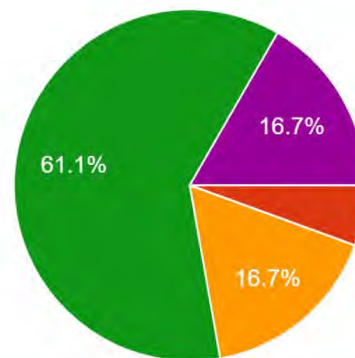
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18 responses



On a scale of 1-5, are instructional rounds a benefit to your learning and growing?

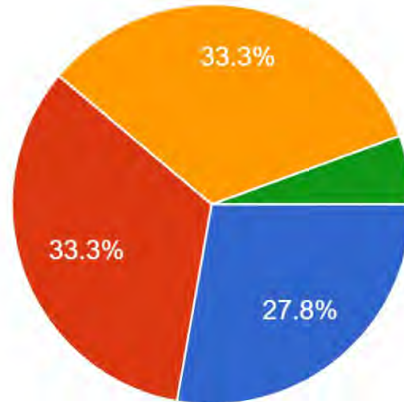
18 responses



Our Data

Would you be interested in participating in instructional rounds again?

18 responses



- Yes! I would love to do it again this school year!
- Yes, but I'd rather wait until next to do another one.
- Maybe, depends on the options.
- No thank you

Our Discoveries

01

Teachers felt instructional rounds were a positive benefit to their learning.

02

Teachers were already seeing positive results in their own classrooms after implementing their new learning.

03

Teachers are willing to continue instructional rounds in the future.



Next Steps: Based off teacher surveys, we plan to...



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