



Principal Name: Robert Boltinghouse

School Name: Owen Valley High School

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Background Leading to Our Inquiry

Outline what led your team to this particular inquiry. Include the following:

- As a school, administration has stated there are many wonderful things occurring in teachers classrooms throughout the building and it would be great if there was a way to share and observe practice so that we can grow and learn from each other.
- We wanted to develop a system or way that teachers could observe one another so that we could add tools to our practice in order to impact student outcomes.

The Purpose of Our Inquiry

The purpose of our inquiry was to develop a system of instructional rounds so that teachers can/will observe each other to grow our individual practice.

Our Wondering

Through discussions and planning, we wondered if teachers would find value to this process. Would they be willing to visit other rooms and willing to accept others into their classroom. Inevitably, would this process lead to change and positive outcomes for observing teachers.

Our Actions

With no prior knowledge, we completed one instructional round during the spring semester of the 2023-2024 school year. We developed a form on our own to allow teachers to record observation notes. Teachers were told to observe a colleague from the same department on their prep. 100% of the staff participated and completed the appropriate documentation.

Moving forward a year, and connecting with Marzano's High Reliability Schools, we began to reshape the process. First, we adapted the observation form and modeled it after the 3 questions Marzano list: What do I see and hear that reaffirms soemthign I do? What do I see and hear that I would like to know more about? What do I see and hear that I want to try in my practice immediately?

The next step, we wanted to allow teachers to conduct two instructional rounds. This time we allowed teachers to coordinate and pick a staff member in the building outside of their department to observe and for the final visit, we coordinated with a local elementary

school to visit during their RTI groups and intervention times. The goal and thought for this visit, to show HS teachers how you can break students into groups and work with them based on targeted data and ability levels.

Teachers set up their own visit in their home school with a colleague of their choice. These rounds lasted 10-15 minutes in duration. Teachers completed the new observation form and submitted it to the administration once complete.

For the visit to the elementary, administration set observation times based on HS teachers prep hours and elementary intervention groups. Once a schedule was set, the HS teachers were provided information related to classrooms, teachers and locations for their visit. HS administration shuttled teachers to and from the elementary throughout the day using corporation mini buses. Observations were recorded on the same document and again submitted to administration once complete.

Data Collection

At the end of both observations, teachers were provided with a very simple 6 question survey. The survey ask about the effectiveness of the instructional rounds, teachers willingness to continue them and if strategies observed have been tried and implemented yet.

Our Data

Data results showed a very positive trend in regard to the practice of Instructional Rounds:

1. 85% of teachers say they identified strategies they would try or implement
2. 73% of those teachers say they have already implemented one of those strategies
3. 84% of teachers said it was valuable visiting teachers outside their subject
4. 94% of teachers said they are willing to continue the practice moving forward

Our Discoveries

- Learning Statement One: We learned there is overwhelming support for teachers to conduct instructional rounds and learn from each other. (94%)
- Learning Statement Two: Instructional Rounds can lead to positive change and outcomes in teachers daily practice. This was evident by 73% stating they have began implementing as skill or strategy they directly observed.
- Learning Statement Three: We learned those teachers who did not find the practice as favorable was more related to a disconnect of subject areas and would be eager to participate when visiting peers or schools of similar content/subjects.

Where We Are Headed Next

We plan to continue implementing Instructional Rounds moving forward. The data was positive with 73% of teachers already implementing strategies observed.

We will look to let teachers pick rooms they visit.

There should be a heavy focus on PLC data and collaboration to help set up the appropriate place to visit. IE-A first year teacher is struggling with questioning for understanding. This can be shared in PLC meetings and a teacher who excels in this area can open the door for the first year to visit. A process of collaboration and reflection!

Bibliography

Books

Marzano, R. J., Warrick, P., Simms, J. A., Wills, J., Livingston, D., Livingston, P., Pleis, F., Heflebower, T., Hoegh, J. K., Magaña, S., & Grift, G. (2015). A handbook for High Reliability Schools. Hawker Brownlow Education

Instructional Rounds Developing Tools For Our Toolbox:

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TEAM MEMBERS

KRISTEN PORTEUS-CTE

TRACE TEMPLES-HISTORY

Background Leading to this Inquiry



- ▶ Mr. Boltinghouse has discussed with the staff, as an administrator, classroom observations have opened the door to see so many wonderful ideas and practice. Is there a way to offer the same opportunity to staff.
- ▶ As a result, during the 23-24 school year we conducted one instructional round with a teacher in our department during the second semester.
- ▶ While the idea behind the practice was well intended the structure was not in place to be as effective as it could be.

Purpose of This Inquiry



- ▶ OVHS would like to be a community of learners where teachers support each other to find better and effective practice.
- ▶ Can we develop a practice of Instructional Rounds where teachers feel supportive of each other while learning strategies that in turn can be implemented in their own teaching.



Our Wondering

- ▶ Would teachers at OVHS find value in Instructional Rounds? Is the practice worthwhile?
- ▶ Would it lead to change and the implementation of new strategies and practices?
- ▶ Would teachers be receptive to colleagues in their room?
- ▶ Would teachers see that Instructional Rounds lead to positive student outcomes?

Our Actions



- ▶ Develop a document based off of Marzano's model of High Reliability Schools with a focus on:
 1. What do I see and hear that reaffirms something I do?
 2. What do I see and hear that I would like to know more about?
 3. What do I see and hear that I would like to try in my own practice immediately?
- ▶ Every teacher conducted an instructional round each semester. One with a teacher of their choice at OVHS. The second with a teacher at our local elementary school.
- ▶ After completing the instructional round, each teacher submitted their documentation to Mr. Boltinghosue.

Data Collection

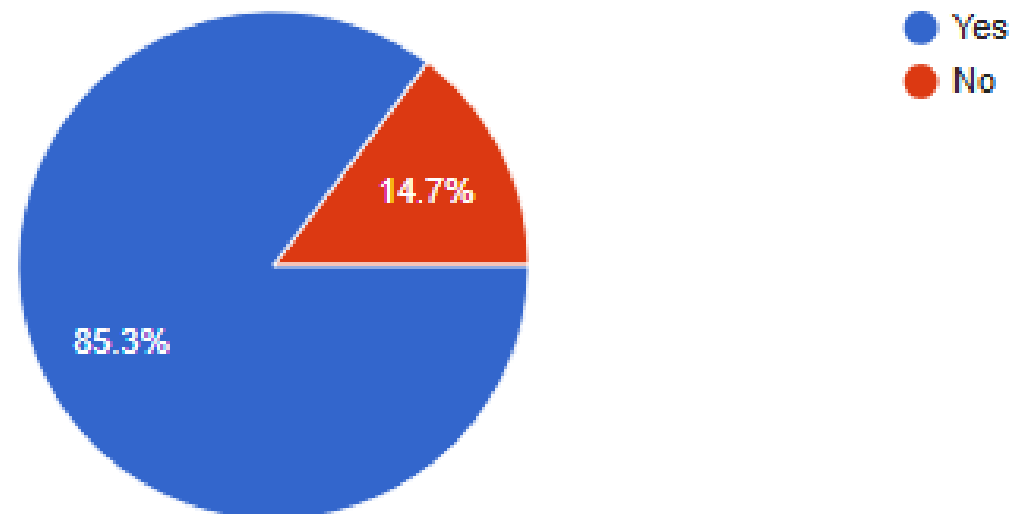


- ▶ At the conclusion of both instructional rounds, teachers were to complete a brief questionnaire about the process and its effectiveness.
- ▶ Submissions were anonymous and quick to complete.
- ▶ There were a total of 6 questions, 4 were Yes/No with 2 questions requiring a short response.

Our Data

After completing 2 separate instructional rounds (1 HS and 1 Elementary), did you gain tools or strategies that you feel you can incorporate in your own teaching practice?

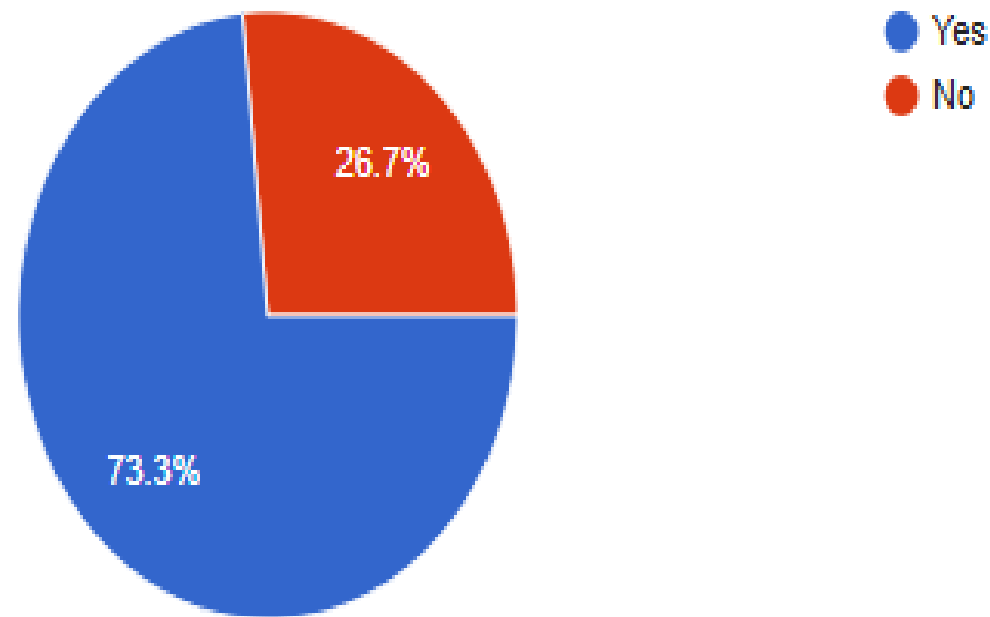
34 responses



Our Data

If you answered yes, have you implemented or tried any of these strategies yet?

30 responses



Our Data

If you said no, what support do you need in order to try or implement the strategy?

If you have tried the strategy, did it accomplish what you intended?

27 responses

Yes I have tried more hands on interactive activities in classes and have had positive results.

I want to incorporate the common language signs in the resource rooms. I do not think the current students know that language yet.

There were some bumps but yes it worked well.

Yes, we did a small group activity similar to one we saw at Spencer Elem.

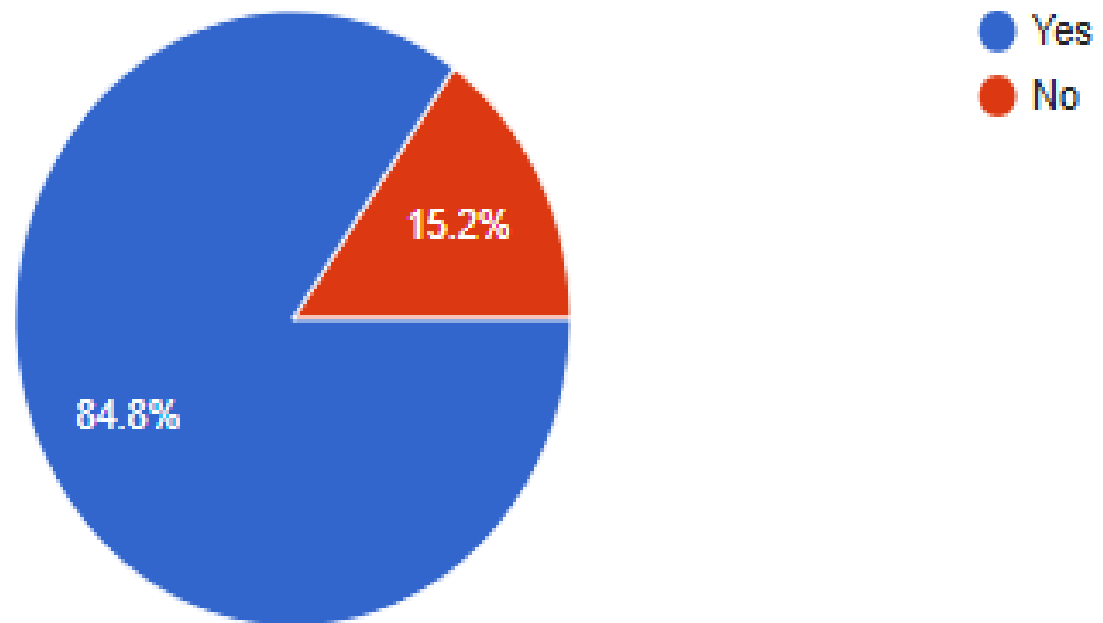
I tried a technique from Orick and it worked.

I saw some great strategies and teachers were doing good things, but I did not learn any new strategies. I currently already implement the strategies that I observed.

Our Data

Did you find value in visiting teachers outside of your subject area?

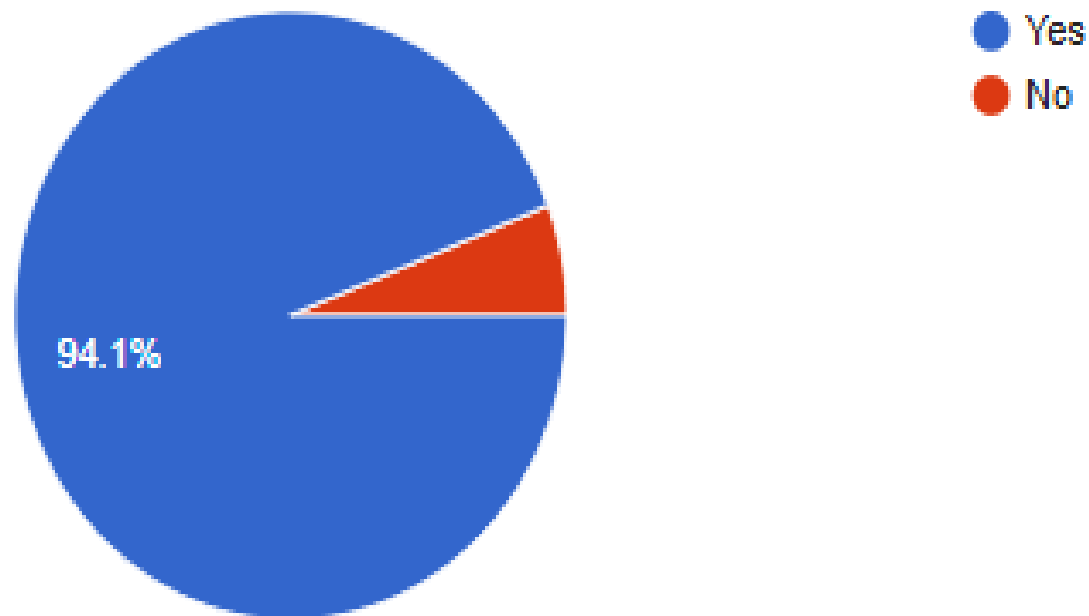
33 responses



Our Data

Moving forward, are you are willing to participate in Instructional Rounds 1-2 times a school year?

34 responses



Our Data

If you said no, what would make the process more beneficial for your individual practice?

10 responses

- There were a total of 10 responses in how to make the practice more beneficial. Each respondent was willing to participate and see the value in Instructional Round.
- The suggestions they offered were related to wanting to visit more people in their department area and even the opportunity to observe teachers of similar departments from other schools.
- There is value in these suggestions and we feel several are appropriate and worth exploring further.

Our Discoveries

- ▶ Teachers found value in the process
- ▶ 73% of teachers have already implemented strategies they observed from their visit.
- ▶ Teachers are willing to participate in Instructional rounds moving forward
- ▶ We have identified 1-2 ways we might modify and improve the process. IE-teacher choice, departmental visits, possibly include MS

Where We Are Heading Next

- ▶ We plan to continue implementing Instructional Rounds moving forward. The data was positive with 73% of teachers already implementing strategies observed.
- ▶ We will look to let teachers pick rooms they visit. There should be a heavy focus on PLC data and collaboration to help set up the appropriate place to visit. IE-A first year teacher is struggling with questioning for understanding. This can be shared in PLC meetings and a teacher who excels in this area can open the door for the first year to visit. A process of collaboration and reflection!

Bibliography



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