



[Improving Perception of Instructional Rounds, Year 2]

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School Name: Arlington Elementary

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Background Leading to Our Inquiry (Slide 2)

- Instructional Rounds were newly introduced, not well received, and inefficient.
- Teachers felt as if they were evaluatory and were hesitant to engage.
- The feeling toward instructional rounds was highly negative throughout the building; leading to a minimal number of people completing them first semester.

The Purpose of Our Inquiry (Slide 3)

Therefore, the purpose of our action inquiry was to provide an alternative in order to adjust the focus of instructional rounds from evaluative to observation for the purpose of growth and create an instructional round process that serves to increase the capacity of teachers.

Our Wondering (Slide 4)

With this purpose, we wondered will adjusting the focus and effectiveness of instructional rounds change the perspective of teachers in a positive direction?

Our Actions (Slide 5)

- Leadership team met to restructure the instructional round process and reporting form.
- New process and reporting form rolled out to teachers prior to Christmas Break.
- Instructional rounds scheduled for mid-February with new process and facilitated by Curriculum Director.
- Data gathered about new process. Necessary adjustments made based on feedback.

Data Collection (Slide 6)

- Feedback from instructional rounds debriefing collected, including: responses to form questions and the direction of the conversation.
- Conversational data collected from leadership team based on informal feedback from other teachers after February instructional rounds.

Our Data (Slides 7-8)

- Teachers participated willingly in debriefing discussions. They interacted with each other about what they had seen in the classroom and asked questions of each other and the instructional coach.
- Teacher feedback, that was once so negative, now has a more positive inflection with administration and each other.
- Teachers who were once hesitant to even discuss instructional rounds are hosting groups in their classrooms willingly.

Our Discoveries (Slide 9)

- Adjusting the focus of instructional rounds creates organic conversation.
- Adjusting the feedback needed from instructional rounds creates meaningful experiences.
- Completing instructional rounds in small groups creates reflection and dialogue.
- Completing instructional rounds with a coach keeps everyone focused and aligned.

Where We Are Headed Next (Slide 10)

- Complete next set of Instructional Rounds prior to end of school year.
- Collect teacher feedback at end of school year to continue to improve upon the process moving forward. Feedback has already been received asking to expand observations to other schools or corporations so we will look into that in the future.

Bibliography (Slide 11)

Marzano, et al. (2016). Collaborative Teams That Transform Schools: The next step in PLCs. Bloomington, IN: Marzano Resources.

IMPROVING PERCEPTION OF INSTRUCTIONAL ROUNDS



Arlington Elementary

Principal: Sara Mastin

mastins@rushville.k12.in.us

with Jenna McKinley and Olivia Noah



BACKGROUND:



- Instructional Rounds were newly introduced, not well received, and inefficient.
- Teachers felt as if they were evaluatory and were hesitant to engage.
- The feeling toward instructional rounds was highly negative throughout the building; leading to a minimal number of people completing them first semester.





PURPOSE:

FOCUS

To provide an alternative in order to adjust the focus of instructional rounds from evaluative to observation for the purpose of growth.

EFFECTIVENESS


To provide an alternative in order to create an instructional round process that serves to increase the capacity of teachers.



OUR WONDERING:



Will adjusting the focus and effectiveness of instructional rounds change the perspective of teachers in a positive direction?



Leadership team met to restructure the instructional round process and reporting form.

New process and reporting form rolled out to teachers prior to Christmas Break.

OUR ACTIONS

Instructional rounds scheduled for mid-February with new process and facilitated by Curriculum Director.

Data gathered about new process. Necessary adjustments made based on feedback.

DATA COLLECTION

Feedback from instructional rounds debriefing collected, including: responses to form questions and the direction of the conversation.

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OUR DATA:

What do you see in this classroom that reaffirms what you are doing in your classroom?

- They were using the buddies as a strategy for subtraction.
- Fact fluency is important.

What did you see from this teacher/ round that you want to learn more about?

Engagement, quick transitions, Differentiation
Review rules/expectations (when she started student read aloud she reviewed what they should be doing), Asking more questions, (content),
Amber to listen to multiple student at once.
T within her lesson, I love it.

What did you see from this teacher/ round that you want to learn more about?

- I didn't quite understand the strategy. I'd like to talk to Amber about it.

What did you see from this teacher/ round that you can add to your classroom this week?

Showing scores and going back to what the student can do to grow "assessments."


What did you see from this teacher/ round that you can add to your classroom this week?

~~classroom~~
more hands on activities to introduce math lesson
~~organization~~
organization

OUR DATA:

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- Teacher feedback, that was once so negative, now has a more positive inflection with administration and each other.
- Teachers who were once hesitant to even discuss instructional rounds are hosting groups in their classrooms willingly.






Adjusting the focus of
instructional rounds
creates organic
conversation.

Adjusting the feedback
needed from
instructional rounds
creates meaningful
experiences.

OUR DISCOVERIES

Completing
instructional rounds in
small groups creates
reflection and dialogue.


Completing instructional
rounds with a coach
keeps everyone focused
and aligned.







WHERE WE ARE HEADED NEXT:



Complete next set of
Instructional Rounds prior
to end of school year.




Collect teacher feedback at
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BIBLIOGRAPHY



Marzano, et al. (2016). Collaborative Teams That Transform Schools: The next step in PLCs. Bloomington, IN: Marzano Resources.





THANK YOU!



Any questions?