



**Principal Name:** Sarah Zack

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**Team Members' Names:** Anne Maslanka, Alex Kibbe, and Sarah Zack

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### **Background Leading to Our Inquiry (Slide 2)**

Our staff members were asked to participate in a survey for Level 2 Marzano High-Reliability Schools.

The results of the survey demonstrated a low rating: *Leading Indicator 2.6: Teachers have opportunities to observe and discuss effective teaching*

Our Focus:

- I have opportunities to engage in instructional rounds.
- I have regular times to meet with other teachers to discuss effective instructional practices.

### **The Purpose of Our Inquiry (Slide 3)**

How can developing a school wide instructional rounds framework provide opportunities for teacher to observe effective teaching that will focus on sharing best practices to increase teaching capacity and support the PLC process?

### **Our Wondering (Slide 4)**

How can developing a school wide instructional rounds framework provide opportunities for teacher to observe effective teaching that will focus on sharing best practices to increase teaching capacity?

### **Our Actions (Slide 5)**

1. We led a [presentation on instructional rounds](#). Outlining our 'why' and shared expectations. We then asked for volunteers that wanted to pilot instructional rounds for our school.
2. We met as a team to create 2 small groups of teachers that will participate in instructional rounds. We decided which teachers we would highlight and made a schedule.
3. We led teachers through two, 15-minute observations followed by a 10 minute debrief of what was observed. The debrief included guided questions.
4. We sent a feedback form to get a better understanding of what went well and how to improve future rounds.
5. Once we compiled all the data, we shared out our finding at a staff meeting. Members who participated, shared their experience.

### **Data Collection (Slide 6)**

We surveyed teachers after their instructional rounds experience to give us feedback. We used this feedback to make improvements to the Instructional Round process: [Feedback Form Teacher Survey](#)

### **Our Data (Slides 7-10)**

Formal and Anecdotal data is shared using charts and teacher quotes.

### **Our Discoveries (Slide 11)**

- Teacher feedback was overall positive.
  - 100% said it was worth their time.
  - 100% said they would participate again.
- Staff had staggering feedback regarding their willingness to have teachers visit their classrooms.
- Some staff needed more time to debrief.
- Teachers that hosted, appreciated the teacher feedback and kind words that were shared through the Exit Ticket.
- Discussions brought up 'best practices and instructional strategies' which pairs nicely with our PLC 'next step' goals.
- Administration was not present, so it felt natural and not evaluation based.
- It was difficult to get sub coverage for all teachers.

### **Where We Are Headed Next (Slide 12)**

- We will hold one more optional Instructional Rounds this Spring.
- Next year we will ask all grade level teams to participate in 1 instructional round per semester (2 per year). This will be done with the Team Leaders or the Instructional Coach.
- Instructional Rounds will take place during team plan time. No subs will be needed.
- Grade level teams will choose 1-2 items they want to learn more about / improve / areas of opportunity. Based on their needs they will observe 2 teachers (10 minutes each) back-to-back.
- They will then have 15 minutes to debrief, as a team, using the guiding questions and complete an exit ticket for the host teacher.
- The Instructional Round will be considered their PLC for that week, since sharing best practices is a goal of our PLC teams.
- Feedback will be collected at the end of each semester to make improvements in the process.

### **Bibliography (Slide 13)**

Marzano, Robert J., and Timothy Waters. *Leading a High Reliability School: Deep Implementation of the Five Levels of High Reliability Schools*. Solution Tree Press, 2020.

Marzano, Robert J., Philip Warrick, and Julia A. Simms. *A Handbook for High Reliability Schools: The Next Step in School Reform*. Marzano Research, 2014.

Marzano, Robert J., and Timothy Waters. *Leading a High Reliability School: Five Big Ideas*. Solution Tree Press, 2020.

# Creating and Implementing Instructional Rounds Framework

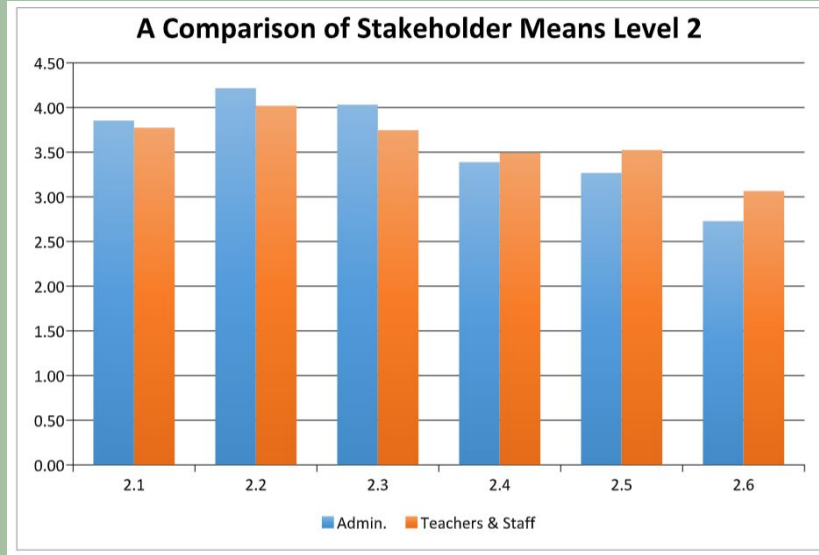


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# Background Leading to Our Inquiry



## Level 2 WWES Results

Our staff members were asked to participate in a survey for Level 2 Marzano High-Reliability Schools.

The results of the survey demonstrated a low rating:

*Leading Indicator 2.6: Teachers have opportunities to observe and discuss effective teaching*

## Our Focus:

- I have opportunities to engage in instructional rounds.
- I have regular times to meet with other teachers to discuss effective instructional practices.





## **Our Purpose:**

How can developing a school wide instructional rounds framework provide opportunities for teacher to observe effective teaching that will focus on sharing best practices to increase teaching capacity and support the PLC process.

# Our Wonderings

How can developing a school wide instructional rounds framework provide opportunities for teacher to observe effective teaching that will focus on sharing best practices to increase teaching capacity?

## Our Questions:



1. Will staff members be willing to volunteer to participate? To observe and be observed.
2. Logistics: How will we group teachers to make the greatest impact on discussions that lead to learning? Sub coverage? Timing?
3. Will debrief be helpful? What questions should we include to have powerful conversations? Will there be enough time?
4. Will teachers feel like it was worth their time? Will it increase teaching capacity?

# Outlining Our Actions & Data Collection

We led a [presentation on instructional rounds](#). Outlining our 'why' and shared expectations. We then asked for volunteers that wanted to pilot instructional rounds for our school.

We met as a team to create 2 small groups of teachers that will participate in instructional rounds. We decided which teachers we would highlight and made a schedule.

We led teachers through two, 15 minute observations followed by a 10 minute debrief of what was observed. The debrief included guided questions.

We sent a [feedback form](#) to get a better understanding of what went well and how to improve future rounds.

Once we compiled all the data, we shared out our finding at a staff meeting. Members who participated, shared their experience.

We will hold one more volunteer instructional round this Spring.



# Teacher Debrief

## Questions Asked During Debrief Time:

- What did you see that reaffirms something you do?
- What did you see that you would like to know more about?
- What did you see that you would like to add to your own practice?

## Exit Ticket:

Please share for each of the teachers you observed today:

- What was your biggest take away.
- What did you love most about being in their classroom today?

Round 1 Notes

Round 2 Notes



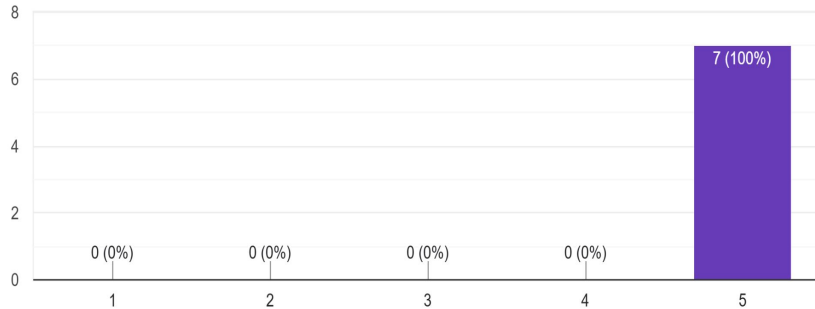
# Our Data

## TEACHER FEEDBACK:

We surveyed teachers after their instructional rounds experience to give us feedback. We used this feedback to make improvements to the Instructional Round process.

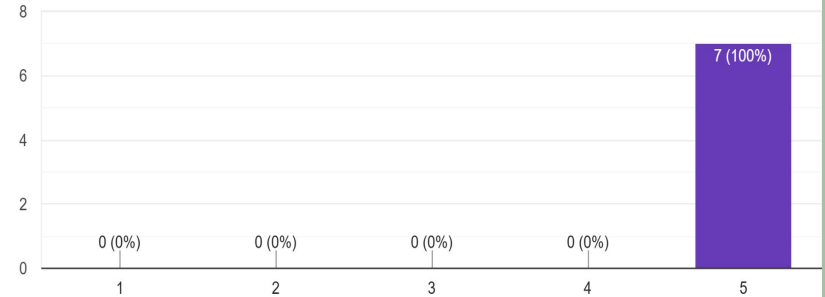
Would you consider doing this again?

7 responses



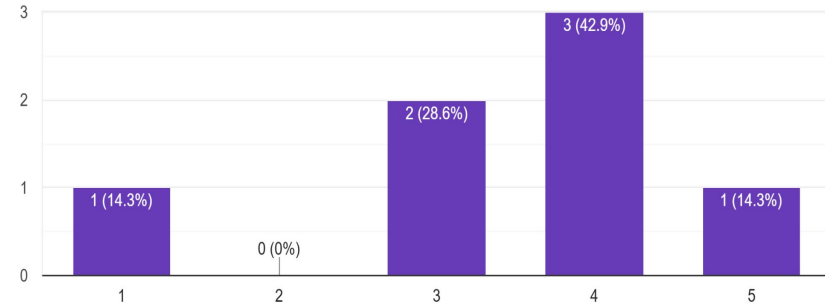
Was this worth your time?

7 responses

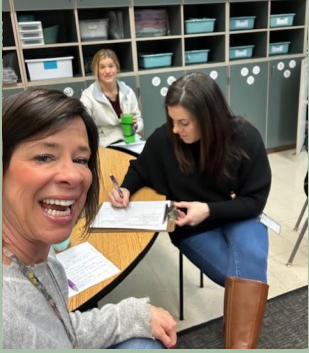


Would you be open to hosting the next group of teachers in your room?

7 responses

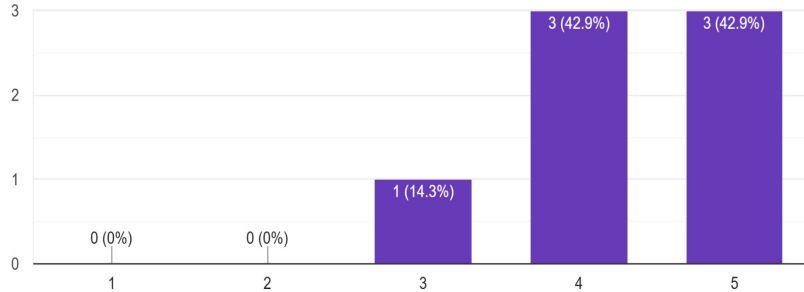


# Our Data Continued



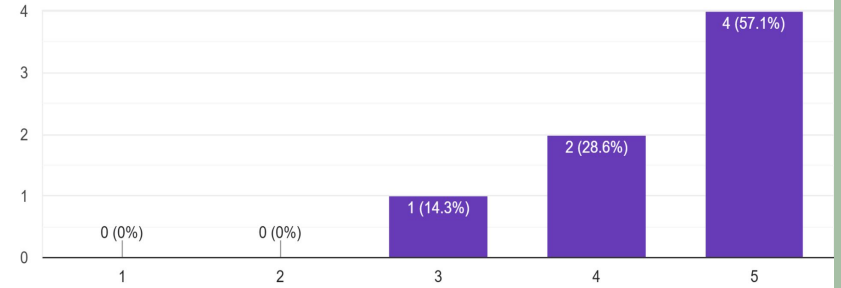
Was there enough time to debrief with your team?

7 responses



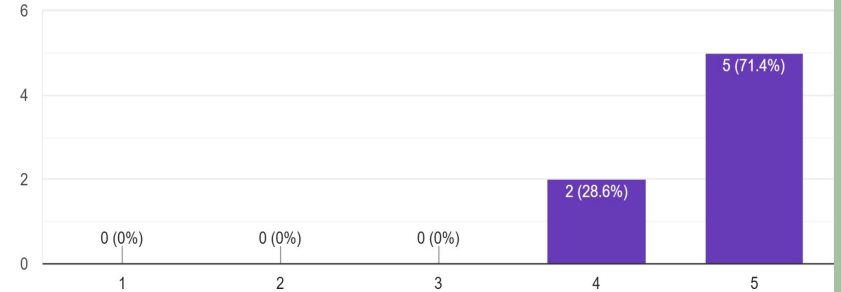
Did you have enough time to gather takeaways in room #1?

7 responses



Did you have enough time to gather takeaways in room #2?

7 responses



# Our Anecdotal Data

“One significant takeaway from this experience was observing diverse strategies to engage students through movement and collaboration.”

“New ideas to incorporate into my own classroom, such as movements with some concepts I teach and fun sayings or songs to engage kids and help them remember routines.”

“I loved seeing how other educators engage and organize their classroom routines. I feel like I could immediately apply a lot of it!”

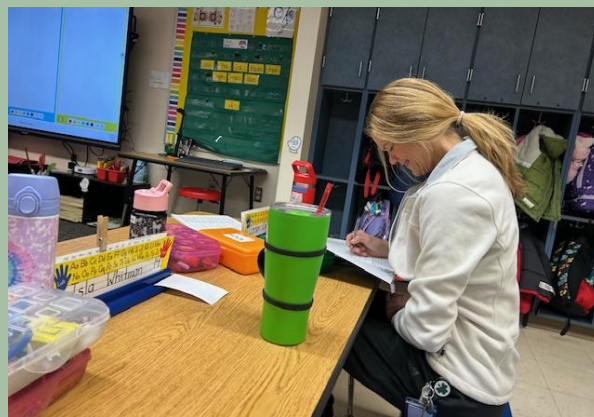
“Loved seeing the enthusiasm and engagement for learning that students appeared to have because of teachers shared enthusiasm. Great reminder to of how important this is when teaching.”

“Learning ideas I can immediately implement in my teaching”

“Your enthusiasm about what you are teaching helps the kids stay engage.”



**“It was more fun than we expected.”**



# Our Discoveries

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# Thanks!

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## Sources:

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