

Instructional Rounds

August 11th - 5th, 3rd & 4th

August 18th - 2nd, 1st & K

August 25th - Pre-K, Specials & Admin



Learning Goals

Content: Teachers will learn about the connections between PLC and Instructional Rounds. Teachers will learn about the before, during and after for instructional rounds.

Success Criteria: I can identify an area to collect data on in supporting Instructional rounds. I can participate in instructional rounds to develop my problem of practice.

Language Goal: Staff will engage in collaborative conversations and reflections

Social Goal: Positive intent and collaborative discussions



Agenda

- Overview of Rounds & Connections to PLC - Armstrong
- Before, during and after of Instructional Rounds - Herrera
- Data Chats- Atuahene



Working NORMs

Trust

Respect

Integrity

Collaboration

Dedication

“Silence your phones and rid yourself of any distractions”



Overview of Rounds



What are Instructional Rounds

Modeled after the medical profession in which small groups of practitioners with **varying levels of expertise, experience, and skill** walk together to observe, discuss, and learn; a process for systematically translating knowledge into practice focusing on strengthening classroom instruction.



Purpose “WHY” and Goal of Instructional Rounds

Instructional rounds are one of the most valuable tools that a school or district can use to **enhance teachers’ pedagogical skills and develop a culture of collaboration**. The goal of instructional rounds isn’t to provide feedback to the teacher being observed... rather, the primary purpose is **for observing teachers to compare their own instructional practices with those of the teachers they observe**.

-Robert J. Marzano



LESD Classroom Visits

- 4 types
 - Runthrough
 - Walkthrough
 - Instructional Rounds
 - Formal Observations

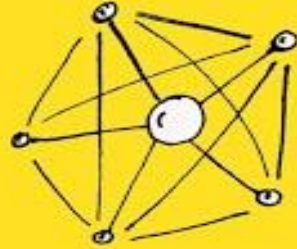


Considerations for Collaboration

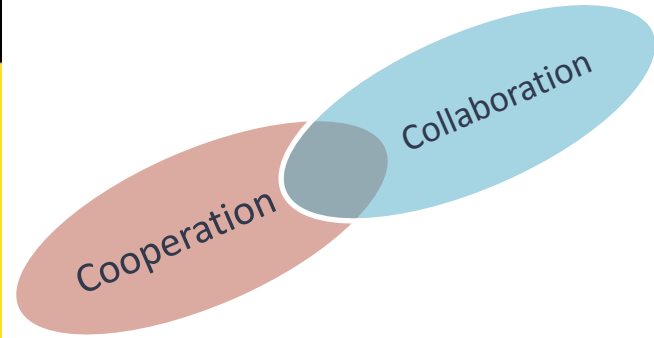


COOPERATION

VERSUS



COLLABORATION



GROUP CHAT

A blue icon representing a group chat, featuring two overlapping speech bubbles with three dots inside, indicating a conversation.

Instructions:

Read: 60 - 61 starting at “Focusing on the Right Work” and answer Questions 4 and 5

LNES PoP and Focus Question Process

Problem of Practice... (PoP)

- *School wide PoP: **Academic Conversations***
- *Instructional Rounds start **September***
- *Data Collection will Drive the next steps*

Focus Questions...

- When identifying a focus question think of the following 3 areas:
 - Questioning, Feedback, Engagement/Accountability



Before the Visit

- Identify the Focus Questions?
 - Submit question to Administration and Coach
 - Due the Wednesday before your instructional round
 - Allow for us to find and communicate with teachers who will be observed.



Day of the Visit...

Materials to Bring

- Laptop
- Printed copies of relevant Noticing Guide and access to the “Littleton Key Instructional Practices Continuum” for debrief
- Descriptive Debrief protocol (We will have this ready for you)
- Positive note card for host teacher (We will have this ready for you)
- Positive note card for host students (We will have this ready for you)
- Post-it/Sticky Notes/Notebook



Day of the Visit...

Classroom Visit Protocol Highlights

- Visits are 20 minutes per classroom
 - Take notes on Noticing Guide/Sticky Notes/Notebook
- Enter and leave as a group
- Minimize disruption to teaching and learning process
- Debrief in meeting room - not in hallway



Lets Practice: Engagement/Accountability



Feedback to Teachers & Students

- Provide *specific* positive feedback
- **Example:**
 - *Your transition routines between activities helped us think about ways we might be more efficient with our own students to maximize learning. Thanks for letting us visit!*
- **NOT:**
 - *Great job! Thanks for letting us visit!*



PLC Descriptive Debrief Protocol: 4-Step Process

- Step 1:
 - Individual Processing
 - Write each piece of data on an individual sticky note
 - Descriptive statements
 - No opinions
- Step 2:
 - Team Processing
 - Read notes aloud to group
 - Place notes on table or on chart paper



PLC Descriptive Debrief Protocol: 4-Step Process

- Step 3:
 - Affinity Map
 - Group evidence in a way that “makes sense” to the group
 - Give each “grouping” a descriptive label
 - Single pieces of evidence can be a “group” and one piece of evidence can be part of more than one group
- Step 4:
 - Whole Group Analysis
 - Engage in discussion/reflection about PoP and Focus Question with support from Littleton Key Instructional Practices Continuum



Team Reflection

- Completed after discussion



Instructional Rounds: Team Reflections

Purpose of the Team Reflection:

Team Reflection will be useful in helping support your ongoing conversations in PLC's. Team Reflections will be reviewed by school leadership to determine areas of ongoing need and support.

Directions:

During the Post-Visit Debrief, select one person to record the team's reflections. Responses will be emailed to this individual who then can share with everyone else for inclusion in your teams PLC files.

Email *

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Self-Reflection

- Needs to be completed by the end of the day Thursday



Instructional Rounds: Self-Reflections

Purpose of the Self-Reflection:

Self-reflections will be useful in helping to support your personal development. Self-reflections may provide you with insight into areas of interest for continuous learning and growth as a professional.

Directions:

After completing the classroom visit, take 3 -5 minutes to record your thoughts and insights below. This will help you to collect personal thoughts and insights prior to team discussion.

Email *

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Data Chats

Each member will speak on their data (CFA's), student work samples, writing samples and CFU's

The focus will be about areas of growth and areas of need and what you are doing about it

The lead will summarize the work of the team and next steps (what growth and improvements should we expect to see next session)





Closure:

As a team identify a focus question and email it to Admin. and coach.

Reachout if any additional questions