

INSTRUCTIONAL ROUNDS

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Dr. Mark Francis, Deputy Associate Superintendent, ADE
Jane Smoudi, Education Program Specialist II, ADE

ROUNDS IS...

- o What have you heard about rounds?
 - Five minutes
- o Discuss at your table and report out
 - Description not to exceed two sentences.



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Overview of Rounds




ROUNDS IS



- A special kind of 'walkthrough',
- A special kind of 'network',
- A special kind of 'improvement strategy'

INTEGRATED INTO ONE PRACTICE



ROUNDS IS...



- Developmental
- Complicated
- Messy

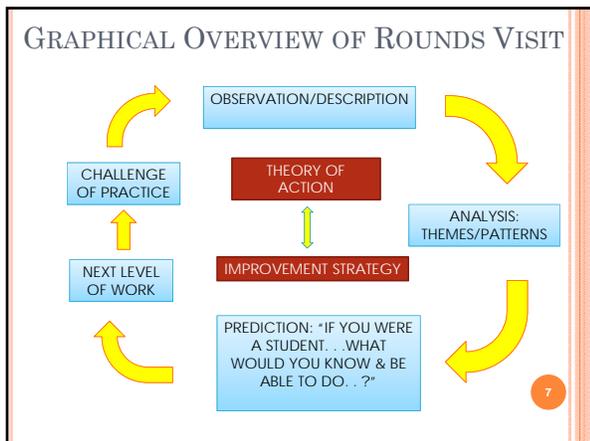


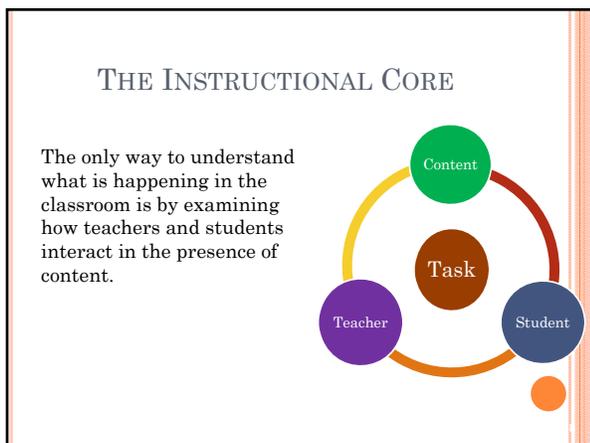


INSTRUCTIONAL ROUNDS

What it is NOT...	What it is...
A program	A practice designed to support an existing improvement strategy at the school or system level
An event	A practice that is iterative and woven into existing improvement processes
An evaluation tool	No assessment of individual teachers or schools Separate the person from the practice; focus on the practice Learn about effective learning and teaching
An implementation check	Rounds focuses on patterns of practice, predicted results, <u>not</u> compliance with directives
Training for supervision	Rounds focuses on collective learning, rather than individual supervisory practice
Passive	A community of practice where we expect to push each other and learn from each other







SEVEN PRINCIPLES OF THE INSTRUCTIONAL CORE

Principle #1: Increases in student learning occur only as a consequence of improvements in the level of content, teachers' knowledge and skill, and student engagement.

Principle #2: If you change one element of the instructional core, you have to change the other two.

Principle #3: If you can't see it in the core, it's not there.

Principle #4: Task predicts performance

Principle #5: The real accountability system is in the tasks that students are asked to do.

Principle #6: We learn to do the work by doing the work.

Principle #7: Description before analysis, analysis before prediction, prediction before evaluation.

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THE FOUR ELEMENTS OF ROUNDS



1. Identify a problem of practice.
2. Observe using descriptive not evaluative terms.
3. Debrief to identify evidence and patterns.
4. Focus on the next level of work.



DISCIPLINE OF OBSERVATION

Learning to See...

- Seeing is a discipline
- It's like a muscle – it gets stronger with repetition
- Foundation of our practice



...UNLEARNING TO JUDGE



“What we take to be true is what we believe. What we believe is based upon our perceptions. What we perceive depends on what we look for. What we look for depends on what we think. What we think depends on what we perceive. What we perceive determines what we believe. What we believe determines what we take to be true. What we take to be true is our reality.”

David Bohm, Physicist



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To children, experience is something that happens to them; to adults, experience is who they are. The implication of this **fact** for adult education is that in any situation in which the participants' experiences are ignored or devalued, adults will perceive this as rejecting not only their experience, but rejecting themselves as persons.

Knowles, M. S., Holton, E. F., & Swanson, R. A. (2005). *The Adult Learner*



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...improvement is more a function of *learning to do the right things* in the setting where you work than it is of what you know when you start to do the work. Improvement at scale is largely a *property of organizations*, not of the pre-existing traits of the individuals who work in them.

Richard Elmore, *Building a New Structure For School Leadership*, 2000



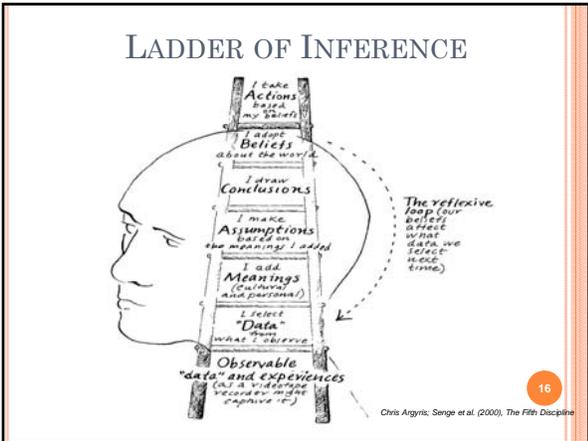
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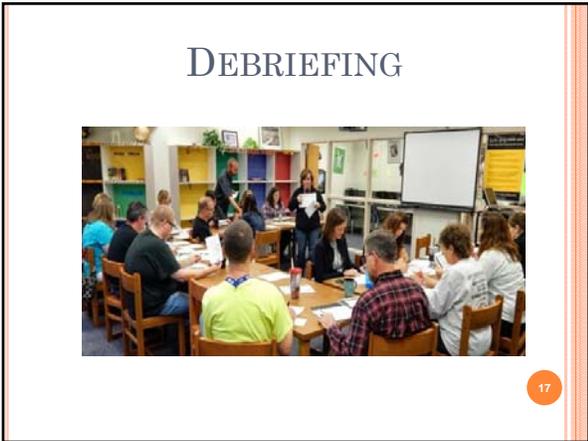
Improvement, then, is change with direction, sustained over time, that moves entire systems, raising the average level of quality and performance while at the same time decreasing the variation among units, and engaging people in analysis and understanding of why some actions seem to work and others don't.

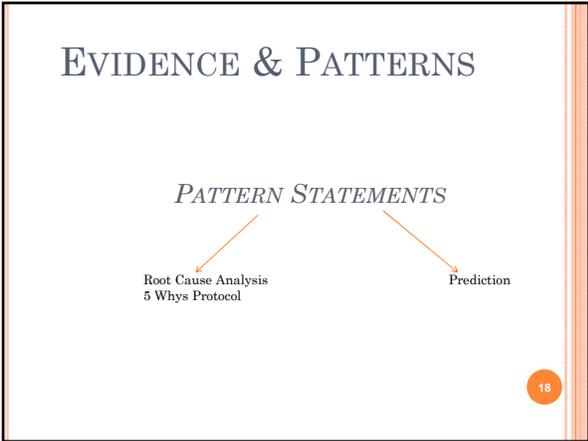
Richard Elmore, *Building a New Structure For School Leadership*, 2000

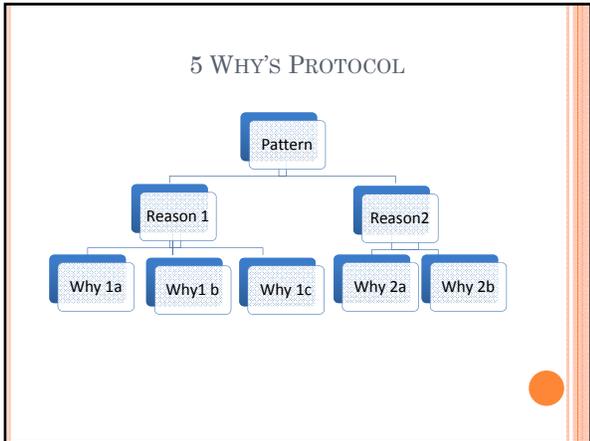


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Predict what students are learning

- TASK PREDICTS PERFORMANCE

If you were a student in this class / school and you did everything the teacher told you to do, what would you know and be able to do?

THE NEXT LEVEL OF WORK

THEORY OF ACTION

“If we do X activity or approach,
then we are likely to get Y outcome”

