Introduction to Instructional Rounds

DR. JONATHAN MOORE

DEPUTY ASSOCIATE SUPERINTENDENT OF K-12 ACADEMIC STANDARDS, ARIZONA DEPARTMENT OF EDUCATION

PAM BETTEN

CHIEF ACADEMIC OFFICER, SUNNYSIDE UNIFIED SCHOOL DISTRICT

Learning Targets

✓ Describe the "why" of Instructional Rounds

✓ Describe 2 of the 4 key features of Instructional Rounds

Data, Evidence and Everything Else

▪ Take a moment to jot down all the ways in which you collect evidence related to classroom instruction, both formal and informal

▪ Turn to partner and share, what methods do you have in common, what methods are different?


GoObserve

Checklist Example

▪ The teacher stamps, initials, or checks every time the student demonstrates a required behavior such as uses English in class with peers, stays on task when asked to, makes an entry in the reading log, shares resources, etc.

|	s 1	s 2
Uses English with peers	✔	
Stays on task	✔	✔
Weekly entry in the reading log		✔
Shares resources		

Instructional Rounds Defined
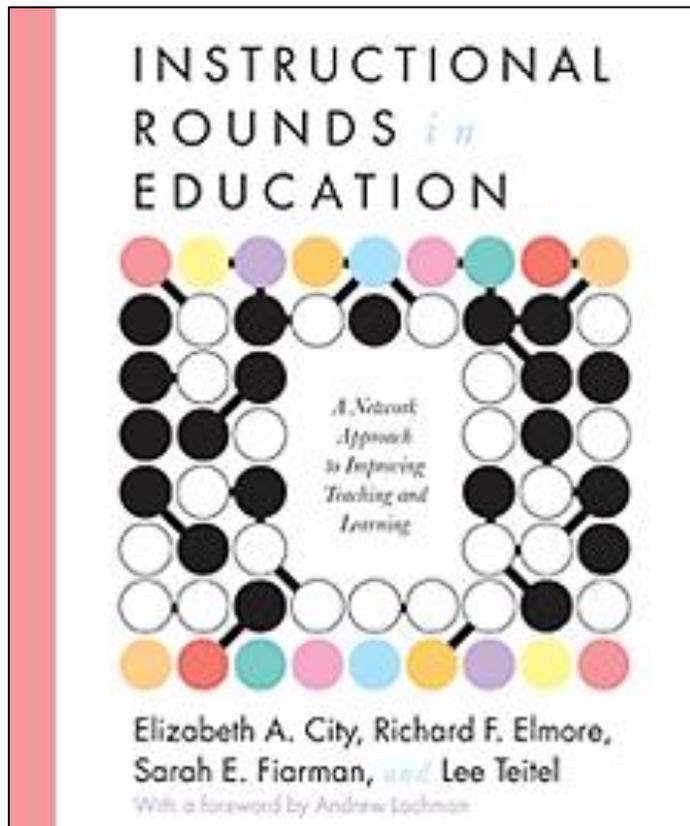
Instructional Rounds is the practice of educators:
- Closely examining what is happening in classrooms
- Looking to understand patterns and trends, and then
- Working collaboratively and systematically to identify ways to improve the quality of teaching and learning for all students.

It is derived from the long-standing medical rounds process used for induction and professional learning within teaching hospitals.

# Instructional Rounds Process
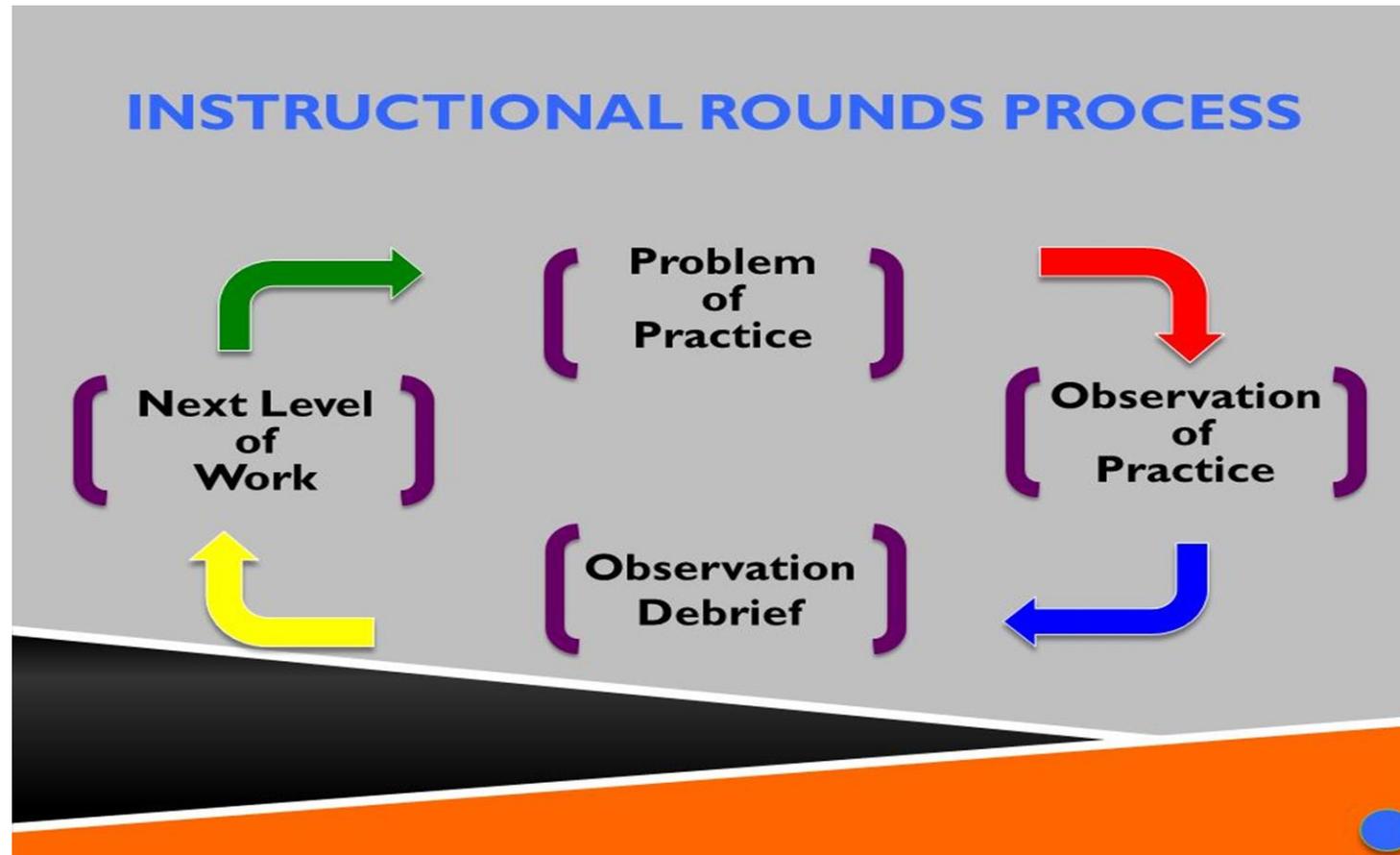
Instructional Rounds Inspiration

o Based on the model of medical rounds

o Good practice is highly *contextualized*

o **In what ways if any, does this model translate into education?**

Core Assumptions of Classroom Observations

- **Teaching and learning is a complex and evidence-rich system**

- There is **vast room for improvement within the instructional core**, even in our most "effective" schools

- **Evidence of practice is critical** for helping improve practice

- **Careful, disciplined observation** of teaching and learning can reveal **patterns and trends**

- Understanding these patterns and trends can help **identify paths forward for improvement**

- **More eyes are better given the complexity of the classroom system**

- *Which if any of these Core Assumptions resonates with your practice and experience?*

The Instructional Core
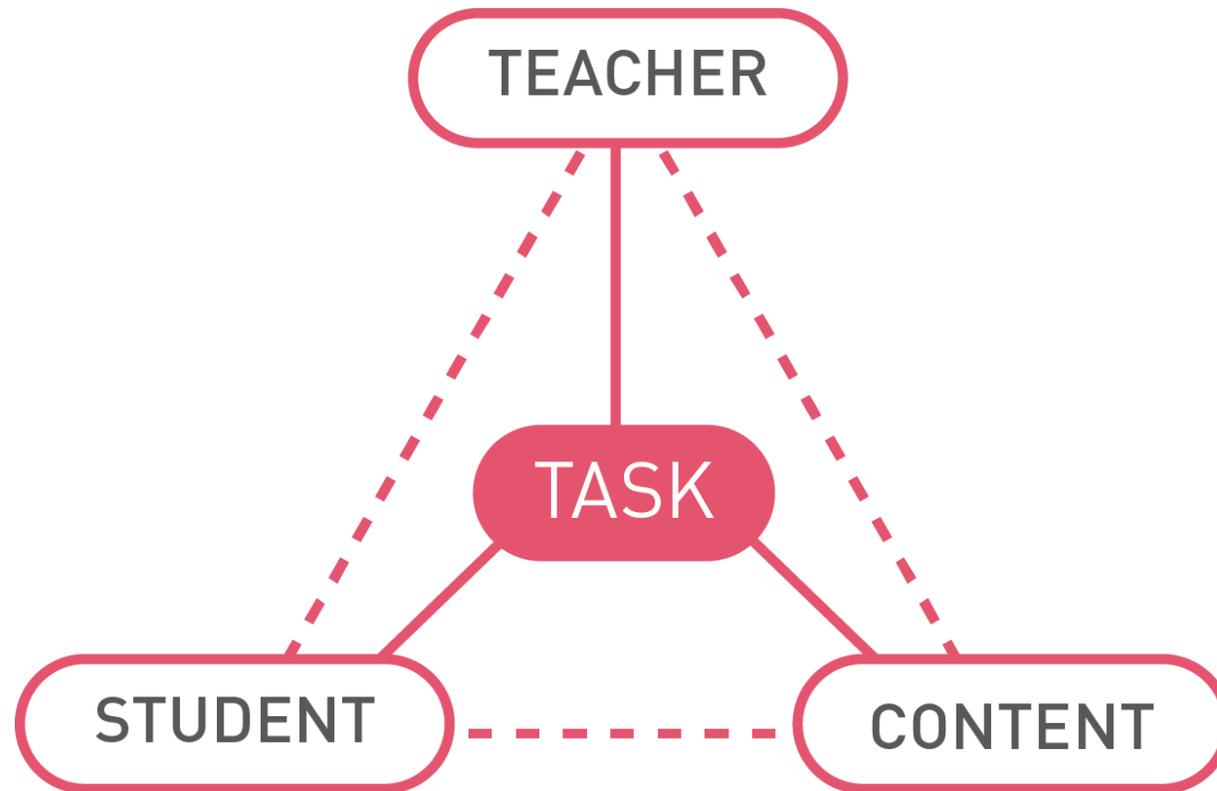
The Instructional Core: The Questions
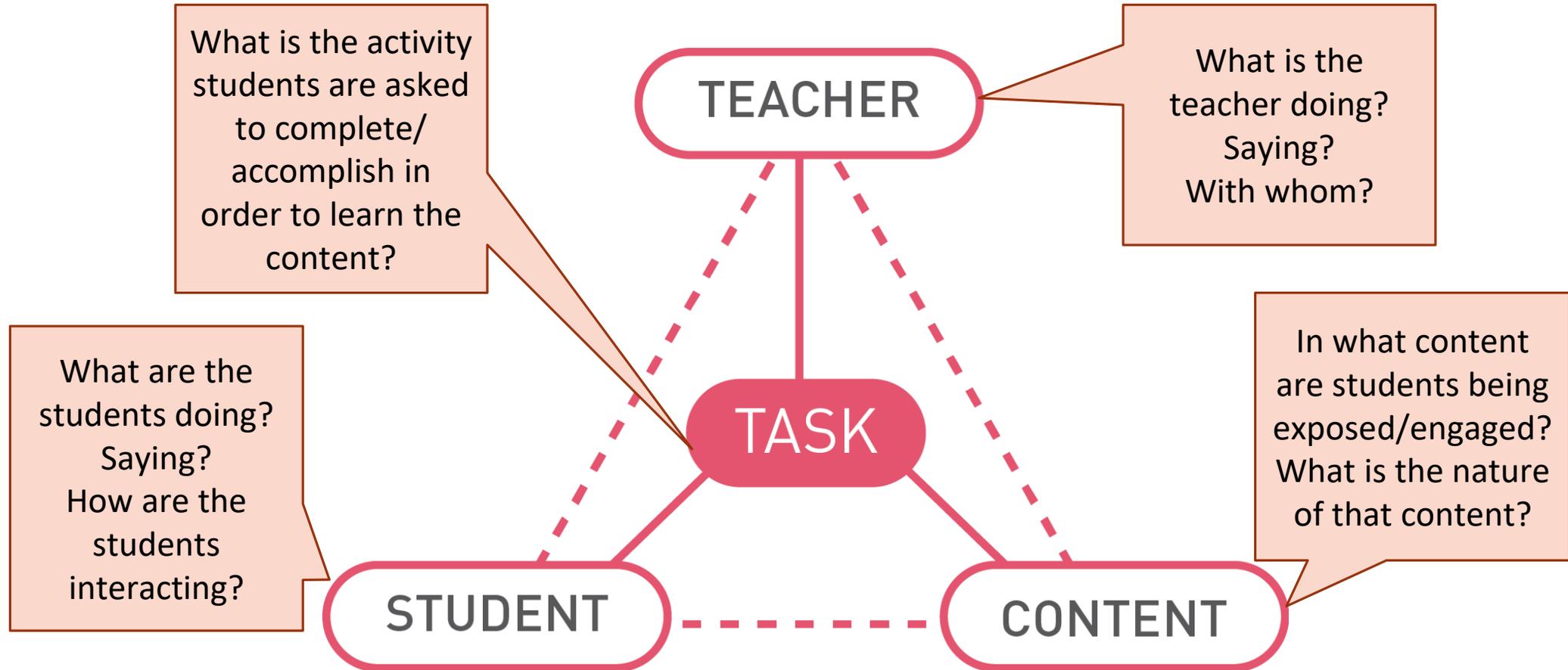
Two Keys for Rounds Observations
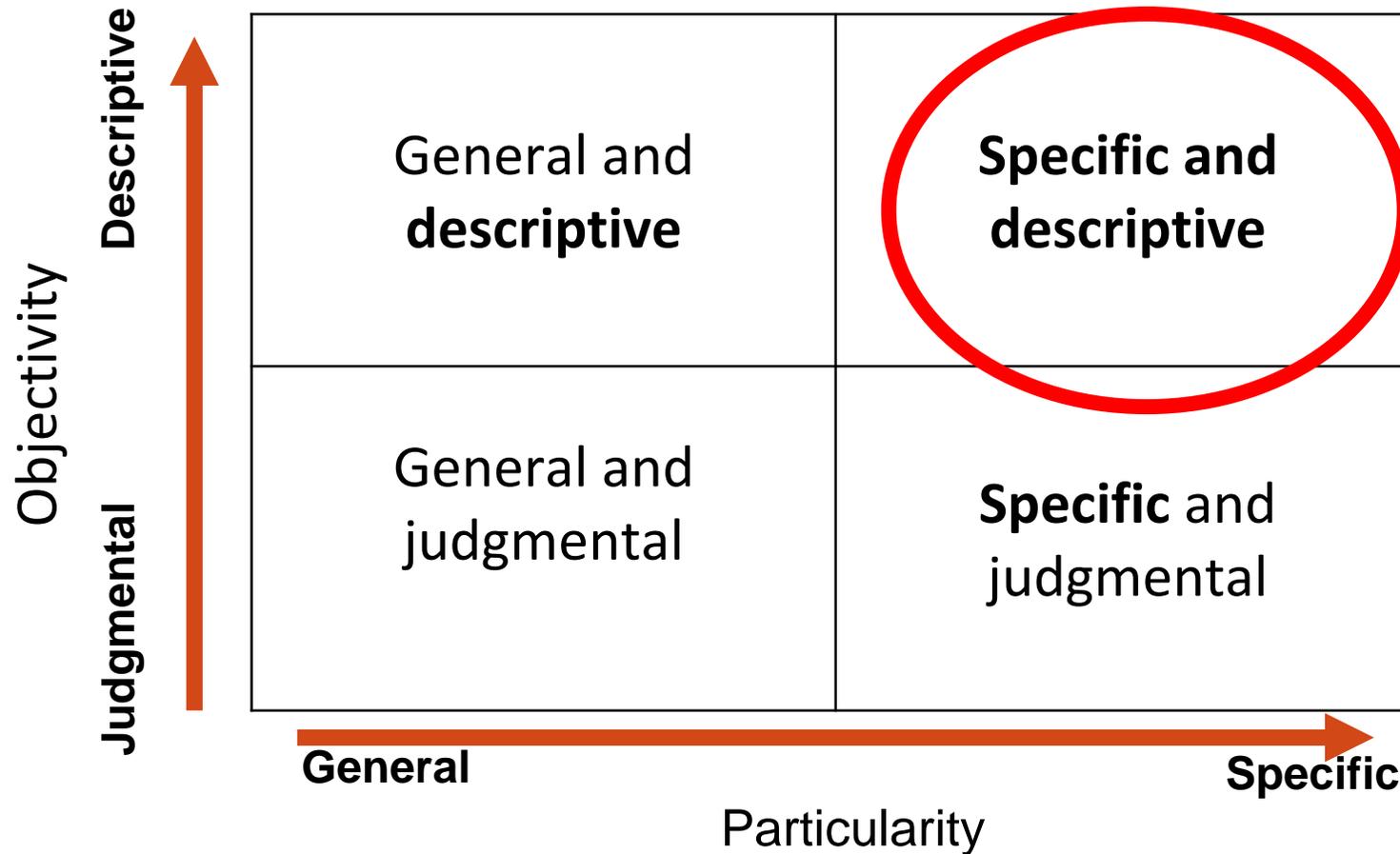
Source: Adapted from *Learning Walkthrough Guide*, MA Dept. of Elementary &Secondary Education

The Ladder of Inference

The typical risk in this work lies here

The discipline is about staying in the data longer before adding meaning
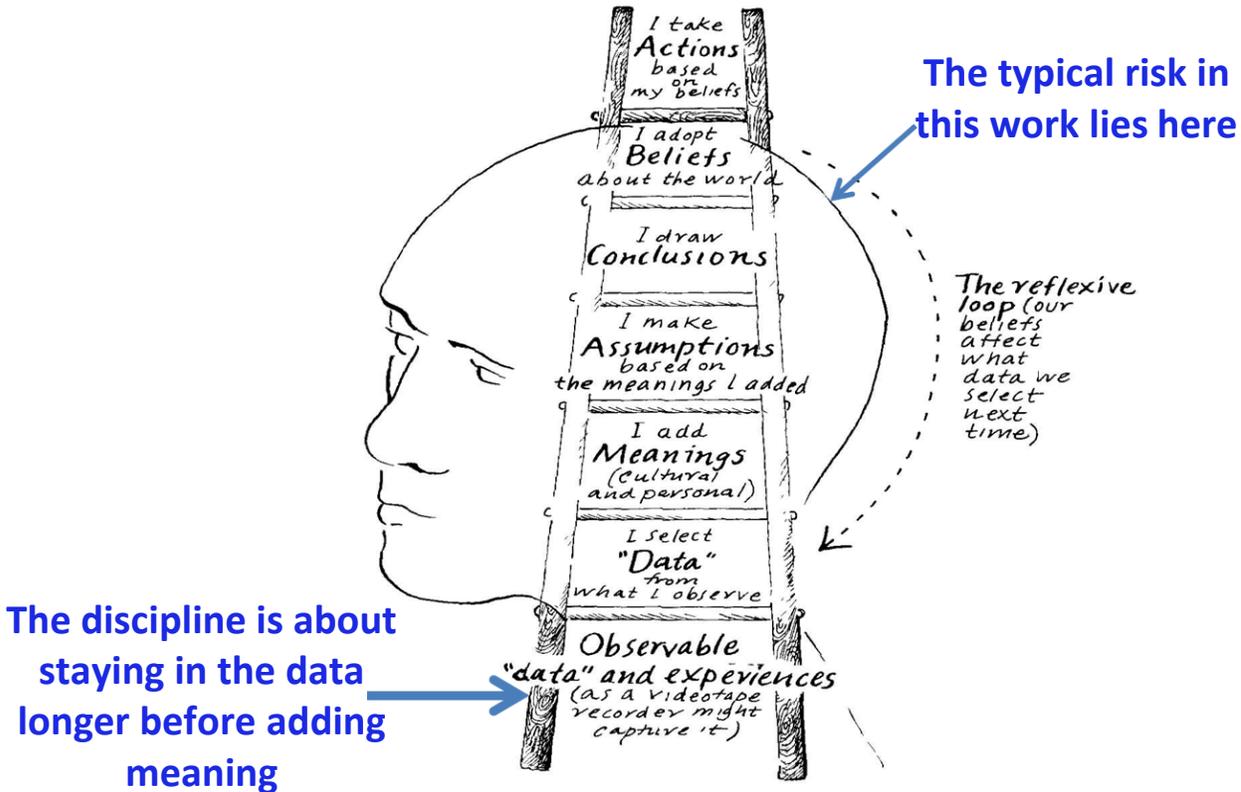
o In school leadership, we are conditioned to jump from observation immediately to evaluation

o The rounds process asks us to break this habit through the **Ladder of Inference**:

  o *Description before analysis*

  o *Analysis before prediction*

  o *Prediction before evaluation*

Observation Notes

|	
Teacher: What is the teacher doing? Saying? With whom?	**What are 4-5 important pieces of evidence that can be gathered to capture this element?**
Student: What are the students doing? Saying? How are the students interacting?	**What are 4-5 important pieces of evidence that can be gathered to capture this element?**
Content: In what content are students being exposed/engaged? What is the nature of that content?	**What are 4-5 important pieces of evidence that can be gathered to capture this element?**
Task: What is the activity students are asked to complete/ accomplish in order to learn the content?	**What are 4-5 important pieces of evidence that can be gathered to capture this element?**

Instructional Rounds Process
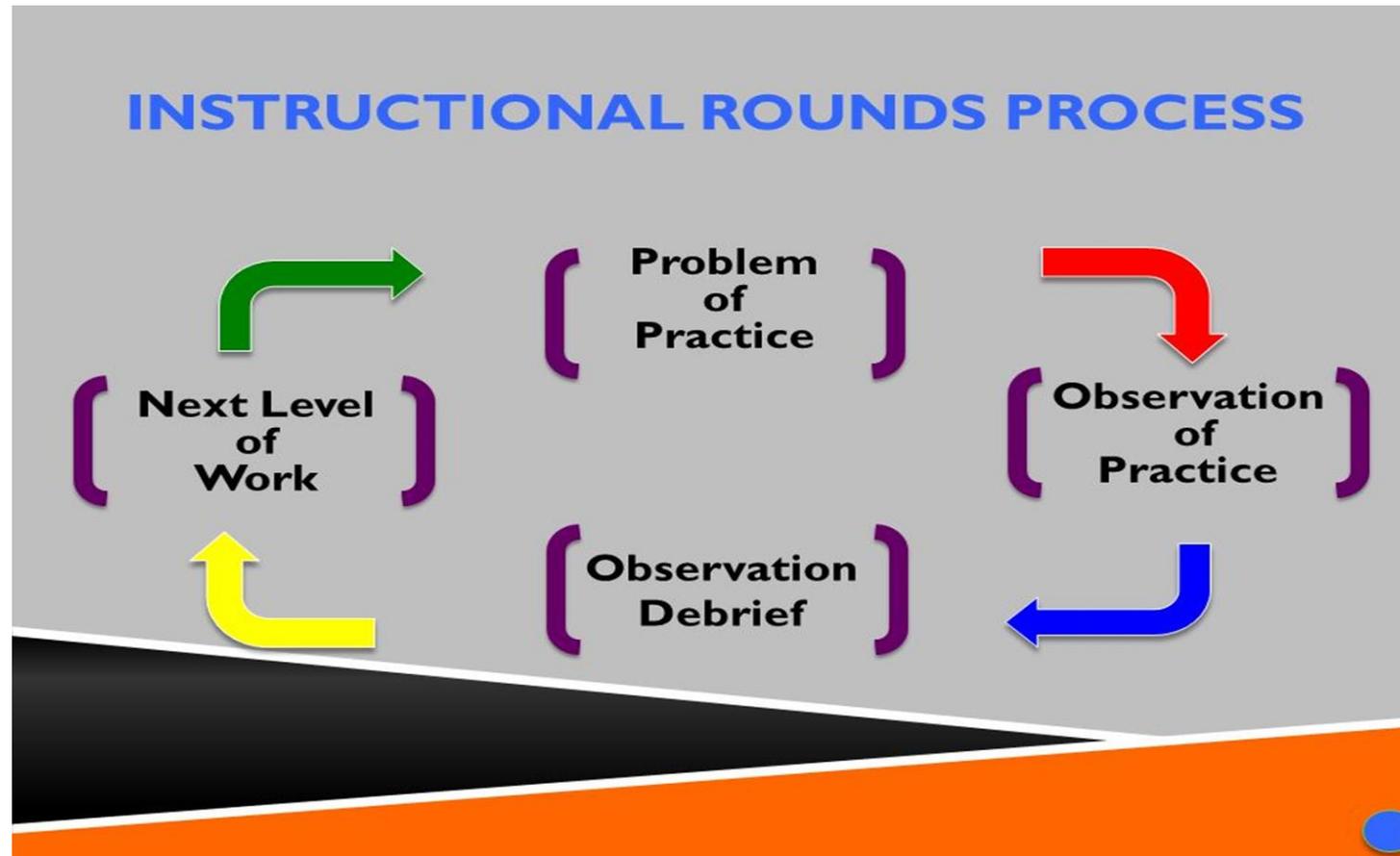
Problem of Practice

1. Focuses on the **Instructional Core**; the interaction of students, teacher, and content

2. Is directly **observable**

3. Is **actionable**; within the school or district's control and can improved in real time

4. Connects to a **broader strategy of improvement**

5. Is **high-leverage**; if acted upon, it would make a significant difference for student learning

Sample Problem of Practice

PoP: Students struggle to acquire and demonstrate conceptual understanding of foundational math constructs within the Arizona Mathematics Standards.

FQ1: To what extent are students demonstrating critical thinking toward the intended instructional outcome?

FQ2: When students are demonstrating more critical thinking and conceptual understanding of math, what were the preconditions and teacher moves?

Communicating this at your site

Given what you know about your staff and colleagues, how would you introduce the idea of doing rounds?

Instructional Rounds in Practice

Pam Betten

Chief Academic Officer

Sunnyside...

❑**Problem of Practice**

❑**Method of Observation of Practice**

❑**Method of Observation Debrief**

❑**Next Level of Work**

Reflection on Community

Community isn't always synonymous with warmth and harmony. Politeness is often a veneer for understanding, when in reality it masks uncovered territory…It is important to remind ourselves that real community is forged out of struggle. This is the crucible from which a real community grows.

- Linda Christensen

SUSD Coherence Framework

CULTURE

STRUCTURE

STAKEHOLDERS

SYSTEMS

RESOURCES

IMPROVEMENT SCIENCE • DISPOSITIONS FOR EQUITY • VISIBLE LEARNING

THEORY OF ACTION

STUDENT AGENCY

STUDENT

TEACHER

CONTENT

Regulations and Statutes • Contracts • Funding • Politics

ENVIRONMENT

EduCology2017
Leadership Conference

SUNNYSIDE Unified School District
EVERY CHILD College & Career Ready
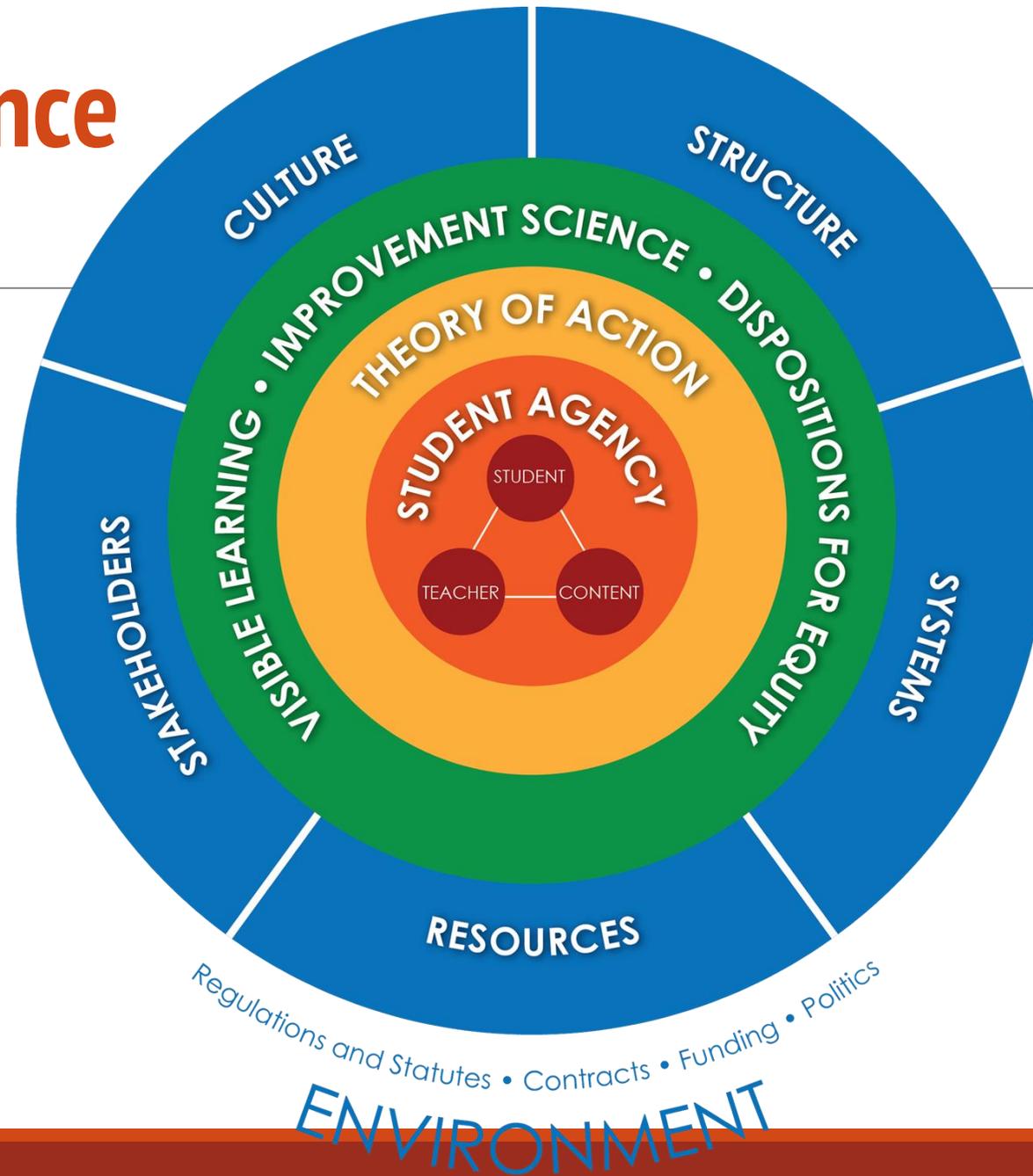
Learning to See, Unlearning to Judge

- The discipline of description is the core practice on which rounds are based are counterintuitive for most educators.
- Description means the evidence of what you see - not what you think about what you see.
- Administrators often have to unlearn their well-honed skill of deciding rather quickly what a teacher needs to work on and instead look with fresh eyes to see what is actually happening.

Norm Setting

Teams benefit not only from clarity regarding the purpose of their collaboration, but also from clarity regarding what is expected of each member.

Teams increase their likelihood of performing at high levels when they clarify their expectations of one another regarding procedures, responsibilities, and relationships.

Network Members

- Network 1: Principal Cadre
- Network 2: Assistant Principal and ABSS Cadre
- Network 3: Instructional Coach Cadre
- Facilitator/Network: Curriculum & Instruction Team

Principal Cadres

Principal Cadre Groups			
1	2	3	4
Desert View	STAR	Sunnyside H.S.	Desert View FA
Lauffer	Sierra	Apollo	Challenger
Craycroft	Drexel	Gallego Int.	Elvira
Gallego Primary	Ocotillo	Los Niños	Esperanza
Rivera	Summit View	Mission Manor	Santa Clara
Los Amigos	Liberty		

Problem of Practice

Our students do not have clarity around the learning intention or core learning of each lesson and subsequently lack clarity on how to know if they have achieved the intended learning.

Focus: Formative Assessment

Focus Questions were developed around components of FA
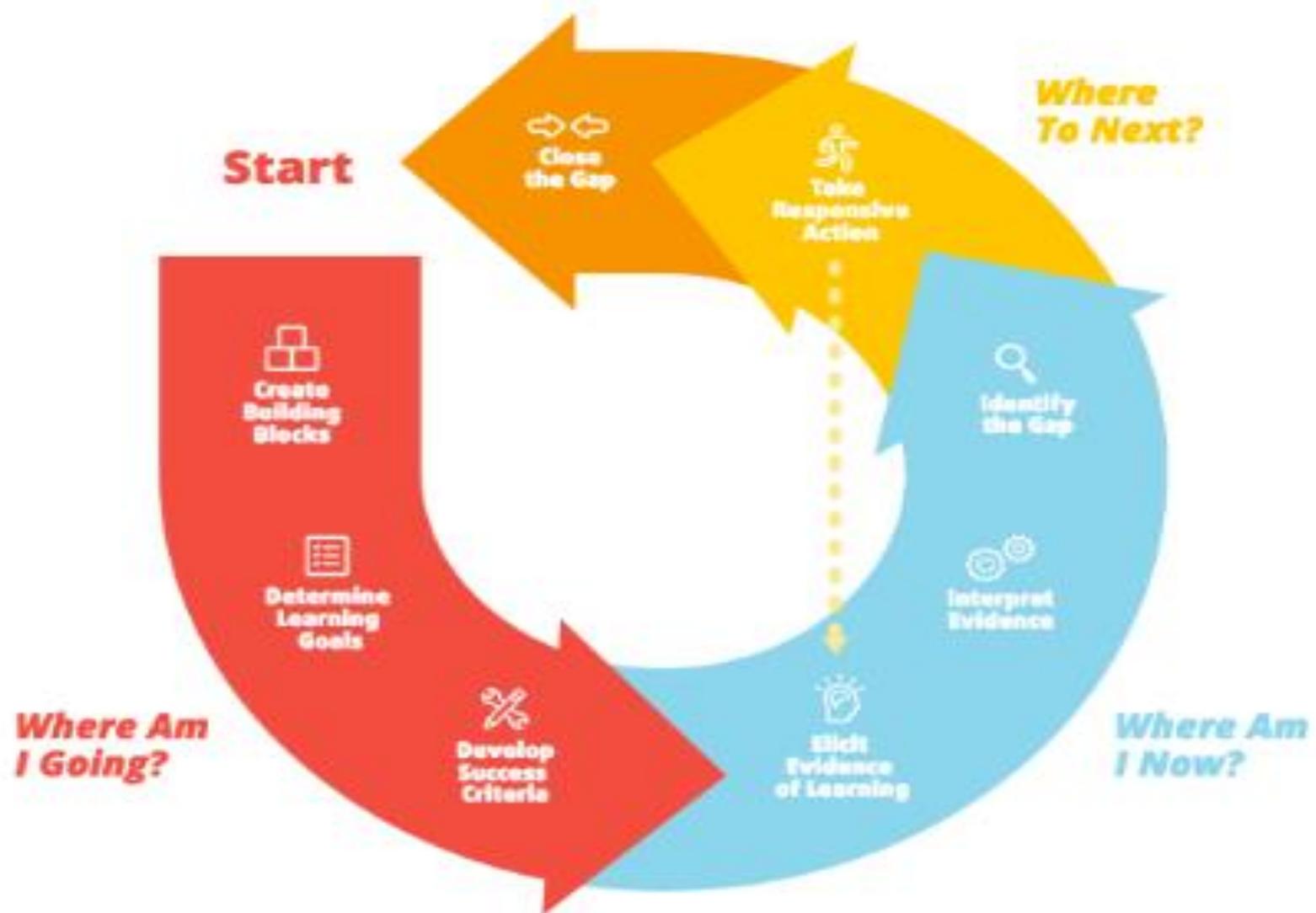
Method of Observation of Practice

Intentional Focus for Deep Learning

- Revisit Problem of Practice and Identify Focus Questions
- Determine Learning Intention and Success Criteria
- Monthly Principal's Meeting focused on 90 - 120 minutes of professional learning around FA concept and identified Focus Questions
- Instructional Round gathering evidence around Focus Questions

Principal's Meeting

11/9/17

Revised 2017 Definition

Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes, and support students to become more self-directed learners.

Effective use of the formative assessment process requires students and teachers to integrate the following practices in a collaborative and respectful classroom environment:

- Clarifying learning targets within a broader progression of learning;

- Eliciting and analyzing evidence of student understanding;

- Engaging in self-assessment, self-reflection, and peer assessment;

- Providing actionable feedback; and

- Using evidence and feedback to move learning forward by adjusting learning strategies or next instructional steps.

Formative Assessment is not…

a test, assessment, or quiz given at the end of a learning period, but an ongoing process of collecting evidence of student learning during instruction to inform next steps in teaching and learning while there is still an opportunity to influence learning. Identifying areas of need at the end of a unit may influence subsequent instruction, but it is not the heart of formative assessment.
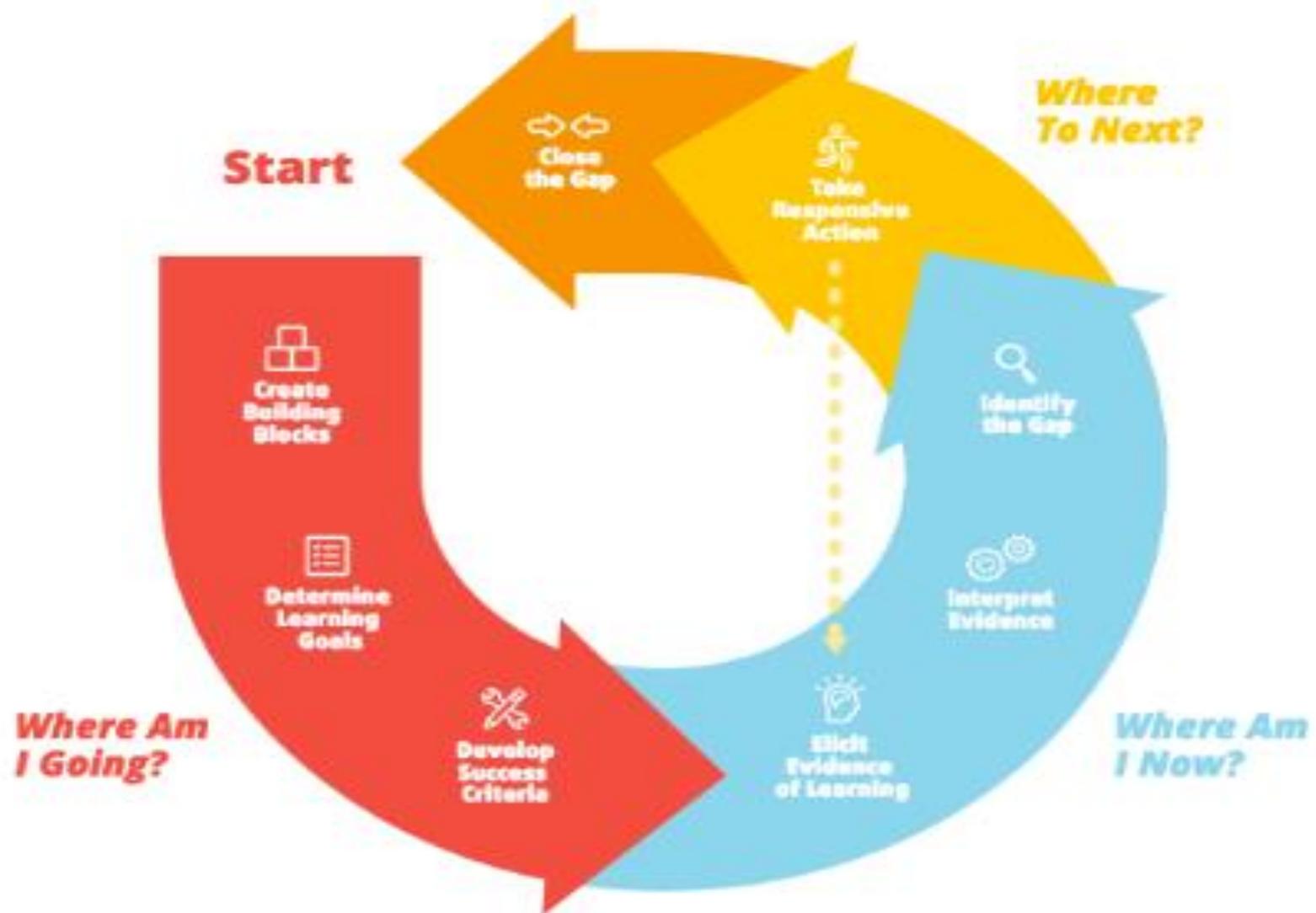
What is our Intended Learning?

Learning Intention: Understanding the interrelationship between the intended learning and the evidence elicited and collected ; and how this analysis speaks to clarity of learning for students.

Success Criteria:Dialogue about the interrelationship of intended learning and success criteria with eliciting evidence

Determine ways to leverage existing evidence gathering routines to interact with success criteria.

FQ1: How is the teacher eliciting evidence of the learning? What are the instructional moves that the teacher is making?
FQ2: What do you notice about the relationship between LI and SC and the evidence being elicited?
FQ3: Are you seeing any evidence of the "evidence rhythm"   (elicit-interpret-use)

Eliciting Formative Evidence

Where am I going?   Learning Intentions and Success Criteria clarify learning outcomes.

Where am I now? Eliciting and interpreting evidence "on the fly".
Once teachers have evidence, they interpret it in relation to the success criteria to determine current understandings, skills or misconceptions.
It is through this interpretation they make decisions about next steps in learning.
The purpose of interpreting evidence is to identify the gap.

3 - beat "evidence rhythm" = elicit-interpret-use   elicit-interpret-use

Principal's Meeting

12/11/17

What is our Intended Learning?

Learning Intention: Deepen understanding of the complexity of "task predicts performance" (eliciting and interpreting evidence).

Success Criteria: Identify and analyze complexities surfaced through deeper reflection of evidence gathering.

FQ1: What is the clarity for students around the "transferable learning"?
FQ2: How do the questions/tasks, strategies and structures impact the learning?
FQ3: What is the prediction of "performance" based on the planned elicitation of evidence?

Logistics of Cadre Walks

- Monthly Rounds
- Every site hosts over the year
- Classroom selection is varied and random
- Principal gives a brief introduction of site - that's it!
- Walk classrooms for 2 - 3 hours (conversations with students always)
- Facilitator probes with guiding questions to hold the focus on the identified element for the Round
- "Hallway debriefs" became powerful ways to notice the calibration of the cadre

Method of Observation Debrief

Instructional Rounds Debrief - Cadre Groups

PROBLEM OF PRACTICE: Our students do not have clarity around the intended or core learning of each lesson and subsequently lack clarity on how to know they have achieved the intended learning.

Focus Questions: (vary each Round)

Comb through your evidence and talk about trends and patterns that you saw in your rounds and what evidence led you there.

- ◦ **REMEMBER that you are talking about trends that relate to the problem of practice only, not strategies, management, what could have been done, etc.**

Chart your observations/evidence to share out

Talk through the conversations for the visited site could be with teachers and staff

Instructional Rounds Debrief - Whole Group

- Cadre Groups share their observations
- What are the trends/patterns that are developing? Where are we seeing variability? What are the conversations at the site?
- What is the level of calibration of your cadre?
- How will your thinking change as you prepare for the next set of Rounds?

C & I Debrief

- Facilitators from Cadres met and reflected on each Round
- Based on conversations around the evidence from the Round itself as well as from the Debrief, the next professional learning focus was determined
- Deep dialogue around the calibration of the C&I Team became more critical
- End of year review to determine next steps in the Round work for SY 18-19

Next Level of the Work

What's Next…

- Continue calibration
- Deeper focus on Feedback Loop and Agency
- Ready for moving from evidence to action in "Round" site
- Differentiation of cadres
- Distributive facilitation
- Deepen the work with other cadres (AP/IC/ABSS)
- Continue to refine Debrief processes

Instructional Rounds In Review

➢ A Learning Community

➢ Teacher Evaluation

➢ An Instructional Audit

➢ A Method to Analyze Student Learning

➢ A Walkthrough

➢ An exercise in staff supervision

➢ A way to objectively improve teaching and learning

➢ A way to document underperforming teachers

➢ A way to highlight teacher efficacy

➢ A way to build culture

➢ A formal protocol

➢ A component of a comprehensive school strategy

Instructional Rounds In Review

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Closure

What is one way in which the knowledge acquired from this session will have an impact on your practice?