

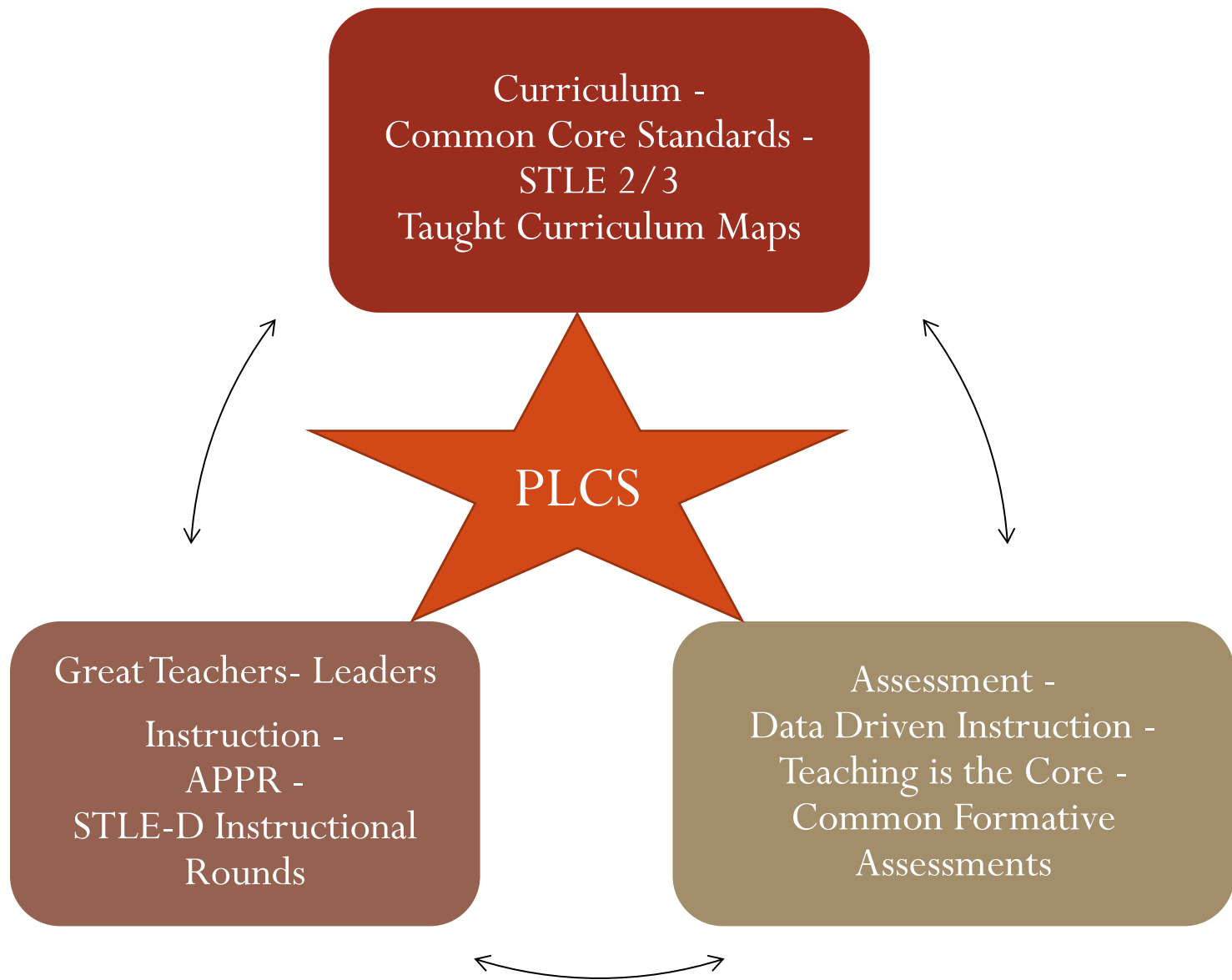
Regional Initiative Updates

Instructional Rounds: A Process for School Improvement

Principal's Meetings
January 22 and 23, 2015

School Improvement: 2014-15 and beyond

Overview of Current Initiative(s)



Professional Learning Communities

Guiding Questions:

- What do we expect our students to learn?
- How will we know they are learning?
- How will we respond when they don't learn?
- How will we respond if they already know it?

STLE Update

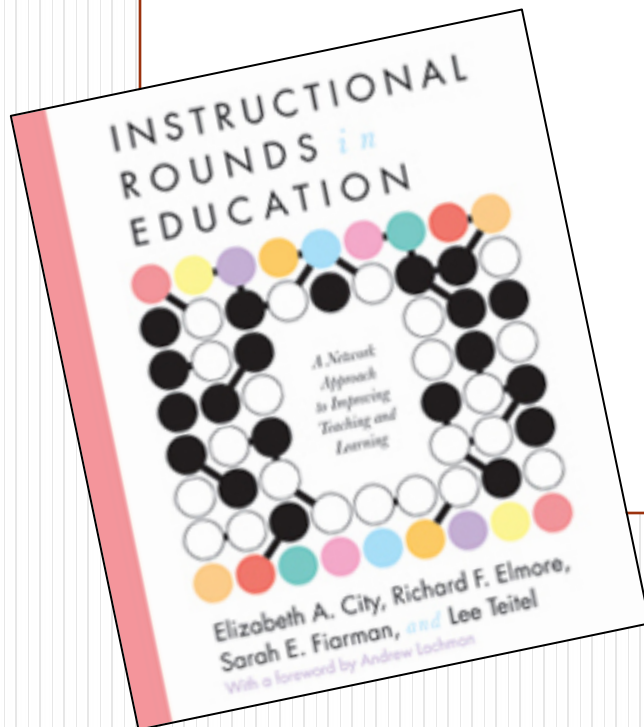
- STLE
 - Taught Curriculum Maps
 - PLCs
- TItC
 - Assessment Audit
 - Common Formative Assessments Based on Taught Curriculum Map Prioritized Learning Targets

STLE - D

- Professional Development for Principals
 - How Can Building Leaders Support PLCs?
 - Building a Culture of Distributed Leadership
 - Instructional Rounds
- Partnership with St. Lawrence University
 - Principal Academy – Experienced, novice and aspiring principals
 - Focus on Instructional Rounds Process for School Improvement

Instructional Rounds

A professional practice for improving
teaching and learning



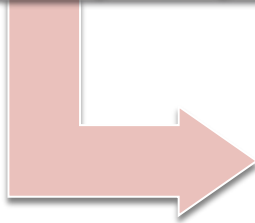
Why Instructional Rounds?

We want to develop a regional learning process that empowers teachers and principals to develop a common understanding, language, and expertise focused on good teaching to best promote student learning.

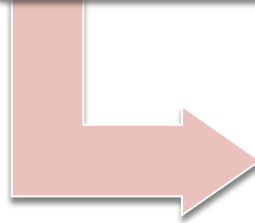


Instructional Rounds: Our Vision

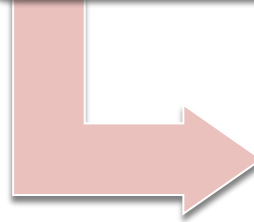
Pilot Group #1 –
NYSCOSS/LEAF
Grant
Parishville-Hopkinton,
Hammond,
Ogdensburg



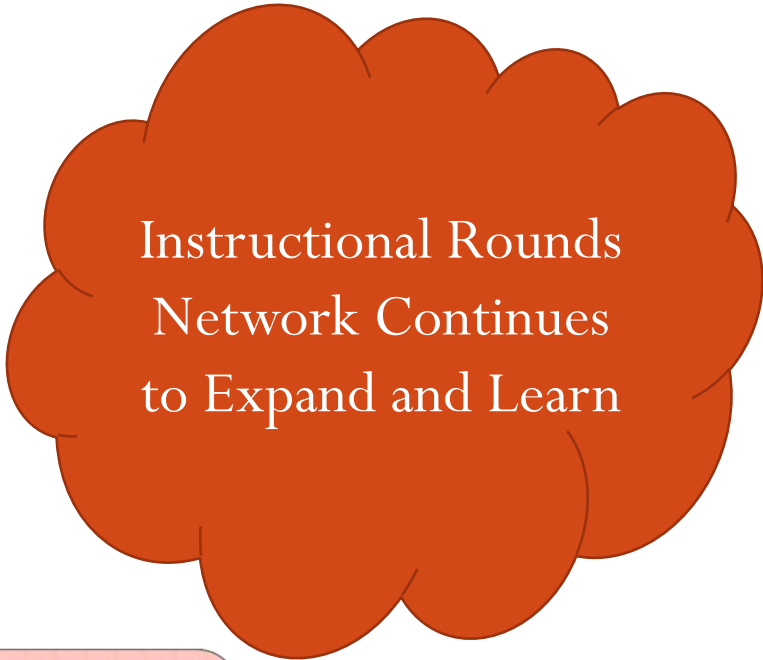
Pilot Group #2
(Original Districts +
Harvard Participants)
Brasher Falls, Potsdam,
Heuvelton, Lisbon



Additional SLL
BOCES Participants
(Following Summer
2015 Principals'
Academy)



Other Regions?



Instructional Rounds
Network Continues
to Expand and Learn

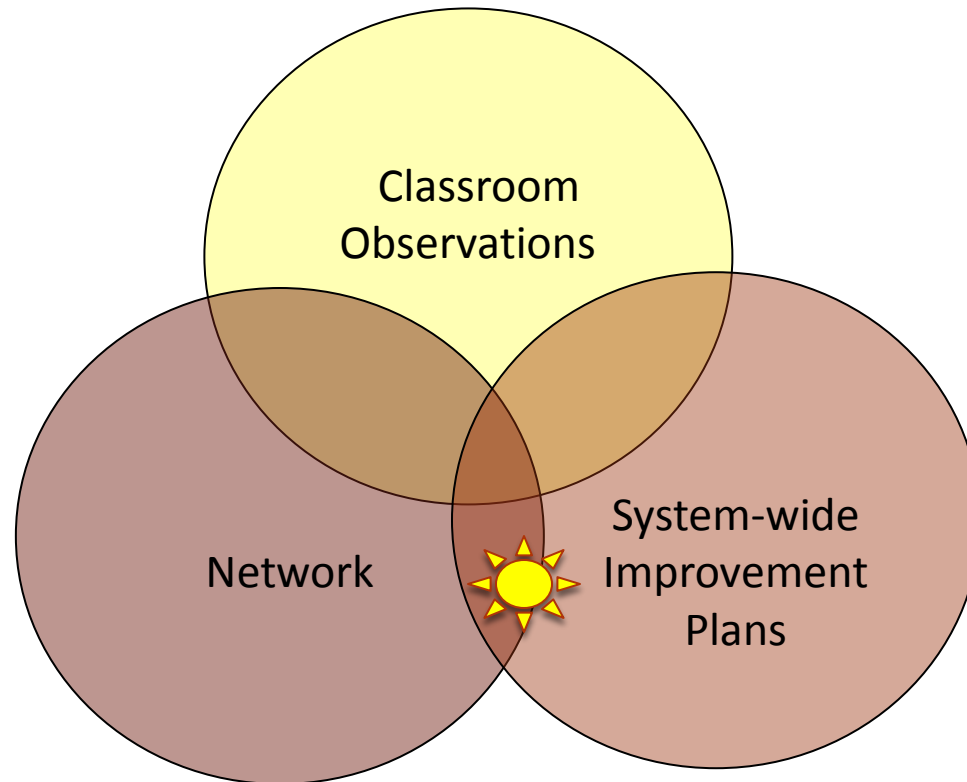


Joann Chambers - Potsdam
Dr. Bill Collins – SLU
Jesse Coburn – Heuvelton
Tracy Davison – Brasher Falls
Jill Farrand - BOCES
Pat Farrand - Lisbon
Dr. Jennifer French – BOCES
Kevin Kendall – Ogdensburg
Brooke Reid - Parishville
Andrew Rudd - Coordinator



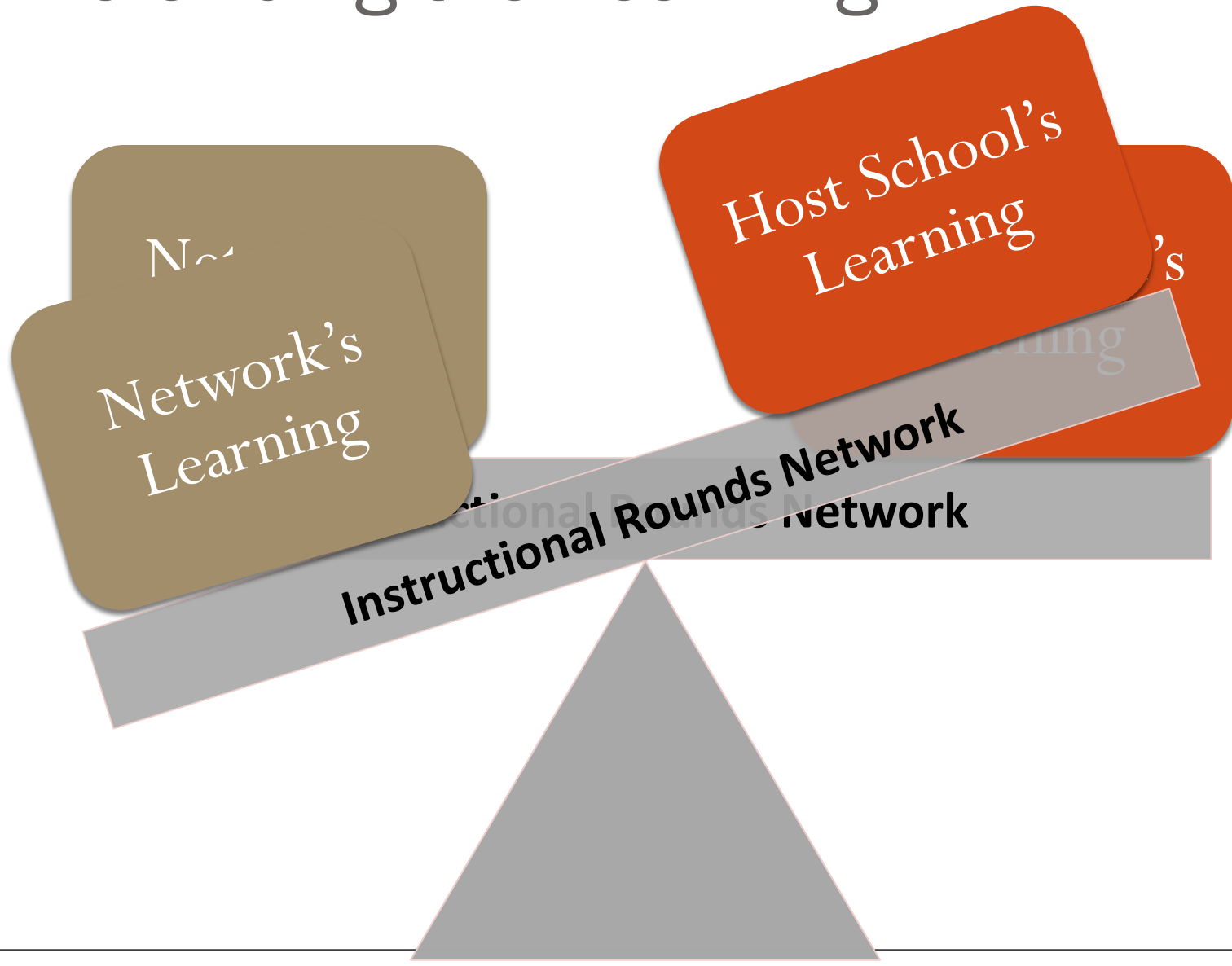
Instructional Rounds

A Learning Process



Instructional Rounds is a process in which participants identify the learning processes that actually work and then work together to help spread the use of them.

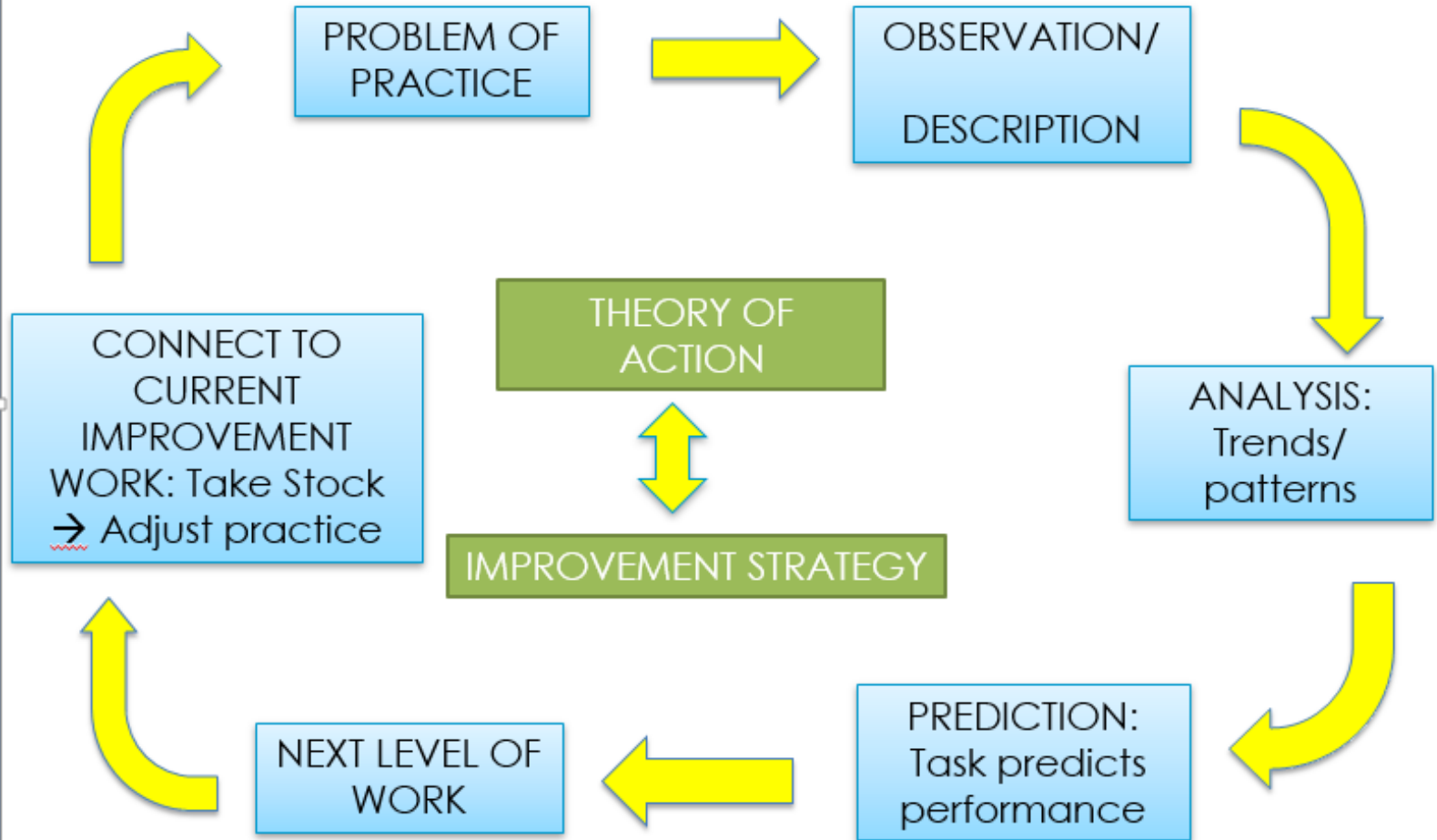
Balancing the Learning



Rounds

What it is NOT...	What it <i>is</i> ...
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	<u>No</u> 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

Graphical Overview of Rounds



The Problem of Practice

The problem of practice comes from the school. It is based on or uses data, involves key stakeholders, and involves iterative, collaborative inquiry. “Where are we stuck?”

The Problem of Practice is.....

- Related to the **Instructional Core** (teacher, student, content)
- **Actionable** (Not “We have too many required assessments.”)
- **Observable** (Not planning, grading, family engagement)
- **High-leverage**
- **Connected** to a systemic issue
- **Something the school cares about**



Observation of Practice

Collect data that is:

- Descriptive not evaluative- just the facts; no judgment!
- Specific
- About instructional core
- Related to problem of practice



Objectivity/Specificity Matrix

Judgmental



Objectivity



Descriptive

Specific and Judgmental <i>"The teacher read from the book, <i>The Giver</i>, which was not of the appropriate level for this class."</i>	General and Judgmental <i>"There was too much time on discussion, and not enough time spent on individual work."</i>
Specific and Descriptive <i>"Student 1 asked Student 2, 'What are we supposed to write about.' Student 2 1 said, 'I don't know.'"</i>	General and Descriptive <i>"Students followed directions in the text to make their circuit boards."</i>

Specific



Specificity



General

Post-Observation

- 
- “Tune” data

- 
- Identify Patterns

- 
- Develop Predictions

- 
- Root Cause Analysis (Post-Visit Meeting)

- 
- Plan for the Next Level of Work (Post-Visit Meeting)

Post-Visit Meeting with District

Time to make Next Level of Work Suggestions

Develop a learning plan that is working toward shifting this pattern of practice.

- **WHY** do you believe this pattern exists? (*root cause analysis*)
- **WHAT** adult learning would you focus on next at the school level? System level? (*developmental view*)
- **HOW** would you support that learning? (*Organizational context, Teachers learn best when...*)
 - (next week, next month, next year)

Instructional Rounds

Frequently Asked Questions

Is this mandatory? Does our school have to participate? Does every teacher have to participate?

Will this be used in my evaluation?

Is this another initiative? Don't we have enough going on right now?

Can I learn more about Instructional Rounds before I decide?

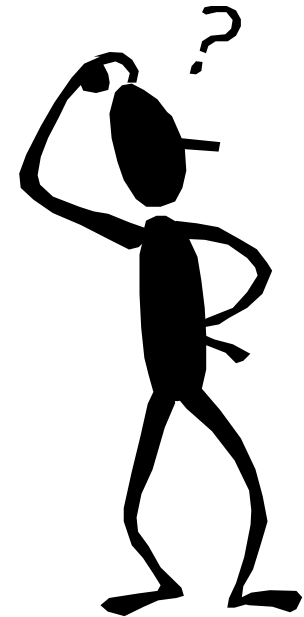
The Problem of Practice

What are we seeing in classrooms that feels like a challenge for our school?

What is the struggle for teachers?

What is the struggle for students?

And what is the connection?



The Problem of Practice Includes.....

Context – relevant data and information about the school’s improvement process

An actual problem or “stuck point”

Students are stuck with

Teachers are stuck with

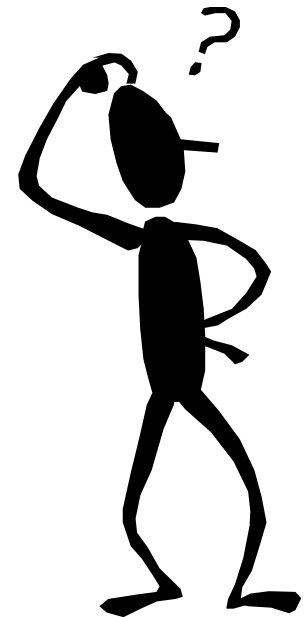
And how are they connected?

Focus Question(s)

Help observers know what to look for

Descriptive (not analytic) questions

What slice of data will help the school to better understand their problem of practice and make progress in their improvement process?



Problem of Practice - Examples

“Our students are good at making surface level connections that do not extend their thinking/understanding and when engaging in oral conversations led by teachers they can use these connections to make meaning (with lots of oral prompts).

Students are struggling to independently make and express deeper level connections and articulate how these connections enable them to better understand the text. Teachers are struggling to structure the task that enables students to do this independently.”

Problem of Practice - Examples

“We have noted that in some cases, particularly as we move up through the grades, the gap of students’ understanding is extremely wide. Teachers are spending a great deal of time each day supporting students who struggle during instruction. As a result, these students who struggle have grown dependent on adult support. Our challenge is to increase student capacity to independently persist with challenging material even when student understanding is minimal. Teachers feel responsible for engaging and supporting all levels of learners. However, we are struggling with striking a balance between teacher-supported learning and allowing for a productive struggle for students.”

Problem of Practice - Examples

“After analyzing data from our state assessments, we identified several questions that targeted the achievement gap between the special education students and regular education students. Are all students engaged in higher order thinking, are teachers checking for understanding consistently in every classroom, and are the classrooms ‘student centered’ or is the teacher doing most of the talking and thinking?”

Problem of Practice (Today)

- 1. Using the post-it notes on your table, jot down 2-3 possible instructional areas in which you sometimes feel “stuck.” (No talking)*
- 2. Share your post-it notes with those at your table and see if you notice any patterns emerge. Stick together similar post-it notes.*
- 3. Place your post-it notes on the chart paper in groupings that make sense. (One big idea per paper).*

Problem of Practice (Next Step)

Building Planning Team Meeting

Google Doc

February Faculty Meeting

