

Navigating Public Education


Welcome


Instructional Rounds: Improving Professional Practice
 Dr. William Collins, St. Lawrence University
 Dr. Jennifer French, SLL BOCES

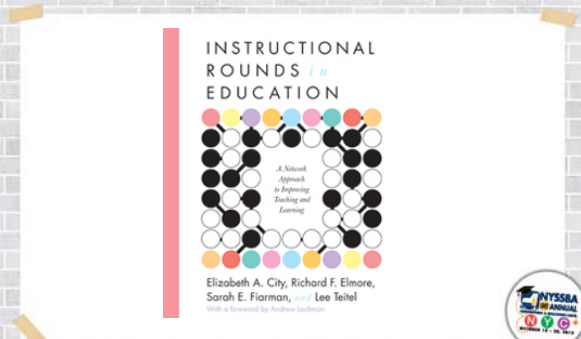
Panel Members: David Price (Ogdensburg), Jesse Coburn (Heuvelton), Jill Farrand (Lisbon), Brooke Reid (Parishville-Hopkinton)

How did this work originate?


- A grant was created by NYSED to strengthen instructional practices aligned to the Common Core Learning Standards
- LEAF and our BOCES identified Rounds as a process with the potential to learn and strengthen practices aligned to the CCLS
- The BOCES continued the project using STLE-D grant funding to build regional saturation and sustainability.



What is Rounds? Why do Rounds?



INSTRUCTIONAL ROUNDS IN EDUCATION
 A Shared Approach to Improving Teaching and Learning
 Elizabeth A. City, Richard F. Elmore, Sarah E. Fiarman, Lee Teitel
 With a Foreword by Stephen J. Lieberman



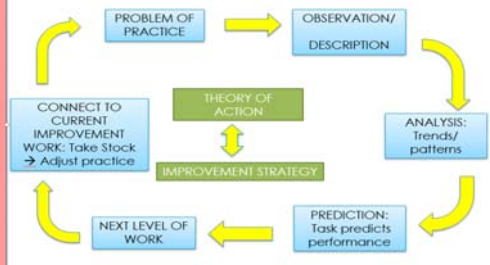
Why do Rounds?

- **Equity**—To ensure that ALL children have access to powerful learning
- **Knowledge**—To understand what kind of learning is happening in your school and across your district schools
- **Group capacity**—To build a shared language and understanding of powerful learning and teaching



What is Rounds?

Graphical Overview of Rounds



Instructional Rounds...

- Assume that most educators are working, for better or worse, at, or very near, the limit of their existing knowledge and skill.
- Are based on the Instructional Rounds model and begin with a Problem of Practice connected to the implementation of Common Core in our schools.
- Are intended as a vehicle for improving our strategies and making us more reflective about our work.



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



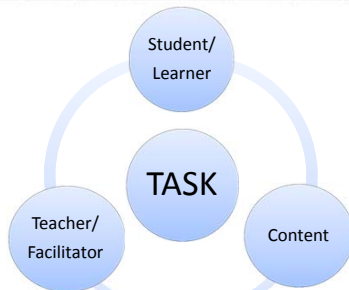
Instructional Rounds compared to Supervision and Evaluation

	Instructional Rounds	Supervision and Evaluation
<i>Learning stance</i>	Inquiry: Genuinely want to learn something ourselves Main learners: The observers	Informative: Genuinely want someone else to learn something Main learner: The observed
<i>Unit of improvement</i>	Meant to improve the collective (school, system)	Meant to improve the individual
<i>Accountability</i>	Lateral (peer-to-peer)	Positional (top-down)
<i>Output</i>	Next level of work, collective commitments	Evaluative feedback, prescriptions for next steps
<i>Primary focus in the classroom</i>	The instructional core, especially the students and the tasks they're engaged in.	The teacher

In "Learning from Instructional Rounds," by Elizabeth A. City, *Educational Leadership*, Vol. 69, No. 2, p. 36-41, October 2011.



Instructional Core



City, Elmore, Fiarman, Teitel : 2009



Overview of the Rounds Visit

- Preparatory work with host school & network
 - Logistics
 - Engagement of staff and school community
 - Problem of practice development
- Visit
 - Problem of Practice
 - Observation of Practice
 - Observation Debrief (Describe, Analyze, Predict)
 - Next Level of Work
- Post visit follow-up with host & network
 - Sharing data
 - Following up (at host school and network)



A Problem of Practice...

...focuses the observations across classrooms on one or two things contained in the core that the school is working on.



The Problem of Practice

- ▶ The problem of practice is something that you care about that would make a difference for student learning if you improved it.
- ▶ The more specific the problem of practice is, the more helpful the recommendations for the next level of work will be.



Problems of Practice

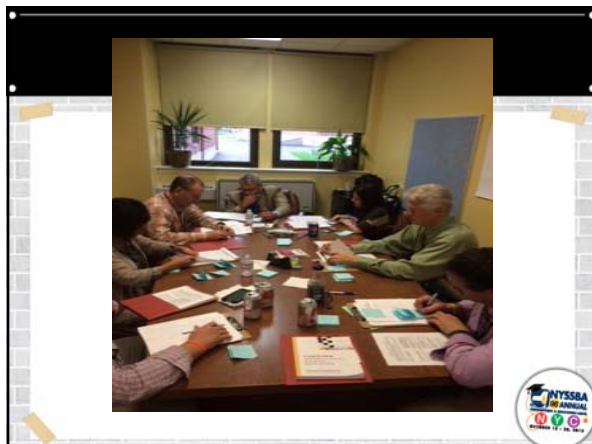
- Our students are struggling with constructed response tasks on the NYS Mathematics assessments. In particular, students are not elaborating in their responses in order to clarify their own thinking. When evaluating the Constructed Response questions of the 2014 NYS Math Assessment, our 3rd -8th grade students are receiving full credit 28% of the time. We may not be providing enough opportunities for students to think independently in order to develop higher level responses to mathematical tasks.



Problems of Practice

- Our graduation rate hovers below 75%. Students have difficulty passing the 5 required regents exams. Students who fail these exams typically earn less than 50% credit in Part I multiple-choice questions. Students who pass the regents exams typically earn less than 50% credit in each of the remaining parts of the exam. Perhaps our students are struggling with dissecting the language of the task. We may not be consistently and pervasively engaging our students in the use and applications of academic vocabulary.






Disclaimer: The views and opinions expressed in this presentation are not those of the New York State School Boards Association (NYSSBA), and do not necessarily reflect the official policy or position of the association. Should you have any questions about the information contained herein, please contact NYSSBA at 1-800-342-3360.



Observing and analyzing the task

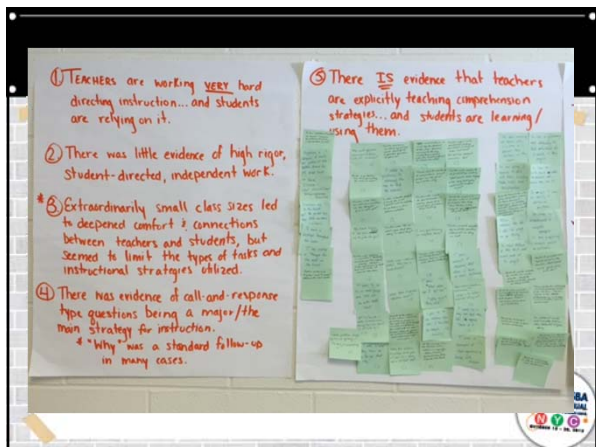
- What is the actual work that students are being asked to do?
- What do you have to know in order to engage the task?
- What is the actual product of the task?
- What is the distribution of performance among students in the class on the task?
- If you were a student and did the task, what would you know and be able to do?







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Decisions for Superintendents and Principals

- Who will be involved in crafting the Problem of Practice (POP) for the school?
- Which classrooms will be visited?
- When will the Rounds visit take place?
- Who will be on the Rounds team?



After Rounds...

- What happens to the notes/evidence from the Rounds?
- What information will be shared with the teachers who experience classroom visits?
- What information will be shared with the whole faculty?
- How will the Next Level of Work be determined?



Then What?

- Principals work with their faculties and/or the BOCES to decide the Next Level of Work



Lessons learned

- It's a practice—it takes **practice** (lots of repetition!)
- Rounds is countercultural—and it's easy to slip back into the default judgmental culture, especially if you have an emotional reaction to what you're seeing and hearing
- The **interactions** are what matter
- Rounds by itself is not enough—it needs to be part of an improvement strategy
- Rounds is not likely to yield strong results unless you have a clear theory about how rounds leads to desired outcomes
- Rounds is a powerful practice—it changes the way people see classrooms, focus their work, and talk



Schools are complex places...

And usually, **unless we look**, the only ones that **KNOW** the total K-12 educational experience are...

students.

And sometimes, **unless we look**, we are the last to know anything about that total experience.



Questions?