



# INSTRUCTIONAL ROUNDS FRAMEWORK

<p><b>Why Instructional Rounds?</b></p>	<p>“The powerful collaboration that characterizes professional learning communities is a systemic process in which teachers work together to analyze and improve their classroom practice. Teachers work in teams, engaging in an ongoing cycle of questions that promote deep team learning. This process, in turn, leads to higher levels of student achievement.”</p> <p><i>“What is a Professional Learning Community?” by Richard Dufour [Educational Leadership V. 61, Schools as Learning Communities, May 2004]</i></p>
<p><b>Purpose:</b></p>	<p>Through observation of colleagues’ classrooms, instructional rounds participants reflect on their own classroom practices, routines, and instructional strategies.</p> <p>Following observation of classrooms, instructional round participants collaborate with one another to set goals to enhance the learning environment in their own classrooms and plan for implementation based on those goals.</p>
<p><b>Aligned SIP Goals:</b></p>	<ul style="list-style-type: none"> <li>• <b>1.1:</b> Lesson includes instructional strategies which promote collaboration &amp; cooperative learning structures as a means to increase active engagement. (ECP #12)</li> <li>• <b>1.2:</b> Lesson includes time for individual support of all students through reteaching, small group support, and/or in-class intervention/extension. (ECP #17)</li> <li>• <b>2.2:</b> Class time was allocated for the use of a class building and teambuilding activity to either (a) build a safe and supportive classroom community or (b) promote peer support for academic achievement. (ECP #4)</li> <li>• <b>2.2:</b> Teacher language choices and interactions with students are indicative of trauma &amp; poverty informed best practice. Language and interactions are used to build hope and support as well as to communicate the belief that all students can achieve at high levels. (ECP #5)</li> </ul>

Date	Department	Date	Department
Thurs. Sept. 14 <sup>th</sup>	English	Thurs. Jan. 25 <sup>th</sup>	Math
Thurs. Sept. 28 <sup>th</sup>	PE/Art	Thurs. Feb. 8 <sup>th</sup>	Special Education
Thurs. Oct. 12 <sup>th</sup>	Math	Thurs. Feb. 22 <sup>nd</sup>	Social Studies
Thurs. Oct. 19 <sup>th</sup>	Special Education	Thurs. Mar. 7 <sup>th</sup>	World Language/ELD
Thurs. Oct. 26 <sup>th</sup>	Social Studies	Thurs. Mar. 14 <sup>th</sup>	Science
Thurs. Nov. 9 <sup>th</sup>	World Language/ELD	Thurs. Mar. 21 <sup>st</sup>	CTE
Thurs. Nov. 30 <sup>th</sup>	Science	Thurs. Apr. 11 <sup>th</sup>	TBD
Thurs. Dec. 7 <sup>th</sup>	CTE	Thurs. Apr. 25 <sup>th</sup>	TBD
Thurs. Dec. 14 <sup>th</sup>	English	Thurs. May 9 <sup>th</sup>	TBD
Thurs. Jan. 18 <sup>th</sup>	PE/Art	Thurs. May 23 <sup>rd</sup>	TBD

## Process Overview:

### Schedule of Classroom Visits:

Balancing the understanding that the process of instructional rounds is not intended to change the planning process for teaching staff with the goal of advanced notice/communication, the schedule of classroom visits will be published on the Friday of the week before the classroom will be visited.

- **Pre-Brief:** 8:00am – 8:25am
  - Review SIP strategies and establish focus for Instructional Rounds.
  - Identify guiding question(s) &/or problem(s) of practice to learn more about through the process.
  - Review guidelines for visits and the note-taking sheet & any pertinent information about the observed classes.
- **Observation 1:** 8:30am – 9:00am (last 30 minutes of 1<sup>st</sup> period)
- **Observation 2:** 9:05am – 10:00am (all of 2<sup>nd</sup> period)
- **Observation 3:** 10:05am – 11:00am (all of 3<sup>rd</sup> period)
- **Observation 4:** 11:05am – 11:35am (first 30 minutes of 4<sup>th</sup>)
- **Lunch & Prep:** 11:35am – 12:25pm (on own)
- **Debrief:** 12:30pm – 2:30pm
  - Team gathers to discuss observations in a completely neutral, non-evaluative way.
  - Participants reflect on & discuss their learning and how it applies to their practice.
  - Participants plan for implementation and schedule a follow up observation/coaching session with Instructional Coach.
  - Group plus/delta protocol to encourage continuous improvement of the Instructional Rounds process.
    - Review focus and guiding questions, purpose/goal/structure of debrief (5 mins)
    - Independent review of observations – record “Here’s What” key take-aways & big ideas (5 mins)
    - Discuss the “Here’s What” observations & record peer ideas (20 mins)
    - Independent write “So What” for all observations – conclusions, interpretations, perspectives (5 mins)
    - Discussion of “So What” thoughts (25 mins)
    - Independent write “Now What” – implications to practice (5 mins)
    - Discussion of “Now What” thoughts (25 mins)
    - Action planning for implementation (25 mins)
    - Plus/delta; scheduling of follow-up with coach (5 mins)

### Guidelines for Participants:

- **Listen and observe.**
  - Do not interrupt teacher/lesson.
  - Do not talk to students unless appropriate at that point in the lesson.
  - Do not talk to other observers while inside the classroom (wait for debrief).
- **Collect information/take notes that are descriptive, not evaluative.**
  - Get oriented to the classroom: How many students? How far into the class period are we? How is the classroom set up? Look around the room noting non-verbal messages students are receiving in the classroom.
  - Record specific notes in your organizer to inform the debrief and reflection parts of the day.
    - Record non-evaluative/descriptive observations of teacher action & language used as well as student actions and behaviors (i.e., the unit assessment was unpacked on a poster in the front of the room vs. I liked the teacher’s unpacking poster).
    - A good way to stay descriptive is to open your observation with “I noticed...”, “I saw...”, or “I heard...” to keep it focused on what was observed as opposed to how you felt about what was observed.

**OBSERVATION 1** Participant Name: \_\_\_\_\_ Date: \_\_\_\_\_

Classroom # \_\_\_\_\_ Teacher/Grade Level/Content: \_\_\_\_\_

<b>Observations</b> (What you saw, what you heard, what you noticed)	
<b>Teacher Action</b>	<b>Student Action</b>

Observation 1 continued

**Observations**

(What you saw, what you heard, what you noticed)

**Teacher Action**

**Student Action**

**OBSERVATION 2** Participant Name: \_\_\_\_\_ Date: \_\_\_\_\_

Classroom # \_\_\_\_\_ Teacher/Grade Level/Content: \_\_\_\_\_

<b>Observations</b> (What you saw, what you heard, what you noticed)	
<b>Teacher Action</b>	<b>Student Action</b>

Observation 2 continued

**Observations**

(What you saw, what you heard, what you noticed)

**Teacher Action**

**Student Action**

**OBSERVATION 3** Participant Name: \_\_\_\_\_ Date: \_\_\_\_\_

Classroom # \_\_\_\_\_ Teacher/Grade Level/Content: \_\_\_\_\_

<b>Observations</b> (What you saw, what you heard, what you noticed)	
<b>Teacher Action</b>	<b>Student Action</b>

Observation 3 continued

**Observations**

(What you saw, what you heard, what you noticed)

<b>Teacher Action</b>	<b>Student Action</b>



**OBSERVATION 4** Participant Name: \_\_\_\_\_ Date: \_\_\_\_\_

Classroom # \_\_\_\_\_ Teacher/Grade Level/Content: \_\_\_\_\_

<b>Observations</b> (What you saw, what you heard, what you noticed)	
<b>Teacher Action</b>	<b>Student Action</b>

Observation 4 continued

**Observations**

(What you saw, what you heard, what you noticed)

**Teacher Action**

**Student Action**

Participant Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Here's What!</b> <i>Big Ideas &amp; Key Take-aways from Observations</i>	<b>So What?</b> <i>Conclusions, Interpretations, &amp; Perspectives</i>	<b>Now What?</b> <i>Application to my classroom Implications to Practice</i>

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**Action Plan**

*What you plan to do or change?*

*What is your  
timeline for action?*

*What resources will you need?  
How can the IC help you?*

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