FAIRFIELD
PUBLIC SCHOOLS

Math Rounds Training
FLHS Lecture Hall
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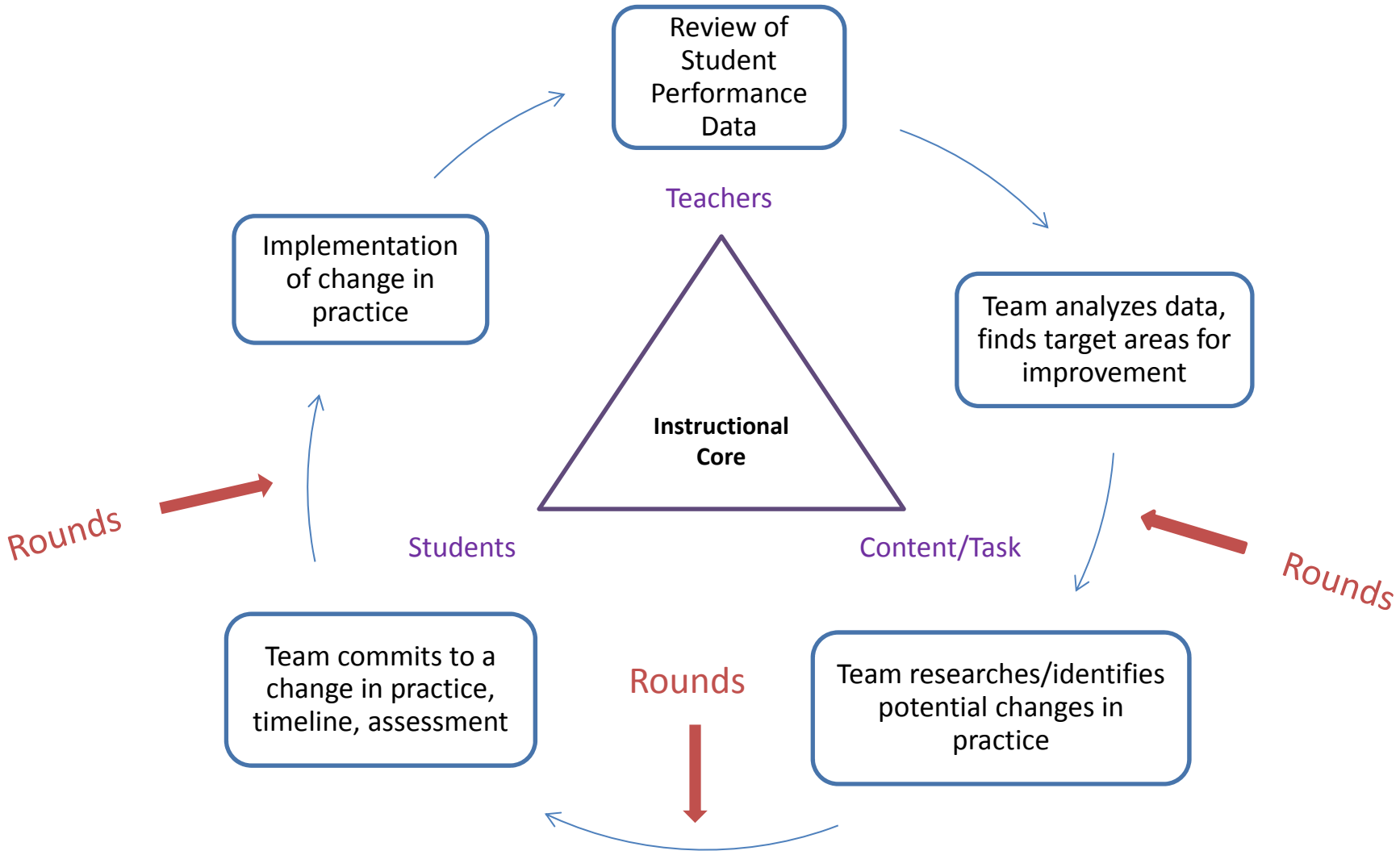
Model of Data Analysis
District, School, Department, and Grade Level



Purposes of Instructional Rounds

- To develop a shared understanding of highly effective instruction, consistent across the district.
- To help develop skills in identifying specific evidence of effective teaching practices in classrooms.
- To deliver high quality feedback on instructional practices, related to a Problem of Practice.
- To suggest, from a group of colleagues, thoughts on the next level of work for improvement efforts.
- To model collaboration among the administrative team, between administrators and teachers, and among teachers.
- To model the notion that if we de-privatize our practice (make our practice public), then our practice will improve.
- To break down barriers between schools and levels.
- To allow visitors to learn about practices in other classrooms that may be relevant to their own Problem of Practice.

What Instructional Rounds is NOT:

1. Not Teacher Evaluation

Instructional Rounds versus Supervision and Evaluation		
	Instructional Rounds	**Supervision and Evaluation**
Learning Stance	Inquiry: Genuinely want to learn something ourselves Main Learners: The observers	Informative: Genuinely want someone else to learn something Main Learner: The observed
Unit of Improvement	Meant to improve the collective (school, system, department)	Meant to improve the individual
Accountability	Lateral (peer to peer)	Positional (top-down)
Output	Next level of work, collective commitments	Evaluative feedback, prescriptions for next steps
Primary Focus in the Classroom	The instructional core, especially the students and the tasks they are engaged in	The teacher

2. Not an Improvement Strategy by itself.
3. Not an "inspection."

Overview of a Rounds Visit

- Opening Meeting (30 minutes)
  - Set context for visit
  - Problem of practice – developmental history and current challenges; definition of key terms
  - Logistics
- Observe in Classrooms (80-90 minutes)
  - Each classroom visit is 15-20 minutes per group
- Debrief Observations (description and analysis) (90 minutes)
- Develop Suggestions for Next Level of Work and Debriefing of Teachers (30 minutes)

Problem of Practice

Department/School identifies a Problem of Practice that:

- References student learning challenges (data).
- Focuses on the instructional core. (Teachers, Students, Content)
- Is directly observable.
- Is actionable (is within the our control and can be improved in real time).
- Connects to a broader strategy of improvement (SIP, system, department initiatives).
- Is high-leverage (if acted upon, it would make a significant difference for student learning).

Priming the Pump: What are the "Look Fors"?

- Given the Problem of Practice, what might we observe in classrooms as evidence?
- Where should we focus our attention within the instructional core?
- Pose questions as:
  - "To what extent…"
  - "To what degree…"
  - "In what ways…."

NOT as "Yes/No" (closed-ended) questions

Classroom Observations

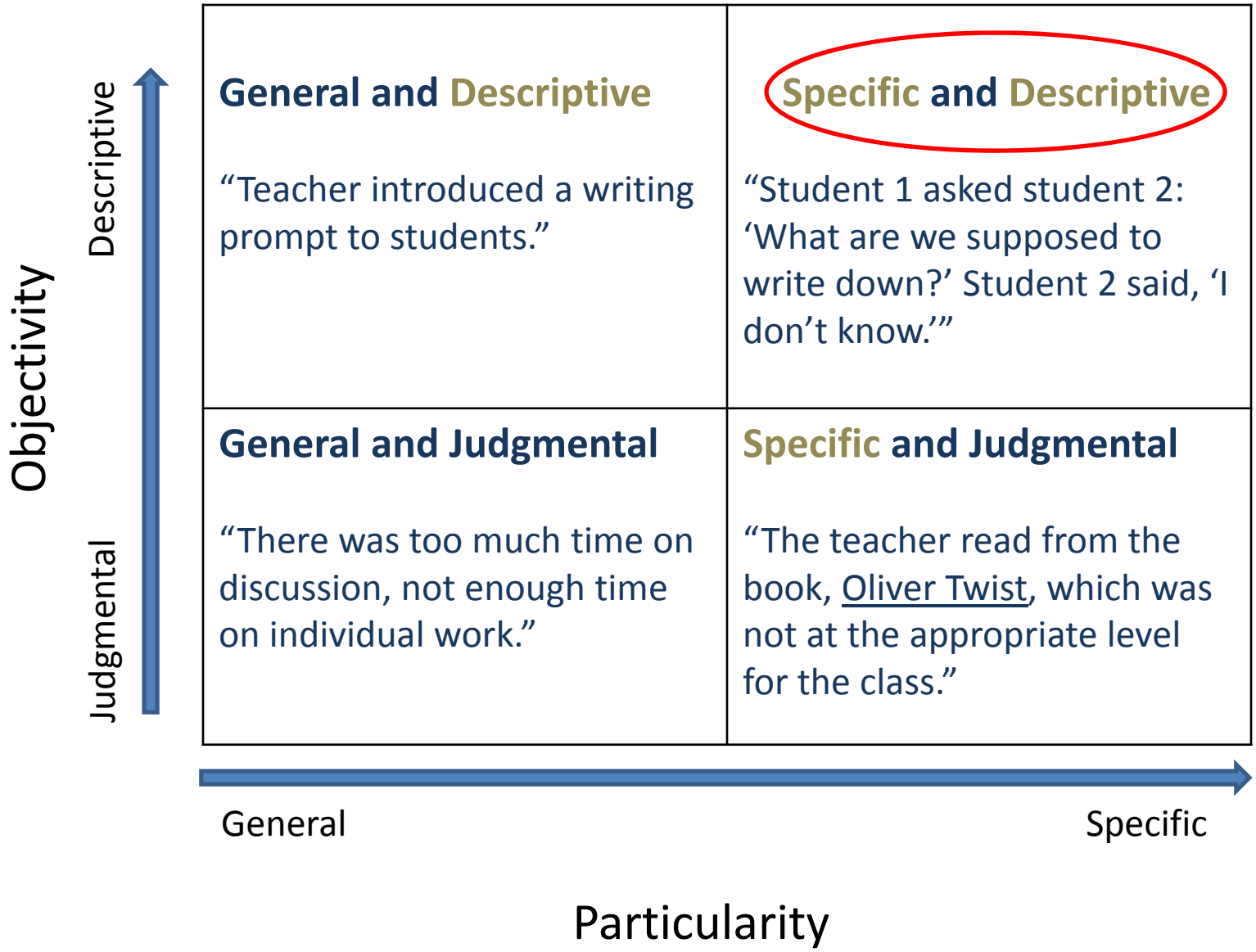
Observation Norms:

- Fine to ask students when it seems appropriate
- Refrain from talking to each other in classrooms
- Refrain from discussing observations in the hallways
- Saying “thank you” to a teacher is OK --- “good job” is not

Reminders:

- Record and describe what you see
- Be specific (fine grained)
- Pay attention to the instructional core (teacher, student, content and task)
- Gather evidence related to the Problem of Practice

Two Keys for Rounds Observations



Large-Grained and Fine-Grained Evidence

Large-Grained Evidence

- Lesson on the four main causes of the Civil War.
- Teacher questions students about the passage they just read.
- Students practicing higher-order thinking skills.
- Teacher introduced the concept of fractions and had students apply the concept in a hands-on activity.
- Teacher checked frequently for comprehension.
- Teacher made curriculum relevant to students' lives.

Fine-Grained Evidence

- Teacher: "How are volcanoes and earthquakes similar and different?
- Teacher: "Boys and girls, today's number is 30. Who can give me a string of numbers that go up to 30?"
- Prompt for student essays: "What role did symbolism play in foreshadowing the main character's dilemma?"
- Students worked individually even though they were in groups. Each worked on own paper and didn't talk with others.
- Students made up questions about the book they'd just read.

Instructional Rounds Classroom Observation Sheet

Room #:____ Subject:_____ Grade:____ Number of Students_____ Number of Staff:_____

Problem of Practice:

1. What is the teacher saying and doing?

2. What are the students saying and doing?

3. What tasks are the students engaged in?

Observation Debrief

On your own:

- Read through your notes.
- Identify data that seem relevant to the Problem of Practice.
- Select 5-10 pieces of data and write each on an individual sticky note. Label as Class 1, Class 2, Class 3, etc., rather than using teacher names.

Share with your group:

- Everyone's data are shared. Take one class at a time.
- Help each other stay in the descriptive (not evaluative) voice.

  Prompts:

  "What did you see/hear that makes you think that?"

  "How is this evidence related to the Problem of Practice?"
- Remember that the next step is clustering related data points.

Analyze Your Data

1. **Analyze** the descriptive evidence by grouping sticky notes and labeling groups.
   - What patterns do you see?
   - What groupings help you make sense of what you saw?
   - Could group by Teacher, Students, Content, as a first cut.

2. **Describe** or **Model** Your Groupings: Write statements that summarize the patterns or construct a model that describes the patterns. You could plot your data on the developmental continuum.

3. What are the "*headlines*"?

Status vs. Developmental View of Improvement

To what extent does feedback support student effort and progress? And is it related to the academic objective?

Developmental View:

No feedback given from teacher to student

Feedback is general, complimentary, only from teachers. Little specific feedback.

Some but little emphasis on persistence and effort.

More specific; some opportunities for S-S feedback; some tasks demand deeper thinking and effort.

Specific feedback T-S about academic objectives and about student effort and persistence toward objective.

Feedback helps students know exactly where they are relative to the specific learning objectives, and how to move to next level of performance.

Tasks are more challenging, open-ended, and related to student needs.

Students providing similar feedback to each other.

Feedback continually pushes students to next level (and shows students teachers believe).

Students challenging themselves based upon feedback from students and teacher.

Evidence teacher believes students.

What learning needs to happen at the classroom and organizational level to support these changes in the instructional core?

Large Group Activity
15 minutes

Report Out…

- Listen to the headlines of others to see if they saw the same things.
- What questions do you have of the other group(s)?

Next Level of Work

Consider a developmental perspective in terms of the improvement work.

Consider…

- What resources exist to support improvement?
- What initiatives are already in motion?
- What can best be done by the school, by the department, or by the district?
- Brainstorm suggestions as to what you can do for the next level of work.
- What suggestions or reflective prompts would you offer to help move instruction to the next level?
- Consider next week, next month, next year.