Instructional Rounds
Floydada Junior High and Floydada High School

This site is used to communicate the goals and progress made through instructional rounds at Floydada Junior High and High School. It will be continuously updated to bring you new and relevant information.

“Student outcomes will not change until adult behaviors change.”
Texas Commissioner of Education, Mike Morath

Archived Rounds

Use the link above to review the work completed by rounds teams during the 2016-2017 school year.

Quarter Four

Team Highlights

During this rounds event we were able to continue our partnership with external instructional coaches that help to support our professional growth. In addition, we were able to introduce our rounds practice to some of our new teaching staff.

Take-Aways

- I better understand student behaviors when I get to see them in a different instructional setting.
- A lot of communication styles are represented across our classrooms.
- Each teacher has a different method for providing feedback to students.
Assertions

Successes

- Most tasks require students to work alone.
- Some students collaborate by discussing the activity and asking each other questions before involving the teacher.
- Few students chose to not actively participate in classroom activities.

Opportunities

- Some tasks were completed using upper-level Bloom’s.
- Most teachers asked lower-level questions.
- Most teacher conversation with students is procedural or task-oriented.
- Many students answers to teachers are short but include academic language.

Reflections

If I was a student in this school, on this day, and I did everything I was expected to do, I would know:

- how to work independently and ask a peer for help before approaching my teacher,
- know the topic being taught in each of my classes,
- the expected behaviors and what is acceptable for the campus.

If I was a student in this school, on this day, and I did everything I was expected to do, I would feel:

- school can be easy because there are a lot of resources available to me,
- valued overall by my teachers and my peers,
- safe to answer questions out loud in class.

Problem of Practice

Students need the opportunity to engage in higher-order thinking and communication to be College, Career, and Military Ready.

T-TESS Connections

Planning
1.4 Activities
- Questions that encourage all students to engage in complex, higher-order thinking

Instruction
2.2 Content Knowledge and Expertise
- Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative, and research-based).
2.3 Communication
- Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion.
- Uses probing questions to clarify and elaborate learning.

2.4 Differentiation
- Regularly monitors the quality of student participation and performance.

Theory of Action

If we..., then...

If we...
- Plan questions and student responses
- Compare questions to bloom's or DOK levels
- Designated space in lesson plans to provide scaffolding
- Structure student conversations to address higher-order problems
- Provide students with examples of questions and appropriate responses
- Sentence stems and ways to respond to peers
- Require content specific vocabulary in student responses
- Wait time
- Challenge/extend student responses (i.e. justify, explain, provide examples, etc.)
- Create summative assessments that include higher-order thinking
- Check for understanding and daily formative assessments need to match rigor of summative

Then...
- Students taking ownership of education at a higher level
- Increased student engagement
- Student conversation at the level of the standard
- More confident learners
- Teachers that are less tired
- Better assessment results
- More classroom time devoted to dialogue
- More student initiative

SMART Goal

By the end of the first six weeks (2018-19), tasks and questions need to be designed and implemented for students to have the opportunity to engage in higher-order thinking and communication to be College, Career, and Military Ready as evidenced in lesson plans, PLC conversations, peer-to-peer observations, video self-reflection, student reflections/surveys, MAPSS assessment.

Action Plan

- Provide teachers with model lesson plans that reflect priority areas for instruction.
- Provide resources to create a common language across teachers.
- Conduct a time audit and budget planning time according to individual needs.
- Train, model, and provide practice opportunities for instructional practices.

Resources
Quarter Three

Team Highlights

Serving this rounds team were several teachers that have previously participated as an instructional rounds member. We also introduced several of our teachers to this process for the first time. The combination of experienced and novice team members led to rich and meaningful discussions throughout the day.

Take-Aways

- “Today was a true reflection of what we accomplish on a daily basis.”
- We have a culture of growth and good teaching.
- Our teachers value the time that they have with their students.

Assertions

Successes

- Many tasks required students to use higher levels of Bloom’s taxonomy.
- Many tasks had evident voice and/or choice.
- Many teachers provide examples and/or demonstrations during direct instruction and student work time.
- Many students were working in pairs or able to ask peers for assistance.
- Most students follow classroom procedures effectively.
- Most students use technology effectively.

Opportunities

- Some tasks require students to utilize technology.
- Some teachers used open-ended questions to promote critical thinking.
Reflections

If I was a student in this school, on this day, and I did everything I was expected to do, I would know:

- how to work and have conversations with others,
- how to utilize technology to complete varied tasks,
- the appropriate academic vocabulary to ask questions.

If I was a student in this school, on this day, and I did everything I was expected to do, I would feel:

- confident to ask and answer questions amongst my peers,
- that I was surrounded by caring individuals,
- good about myself, even if I made a mistake.

Problem of Practice

Critical thinking skills are not consistently used to promote deeper student understanding that will lead to higher achievement and student growth.

T-TESS Connection

Planning
1.4 Activities
- Questions that encourage all students to engage in complex, higher-order thinking

Instruction
2.2 Content Knowledge and Expertise
- Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative, and research-based).

2.3 Communication
- Recognizes students misunderstandings and responds with an array of teaching techniques to clarify concepts.
- Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion.
- Uses probing questions to clarify and elaborate learning.

Theory of Action

If we..., then...

If we...
SMART Goal

By April 17, 2018, 100% of teachers at FJH/FHS will provide opportunities for students to apply critical thinking skills through use of top two tiers of Bloom's taxonomy as evidenced by peer-to-peer, walkthroughs, mastery of assessments, documented questions in lesson plans.

Action Plan

- The rounds team will share the findings within their PLC teams.
- Training and resources will be provided over Bloom's taxonomy and DOK.
- Teachers may engage in self-appointed peer observations or administratively-guided learning walks.

Resources

Peer-to-Peer Collaboration
- Collaborating with Colleagues - Truth for Teachers Podcast
  - Easy, Informal Professional Development - Article

Students as Critical Thinkers
- Thinking Routines in the Classroom - 10-Minute Teacher Podcast
  - 5 Tech Friendly Lessons to Encourage Higher-Order Thinking - Article

Depth of Knowledge
- Deep Thinking with GSuite - Google Teacher Tribe Podcast
  - Using Webb's Depth of Knowledge to Increase Rigor - Article
Quarter Two

Team Highlights

During these instructional rounds, we were able to share our process with a team from Community ISD. These members were able to provide helpful insight and encouragement to our systematic approach for conducting instructional rounds. All teachers that joined this rounds teams have participated in rounds in previous years.

Take-Aways

- The cultural average of FJH and FHS has risen.
- Our classrooms have a strong foundation from which to increase rigor.
- Our continuous improvement, makes it easier for us to tackle small details of our teaching practices.

Assertions

Successes

- Many tasks require students to work collaboratively.
- Most teachers post objectives and provide verbal expectations.
- Most teachers actively monitor student progress by using proximity and/or questions.
- Most students are working in collaborative groups.

Opportunities

- Most tasks ask students to complete knowledge and comprehension level activities.
- Most teacher feedback emphasizes praise over instructional guidance.
- Most students seek affirmation, clarification, and/or confirmation.

Reflections

If I was a **student** in this school, on this day, and I did everything I was expected to do, I would **know**:

- processes and procedures,
- my role may vary from classroom to classroom,
- I can ask my peers questions.

If I was a **student** in this school, on this day, and I did everything I was expected to do, I would **feel**:

- confident,
comfortable,
secure.

Problem of Practice

Feedback emphasizes praise over instructional guidance.

Theory of Action

If we... then...

If we...
- Justify our praise
- Instead of quick praise, ask students to justify
- Inspire kids to ask why they have receive praise or a grade
- (Teach kids to give specific praise)
- Teachers have a bottom line - consistent from student to student

Then...
- Strengthen the affirmation
- Increase confidence and belief in self
- Students won't feel the need to check on every single step
- Improve relationships with students

SMART Goal

By January 30th, 100% of teachers at FJH ad FHS will use feedback to emphasize instructional guidance over generic praise by modeling justification for praise, teacher self-reflection, and student surveys.

Action Plan

- Instructional rounds team will share the rounds report with PLC teams.
- Students will take a survey over the feedback they receive in the classroom.
- Teachers will receive the results of the student survey.
- Teachers will have the opportunity to complete a video self-reflection over their use of feedback.
- PLC teams will elect to either 1) conduct peer-to-peer observations to examine feedback or 2) examine student work that has written feedback.

Guidance
RISE Model
Looking for a model to provide feedback to your students. RISE stands for Reflect, Inquire, Suggest, Elevate. Check here for more feedback tips from Emily Wray.

Feedback and Learning
Check out this Assessment Strategies short course. Browse the module titled ‘Feedback and Formative Assessment Tools’ for more insight on our goal.

Reflective Practices
Practicing receiving feedback or conducting your own self assessment is a great way to refine your skills in delivering feedback.

Quarter One

Team Highlights
100% of the teachers that participated in these rounds activities have been on one or more rounds team(s) in the past. We had the opportunity to introduce our process to one of our current instructional specialists.

Take-Aways
- Being a part of the process makes a difference to my perception of the goal and action steps.
- We got to see classrooms with established routines and procedures, it did not feel like the first month of school!
- Our process for conducting rounds has become more efficient.

Assertions

Successes
- Many tasks required different levels of Bloom's to show student mastery.
- Many tasks provided students with a resource or visual to find information.
- Most teachers monitored and provided feedback.
- Most teachers allowed processing of information using collaborative partners.
- Many students ask their teacher or peers questions in order to clarify assignment directions.

Opportunities
- Most tasks required students to work alone or use partners to complete independent tasks.
- Some teachers made connections to real life or other disciplines.
- Most students work independently to complete paper-based/technology-based academic tasks.
- Few students actively participated in collaborative activities.
Reflections

If I was a student in this school, on this day, and I did everything I was expected to do, I would know:

- I should always be on my toes, because learning doesn’t have an end point,
- that I am capable of working independently, and should be confident when doing so,
- that my teachers set high expectations so that I can be successful,
- I can take risks without fear of being wrong,
- I can talk to my friends/peers if I need help with an assignment or directions.

If I was a student in this school, on this day, and I did everything I was expected to do, I would feel:

- good about myself and my efforts,
- successful,
- like school was a fun place,
- excited about going to class tomorrow!

Problem of Practice

There is a lack of structured partner or small group activities that intentionally encourage student collaboration.

Theory of Action

If we..., then...

If we...
- Share collaborative activities
- Plan with intentionality
- Purposefully design lesson plans
- Incorporate structure into groups
- Use research-based practices for grouping

Then...
- Every student participates
- Work is representative of diverse perceptions
- Student accountability is built into tasks
- Students understand their role during collaboration
- Students own their learning and have a sense of buy-in in their classrooms

SMART Goal

By November 7, 2017 100% of teachers at Floydada Junior High and Floydada High School will incorporate structured partner or small group activities that intentionally encourage student collaboration twice per week, as observed in classrooms and documented in lesson plans.
Action Plan

- Instructional rounds team will share the rounds report with PLC teams.
- PLC teams will contribute to a collaborative document that highlights how they currently use collaborative structures in class.
- Teachers will plan and implement one strategy and share their results/reflection with their PLC team.
- Embedded hands-on training will be provided to all teachers. Co-Op Strategies - Kagan Structures
- Participation by choice opportunities will be made available to all teachers.
- Teachers will have the opportunity to use a video self reflection to assess their progress on this rounds goal.
- Administrators will provide feedback to teachers based on the classroom walkthroughs.
- Teachers are encouraged to invite one another into their rooms to support learning throughout this process.

Getting Started

**Kagan Structures**
Read free articles and learn more about Kagan Structures that support collaboration.

**Lead4ward App**
Download the Lead4ward App and keep go to strategies at your fingertips.

**Eduphoria**
Create quintile reports that will help you group students by skills and current abilities.

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I hope you will join me on my journey as a life-long learner!