HRS Level 2
(Effective Teaching in Every Classroom)
Leading Indicator 2.1: The school leader communicates a clear vision of how instruction should be addressed in the school.

<table>
<thead>
<tr>
<th>Sustaining</th>
<th>Applying</th>
<th>Developing</th>
<th>Beginning</th>
<th>Not Attempting</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school continually cultivates information through quick data sources to monitor the extent to which the schoolwide language or model of instruction is consistently used, and it takes proper actions to intervene when quick data indicate a potential problem.</td>
<td>The school has implemented a schoolwide language or model of instruction, and it can produce lagging indicators to show the desired effects of these actions.</td>
<td>The school has implemented a schoolwide language or model of instruction.</td>
<td>The school is in the beginning, yet incomplete, stages of implementing a schoolwide language or model of instruction.</td>
<td>The school has not attempted to implement a schoolwide language or model of instruction.</td>
</tr>
</tbody>
</table>

What is an instructional model?

- Establishes a common language of instructional practices school-wide.
- Clearly defines instructional actions that a school commits to using to help students learn.
- Identifies instructional actions and strategies in terms of teacher behaviors to help students learn.
- Can also focus on desired learner behaviors based on specific instructional practices.

The Importance of Quality, First Instruction

Effective teaching in every classroom is the first level of MTSS (RTI).

It needs to be a deliberate initiative.
## Instructional Model Snapshot Document Examples

<table>
<thead>
<tr>
<th>Should See and Hear Almost Daily</th>
<th>Might See and Hear</th>
<th>Should Not See and Hear</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Clear learning goals and scales</td>
<td>• Previewed content</td>
<td>• Sarcasm or criticism of students</td>
</tr>
<tr>
<td>• Clear classroom routines and procedures</td>
<td>• Students tracking their own progress in learning</td>
<td>• Disengaged students</td>
</tr>
<tr>
<td>• Formative assessment of individual students and the whole class</td>
<td>• Academic games</td>
<td>• Low expectations for students</td>
</tr>
<tr>
<td>• Content chunked into digestible bites</td>
<td>• Academic vocabulary instruction</td>
<td>• Only the teacher talking about the content or activity</td>
</tr>
<tr>
<td>• Teacher withitness</td>
<td>• Examination of similarities and differences</td>
<td></td>
</tr>
<tr>
<td>• Teachers noticing and reacting when students are disengaged</td>
<td>• Examination of errors in reasoning</td>
<td></td>
</tr>
<tr>
<td>• Student small-group discussion strategies</td>
<td>• Understanding of student backgrounds and interests</td>
<td></td>
</tr>
<tr>
<td>• Quality and timely feedback</td>
<td>• Opportunities for students to talk about themselves (in relation to the content)</td>
<td></td>
</tr>
<tr>
<td>• Questioning strategies</td>
<td>• Random selection to include all students</td>
<td></td>
</tr>
<tr>
<td>• Use of wait time</td>
<td>• Use of multiple types of questions</td>
<td></td>
</tr>
<tr>
<td>• Prompts for elaboration on information</td>
<td>• Standards driven</td>
<td></td>
</tr>
</tbody>
</table>

### MISD Model of Instruction

<table>
<thead>
<tr>
<th>Planning</th>
<th>SHOULD OCCUR</th>
<th>MIGHT OCCUR</th>
<th>NEVER OCCUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will I do to Engage students?</td>
<td>Standards driven</td>
<td>Pre-assessment</td>
<td>Tasks not aligned to cognitive level of Learning Objective</td>
</tr>
<tr>
<td></td>
<td>Learning &amp; Language Objectives tied to the standards</td>
<td>Evidence of Schlechty Design Qualities</td>
<td>Independent Practitioners on a team</td>
</tr>
<tr>
<td></td>
<td>Assessments – formative &amp; summative</td>
<td>Teacher reflection and tracking of student learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Differentiation</td>
<td>Determination of evidence of mastery</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Determination of evidence of mastery</td>
<td>Planned higher-order questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Random selection to include all students</td>
<td>Anticipating misconceptions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use of wait time</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use of multiple types of questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prompts for elaboration on information</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instruction</th>
<th>SHOULD OCCUR</th>
<th>MIGHT OCCUR</th>
<th>NEVER OCCUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will I do to communicate High Expectations for ALL students?</td>
<td>Communication of Learning &amp; Language Objective</td>
<td>Technology</td>
<td>All teacher talk</td>
</tr>
<tr>
<td></td>
<td>Accommodations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students showing their thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student discourse</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Small group instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chunking of content</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Formative Assessment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classroom Culture &amp; Environment</th>
<th>SHOULD OCCUR</th>
<th>MIGHT OCCUR</th>
<th>NEVER OCCUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will I do to establish Teacher/Student Relationships?</td>
<td>Clear routines &amp; procedures</td>
<td>Modeling/practicing of expectations</td>
<td>Lack of safety – psychologically or physically from either teacher or peers</td>
</tr>
<tr>
<td></td>
<td>Off-task behavior dealt with seamlessly</td>
<td>Celebrations of student success</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Positive Behavior Supports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What will I do to reinforce, recognize, and acknowledge Adherence to Rules and Procedures?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Warrick, Marzano Research 2018
## Feedback

**Communicating Clear Learning Goals:**
- Using Scales/Rubrics
- Celebrating Success

**Assessment:**
- Informal Assessment of the whole class

## Content

**Direct Instruction:**
- Chunking
- Processing
- Record/Represent Knowledge

**Practice and Deepen:**
- Structured Practice Sessions
- Similarities and Differences

**Application:**
- Engaging Students In Cognitive Complex Tasks

**Strategies for All Types of Lessons:**
- Previewing
- Reviewing Content
- Identifying Critical Information

## Context

**Student Engagement:**
- Increasing Response Rates
- Physical Movement

**Rules and Procedures:**
- Establishing Rules and Procedures

**Relationships:**
- Understanding Students Backgrounds and Interests
What do you expect instructionally in your classrooms?

<table>
<thead>
<tr>
<th>Should See and Hear Almost Daily</th>
<th>Might See and Hear but not daily</th>
<th>Should Never See or Hear</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Leading Indicator 2.2: Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans.

<table>
<thead>
<tr>
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<th>Applying</th>
<th>Developing</th>
<th>Beginning</th>
<th>Not Attempting</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school continually cultivates information through quick data sources to monitor the extent to which all teachers establish growth goals for pedagogical skills and track their individual progress, and it takes proper actions to intervene when quick data indicate a potential problem.</td>
<td>The school has protocols and practices in place to ensure that all teachers establish growth goals for pedagogical skills and track their individual progress, and it can produce lagging indicators to show the desired effects of these actions.</td>
<td>The school has protocols and practices in place to ensure that all teachers establish growth goals for pedagogical skills and track their individual progress.</td>
<td>The school is in the beginning, yet incomplete, stages of drafting protocols and practices to ensure that all teachers establish growth goals for pedagogical skills and track their individual progress.</td>
<td>The school has not attempted to ensure that all teachers establish growth goals for pedagogical skills and track their individual progress.</td>
</tr>
</tbody>
</table>

What is your current level in this indicator based on the leadership reflective scale?

Strategically, what do you see as your next steps in this indicator?
<table>
<thead>
<tr>
<th>Zone</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Panic Zone Goals</td>
<td>Goals set in this zone can limit personal development because they represent a potential reach too far in personal growth. Emotions associated with this zone include: Anxious, Tense, Stressed, Disinclined, Fearful</td>
</tr>
<tr>
<td>Stretch Zone Goals</td>
<td>Goals set in this zone offer the ideal opportunity for personal development. Emotions associated with this zone include: Excitement, Anticipation, Challenge, Expectant</td>
</tr>
<tr>
<td>Comfort Zone Goals</td>
<td>Goals set in this zone offer little to no personal development. This zone represents areas in which individuals are already competent and setting the goal is simply a matter of compliance. Emotions associated with this zone include: Safe, Easy, Bored, Unchallenged</td>
</tr>
</tbody>
</table>

*Source: Adapted from © 2000 by Senniger.*
Caldwell Professional Growth Plan

Name: Kathy Campos

Goal:
This school year, I will provide intentional extension opportunities for students who have met an essential standard in order to help them to reach mastery.

<table>
<thead>
<tr>
<th>Distinguished (4)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accomplished (3)</td>
<td></td>
</tr>
<tr>
<td>Proficient (2)</td>
<td></td>
</tr>
<tr>
<td>Developing (1)</td>
<td></td>
</tr>
<tr>
<td>Improvement Needed (0)</td>
<td></td>
</tr>
</tbody>
</table>

My initial score: 2

Teacher and Student Evidence:
- Differentiated Science Stations
- Stations picked out for different learning styles
- Heterogeneous groups
- Reteach at teacher table
- Flex Days - small group at teacher table, differentiated menu

My final score: ______

Teacher and Student Evidence:
<table>
<thead>
<tr>
<th>Strategies I employed in order to progress towards/maintain my goal</th>
<th>Date: 10-8-18</th>
<th>Date:</th>
<th>Date:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>QI Pre-Assessment (essential standards) determined who needed extension opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instead of cycling through science stations extenders worked on self-guided menu or project</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitoring through CFAs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Mrs. Husmann’s Professional Goal

Domain: #Marzano

My Goal is: To present unusual or intriguing information.

My plan is: I will

I will have students respond by using whiteboards, hand signals, popsicle sticks, and technology (random name calling app).

Date: May 2016

Plan 2017-2018

Domain: Rules and Procedures

Element: Acknowledging Adherence to Rules and Procedures

Student Evidence:
1. Students appear appreciative of the teacher acknowledging their positive behavior.
2. Students adhere to rules and procedures more often.
3. Students describe the teacher as appreciative of their good behavior.

How I will train myself to improve in this area: I already use verbal and nonverbal strategies to acknowledge adherence to rules and procedures. My goal is to implement a plan or system to offer more tangible recognition. I will research ideas from Whole Brain Teaching as well as the Marzano Compendium.

During: I’ve spent a lot of time reflecting on my personal philosophy regarding rewarding children for positive behavior. The students in my homeroom class this year are fairly well-behaved because they want to please me, or their parents, or themselves. I do not want to override their intrinsic motivation with extrinsic rewards. Thus, I’ve decided against implementing a behavior management plan that offers tangible rewards. Instead, I will strive to appeal more to their sense of being praised with themselves for behaving appropriately in class.

What was the impact on students and their learning because of the work I did in this area? I have been using smiley/sticker faces from Whole Brain Teaching to monitor student behavior. The students and I have been loving this! It takes very little time/effort and has motivated my students to follow the rules and procedures. They appreciate when I acknowledge their adherence to rules and their great ideas.
Leading Indicator 2.3: Predominant instructional practices throughout the school are know and monitored.

<table>
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<tr>
<td>The school continually cultivates information through quick data sources to monitor the predominant schoolwide instructional practices, and it takes proper actions to intervene when quick data indicate a potential problem.</td>
<td>The school has protocols and practices in place to monitor the predominant schoolwide instructional strategies, and it can produce lagging indicators to show the desired effects of these actions.</td>
<td>The school has protocols and practices in place to monitor the predominant schoolwide instructional strategies.</td>
<td>The school is in the beginning, yet incomplete, stages of drafting protocols and practices to monitor the predominant schoolwide instructional strategies.</td>
<td>The school has not attempted to monitor the predominant schoolwide instructional strategies.</td>
</tr>
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</table>

![Image of classroom strategies and behaviors]

![Image of lesson segment planning]

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Marzano Research 2018
marzanoresearch.com
Leading Indicator 2.4 Teachers are provided with clear, ongoing feedback of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.

<table>
<thead>
<tr>
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<th>Beginning</th>
<th>Not Attempting</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school continually cultivates information through quick data sources to monitor the collection of specific evaluation data for each teacher regarding pedagogical strengths and weaknesses and that these data are gathered from multiple sources, and it takes proper actions to intervene when quick data indicate a potential problem.</td>
<td>The school has protocols and practices in place to ensure that specific evaluation data are collected for each teacher regarding pedagogical strengths and weaknesses and that these data are gathered from multiple sources, and it can produce lagging indicators to show the desired effects of these actions.</td>
<td>The school has protocols and practices in place to ensure that specific evaluation data are collected for each teacher regarding pedagogical strengths and weaknesses and that these data are gathered from multiple sources.</td>
<td>The school is in the beginning, yet incomplete, stages of drafting protocols and practices to ensure that specific evaluation data are collected for each teacher regarding pedagogical strengths and weaknesses and that these data are gathered from multiple sources.</td>
<td>The school has not attempted to ensure that specific evaluation data are collected for each teacher regarding pedagogical strengths and weaknesses and that these data are gathered from multiple sources.</td>
</tr>
</tbody>
</table>

Lagging Indicator Examples:

- Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses.
- Teacher feedback and evaluation data is based on multiple sources of information including, but not limited to: direct observation, teacher self-report and analysis of teacher performance as captured on video.
- The school leader has a schedule indicating frequent observations and feedback to teachers.

Quick Data Examples:

- When asked, teachers can describe their most recent teacher evaluation data.
- Teachers can identify multiple times when they have been evaluated.
- When asked, evaluators can explain the variety of strategies they use for teacher evaluation.
<table>
<thead>
<tr>
<th>Management Tasks</th>
<th>Student Issues</th>
<th>Staff-issues Non-instructional</th>
<th>Teacher Evaluation and Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**RRHS Responder Schedule**

<table>
<thead>
<tr>
<th>Responder</th>
<th>Responder</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Mr. Simonds</td>
<td>5&lt;sup&gt;th&lt;/sup&gt; Mrs. Schaefer</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Mrs. Nichols</td>
<td>6&lt;sup&gt;th&lt;/sup&gt; Mr. Scott</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Dr. Warrick</td>
<td>7&lt;sup&gt;th&lt;/sup&gt; Mrs. La Hane</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt; Mr. Acosta</td>
<td>8&lt;sup&gt;th&lt;/sup&gt; Admin. Intern</td>
</tr>
</tbody>
</table>
Responder Schedule = Relative To Situation

• School with 1 administrator....
  – 2 days each month have a lead teacher be in the office for 2 periods while you evaluate

• School with 2 administrators....
  – Pick an afternoon or morning each week when each person serves as the responder so the other knows they are free for evaluations.

Consider A Video Evaluation Option

• Replace 1 walkthrough each semester with a video submission.
• Have teachers video 10 minutes of their class and turn it in as a substitute for a classroom visit.
• Basically the same as an announced, formal visit.
• Ask them to video a specific portion of the lesson you want to see
  – (For example: Communicating clear learning goals)
Accurate Evaluation in 3 Observations

• 1<sup>st</sup> observation is unannounced
  – Stay 10 to 15 minutes and evaluate the specific instructional practices you see.
  – (It can be any type of lesson)
• 2<sup>nd</sup> observation is pre-planned (formal)
  – The lesson should purposely include areas of your instructional model that were not part of the first observation lesson.

Accurate Evaluation in 3 Observations

• 3<sup>rd</sup> observation is pre-arranged
  – Can be formal but doesn’t have to be
  – Should purposely involve instructional practices from your model of instruction that you have not seen this teacher use yet
  – OR
  – Should involve areas teachers have been asked to improve in based on one of the previous evaluations.
Leading Indicator 2.5 Teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.

<table>
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<th>Not Attempting</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school continually cultivates information through quick data sources to monitor job-embedded professional development directly related to teachers’ instructional growth goals, and it takes proper actions to intervene when quick data indicate a potential problem.</td>
<td>The school has protocols and practices in place to ensure that job-embedded professional development directly related to teachers’ instructional growth goals is provided, and it can produce lagging indicators to show the desired effects of these actions.</td>
<td>The school has protocols and practices in place to ensure that job-embedded professional development directly related to teachers’ instructional growth goals is provided.</td>
<td>The school is in the beginning, yet incomplete, stages of drafting protocols and practices to ensure that job-embedded professional development directly related to teachers’ instructional growth goals is provided.</td>
<td>The school has not attempted to ensure that job-embedded professional development directly related to teachers’ instructional growth goals is provided.</td>
</tr>
</tbody>
</table>

Lagging Indicator Examples:

- Online professional development resources are available to teachers regarding their instructional growth goals.
- Teacher-led professional development is available to teachers regarding their instructional growth goals
- Instructional coaching is available to teachers regarding their instructional growth goals

Quick Data Examples:

- When asked teacher can describe specific practices they are trying as a result of their job embedded professional development.
- When asked, teachers can describe how the professional development supports their attainment of instructional growth goals
- Instructional coaches can identify the specific strategies they are using to grow individual teacher practice in coordination with their growth goal.
Methods of Job-Embedded PD

• Instructional Coaching
• Virtual PD options
• Gallery walks of best practices
• Colleague Café
• Teacher Led PD sessions
• Team teaching sessions

Which if any of these do you use in your school currently?

What do you do specifically?
Growth Plan
Checkpoint #1

Teacher Name ____________________________ Date ________
Teaching Element ________________________________________

Have you implemented the teaching element in your growth plan?

- Not yet
- Reading Up/Researching
- Applied something new
- Part of practice

Explain:

- If ‘Not yet’, what can we do to help?
  ______________________________________________________
  ______________________________________________________
  ______________________________________________________

- If you are "Reading Up/Researching", what resources are you looking at and what is your expected implementation date?
  ______________________________________________________
  ______________________________________________________
  ______________________________________________________

- If you “Have applied something new”, what did you try and how did it go?
  ______________________________________________________
  ______________________________________________________
  ______________________________________________________

- If it is “Part of practice, what are you doing and how often do you implement it?
  ______________________________________________________
  ______________________________________________________
  ______________________________________________________

*** We would love to come and see it in action...what day of the week/what time would work best? ______________________________
Growth Plan
Checkpoint #2

Teacher Name ___________________________ Date ________

Teaching Element __________________________

At what stage are you NOW at with the teaching element in your growth plan?
  o I can’t even remember what it is...
  o Reading Up/Researching
  o Applied something new
  o Part of practice
  o Mastered and working on something new

  o If you are “Reading Up/Researching” list sites/books/blogs that is giving you good information to implement?

  ____________________________________________
  ____________________________________________
  ____________________________________________

  o If you “Have applied something new”, what did you try and how did it go?

  ____________________________________________
  ____________________________________________
  ____________________________________________

  o If it is “Part of practice, what are you doing and how often do you implement it?”

  ____________________________________________
  ____________________________________________
  ____________________________________________

  o If you “MASTERED and chose a new Focus Element” tell us what it is!

  ____________________________________________
  ____________________________________________
  ____________________________________________

Without continual growth and progress, such words as improvement, achievement, and success have no meaning.  - Benjamin Franklin
**Leading Indicator 2.6 Teachers have opportunities to observe and discuss effective teaching.**

<table>
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<tbody>
<tr>
<td>The school continually cultivates information through quick data sources to monitor teachers’ opportunities to observe and discuss effective teaching virtually or in person, and it takes proper actions to intervene when quick data indicate a potential problem.</td>
<td>The school has protocols and practices in place to ensure that teachers have opportunities to observe and discuss effective teaching virtually or in person, and it can produce lagging indicators to show the desired effects of these actions.</td>
<td>The school has protocols and practices in place to ensure that teachers have opportunities to observe and discuss effective teaching virtually or in person.</td>
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</tr>
</tbody>
</table>

**Lagging Indicator Examples:**

- Teachers have opportunities to engage in instructional rounds
- Teachers have opportunities to view and discuss video-based examples of exemplary teaching
- Teachers have regular times to meet and discuss effective instructional practices (e.g., lesson study)

**Quick Data Examples:**

- When asked, teachers can describe ideas they have tried in their own practice as a result of instructional rounds or observing videos of effective teaching.
- Information is available regarding teacher participation in instructional rounds.
- Instructional rounds leaders provide brief summaries of teacher discussion points following instructional rounds.
Key Aspects for Instructional Rounds

I. Responsibilities:

Principal:
- Encourage teachers to participate.
- Help provide resources that allow teachers to participate.
- Determine the staff to be trained as rounds leaders.
- Suggest staff to be considered as model teachers.
- Introduce the concept and purpose to staff.
- Remind the staff that rounds are not evaluative.

Rounds Leaders:
- Coordinate the date and time for rounds to occur.
- Schedule a room with privacy for the rounds debriefing session.
- Maintain a positive and reflective climate during rounds.
- Remind the group that rounds are for self-learning, not evaluation of the teachers being observed.
- Facilitate the debriefing session as soon as possible following rounds.
- Coordinate follow-up communication to observed teachers.

II. Process:

Rounds leaders schedule and communicate rounds dates and times for all involved.
Rounds leader reminds rounds participants of the purpose.
Team goes on rounds to designated classrooms (10 to 15 min. each).
Team reconvenes for debriefing session.
Leader facilitates debriefing: Encourage an open flow of conversation but insure that all rounds participants get an opportunity to speak. Immediately redirect or end any evaluative type comments.
Leader maintains a time frame for discussion to insure all classrooms visited are debriefed.

Focus/Debrief Questions:

What did you see that reaffirms something you already do?
What did you see that you would like to know more about?
What did you see that you would like to put into your own practice?
INSTRUCTIONAL ROUNDS

Date ______________________

Teacher Being Observed __________________________

What did you observe that reaffirms something you are doing now?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Strategies you would like to know more about?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Strategies you will try in your own practice now:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
# Strategic Planning For Specific Initiatives

<table>
<thead>
<tr>
<th>Specific Initiative: What do you want to accomplish?</th>
<th>Who will lead the initiative and what are the first few steps for implementation?</th>
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<tr>
<th>What resources will be needed for this implementation? Who are key supporters?</th>
<th>When will the first step begin and what will happen specifically?</th>
</tr>
</thead>
</table>
Key Aspects for Instructional Rounds

I. Responsibilities:

Principal:
Approve and support instructional rounds.
Encourage teachers to participate.
Help provide resources that allow teachers to participate.
Determine the staff to be trained as rounds leaders.
Suggest staff to be considered as model teachers.
Introduce the concept and purpose to staff.
Remind the staff that rounds are not evaluative.

Rounds Leaders:
Coordinate the date and time for rounds to occur.
Schedule a room with privacy for the rounds debriefing session.
Maintain a positive and reflective climate during rounds.
Remind the group that rounds are for self-learning, not evaluation of the teachers being observed.
Facilitate the debriefing session as soon as possible following rounds.
Coordinate follow-up communication to observed teachers.

II. Process:

Rounds leaders schedule and communicate rounds dates and times for all involved.
Rounds leader reminds rounds participants of the purpose.
Team goes on rounds to designated classrooms (10 to 15 min. each).
Team reconvenes for debriefing session.
Leader facilitates debriefing: Encourage an open flow of conversation but insure that all rounds participants get an opportunity to speak. Immediately redirect or end any evaluative type comments.
Leader maintains a time frame for discussion to insure all classrooms visited are debriefed.

Debrief based on the three rounds observation questions:

What did you observe that reaffirms something you already do?
What did you observer that you would like to know more about?
What practices would you like to try in your classroom right away?