

# Instructional Rounds

Instructional Leadership Conference  
Presentation

February 25th, 2016

Central Learning Community Team:

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# So...What Are You Doing Here?

What are you hoping to gain from this session?

<https://todaysmeet.com/CLCatILC>

# Goals

- Understand how the CLC uses Instructional Rounds as a way to partner with schools to drive improvement.
- Understand the Instructional Rounds process and its evolution from year 1 to year 3.
- Participants will consider how Instructional Rounds can be used to drive improvement in their school or system.

# Facts at a Glance

## Fulton County Schools

- 95,714 students
- 57 elementary schools, 19 middle schools, 17 high schools, 8 charter organizations
- 43% Black, 14% Hispanic, 29% White
- 10% SEC
- 45% Free/Reduced Lunch
- 8.2% ESL

## Central Learning Community

- 15,025 Students
- 11 elementary schools, 3 middle schools, 4 high schools
- 42% Black, 32% Hispanic, 19% White
- 10% SEC
- 69% Free/Reduced Lunch
- 13% ESL

# CLC Support Team Roles

## **District Support Personnel**

Area Superintendent

Area Executive Director

Humanities Specialist

STEM Specialist

Assessment Specialist

SEC Specialist

Behavior Specialist

## **Title 1 Support Personnel**

ELA Lead

Math Lead

Data Support Lead

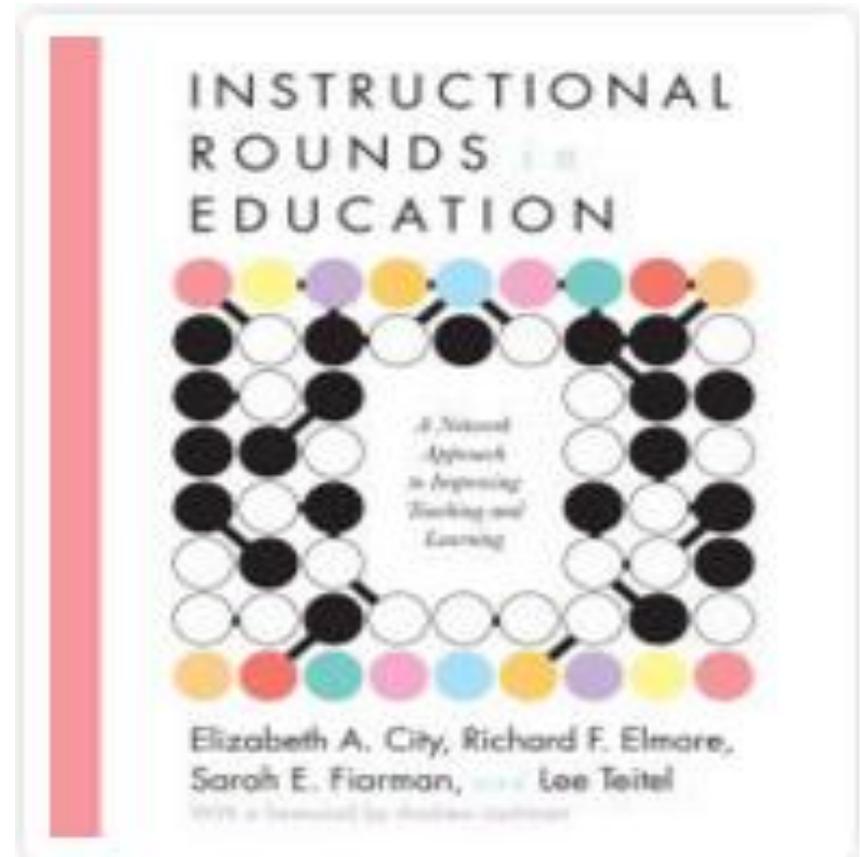
# Our Driving Questions

- How do we as a support team improve teacher effectiveness and increase student achievement?
- How do we build the capacity of school-based leaders to increase teacher effectiveness and student achievement?

**It was apparent that to answer these questions our team needed to be in classrooms!**

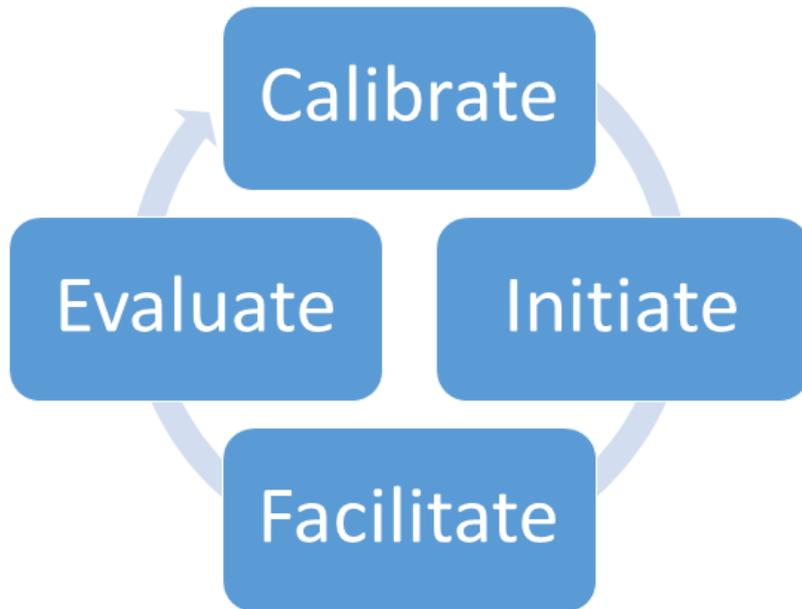
# Instructional Rounds...How it Began

Year 1 observations focused on the core components of effective instruction – teacher, content, and tasks.



# The Early Process

**Year 1**



**Year 2**

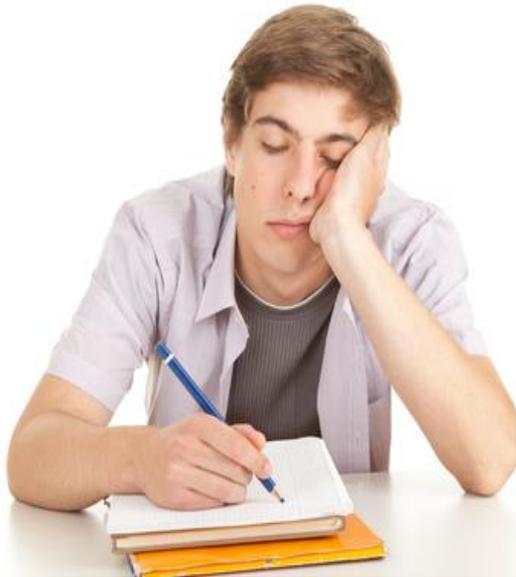


# Reflections

- Year 1
  - Team presence in lowest performing schools
  - Schools not held accountable for responding to the feedback, team not present in all CLC schools
  - Lack of focus
  - School leadership teams did not participate in the rounds
- Year 2
  - Rounds expanded to all CLC schools
  - Feedback was aligned to evaluation system
  - School administrative teams became part of the rounds
  - Schools selected the focus of rounds but resulted in lack of unified focus
  - Impact was not measurable on student achievement

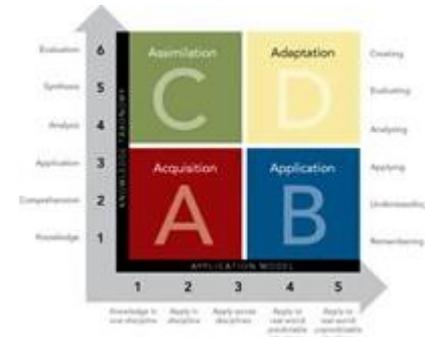
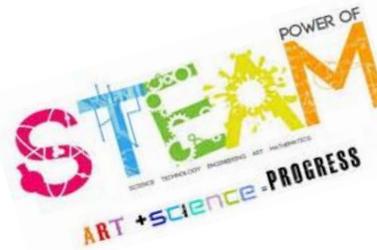
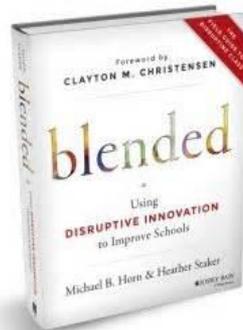
# Refinement...The Need for Focus

**Old Expectations**



**New Expectations**

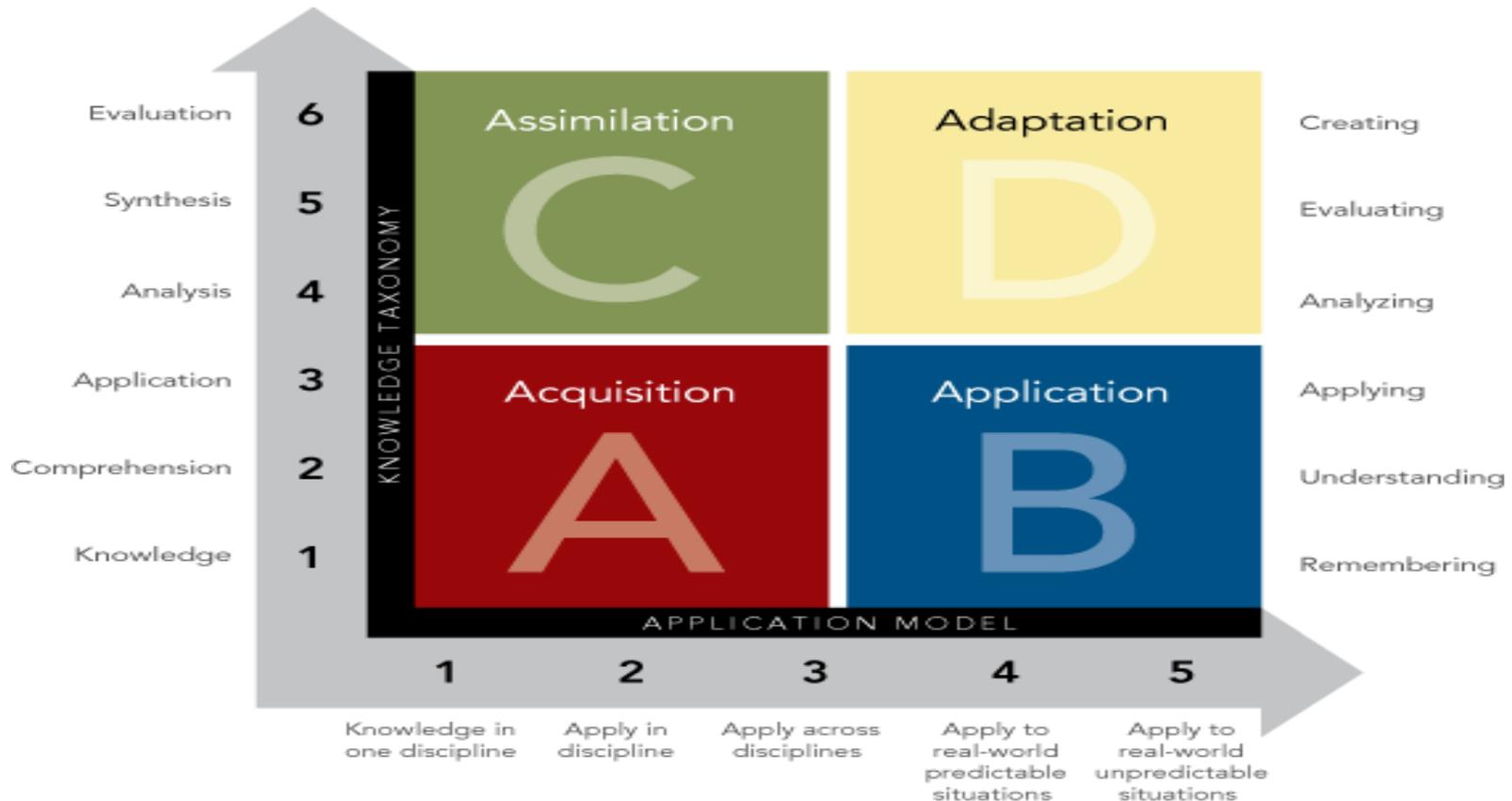




# Refinement...The Need for Focus

- Instructional Rounds were not resulting in measurable academic growth
- Based on student performance, and the instructional shifts needed to meet new standards, we shifted our focus to Rigor and Relevance as a way to support our schools
- Our learning community partnered with The International Center for Leadership in Education to provide training to our leadership teams
- Our instructional rounds are focused on providing input to schools using the Rigor and Relevance Framework

# Rigor and Relevance



# Current Instructional Rounds Process: Before Classroom Visits

- Assemble the team
- Discuss instructional focus and progress with school admin team
- Review rigor and relevance framework and feedback from



# Current Instructional Rounds Process: During

- Conduct classroom observations
- After each classroom visit the teams debrief to reach consensus on where the lesson will be ranked



**ANECDOTAL EVIDENCE-LOW INFERENCE OBSERVATION**

**OBSERVATIONS** - What is the teacher saying and doing? What are the students saying and doing? What is the task?

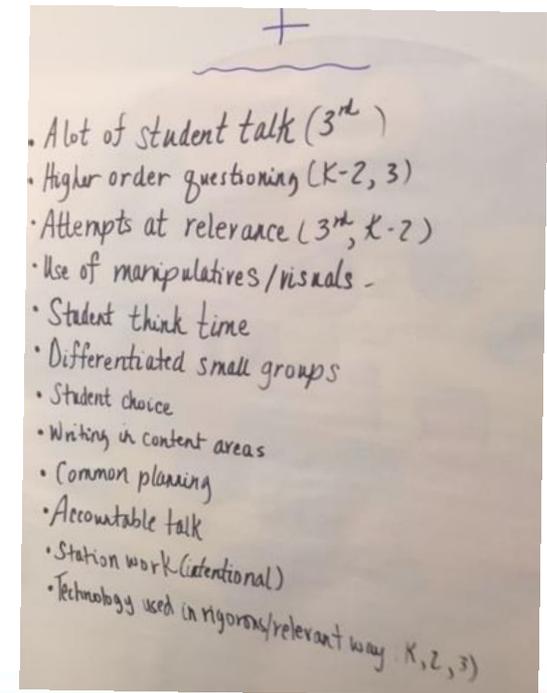
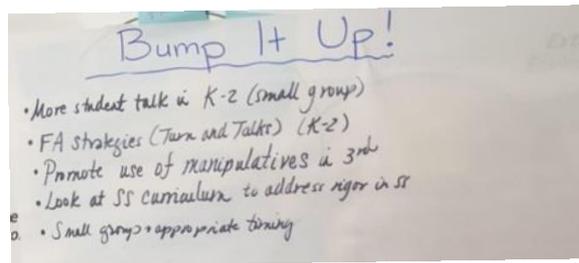
**WONDERINGS**- What questions come to mind as a result of my observations?

**COACHING/FEEDBACK**- What feedback/coaching conversation should be provided to the teacher to ensure that there is immediate impact on student learning?

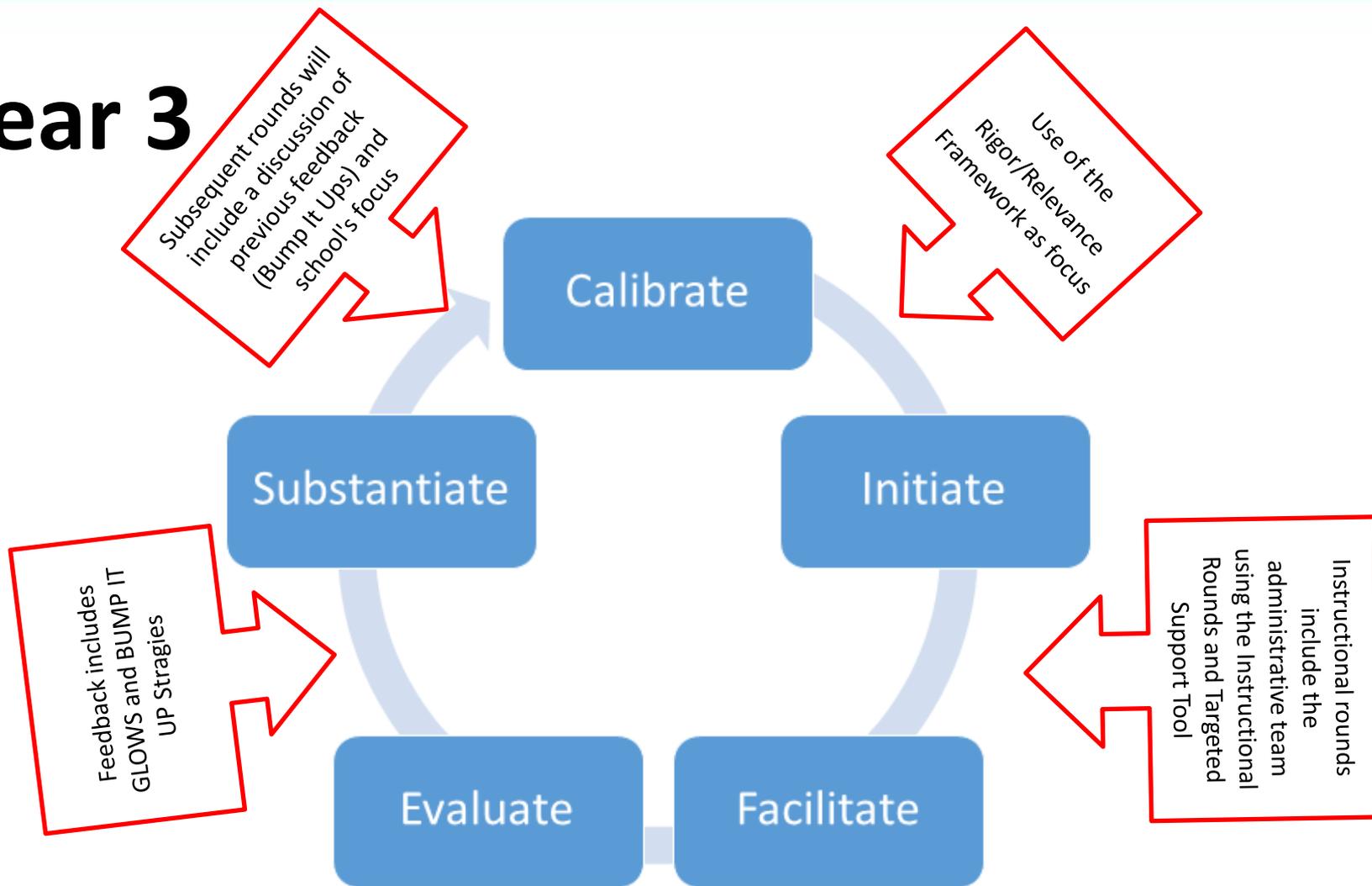
# Current Instructional Rounds

## Process: After

Plot lessons, discuss pluses, discuss "How to Bump It Up"



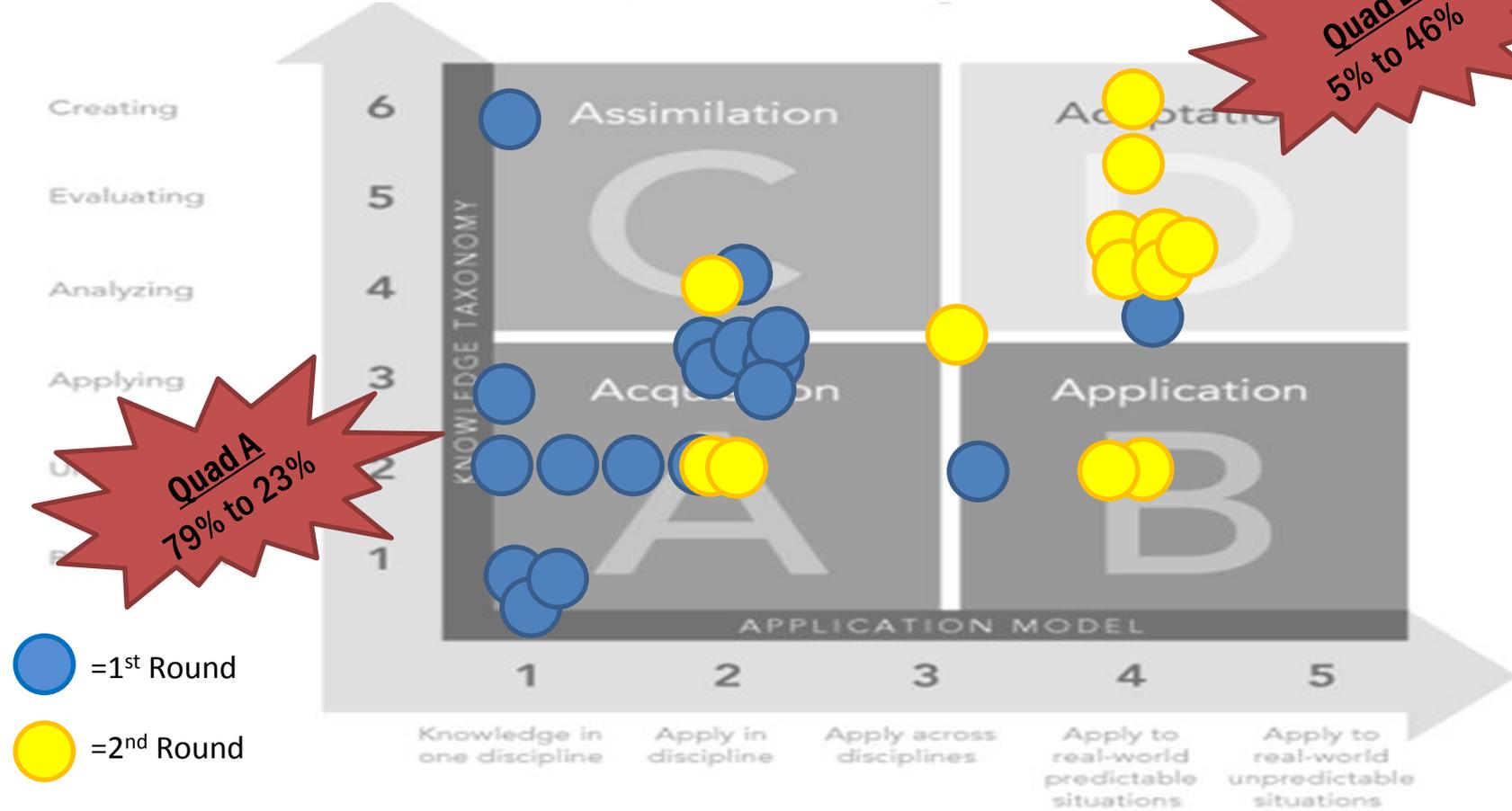
# Year 3



# Principals Perspective

- <https://youtu.be/rALd6V26mr0>

# CLC Elementary School Example



# Turn and Talk

How do think your leadership team/schools would accept feedback from an outside group?

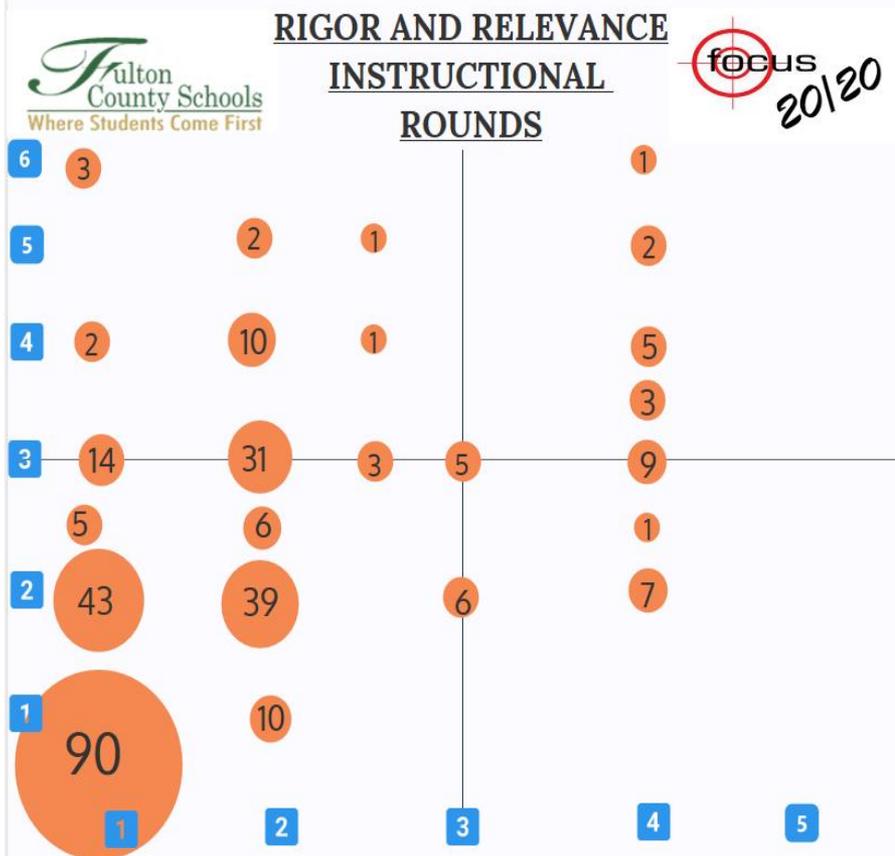
## **School:**

What would you need in order for you to trust and act on feedback from a district team?

## **District:**

What would you need to do to ensure that schools will trust the feedback you provide?

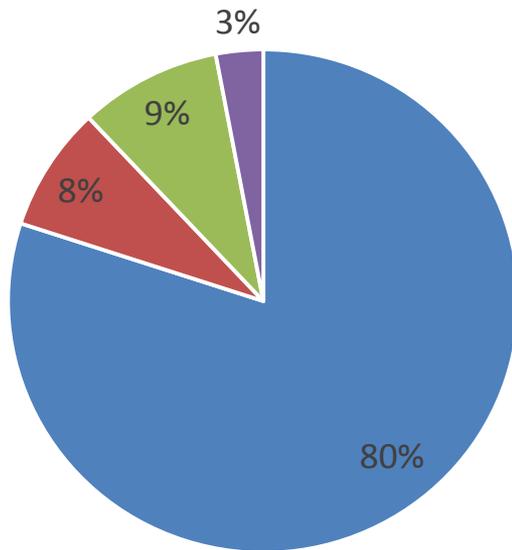
# Round 1 Results



- 299 Total Classrooms
  - 196 Elementary
  - 49 Middle School
  - 54 High School

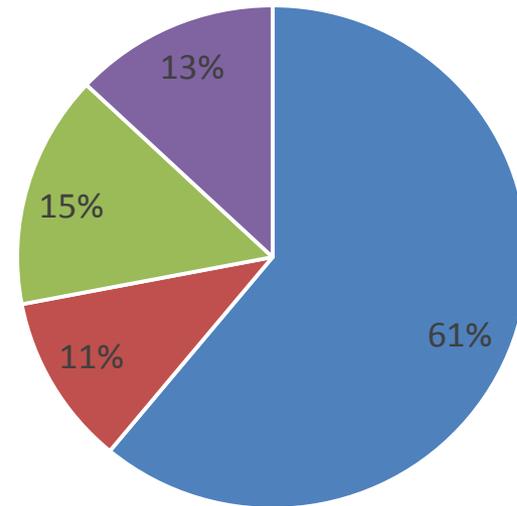
# Learning Community Growth

## Round 1



■ Quad A ■ Quad B ■ Quad C ■ Quad D

## Round 2



■ Quad A ■ Quad B ■ Quad C ■ Quad D

# Correlation With Student Achievement

Lowest % of  
Quad A Lessons

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graph TD; A[Lowest % of Quad A Lessons] --- B[Largest SGP's in STAR Reading and Math]; A --- C[Largest Increases in Lexile Levels]; A --- D[Largest decrease in MS/HS course failures];
```

Largest SGP's in  
STAR Reading  
and Math

Largest  
Increases in  
Lexile Levels

Largest decrease  
in MS/HS course  
failures

# Next Steps

- Continue instructional rounds to improve teacher effectiveness and student achievement
- Partnership with TNTP to create a vision for effective instruction in ELA/Math and develop rubrics to use for instructional rounds
- Focus on providing content specific feedback
- Continually reflect and refine process

## Turn and Talk

How could the Instructional Rounds can be used to drive improvement in your school or system?

What changes might you make to meet your unique needs?

# Questions

