



Española Public Schools  
Instructional Rounds  
SY 2016-2017

## **Espanola Public Schools Instructional Rounds**

Instructional rounds are a practice of observing patterns of teaching and learning across classrooms, with the goal of improving instruction. The practice was adapted from medical rounds that doctors conduct and assists educators in working together, using a basic protocol, to improve classroom instruction. The instructional rounds practice is meant to be a collegial problem solving experience, rather than a punitive/"gotcha" experience.

There are many protocols for instructional rounds – the protocol Espanola Public Schools will be using is a hybrid from the Harvard Graduate School of Education.

### **Key Elements:**

- The host school identifies a “problem of practice” (POP) which will be the visiting team’s focus during classroom visits. Problems of practice might relate to student engagement, implementation of the CCSS, effective instructional practices, rigor, differentiation, questioning, etc.
- The host school first provides an overview of the POP. The visiting team (including the host) then divides into groups and observes in three to four classrooms for no more than 20 minutes. During this time, the team members record what teachers and students are saying and doing related to the POP - in a nonjudgmental fashion. What is observed is what is recorded.
- Additionally, the District will also identify other focus areas for the classroom visits, which may differ from POPs.
- Once the observations are completed, the school host and visiting team debrief on what they observed, citing evidence. Plus/Delta data is recorded and analyzed and patterns are identified. The visiting team then makes suggestions for improvements and “next steps” are identified.
- The host school incorporates the data and suggestions into their school improvement work.

Sample Recording Form

Espanola Public Schools  
Instructional Rounds #1  
Recording Form

School: \_\_\_\_\_  
Subject: \_\_\_\_\_ Grade Level \_\_\_\_\_ Room No. \_\_\_\_\_  
Learning Target: \_\_\_\_\_

**1. Routines and Procedures/Transitions**

- Routines and procedures are evident
- Transitions are effective
- Students lead effective routines for transition
- A culture of student ownership is evident

**Evidence/Description/What did you see?**

**2. Classroom Management**

- Standards for classroom conduct are evident and designed to create an atmosphere conducive to learning with a focus on self-discipline, respecting the rights of others and cooperating with one another
- Teacher's monitoring of student behavior is highly effective
- Teacher's response to student misbehavior is sensitive to individual needs
- Evidence of positive behavior supports and interventions

**Evidence/Description/What did you see?**

**3. School's PoP: \_\_\_\_\_**

**Evidence/Description/What did you see?**

Sample Recording Form

Espanola Public Schools  
Instructional Rounds #2  
Recording Form

School: \_\_\_\_\_  
Subject: \_\_\_\_\_ Grade Level \_\_\_\_\_ Room No. \_\_\_\_\_  
Learning Target: \_\_\_\_\_

**1. Academic Rigor**

- Evidence that instruction is based on the grade level Common Core State Standards
- Instruction is scaffolded for deep understanding of concepts
- Students engage in deep meaningful conversations, using academic language
- Questioning techniques are engaging and elicit discourse
- Students are highly intellectually engaged

**Evidence/Description/What did you see?**

**2. Student Engagement**

- The teacher actively engages all students by providing opportunities to make connections, contribute to discussions, interact with others, and manage and direct their (students') own thinking

How many students engaged during the lesson observation? \_\_\_\_\_ / \_\_\_\_\_  
At what level are students engaged? Check one: High – Medium - Low

**Evidence/Description/What did you see?**

**3. School's PoP:** \_\_\_\_\_

**Evidence/Description/What did you see?**

Sample Recording Form

**Espanola Public Schools  
Instructional Rounds #3  
Recording Form**

School: \_\_\_\_\_  
Subject: \_\_\_\_\_ Grade Level \_\_\_\_\_ Room No. \_\_\_\_\_  
Learning Target: \_\_\_\_\_

**1. Questioning**

- Teacher uses high level questioning techniques to elicit deep, meaningful conversations and discourse
- Teacher allows sufficient wait time
- Teacher has a system to ensuring all students respond
- Questions are designed to deepen understanding of the content being taught

**Evidence/Description/What did you see?**

**2. Assessment in Instruction**

- Teacher monitors each student during the lesson to determine levels of understanding and needs
- Students know what they are expected to know and be able to do, and why
- Students analyze and evaluate their own assessment data

**Evidence/Description/What did you see?**

**3. School's Pop:** \_\_\_\_\_

**Evidence/Description/What did you see?**