



GRANVILLE EAST PS INSTRUCTIONAL ROUNDS

TERM 1 2023

*Creating a Path Instructional
Rounds Network*

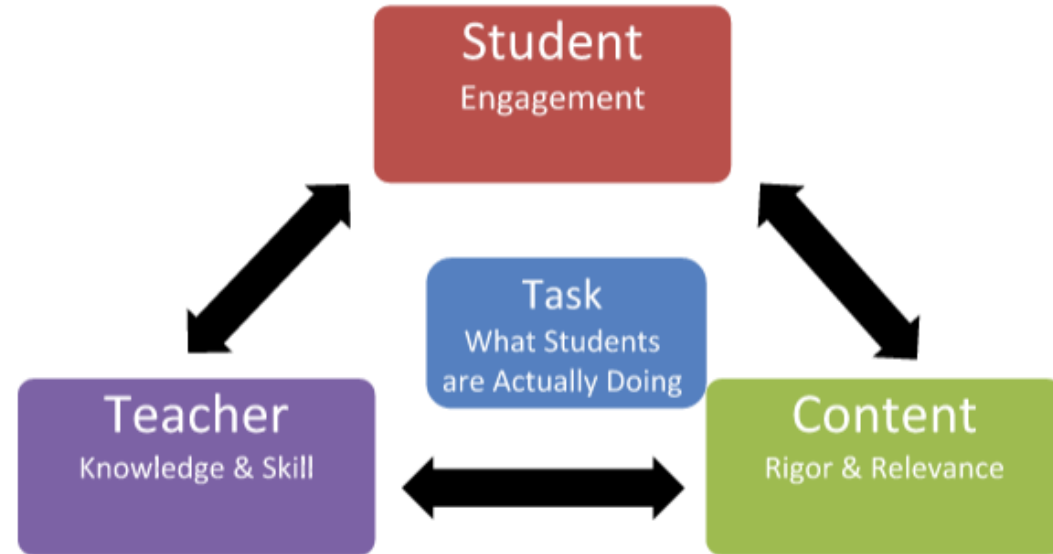


- **What are 3 of the most important things someone new to instructional rounds needs to know?**
- **What questions do our new members have?**



What is the instructional core?

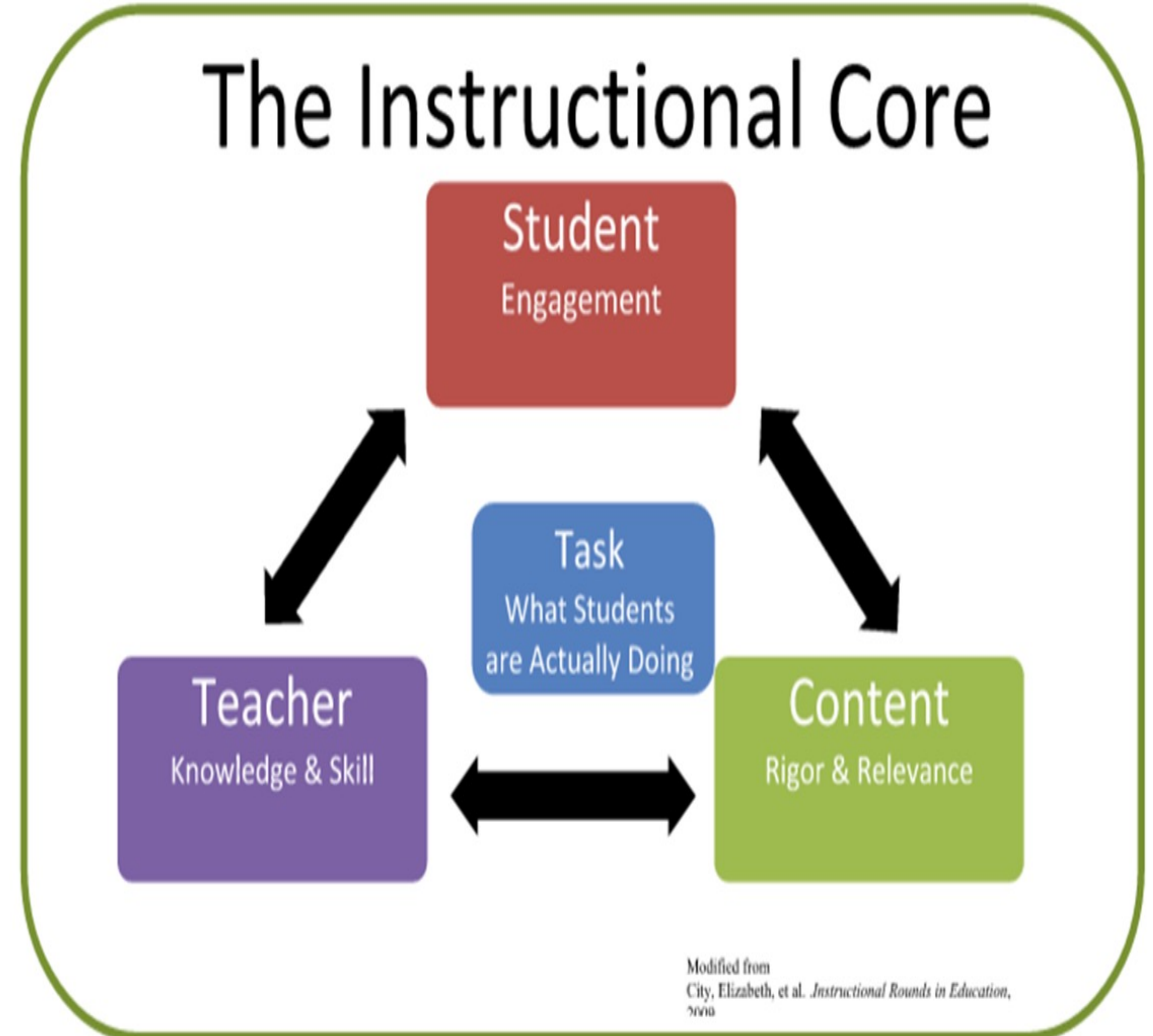
The Instructional Core



Modified from
City, Elizabeth, et al. *Instructional Rounds in Education*,
2014

Underpinned by beliefs

- Increases in student learning occur only as a consequence of improvements in the level of content, teachers' knowledge and skill, and student engagement.
- *If you change any single element of the instructional core, you change the other two.*
- *If you can't see it in the core, it's not there.*





Granville East Team

Background
to the PoP



Granville East's Problem of Practice

How are our students developing their agency?

- Are students developing the confidence and resourcefulness to engage in the learning?*
- Are tasks hooking students in with relevance and challenge?*
- How are teachers eliciting student thinking to deepen learning?*



GEP'S 2022 PoP

How well is classroom talk deepening students' understanding of text.

- *How well are we eliciting student thinking about texts, and how are teachers using this information to target and deepen the learning?*
- *Are we probing student thinking for deep understanding?*
- *Is there evidence of planning for, and addressing, misconceptions about texts?*
- *How does student talk enhance learning? What type of talk are students using and for what purposes?*

Term 2 2022 - OLD GUILFORD'S PROBLEM OF PRACTICE

Are we enabling deep thinking in our students?

- Is questioning used to deepen the learning?
- Is the development of oral language an integral part of the lesson?
- Is scaffolding targeted to learners' needs? Are we allowing for productive struggle?





Questions can produce

Reproductive
thinking –
rehearsing old
thinking

Productive
thinking – asking
questions that
cause thinking

In IR we hear teachers ask questions but

- do teachers listen to the answers
- do they wait for the answers
- does the conversation continue
- do we hear students ask questions

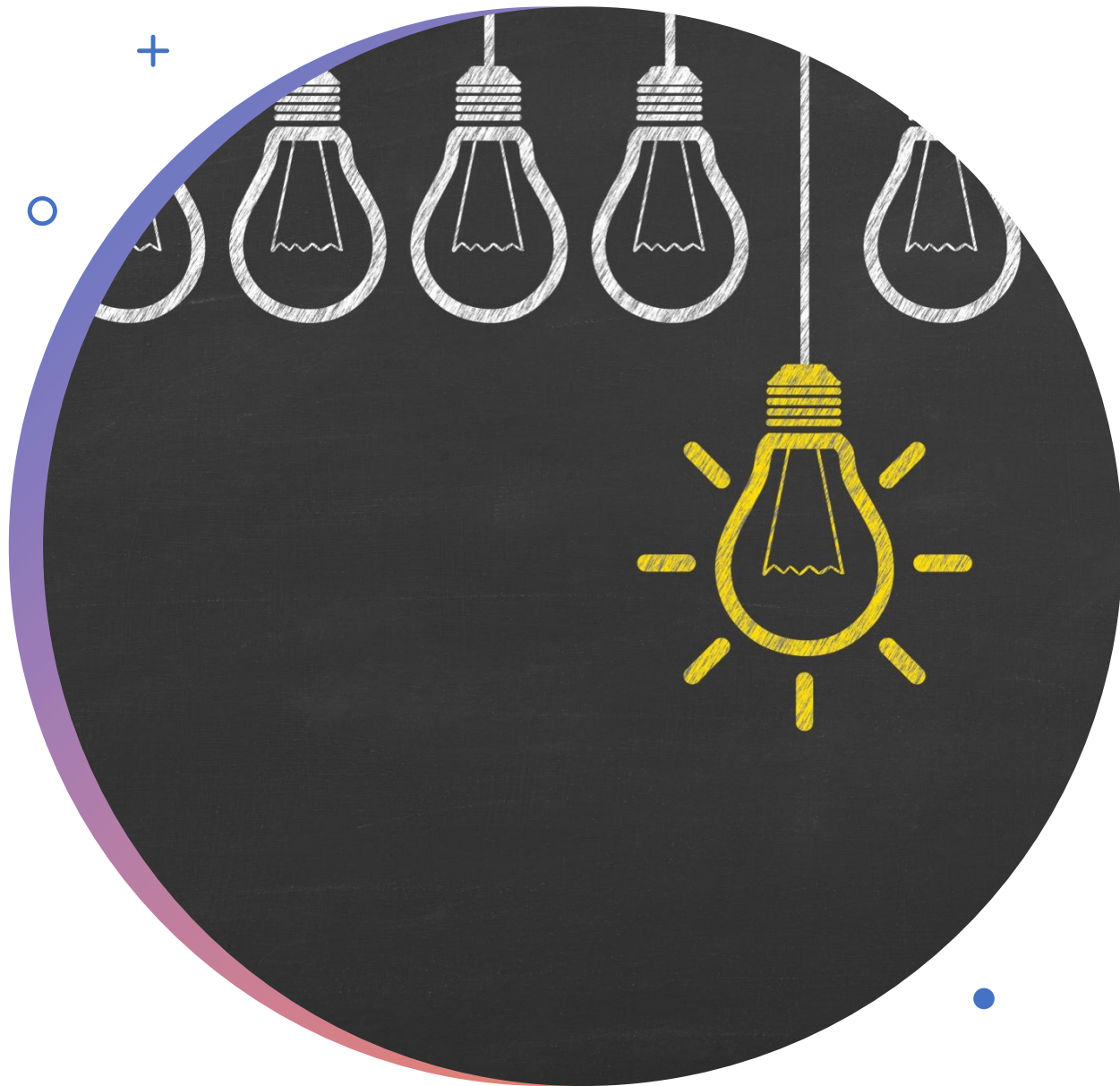


Barbara Blackburn – "Rigor is Not a Four-Letter Word",

"It is not enough to simply ask higher order questions.

If a teacher asks a higher order question and accepts a lower order answer, that's not rigorous".





Learning Intentions

- You will use collaborative processes (a visible thinking routines and discussion) to deepen your understanding of student agency in relation to GEPS's PoP.

Success Criteria

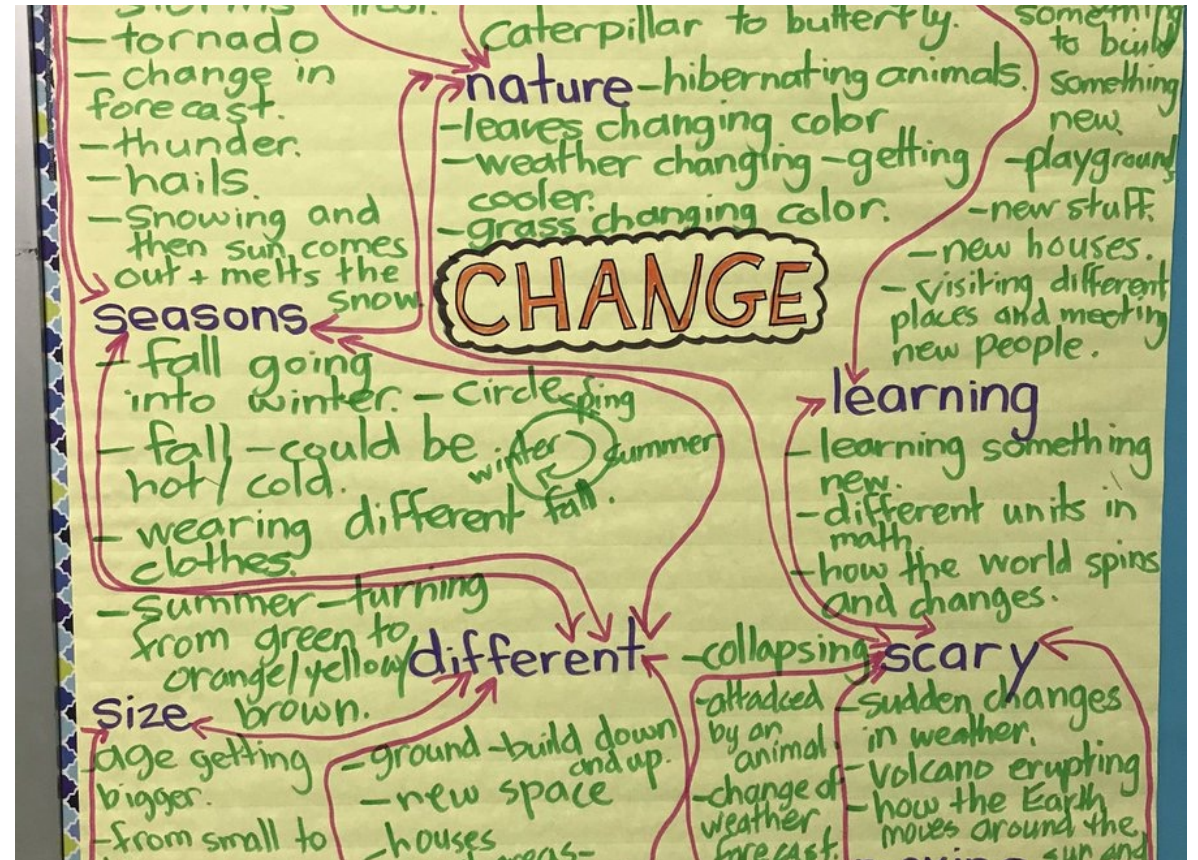
Your collaboratively developed posters will cover many of the main ideas of student agency as it relates to GEPS's PoP and will show your depth of thinking as you:

- Demonstrate connections you have made between the reading and your beliefs and experiences
- Develop a definition of student agency
- Pose questions about the ideas that are still challenging or puzzling you
- List ways teachers can promote classroom discourse to make student thinking visible

WHAT DOES AGENCY “LOOK” LIKE IN CLASSROOMS?

Making Meaning Routine

Making Meaning Routine



Making meaning routine

- Review the reading and the sentences you highlighted.
- This might include any new ideas that broaden your thinking, extends it in different directions or simply things you agree with and believe to be important.

Making meaning routine

Taking turns, each person responds to:

What does agency 'look' like? with a single word.

Each person's word must be unique so that it adds to the collective meaning.

Making meaning routine

- Each person adds on to someone else's word with an additional word or phrase so as to elaborate in some way.
- Based on the group's "Making Meaning discussion" on chart paper, pairs now write their own answer to the question.

Why is eliciting student thinking important?

- **Persevering to get students to speak their thinking is a sign of respect - as is wait time**
- **We get information about what students do and don't understand – misconceptions and gaps in knowledge.**
- **It helps build our judgement free classroom culture that sees errors as normal and useful and that focuses on thinking rather than winning the competition to be first, fast, and right all the time.**



How are teachers eliciting student thinking to deepen learning?

What needs to be in place:

- to shift the dynamic from the teacher listening to and interacting with just one student at a time to everyone listening to each other and contributing to each other's thinking?

What needs to be in place to create robust student dialogue where:

- students talk more than teachers - students carry the cognitive load.
- students are required to think at a high level.
- students feel safe to make errors and take risks.



Descriptive Observation is at the heart of rounds

Descriptive observations is an **accurate account of an event or action for which the observer does not modify, assess, judge or make inferences about what he or she is observing.**

The observer attempts to capture and represent the event or action using words or phrases that are non-judgmental.

WHAT IS ACTUAL BEING SAID!!



Observations

1

**Slow down;
be in the
moment.**

2

**Erase
expectations.**

3

**Record what you
see, not what
you think about
what you see.**

4

**Try to capture
the conversation
as close to
verbatim as you
can.**

5

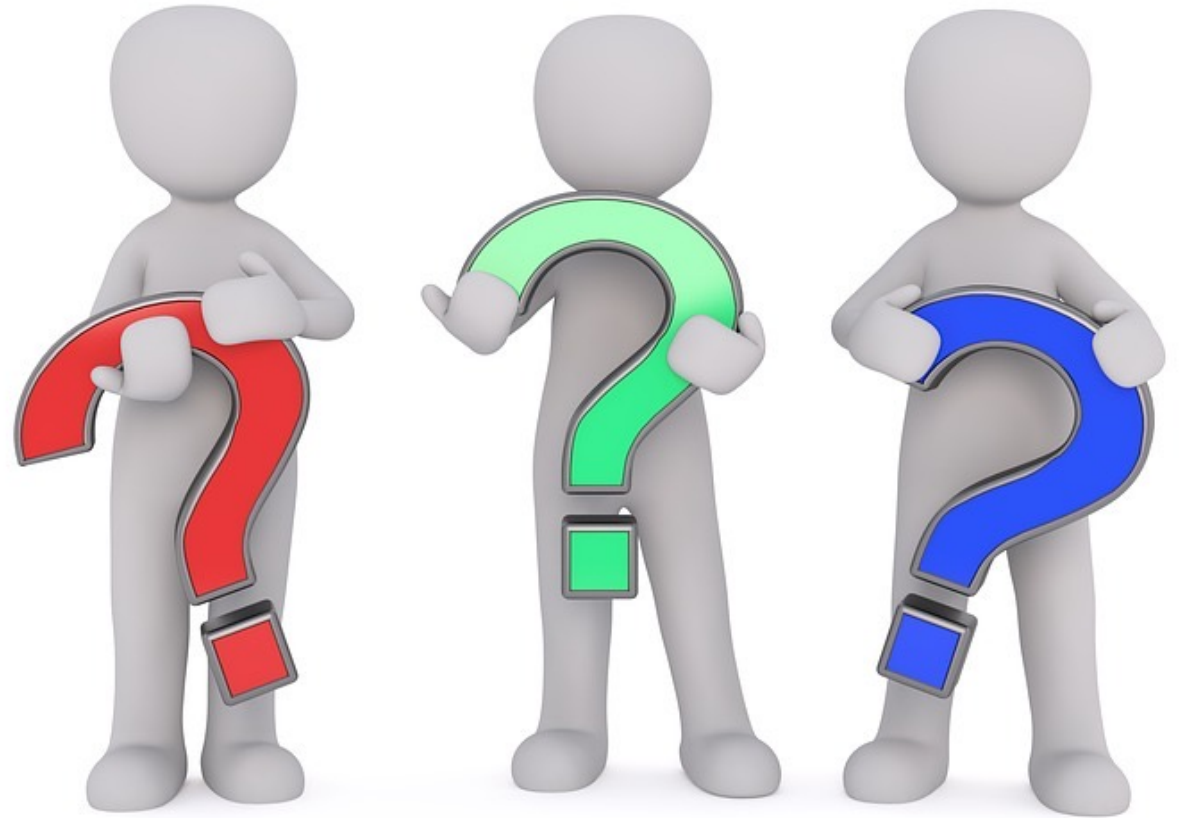
**Remember that
you cannot
record
everything that's
going on in the
classroom. Just
relax and write
down what you
can.**



Protocols for classroom visits

- The teacher does not stop to introduce you
- Allow the teacher to continue without interruption
- Observers don't speak to each other
- Observations are guided by the problem of practice
- On departure we say thank you but make no other comment
- We move away from the classroom before talking

STUDENT QUESTIONS



Student Questions

What are you learning today?

Why are you learning this?

What is your job in this learning?

Each observer asks only one student.



CELEBRATION

WHAT MADE
YOU GO WOW!

- detailed & specific
- learning
- teaching,
- environment,
- relationships,
- routines,
- scaffolds,
- tasks



OBSERVATION DEBRIEF

Individual Review of Classroom Notes to Identify Descriptive Evidence

Read through your notes, placing an asterisk next to descriptions that seem relevant to the problem of practice and are representative of the lesson observed.

Make sure you have covered:

- The qualities of the task
- Teacher doing and saying
- Student doing and saying

Discard any observations that are:

- judgemental
- not related to the problem of practice
- came from the observer “teaching”

Use a different coloured post-it note for each of the 4 lessons

LOOKING FOR PATTERNS IN THE DATA



The number one challenge for most people is staying in the descriptive mode – this persists over time. Participants will be tempted to let a few non-evidentiary comments go unchecked. Resist the temptation. Once a few judgements slip into the conversation, they have the habit of reproducing like rabbits.

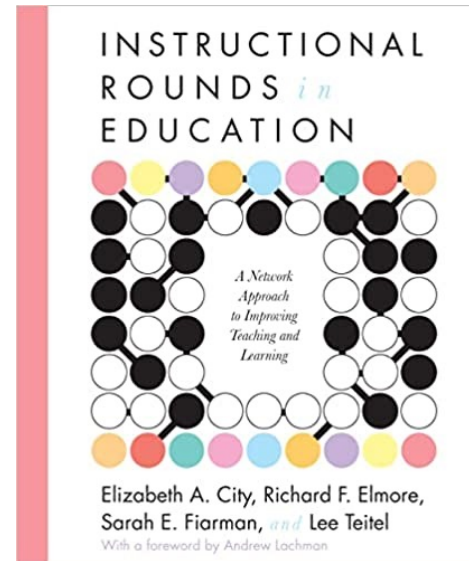


WHAT ONE CHANGE DOES THE
GROUP BELIEVE MAY HAVE
MADE THE LESSON MORE
EFFECTIVE?

INSTRUCTIONAL ROUNDS - PRINCIPLE 7

*Description before analysis,
analysis before prediction,
prediction before evaluation.*

“If you were a student at this school and you did everything you were expected to do, what would you know and be able to do (considering what you observed)?”



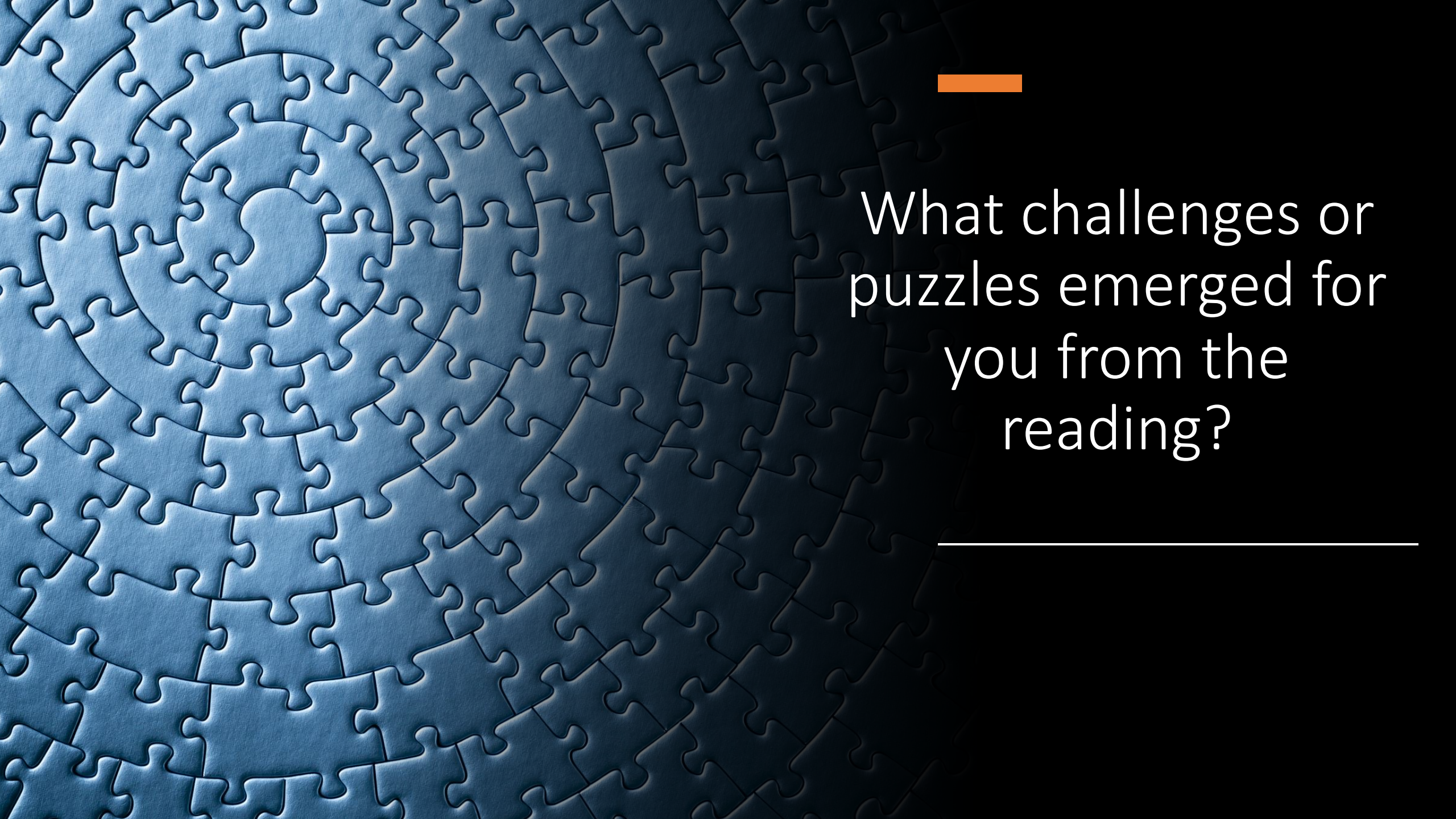
GRANVILLE EAST PS

INSTRUCTIONAL ROUNDS DAY 2



What are you
thinking about
after yesterday?





What challenges or puzzles emerged for you from the reading?



Predictions Answer the Question:

“If you were a student at this school and you did everything you were expected to do, what would you know and be able to do (in light of the patterns observed)?”





GEPS

Professional learning structures and plans as
you move forward.

NETWORK PROPOSES THE NEXT LEVEL OF WORK

Thinking

Reason with evidence

Making connections

Capture the heart and form conclusions

Build explanations and interpretations

Wonder and ask questions

Uncover complexity



NETWORK PROPOSES THE NEXT LEVEL OF WORK

WHAT?

- *A collection of powerful questions and starting ideas to help the school move forward*

HOW?

- *We will remain focused on improving student learning and outcomes.*
- *We will remain committed to sharing and reflecting on both our successes and our failures.*

WHY?

- *Leadership development for all network members*



EXAMPLES OF POWERFUL QUESTIONS FROM A RECENT ROUND



- *How do we ensure professional learning translates into sustained change of classroom practice?*
- *Do teachers and students understand the purpose of the SC and how this is used to give feedback to allow students to be self-directed learners?*
- *How can we take the whole school community on the journey towards rigorous learning?*
- *How active are our students in their learning? How do we know?*
- *Are our assumptions about our students and parents preventing us from taking important initiatives? How could we explore this?*

How can we ensure the concepts from our professional learning are embedded, sustained and used as the starting point for the next round of professional learning?

- Some exemplary practices are starting to emerge in the teaching of mathematics. If you move on too quickly these will not be sustained & you will lose them. Plan to continue your focus on mathematics for at least two more terms.
- Members of the school leadership team discuss what is essential for professional learning to be embedded. Use the document by Timperley, “Teacher Professional Learning & Development” <https://www.creatinggrounds.com/leading-change.html>

RECALL / REVIEW	PROCEDURAL	GENERATIVE	CONSTRUCTIVE	FACILITATIVE	REFLECTIVE
<p>Recalling and clarifying previous knowledge</p>	<p>Establishing expectations – directing classroom activity</p>	<p>Exploring a topic</p>	<p>Building new understanding</p>	<p>Promoting learner’s own thinking and understanding</p>	<p>Challenge to think critically and creatively</p>
<ul style="list-style-type: none"> • What do we know now? • Could you summarise? • What comes next? • Are you ready? • What sort of ideas come to your mind when...? • What kinds of experience lead people to act that way? 	<ul style="list-style-type: none"> • Can everyone see? • Are you ready? • What sort of ideas come to your mind when...? 	<ul style="list-style-type: none"> • Why do we remember _____? • • How could things change...? • What could this mean to ____? 	<ul style="list-style-type: none"> • How could things change...? • What could this mean to ____? 	<ul style="list-style-type: none"> • Can you put that in a way that _____ would understand? • What makes you say that? • When might be justified? 	<ul style="list-style-type: none"> • What patterns do you see here? • Can you compare --- to --- ---. • What are your questions now?

3 Question Classifications Model

Morgan & Saxon

**QUESTIONS THAT
ELLECT
INFORMATION**

**QUESTIONS THAT
SHAPE
UNDERSTANDING**

**QUESTIONS THAT
PRESS FOR
REFLECTION**