Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Robert Louis Stevenson Elementary School of the Arts Instructional Rounds Guide**

**What are Instructional Rounds?**

During instructional rounds, small groups of teachers and administration make brief observations of their fellow colleague’s classroom environments. These observations are not longer than a typical classroom walk-through of about 10 minutes. During these rounds, groups of teachers and administrators observe as many classrooms as possible within part of a normal school day. For example, a group of teachers might spend an entire morning conducting rounds and then discuss their experience later in the day after rounds have been completed. Another option is to conduct one observation and then get together to discuss that individual experience.

Instructional rounds is not about providing feedback to the teacher being observed. This is an option if the observed teacher has a desire to receive input. If this should be the case, the observing team may only make a summarizing comment about what was observed.

The primary purpose of conducting instructional rounds is for the observers to compare practices with those observed in the classroom they visited. It is the discussion at the end of the set of rounds and the subsequent self-reflection by observes that bring about the greatest benefit for all contemplate the future direction of their school’s mission, staff development training needs, and assessment of student misunderstanding of ideas and concepts.

Instructional rounds are conducted by lead teachers and administration that are deeply respected by staff. They like the idea about being a coach or mentor, are heavily involved in the “life of the school”. Rounds are usually scheduled once per semester.

Instructional rounds are not about evaluating individual teachers being observed.

When conducting an actual observation, the group of 5 or 6 should walk quietly in the classroom and find a place that is as unassuming as possible. Note taking helps the observer to recall information for a later time.

At the end of the observation, the last person signals the teacher by recognizing them with a “thank you” or a “note of thanks” for having had the opportunity to be a part of the classroom.

**What to Look For:**

Observations are about the “Art of Science and Teaching” (Marzano, 2007). In following Marzano’s theory, it is about a framework for observing effective instruction seen in the round.

Specific questions are designed to look at lesson planning and effective units of study that help to scaffold learning for students.

Ex:

* How is help provided to students to effectively interact with new knowledge?
* How is help provided to help students practice and deepen their understanding of new knowledge?
* How is help provided to help better engage students?
* What is in place to help maintain classroom rules and help students to build their own procedural knowledge of how to maintain conduct and order?
* How are high expectations communicated to students?
* How are effective lessons organized into cohesive units – what is evident to assume this?

**How to use the Snapshot Observation Form**

The observer must continually ask himself or herself the following questions:

* + - * + What am I observing right now?
        + Is the lesson segment that involves the routine behaviors that might be observed in every lesson?
        + Is the lesson segment that addresses content in a specific way? How?
        + Is it a lesson segment that must be enacted on the spot? (Is it reflecting prior planning?)

Is the lesson segment involving new content?

Is the lesson deepening understanding?

**Marzano Observational Protocol Snapshot Form:**

**Time of observation – from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Lesson Segment 1: (Should be seen in every lesson all of the time)

* What is the teacher doing to help establish and communicate learning goals, track student progress and recognize success?
  + Are learning goals and targets evident?
  + Scales and measures to remind students how they fall on a range of their own goal setting?
  + Use of formative assessments? What are they for this lesson?
  + How are students tracking their growth?
    - Notes:
* What is the teacher doing to establish or maintain rules and procedure?
  + Teacher reminds students of procedures and rules?
  + Physical layout of room provides patterns and displays to assist students on how to physically organize themselves?
    - Notes:

Lesson Segment 2: (Addressing Content in the lesson)

* What does the teacher do to help students effectively interact with new knowledge presented?
  + Teacher provides think-alouds, clues and chunking of information about content?
  + Use of advanced graphic organizers, note taking, preview questions, KWL strategies?
    - Notes:
* What does the teacher do to help students practice and deepen their understanding of new knowlege?
  + Summarizing of information to clarify information is evidenced? Is it verbal or in writing?
  + Are non-linguistic representations provided?
  + Is reflection by students posed by the teacher so that students have to think about their thinking?
  + Is there an examination of similarities or differences being examined?\
  + Use of homework as a means to gauge learning and instruction?
  + Examine error reasoning?
    - Notes
* What is the teacher doing to promote active student engagement? ( Is the engagement ritualistic and compliant or is the engagement authentic with a high level of student interaction, thought provoking, a lot of verbal and written expression?)
  + Notice when students are not engaged?
  + Manage response rates during questioning? Who is answering and who is not?
  + Use of physical movement?
  + Maintain a lively pace – instructional momentum?
  + Demonstrate enthusiasm and inflection with well chosen words?
  + Using friendly controversy to defend a position?
  + Provide student centered work groups for interaction on topic with discussion points on topic?
  + Demonstrate “with-itness – tends to disruptive behavior
    - Notes:
* What does the teacher do to establish an effective level of relationship with each student?
  + Demonstrates affection for students through humor, or friendly banter, and or appropriate school talk with a focus?
  + Displays objectivity toward all students?
    - Notes:
* What is the teacher doing to communicate high expectations for this lesson? (What evidence supports this?)
  + Probing for incorrect answers from low-expectancy students
  + Having the same academic rigor – high expectancy for all students
  + Asks high levels of questions – where on the Blooms does the level of instruction fall?
    - Notes: