

Early
College
Design
Services



JOBS FOR THE FUTURE

INITIATING, DEVELOPING, AND DEMONSTRATING ROUNDS

A GUIDEBOOK FOR TEACHERS, COACHES AND
INSTRUCTIONAL LEADERS IN SCHOOLS USING THE EARLY
COLLEGE DESIGN COMMON INSTRUCTIONAL FRAMEWORK

OCTOBER 2012

3.

PREPARING FOR AND DOING ROUNDS: LAYING THE FOUNDATION FOR A COLLABORATIVE CULTURE

A committed community of teachers and leaders has agreed to work toward a coherent educational experience using the Common Instructional Framework. They have received intensive professional development in their own classrooms and as a staff in the use of the framework. Now the school is ready for the Early College Design Rounds Model.

Embracing Rounds can require many small yet significant changes in the way teachers, coaches, and instructional leaders think and work. There are practical challenges to be overcome and shifts in mindset may be required. This chapter introduces ways to meet the challenges and support the shifts that many schools encounter when beginning Rounds. It includes guidance on creating a culture respectful of all teachers as they challenge themselves to continually improve their own practice and that of their fellow teachers.

STEP ONE: PRE-ROUNDS

SETTING THE STAGE FOR OBSERVING THE COMMON INSTRUCTIONAL FRAMEWORK IN ACTION: PRE-ROUNDS (PREPARATION)

A brief meeting led by the host teacher gives participants the context they need for the classroom visit and establishes mutual expectations for it. This information may be documented in a Rounds sheet. *See Appendix I.C for the agenda for a one-day workshop on preparing for Rounds, including how to write Rounds sheets and how to gather non-evaluative, low-inference data.*

SUGGESTED PROTOCOL FOR PRE-ROUNDS MEETING

A written protocol provides an agenda for Pre- and Post-Rounds Sessions, as well as a clear structure for each session. Using such protocols during Rounds is strongly advised: They ensure a respectful environment and a clear focus on providing non-evaluative

feedback while fostering reflective practice. Protocols support the facilitator in managing discussions, support participants in knowing there is a clear and managed plan for each part of the Rounds, and support the host teacher in knowing there are clear boundaries and agreed-upon methods for giving and receiving feedback.

Here is a suggested protocol for a Pre-Rounds meeting:

Goals of Rounds

- > To support teachers in continually improving their practice by providing non-evaluative, low-inference data on students' learning as they use the Common Instructional Framework
- > To create a common expectation, language, and vocabulary of what high-quality teaching and learning look and sound like as teachers use the Common Instructional Framework throughout the school
- > To encourage non-defensive, reflective practice by teachers that focuses on continually improving their practice and student learning
- > To support a culture of high expectations for every student and teacher at the school

Pre-Rounds Protocol (10 minutes total)

1. The facilitator thanks the host teacher and observers for participating and reminds the group of the norms for Rounds (2 minutes):
 - » Be respectful of the culture of the classroom.
 - » Concentrate on gathering data on the students, not the teacher.
 - » Take non-evaluative, low-inference notes throughout the session.
 - » If you must talk to another teacher, please step out of the classroom.
 - » Remember that the role of observer is to act as a learner, not a teacher.
2. The facilitator thanks the host teacher who distributes Rounds sheets and briefly discusses the learning goals of the lesson. The host gives the context and activities of the lesson the observers will see, along with the Student Learning Questions she/he wants to group to address. The group reads the Rounds sheet. (5 minutes)
3. The host answers questions from observers, giving just enough information about the lesson so that they can gather data intelligently. It is important to observe the lesson with a fresh eye rather than with assumptions or expectations. (1-2 minute)
4. Observers decide among themselves which one Student Learning Question each of them will collect data on during the observation. (1 minute)

See *Appendix I.D* for a one-page *handout of this protocol*.

ROUNDS SHEETS

Rounds sheets provide context, capture data, and focus participants on student learning. Keep the sheets easy for the host teacher to prepare and for the participants to digest. An effective Rounds sheet is one page or less, with three main components:

Background: A few sentences or bullet points describing what the students will be learning, where they are in the sequence of the lesson or unit, and any other important context

Focus: A brief summary of what the host teacher seeks to learn from the Rounds Session

Student Learning Questions: Two to three specific questions the host teacher would like the participants to gather evidence for. Leave plenty of space on the Rounds sheet for note taking.

Keep in Mind

- > The time it takes to fill out the Rounds sheet should not become a reason not to do it. Include just enough context to be useful to the participants.
- > The host ties the Rounds sheet to her/his lesson plan and growing use of the Common Instructional Framework so it feels like an organic extension of teaching rather than extra work.
- > Less is more! If a Rounds sheet is too long or detailed, the participants might not read it thoroughly. If there are too many SLQs or the questions are too broad, the data might be less robust and less actionable.
- > Teachers create Rounds sheets to increase their effectiveness and accelerate what their students are learning the next day, week, month, and year!

See Appendix I.F for a template for Rounds sheets. A sample Rounds sheet is on page 13.

IDENTIFYING THE COMMON INSTRUCTIONAL FRAMEWORK IN ACTION: A CHECKLIST

What does a classroom look like and sound like when all six instructional strategies are being implemented? In addition to the Rounds sheet, a checklist can help teachers identify the six instructional strategies of the framework as they observe model lessons during Rounds. The checklist also fosters a common understanding and expectation of how a classroom works when all students know how to implement all six strategies.

"Students" in this checklist means "all students," not a few, not the most easily motivated nor the quickest to answer. The six instructional strategies, when fully implemented, are designed to create an all-inclusive, fully engaged classroom that meets the needs of all students.

Checklist for Collaborative Group Work

- Students engage in focused, face-to-face dialogue.
- Students work together toward an end result.
- Students learn from one another in their groups.
- Students report on their group's findings.
- The teacher monitors and conferences with groups, using Questioning to move groups along and scaffolds to help groups that are struggling.

SAMPLE ROUNDS SHEET

Name: Jennifer Scott
Class: American Literature 11
Date: April 11, 2012

Lesson background: This eleventh-grade American literature class has been reading John Steinbeck's *Of Mice and Men*. Today, students will examine Curley's wife through a dialogic approach, evaluating and examining different perspectives on her character. Students will formulate opinions of their own, based on their reading thus far. They will also, within collaborative groups, study passages from *Of Mice and Men* to support their analyses. Students will also look carefully at one primary-source, non-fiction text: a letter from Steinbeck to Claire Luce, the actress who played Curley's wife on Broadway in 1938. Finally, students will formulate a strong thesis statement on the character of Curley's wife and Steinbeck's intent.

Lesson Goals/Objectives

Students will be able to:

- Write reactions to and opinions of the character of Curley's wife
- Discuss their opinions of Curley's wife with their peers and carefully listen to and record their peers' opinions
- Analyze selected passages of the text to draw conclusions about the author's opinion of Curley's wife
- Revise their ideas of Steinbeck's intentions, if necessary, when presented with other sources of information (i.e., the letter from Steinbeck)
- Understand that the point of view and perspective of the reader affects character analysis
- Refer to a primary source when discussing the character
- Use academic language when speaking
- Formulate a clear, concise thesis statement

Essential Questions

- How do we determine an author's intent, and does their intent matter?
- How do we create a solid thesis statement for academic writing?

Lesson Activities

Starter: When students enter the room, "Curley's wife" is written on the board. Silently, they write as much as they can about their opinion of Steinbeck's character in two minutes. They respond to the prompt on the board by writing in the first box of their daily assignment (Writing to Learn, Scaffolding/ Interpretation).

The teacher instructs students to get into their assigned Literacy Groups of three to four. The teacher asks who is #1, who is #2, #3, #4? Students raise their hands to identify their roles in the group. The teacher instructs the students to share their responses: 1s first, then 2s, then 3s. The teacher reminds them to listen quietly. The students take turns sharing their opinions about the character of Curley's wife.

In the second section of their daily assignment, the students record one or more of their peers' opinions. This holds students accountable for listening to one another and reflecting on others' opinions (Classroom Talk, Collaborative Group Work).

After groups complete the first two sections, the students read, discuss, and analyze a sheet of quotes from *Of Mice and Men* to explore Steinbeck's characterization (Classroom Talk, Writing to Learn, Collaborative Group Work). Then students summarize their conclusions.

Once students complete the third section, the class reconvenes to read Steinbeck's letter to Claire Luce (*Steinbeck: A Life in Letters*, page 144). The teacher explains to students that Steinbeck wrote this letter to help Ms. Luce with her interpretation of Curley's wife on Broadway. The teacher and the students discuss any questions students have (Classroom Talk/Problem Solving).

After students read and understand the letter, they return to their groups to discuss it and summarize Steinbeck's intentions when portraying Curley's wife. Students reflect on how their thinking about Curley's wife may have changed based on the perspectives they have learned about in class.

After completing all four sections, students should be able to create a concise thesis statement about Curley's wife and Steinbeck's intent (Writing to Learn/ Precision and Accuracy).

Rounds Focus: Collaborative Group Work, Classroom Talk, Writing to Learn

Rounds Student Learning Questions

How many students referred to or interacted with the novel or other primary source to support their ideas during their discussion?

What percentage of students actively involved themselves in the discussion?

Checklist for Writing to Learn

- Students use low-stakes writing to clarify their thinking about a subject.
- Students interpret, analyze, or synthesize their thinking about key content/concepts through writing.
- Students share their writing with peers (partners, small group, or whole class).
- The teacher prompts student writing with questions and scaffolds, allowing students to write for several purposes.

Checklist for Literacy Groups

- Students engage in authentic discussions around a text.
- Students collaborate in groups to read and analyze texts.
- Students support and challenge one another's thinking about the text, citing evidence from the text.

Checklist for Questioning

- Students ask and answer questions regularly to establish content and help develop and express their ideas.
- Students ask one another their own higher-order thinking questions.
- Students ask the teacher and one another a range of questions throughout the lesson.

Checklist for Classroom Talk

- Students talk in pairs, in small groups, or with the whole class about the content and their ideas, experience, and opinions.
- Students address one another directly.
- Students build on prior comments, deepening the discussion.
- Students use academic language and syntax in their responses.

Checklist for Scaffolding

- Students make explicit and implicit connections among concepts, texts, their own lives, and the world.
- Students use tools (e.g., guiding questions, graphic organizers, and outlines) to help them connect their prior knowledge and experience to new content

EFFECTIVE STUDENT LEARNING QUESTIONS

This section provides suggestions of effective Student Learning Questions associated with each of the strategies in the Common Instructional Framework. SLQs help focus observers tightly on student learning and enable teachers to assess the effectiveness of their teaching based on its impact on that learning.

TIPS AND TECHNIQUES RUBRICS AND SUPPORT GUIDES

A more complete checklist and further guidance is found in the JFF publication, *Initiating, Developing, and Demonstrating the Common Instructional Framework: For Instructional Coaches and Administrators*. This publication includes additional identifiers for using the strategies with students and teachers. It also includes support guides that suggest ways for teachers to move students through each stage of mastery.



They require teachers and observers alike to concern themselves solely with students' engagement, ownership, and acceleration.

Rounds that continually improve student learning focus on questions that teachers have about their own capacity to excite, engage, and deepen the learning of all students in their classrooms. Initially, teachers may need to become comfortable with the process and trust that it will be supportive, not evaluative. In order to achieve that level of trust, some teachers may begin by asking Student Learning Questions that focus on their own strengths. Soon, however, teachers should be encouraged to choose SLQs that focus on areas of their own teaching that genuinely perplex or concern them—and about which they are willing to listen to and reflect upon data gathered by their peers in order to improve their practice.

Collaborative Group Work

When planning a Collaborative Group Work activity, Rounds participants can be extra eyes and ears as the teacher circulates among groups. The teacher may want to assign an observer to a specific group to collect consistent quantitative data, or she/he might ask them to circulate freely among the groups to record qualitative and quantitative examples of interaction and participation.

Here are some SLQs that might work well for Collaborative Group Work:

- > What evidence do you see of students working together to develop consensus or understanding?
- > Did you see evidence that students were not participating? What happened? Can you categorize those who participate and those who do not?
- > Did you observe members participating in the activity equally, or is one student leading the group?
- > What evidence do you see of students valuing or not valuing the ideas of their partners?
- > Did you observe any patterns to the participation of students—active or not so active—when you observed different groups?

Writing to Learn

When planning a Writing to Learn activity, the teacher should think about how Rounds participants will be involved in it and what they will be able to observe without disrupting it (although the teachers may move around the classroom to see students' writing).

Here are some SLQs that might work well for Writing to Learn:

- > What percentage of students used the full time available for writing?
- > How many students are writing throughout the activity (or at different times during the activity)?
- > What percentage of students referred to the text as they wrote?
- > Please record examples of students appropriately using Writing to Learn to distribute the data they collected.
- > Please record examples of students using vocabulary to show understanding or misunderstanding.
- > Please record examples of students supporting their responses with evidence.
- > What evidence did you see of the starter problem (in mathematics) or activity building support for the rest of the lesson?
- > What patterns do you notice among students who are actively engaged in Writing to Learn and those who are not?

Questioning

Rounds participants can capture examples of questions the teacher might not be able to hear or to keep track of more quantitative data.

Here are some SLQs that might work well for Questioning:

- Please take note of questions students ask one another, especially those I wouldn't have been able to hear.
- Roughly what percentage of student Questioning is directed toward other students?
- Please take note of who asks and who answers questions. For example, is the pattern teacher/student/teacher/student or teacher/student/student/student?
- What evidence do you see of students asking questions that build on previous knowledge?
- Did you observe students asking "three before me" (asking three students before they ask the teacher)?

Scaffolding

As in Questioning, Rounds participants can record examples of Scaffolding the teacher might not have been able to hear.

Here are some SLQs that might work well for Scaffolding:

- Please record how students respond to the sequence of math problems and activities presented in this lesson. Where do they seem able to move forward, and where do they seem to get stuck?
- What examples did you see of students taking ownership of the terms and ideas discussed earlier this week and connecting them to what they are doing now?
- What evidence did you see of Scaffolding helping the students access new information?

Classroom Talk

Again, Rounds participants can serve as additional eyes and ears for the host teacher, capturing and recording student-to-student examples she or he might not hear or providing another perspective on the more quantitative types of observations.

Here are some SLQs that might work well for Classroom Talk:

- What evidence did you see of students supporting the development of ideas through Classroom Talk?
- Please record examples of student-to-student conversations you hear as they discuss their ideas.
- Did you observe students who are confused asking their peers for assistance? Please record examples.
- What do students say or do to show that they value working together and communicating?
- Did the Classroom Talk build on the designed lesson?

Literacy Groups

When distributing a text for students to decode, have extra copies available for Rounds participants. This will give them a context for the discussion. As in Collaborative Group Work, Rounds participants can serve as extra eyes and ears as the host teacher circulates among groups. The host teacher could assign a participant to a particular group to get a deeper sense of how that group is functioning or have all participants circulate to capture evidence the host might otherwise miss.

Here are some SLQs that might work well for Literacy Groups:

- Were the group roles clearly defined?
What evidence did you see of the students managing the roles appropriately (or not) for their groups?
- What evidence did you see of students using their roles to dig deeper into the text?
- Please record examples of students having relevant and meaningful discussions (or not) about the text or topic.
- Please record how often and for how long members of the group participate. Is one student clearly leading the group? Are some participating more frequently and with longer responses than others?
- Did students engage in thoughtful analyses of the characters and the concepts?
- Do students respond to one another's responses, link their responses to those of the other members, and make meaningful links among the members' responses? Please record examples and patterns.

Overall Student Engagement

The Common Instructional Framework instructional strategies overlap and interweave with one another. Thus, in selecting Student Learning Questions for Rounds, the host teacher might want to include some general questions about student engagement. Here are some examples.

- What percentage of students were engaged in the activity? Male/female? Different demographic groups? Students in the front or back of the class, etc.?
- What percentage of the time did the students remain on task?
- What percentage of students could work independently?
- What evidence do you see of students remaining focused (or not) when working in pairs or groups?

TIPS AND TECHNIQUES WHAT MAKES A GOOD SLO

Writing effective Student Learning Questions takes practice. Over time, teachers strengthen their ability to write SLOs that produce valuable, actionable data. Coaches and colleagues are sources for inspiration, ideas, and feedback. These guidelines will help teachers develop this important skill.

- Address areas in your teaching and student learning *on which you genuinely want feedback (e.g., something that puzzles you or that you have not been able to figure out on your own)*. Just as you scaffold questions and assignments for your students, ask your colleagues for data to help you address questions that challenge you.
- Make SLOs clear, specific, and easy to answer. Be sure you could answer the questions if you were a Rounds participant.
- Structure SLOs for non-evaluative feedback (e.g., How many? What percentage? How often? Which groups? What did you see? What did you hear?).
- Tie SLOs tightly to the lesson's learning objectives. The questions should help participants gather concrete data about the learning that did or did not happen among which groups of students (e.g., gender, race, language of origin).
- Keep SLOs open-ended and avoid yes/no answers to get richer data.
- Ask only what participants can practically observe.
- What can observers see and hear that you might not? Avoid questions that would lead to data or examples you would have had without observers in the room.
- Avoid leading questions. Ask for evidence/lack of evidence and examples of seeing/not seeing, learning/not learning, collaborating/not collaborating.
- Ask forward-looking questions that give feedback that can inform future teaching. If the questions are too specific to a lesson, the data might be hard to incorporate after that lesson ends. Generalizing SLOs to the Common Instructional Framework will make it easier to build on the findings.



- > How well did students transition from one task to another?
- > What evidence did you see of students valuing different approaches (or not)?
- > What different approaches to the problem did you observe students applying?
- > What examples did you see of students who understand the content helping others to understand?

ROUNDS (OBSERVATION)

Rounds participants come into the classroom to record data and evidence related to student learning. Their observations are usually guided by two to three Student Learning Questions. These questions are chosen by the host teacher, who is asking participants to gather student learning data on an issue or concern about her own practice.

STEP 2: ROUNDS

GATHERING LOW-INFERENCE DATA AND GIVING NON-EVALUATIVE FEEDBACK

For teachers to feel comfortable observing and being observed during Rounds Sessions, it is critical to gather non-evaluative, low-inference feedback that focuses on student learning rather than on teacher performance. There are several ways to do this.

Scripting

One method of collecting data is to script students' responses verbatim.

- > Each observer focuses on one group at a time over the course of the observation; or
- > Each observer focuses on one group for an agreed-upon period of time (5-10 minutes) and then switches groups with other observers.

Examples of questions where scripting is a possible method:

- > What evidence do you see/hear of students valuing or not valuing the ideas of their partners?
- > Please record examples of students appropriately using Writing to Learn to distribute the data they collected.
- > Please take note of student-to-student questions asked, especially those I wouldn't have been able to hear.
- > What examples do you see/hear of students taking ownership of the terms and ideas discussed earlier this week and connecting them to what they are now doing?

Using Diagrams, Arrows, and Numbers

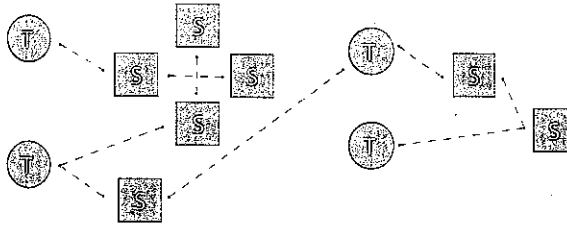
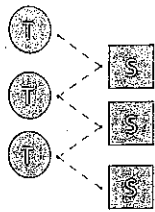
Another method of collecting data is to create a diagram of the classroom, drawing in the individual desks or groups of desks. The observer then gives numbers to each person in the group and notes each time the person spoke. Arrows can indicate to whom they spoke. At the end of the observation, the observer can tally the numbers and present them in a variety of ways (e.g., as percentages; as, for example, 10 out of 15 students spoke once).

A similar method is to simply record whether the teacher (T) or a student (S) spoke:

T-S-T-S-T-S

or

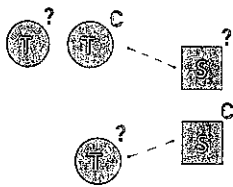
T-S-S-S-S-T-S-T-S-S-T



The observer may want to add what the teacher's initial comment or question was, whether the teacher (T) asked a question (?) or made a comment (C), and whether students (S) asked a question or made a comment:

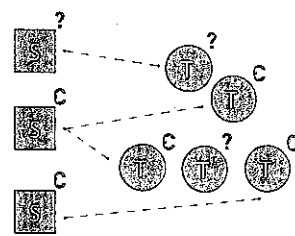
?-C-?-C-?

T-T-S-S-T



?-?-C-C-C-?-C-?

S-T-T-S-T-T-T-S



Examples of questions where using diagrams, etc., is a possible method:

- > What evidence do you see of students working together to develop consensus/understanding?
- > Did you see evidence that students were not participating?
- > Did you observe members participating equally, or is one student clearly leading the group or one student clearly not actively participating?
- > Roughly what percentage of student Questioning is directed toward other students?
- > What percentage of students were engaged in the activity?

TIMING STUDENT WORK/RESPONSES

A third useful method is to record the number of students engaged in a particular activity at one-minute intervals. For example:

9:05: Teacher asks students to start a Writing to Learn activity

9:05: 3/15 Students writing

9:06: 5/15 Students writing

9:07: 10/15 Students writing

9:08: 10/15 Students writing (same 10 students as at 9:07)

9:09: 5/15 Students writing (3 who began at 9:05 still writing)

9:10: 4/15 Students writing (includes 3 students who started at 9:08 or later)

Examples of questions where timing is a possible method:

- > What percentage of students used the full time available for writing?
- > How long did the students work on each problem?
- > Did you see evidence of students not participating?
- > What percentage of students was able to work independently?
- > What evidence do you see/hear of students remaining focused (or not) when working in pairs or groups?

EXAMPLES OF FEEDBACK		
RECOMMENDED	NOT RECOMMENDED	
Non-evaluative feedback; based on objective data	Evaluative feedback; based on observer's opinion; inferred	Why the feedback is not helpful
Thirteen of seventeen students wrote in their journals.	Most students were engaged.	Engaged can mean different things to different people; not clear or actionable.
Student to teacher: "Mr. H., I disagree with that prediction because my data from yesterday . . ."	Class seemed loud and chaotic.	Subjective; this might have been the teacher's intention.
Six of eight students cited quotes to support their arguments.	The lesson was creative and interesting.	Evaluative; does not describe exactly what the observer saw and heard that was creative or interesting.
In group 2, two out of four students took turns solving problems.	The small group project was not effective.	Evaluative; no data provided.

TIPS AND TECHNIQUES: DATA AND FEEDBACK

The purpose of Rounds is not to tell teachers how to teach but to provide them with the data they need to reflect upon their teaching and make appropriate changes that they feel will lead to high levels of learning for all students.

- Focus on the facts. State what you see and what you hear.
- Gather evidence. Avoid opinions, inferences, and interpretations.
- Focus on student learning, not student behavior.
- Use numbers and percentages where appropriate.
- Look for examples of different kinds of interaction: student-teacher, student-student, and teacher-student.
- Create a schema or map of the classroom to record student interactions.

HOW DO YOU KEEP THINGS NON-EVALUATIVE?

- Narrow your lens and feedback to the following: I saw, I heard, I wonder.
- Think and reflect before you react.
- Focus on student learning and student action.
- Depersonalize observations by focusing on data.
- Keep an open mind for feedback, and record data that answer questions.
- Ensure that your feedback reflects the evidence you saw in the classroom observation.

GIVING FEEDBACK

As a Rounds participant, try starting statements about what you observed with phrases like these:

- I heard ...
- I saw ...
- I observed ...
- I counted ...
- You asked us to look for _____. I observed ...
- I saw four students...
- I saw 11 students who were _____ and six students who were _____ during the first part of the activity.
- I heard students ... (script students' responses)

Remember, recording non-evaluative statements will help you give your colleagues feedback that is specific, actionable, and helpful. It also keeps the focus where it belongs, on student learning, and builds trust.

When you are a Rounds participant, be sure that all your classroom observations are as objective and specific as possible. The goal is to collect facts and record data related to student learning, not to reach conclusions about successes or shortfalls in classroom activities. Here are several examples of good and bad feedback.

See Appendix I.G. for a template for recording observations.

POST-ROUNDS (REFLECTION)

Coach and host teacher hold a Post-Rounds meeting to discuss findings and answer questions about both the lesson and the process.

STEP 3: POST-ROUNDS

SUGGESTED PROTOCOL FOR POST-ROUNDS MEETING

- 1. Introduction:** The facilitator thanks observers and the host teacher for participating in the Rounds. The facilitator asks the host teacher to listen to each observer and take notes on whatever the observers say that is of interest. (1 minute)
- 2. The Norms:** The facilitator notes norms for Post-Rounds (2 minutes):
 - > All feedback is non-evaluative, low-inference.
 - > The observed teacher reflects upon the implications of the data for improving her/his teaching rather than explaining what did or did not happen.
- 3. Answering the SLQs:** The facilitator asks each observer to state the Student Learning Question she/he is addressing and to provide non-evaluative, low-inference data. The facilitator prompts the observers to provide concrete evidence for any assertion that does not meet these criteria. The host teacher remains silent until all the observers have reported their data. (5 minutes)
- 4. Host Teacher Comments:** The facilitator reminds the host teacher that she/he should address only the data that she/he wishes to address. The facilitator asks the host teacher to reflect on how the data will help her/him continually improve her/his teaching. What might the teacher change or keep? What questions were raised about her/his assumptions? The facilitator encourages the host teacher to focus on what she/he can change in her/his own teaching, with a reminder to address only the data she/he wishes to address. (5 minutes)
- 5. Open Discussion:** The facilitator opens the discussion to all participants. Participants might address questions raised by the host teacher and reflect on how this observation might affect their own teaching. They may use "I wonder . . ." statements to start their remarks. (10-15 minutes)
- 6. Next Step:** The facilitator asks all participants to write down a concrete change they will make in their classrooms as a result of this observation and discussion. The facilitator asks all participants to tell the group what that concrete change will be, with the possibility of saying "I pass" if desired. (2 minutes)
- 7. Reflection:** The facilitator asks all participants to comment on the success of the session (e.g., did the group follow the norms, did they provide good data, did the session help them reflect rather than defend their teaching). The facilitator thanks everyone for participating. (2 minutes)

4.

INITIATING ROUNDS: THE FIRST YEAR OF IMPLEMENTATION

Chapter 4 gives a road map for the first year of adopting the Rounds Model and suggests important things for principals, coaches, teachers, and students to keep in mind. This phase lays the foundation for a vibrant collaborative culture. Just as the students have to get used to working together, speaking up, and being accountable for their own learning when they enter a school using the Common Instructional Framework, it takes time, practice, patience, and commitment for staff to build this culture. Start small, try new things, and work together to make it succeed. And remember that everything is for the benefit of students as staff accelerate their learning.

GETTING STARTED

Generally, the first year focuses on establishing and facilitating Mini-Rounds Sessions. Think of these classroom visits as a Scaffold to support and build toward systematic school-wide Rounds, with each Mini-Round functioning as a foundational building block. The more Mini-Rounds take place, and the more teachers that participate in them, the stronger the foundation of an Early College Design Rounds Model will be.

JFF suggests breaking the process down into four eight-week phases, each with a set of key activities and things to keep in mind for principals, coaches, and teachers. This is a general guideline; staff work together to come up with a plan that works for each school.

WEEKS 1-8: LAUNCHING THE PROCESS

It is essential at the very beginning of the process of implementing the Rounds Model for the school leader, perhaps working with an instructional coach, to introduce the concept and clearly articulate its value and purpose through orientation and training sessions. The school leader will also put processes and procedures in place to make the Rounds Model practical and possible. A coach might pave the way by "lesson modeling" or even co-teaching with willing colleagues, using the Common Instructional Framework as the model for instruction. This will give teachers a chance to begin observing the Rounds Model and participating in the process of implementing it.

THE ROLE OF SCHOOL LEADERS

- > Set the tone and articulate the value.
- > Introduce and support the coach or other point person.
- > Establish common planning time for training, support, and discussion.

- > Provide schedules for teachers in a timely fashion. To enable teachers to participate in training, arrange for substitutes and assign someone to make sure they arrive at the classrooms on time.

THE ROLE OF INSTRUCTIONAL COACHES

- > Introduce the process, rationale, expectations, norms, tools, and techniques.
- > Answer questions, providing background and examples of effectiveness.
- > Present model lessons and videotapes to demonstrate the Common Instructional Framework in action.
- > Identify successful implementation of the framework across content areas.
- > Model the difference between reflecting upon the data gathered by the observers versus defending or justifying your teaching.

THE ROLE OF TEACHERS

- > Ask questions and contribute ideas.
- > Observe model lessons and videotapes
- > Incorporate the Common Instructional Framework into classroom work.
- > Practice collecting non-evaluative data and giving non-evaluative feedback.
- > Try co-teaching with a coach.



MAKING THE ROUNDS AT BRIGHT STAR INTRODUCING THE PROCESS

Dr. H. and her school have fully embraced the Common Instructional Framework and are ready to institute the Rounds Model. She has lined up Instructional Coach P. to provide regular, on-site guidance as a continuation of their work together at and since the JFF Early College Design Institute to implement the six strategies of the Common Instructional Framework. Dr. H. also adjusts the overall school schedule to create weekly common planning time devoted to training and support as Bright Star begins to adopt Rounds.

At the beginning of the school year, Dr. H. calls an all-faculty meeting to describe what the Bright Star team observed at the Design Institute. Dr. H. uses a set of meeting norms established by the faculty to guide all their meetings. She encourages them to consider these norms, or others, to guide their work in Rounds. She then introduces Coach P. and explains the process of implementing Rounds. She emphasizes that this is new for everybody and will take getting used to, but that Coach P. will support teachers by: working with them to plan lessons using the Common Instructional Framework; modeling how to use the six strategies in their classrooms; co-teaching with them; and facilitating the Rounds.

Coach P. provides training on gathering, recording, and giving low-inference, non-evaluative data and on how to reflect on that feedback as a demonstration teacher and as an observer. She asks for volunteers to open their classrooms for demonstration lessons. During the launch phase, teachers observe the Common Instructional Framework in action and experiment with incorporating it into their own classroom work.

Coach P. updates Dr. H. on progress each day. Their discussions are never evaluative of individual teachers or groups of teachers, and they strive to ensure that they and the teachers do not confuse Rounds with evaluations, which serve a very different function.

WEEKS 9-16: BEGINNING IMPLEMENTATION

The second phase introduces and supports classroom visits as the path to establishing school-wide Rounds. Small groups of teachers engage in Mini-Rounds Sessions, often facilitated and supported by the coach.

THE ROLE OF SCHOOL LEADERS

- Continue to set the tone and articulate the value of Rounds.
- Encourage staff to identify evidence of the Common Instructional Framework in practice.
- Support Rounds by providing schedules for teachers well in advance of the Rounds and arrange for substitutes when needed. Ensure that everyone knows exactly where to go for the Pre-Rounds, Rounds, and Post-Rounds. Provide adequate time for all three components of the Rounds, including at least a 30-minute Post-Round session for each host teacher and her/his observers.

THE ROLE OF INSTRUCTIONAL COACHES

- Answer questions.
- Offer "test run" experiences and use video or other methods to reinforce the use of the Common Instructional Framework.
- Identify and work with an internal coach/teacher leader who can open her/his classroom for visits and demonstrations.
- Facilitate the classroom-visit process.
- Emphasize the value of classroom visits for developing a shared understanding of the Common Instructional Framework.

THE ROLE OF TEACHERS

- Continue to ask questions and contribute ideas.
- Incorporate the Common Instructional Framework into classroom work.
- Visit a demonstration classroom to practice the Mini-Rounds process.
- Volunteer to demonstrate the Common Instructional Framework to the coach and/or your peers.

TIPS AND TECHNIQUES LESSON MODELING AND CO-TEACHING



Lesson Modeling

Having a coach present model lessons gives teachers and school leaders a firsthand, in-context look at Common Instructional Framework implementation and best practices. Model lessons also facilitate consistent school-wide implementation of the framework and build teacher confidence to try new strategies and techniques. And they are an effective, hands-on way to practice the basic methodology of the Rounds Model.

Teachers can also view videotapes of students using the Common Instructional Framework. This is a powerful motivator for teachers as they see how students respond to these practices.

Co-teaching

A variation on modeling lessons is co-teaching: a teacher leads a lesson alongside the coach. The co-teachers meet beforehand to collaborate on the design of the lesson and establish who will do what during it. Then they deliver the lesson together and discuss the results after it. Co-teaching is an effective tool for strengthening the open, collaborative culture that is essential to the Rounds Model, and for practicing the basic methodology of planning what happens before, gathering data during, and reflecting on results after a lesson.

Keep in Mind

- If the school does not have an instructional coach, identify another school leader (such as an academic dean) or an experienced teacher to model the Common Instructional Framework.
- For many teachers, the idea of opening up their classrooms to others and of observing their colleagues is very new. It might feel strange at first, but it can be fun and inspiring, too.



MAKING THE ROUNDS AT BRIGHT STAR: BEGINNING IMPLEMENTATION

Coach P. notices that a biology teacher, Mr. W., seems extremely engaged with the Common Instructional Framework and is incorporating the strategies into his classroom with great success. Coach P. and Dr. H. discuss this in their daily meeting, and then Dr. H. reduces Mr. W's class load so he can serve as an internal coach through lesson modeling and co-teaching.

Coach P. works closely with Mr. W. to strengthen his experience with the Common Instructional Framework and begins to invite a few highly engaged teachers from each grade level to observe model lessons. Coach P. continues to update Dr. H. on progress through frequent check-ins.

CLASSROOM VISITS

Once teachers are familiar with the basic methodology of the Rounds Model and with giving non-evaluative feedback, they can practice by visiting peer classrooms. The coach can facilitate the process and may identify a strong teacher-leader whose classroom can become a demonstration site or learning lab. As more teachers begin to try the Rounds Model, they can come to the demonstration classroom to observe and practice the process.

Pre-Rounds (preparation): The coach and the host teacher arrange the Pre-Rounds meeting to provide the context for the lesson and prepare a Rounds sheet with three to five SLQs. Observers meet briefly with host teacher and receive the Rounds sheet. They use the Pre-Rounds protocol to guide the discussion.

Rounds (observation): Participants observe and record non-evaluative data relating to the SLQs.

Post-Rounds (reflection): The facilitator, coach, host teacher, and participants meet for a 30-minute debriefing soon after the observation. They use the Post-Rounds protocol to guide the discussion.

WEEKS 17-24: DEEPENING IMPLEMENTATION

At this stage, the focus is on repeating and broadening the implementation of Rounds to build enthusiasm. More teachers begin to participate, and you are testing the waters for a school-wide trial.

THE ROLE OF SCHOOL LEADERS

- > Continue to set the tone and articulate the value.
- > Identify opportunities for teachers to observe across departments; encourage informal classroom visits.
- > Use large- and small-group meetings as opportunities to share what was observed, with the focus on student learning.

THE ROLE OF INSTRUCTIONAL COACHES

- > Facilitate the identification and use of an internal demonstration site for observing the Common Instructional Framework in action.
- > Offer opportunities to interested colleagues to visit, model, and co-teach.
- > Reinforce best practices.