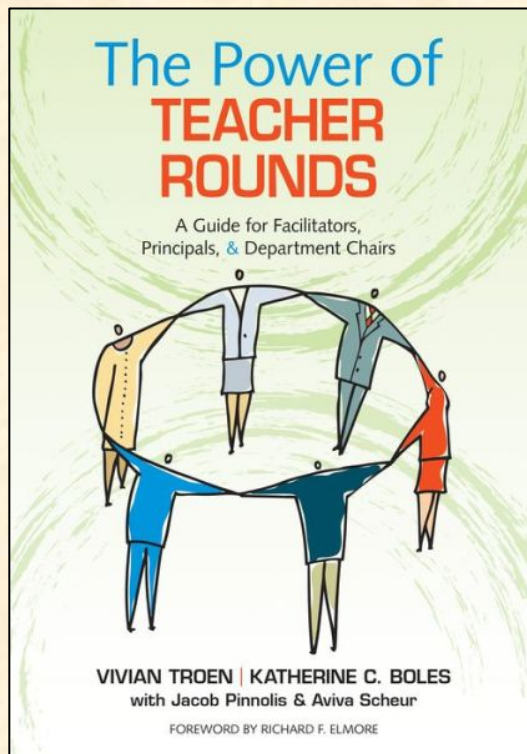


Leveraging the Power of Teacher Rounds



Learning Forward Webinar Series

October 9, 2014

Facilitated by Vivian Troen & Katherine C. Boles



Today's Agenda

- Introductions
- Teacher Rounds:
A Professional Development Strategy with
Multiple Benefits
- Observation of Practice: Learning to see,
unlearning to judge
- Debriefing the Observation
- Next steps
- Q & A



Who's out there?

➤ Please identify yourself:

- Teacher?
- Principal?
- PD provider?
- Specialist?
- Other



➤ Where are you located?

Are you currently in a team or teams?

Yes

No



“Everybody knows . . .”

Improving the quality
of education depends on
improving the quality
of teachers and teaching.



And yet . . .

An increased focus on improving the performance of *individual* teachers has not reaped the expected benefits of improved academic achievement for all students.



The \$2.5 billion in federal funds spent annually on professional development is largely a waste.

- Arne Duncan
U.S. Secretary of Education

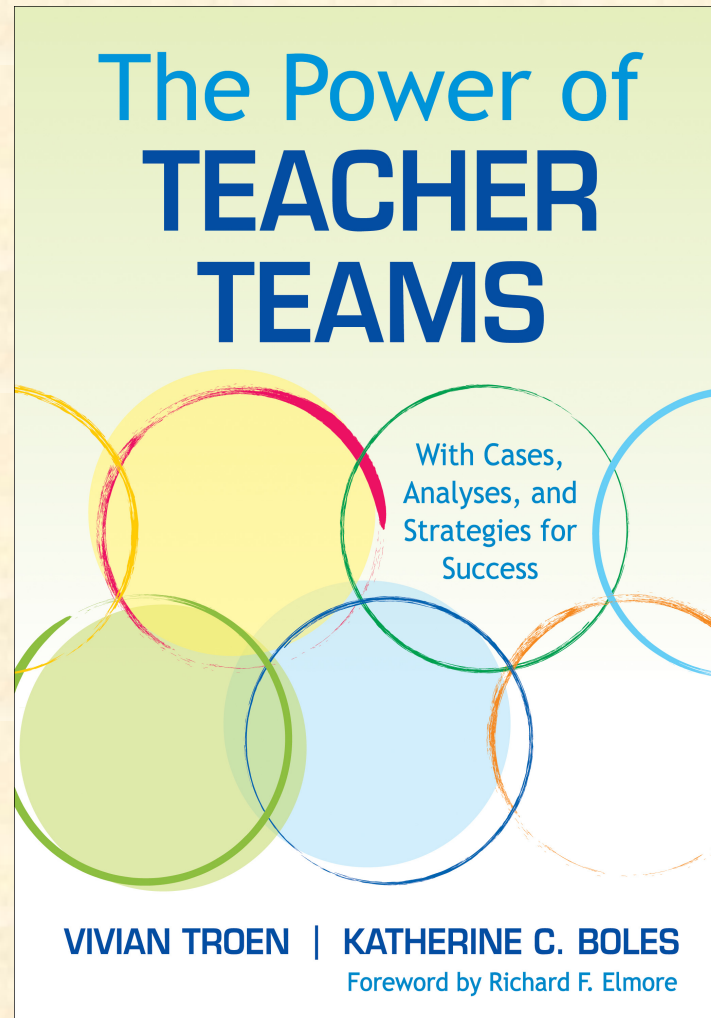


Challenges for School Leaders



- Improve the quality of instruction
- Advance student learning
- Align to the Common Core

Our First Answer



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Human Capital: The Ideology of School Reform

For teachers, human capital is:

- Experience
- Subject knowledge
- Pedagogical skills

Social Capital: The Missing Piece of School Reform

For teachers, social capital is:

- The patterns of interactions among teachers – including the building of trusting relationships
- The cumulative abilities, knowledge & skills developed through formal education and shared on-the-job experience

See Ian Falk, *The Difference Between Human Capital and Social Capital*
Adult Learning Commentary, October 2000

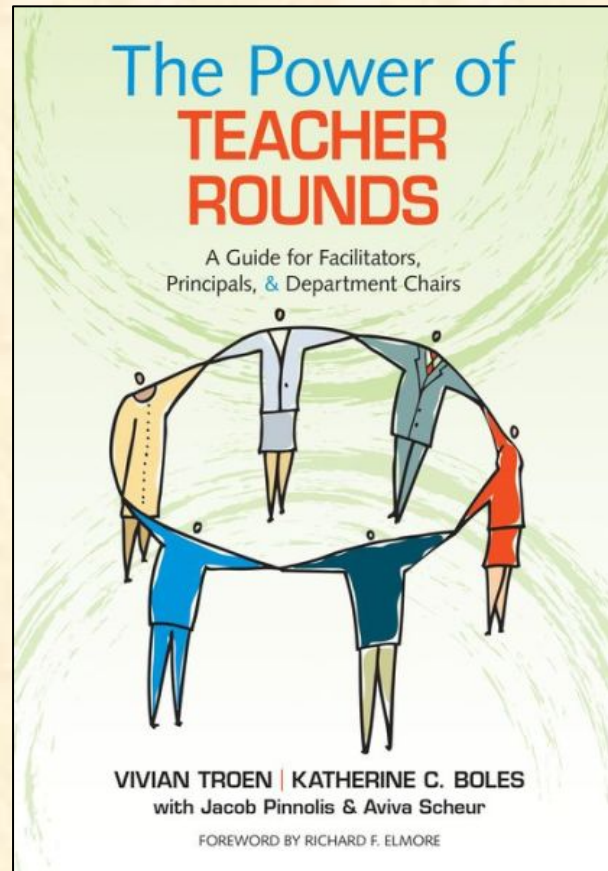
The Benefits of Social Capital

Research reveals the positive link between teachers' social capital and:

- Improvements in teaching practice
- Student achievement on test scores
- Stability of teaching staff (less turnover)

See Carrie R. Lena, *The Missing Link in School Reform*
Stanford Social Innovation Review, Fall 2011

So, Why Teacher Rounds?



Teacher Rounds . . .

- Is similar to medical rounds in that it pays attention to the wisdom of the experienced practitioner;
- Is a feedback system in which the feedback is information about what was accomplished in light of what was attempted;
- Leverages the power of social capital to improve teachers' learning!

Rounds Groups are . . .



Teachers working
together
collaboratively

- Using rigorously tested tools and techniques to solve common problems of practice and
- Applying those to their own teaching

Teacher Rounds

- Promotes observation, collaboration, facilitation, and accountability among teachers
- Leverages the use of data analysis to improve teaching
- Provides a low-cost, high-impact strategy for implementing the Common Core

Teacher Rounds

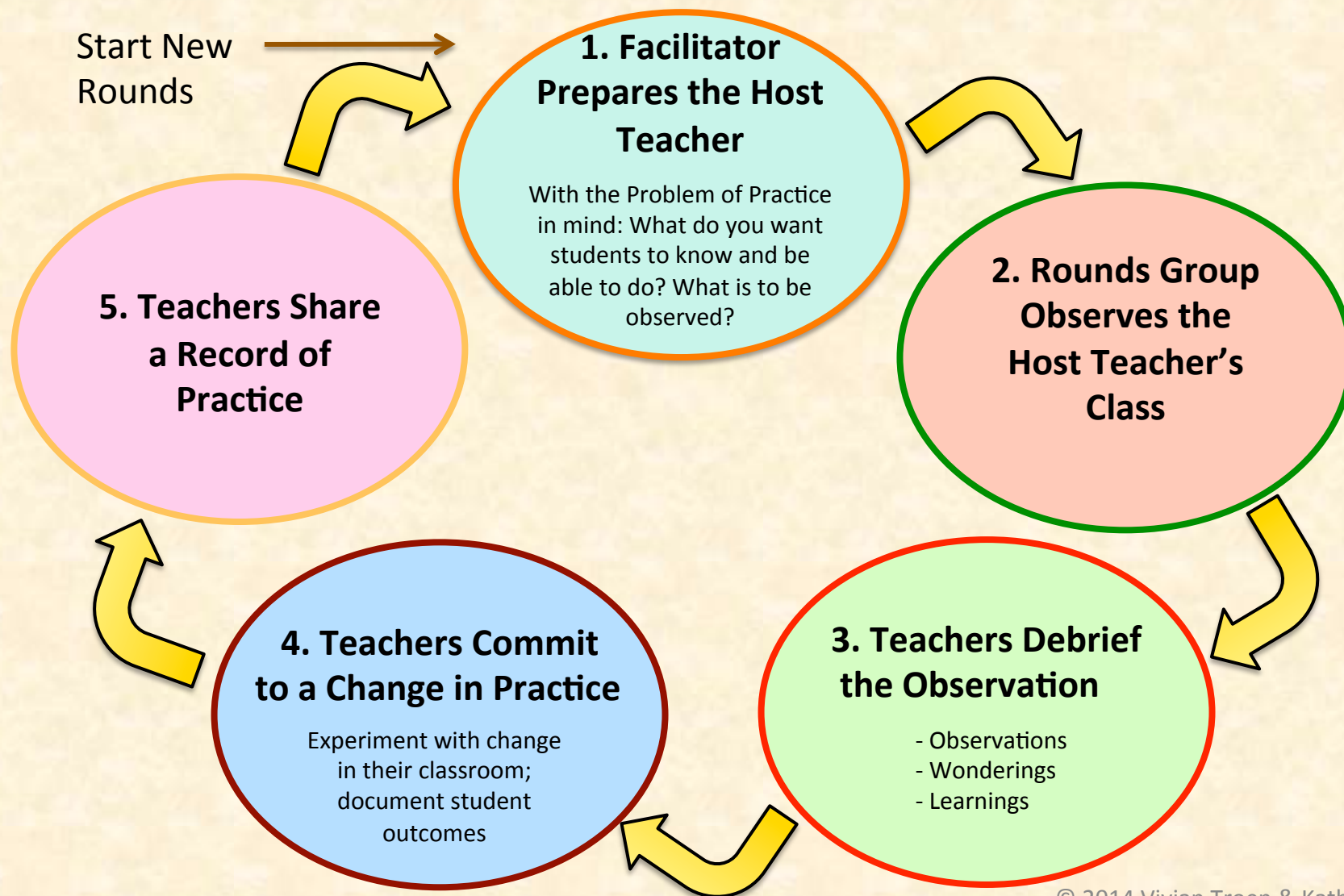
What it is NOT	What it is
A program	A practice designed to support an existing improvement strategy at the school or system level
An event	A practice that is iterative and woven into existing improvement processes
An evaluation tool	<u>Not</u> an assessment of individual teachers or schools Focus on the practice not the people- Learn about effective learning and teaching
An implementation check	Rounds focuses on patterns of practice (learning and teaching), predicted results, <u>not</u> compliance with directives
Training for supervision	Rounds focuses on collective learning, rather than individual supervisory practice – focus on moving the organization forward

Adapted and used with permission
of Lee Teitel

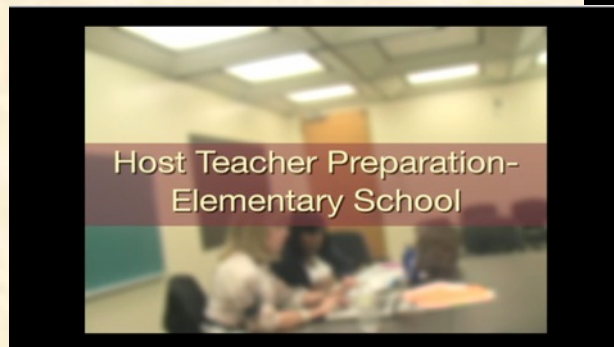
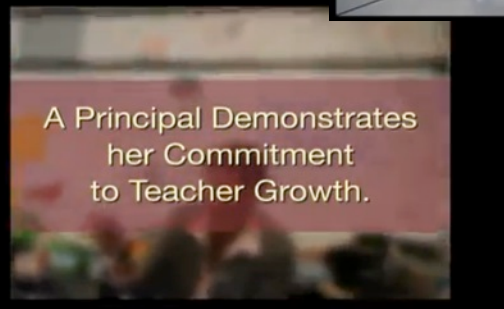
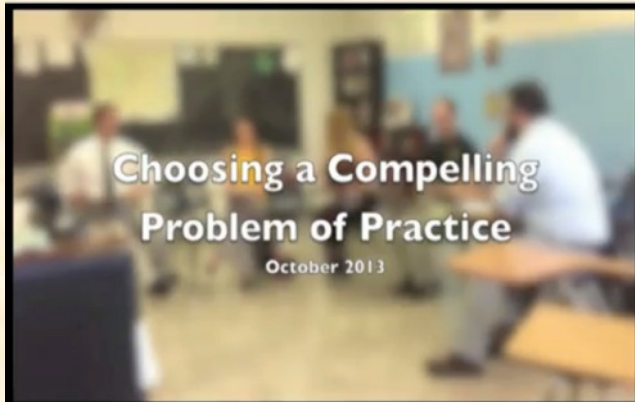
Your Turn

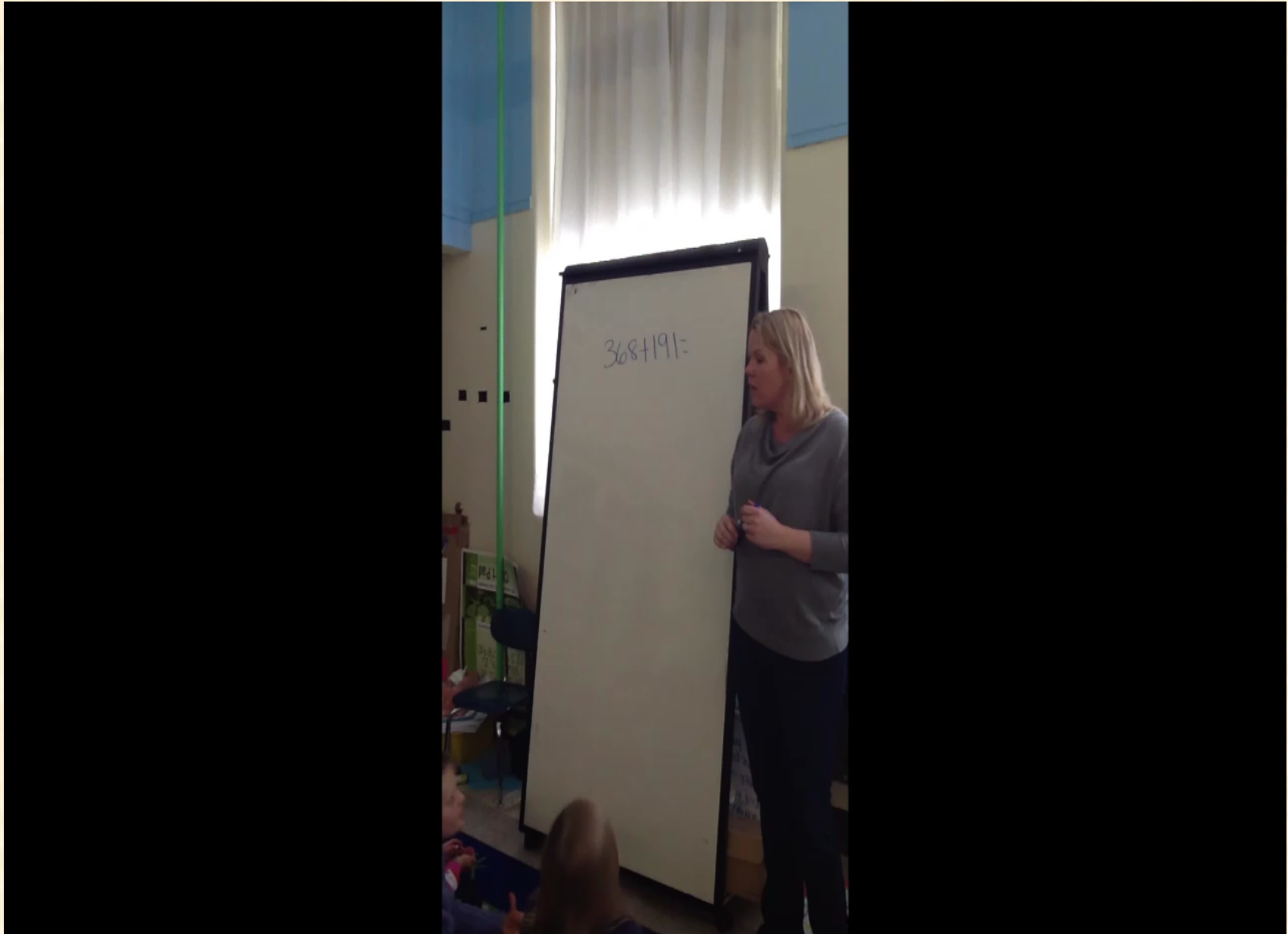
. . . to practice Rounds!

**Rounds Group Identifies the Problem of Practice
That They Will Work on for A Year.
Then the Rounds Cycle Begins . . .**



More than a Dozen Teaching Videos





THE POWER OF TEACHER ROUNDS includes . . .

Reproducible, easy-to-use worksheets &
protocols

The image displays three overlapping worksheets related to teacher rounds. The top-left worksheet is the 'Rounds Observation Worksheet' (Figure 1.3), which includes fields for 'Teacher', 'Problem of Practice', 'Date', 'Teacher actions, quotes', 'Student names, actions, quotes', and 'Questions/analyses'. The middle worksheet is the 'Host Teacher Preparation Form' (Figure 1.4), which asks for the 'Date of Round' and the 'Problem of Practice'. The bottom-right worksheet is the 'Rounds Debriefing Protocol' (Figure 1.4), which is a 15-minute protocol divided into four sections: 1. Honoring Commitments (15 mins), 2. Sharing Observations (2 mins), 3. Descriptive Data (10 mins), and 4. Honest Questions (10 mins). The protocol includes instructions for observers to share data from observation, reflect on the lesson, and ask honest questions.

Figure 1.3 Rounds Observation Worksheet

Teacher _____ Date _____

Problem of Practice _____

Teacher actions, quotes	Student names, actions, quotes	Questions/analyses
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Figure 1.4 Host Teacher Preparation Form

As the Round, please fill out this form and e-mail to your Rounds

Date of Round _____

_____ in problem of practice.

_____ the lesson.

_____ the teacher?

_____ to be doing?

_____ and the observers focus their attention?

Figure 1.4 Rounds Debriefing Protocol

(1 hr, 15 mins.)

- Honoring Commitments**
Review briefly what you have done since the previous month's meeting, and share records of practice showing evidence of that commitment. (15 mins.)
- Sharing Observations**
 - Host teacher reflects on the lesson, explains what his or her goals were for addressing the problem of practice and in what ways goals were or were not met, and shares data on what students learned. (2 mins.)
 - All observers take a few minutes to review notes and jot down specifics on the lesson, focusing on how the lesson attempted to address the problem of practice. (2 mins.)Observers share data from observation. What did you see? Use **descriptive data** only, not inferences or judgments. (10 mins.)
- Open, Honest Questions**
You genuinely wonder about in what you saw in observation? Ask open, honest questions. The questions should not have an answer in mind. The point is not to offer solutions but to inquire. (10 mins.)
- Response by Host Teacher**
Which seems most relevant to the problem of practice, extend a question based on what was learned during the observation. (10 mins.)

_____ something he or she has learned from the observation based on what was learned during the observation. (10 mins.)

_____ experiment with modifying their practice prior to the next round. (10 mins.)

Teacher Rounds involves:

- **Teachers observing** other teachers' classes around a shared problem of practice
- **Debriefing through a structured protocol** what they observed and what they wondered during the lesson
- **Reflecting on what they learned** from the observation and debriefing
- **Committing to a specific change** in their teaching practice
- **Bringing records of practice** of those changes to the next group meeting

A Practice Observation

Type something you observed in the video into the chat area.

Remember, *nothing but the facts* – not opinions.

Honest Open Questions

“...no fixing, no saving, no advising, no setting each other straight,”

- Parker J. Palmer

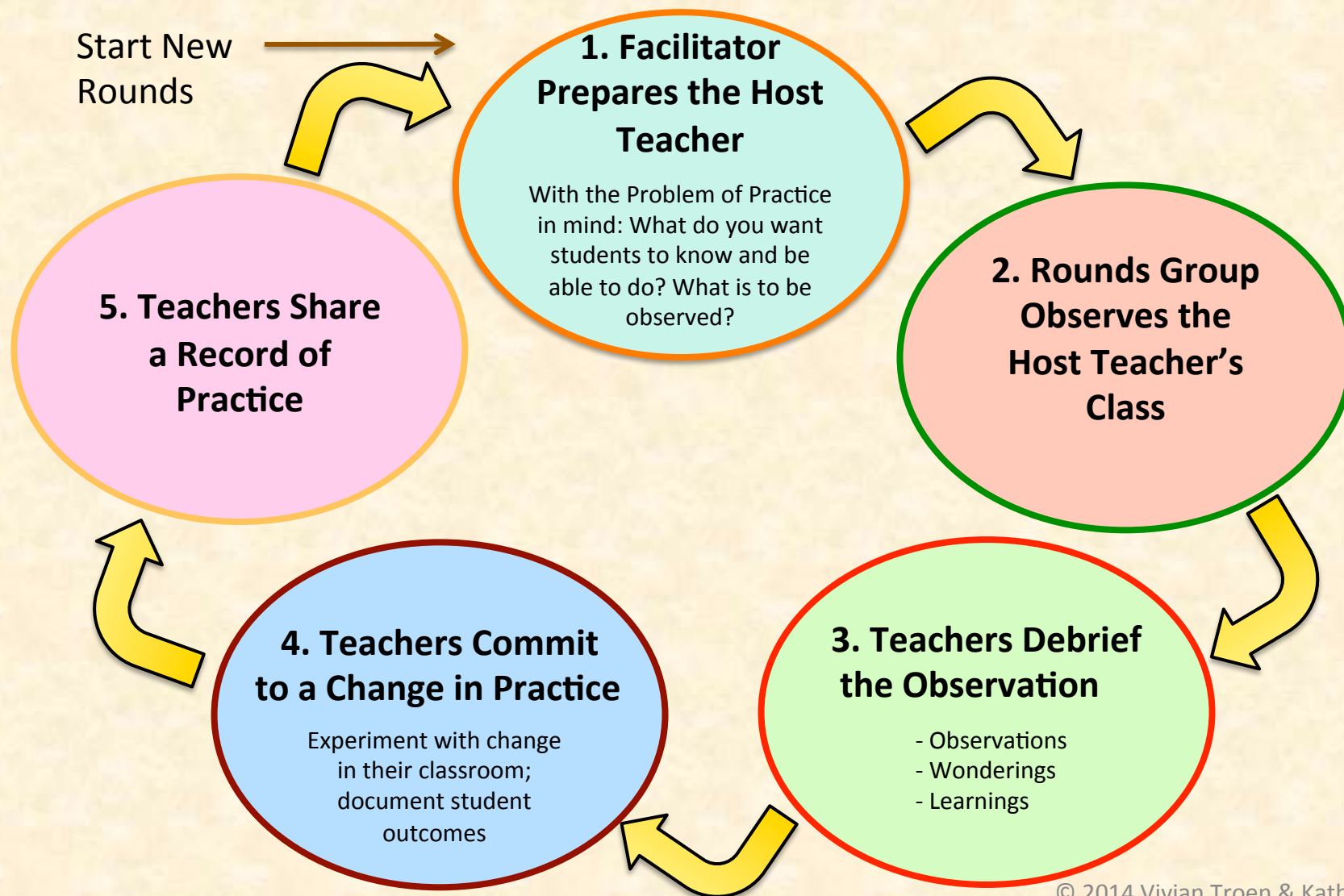
- An **honest, open question** is one you cannot possibly ask while thinking, “I know the right answer to this and I sure hope you give it to me.”
- Ask questions that are **brief** and to the point—no rationales and background to your question.
- If you aren’t sure about a question, sit with it for a while and **wait for clarity** before asking.

A Practice “Wondering”

Type something you “wonder about” into the chat area.

Remember, *if you know the answer* - it's not a wondering.

**Rounds Group Identifies the Problem of Practice
That They Will Work on for A Year.
Then the Rounds Cycle Begins . . .**



Learnings

“I learned the value of organizing kids’ responses in four quadrants so kids can see they thought differently.”

“The pace of the lesson . . . four students answered, in a video only 7 minutes long, but it never felt rushed . . .”

Commitments

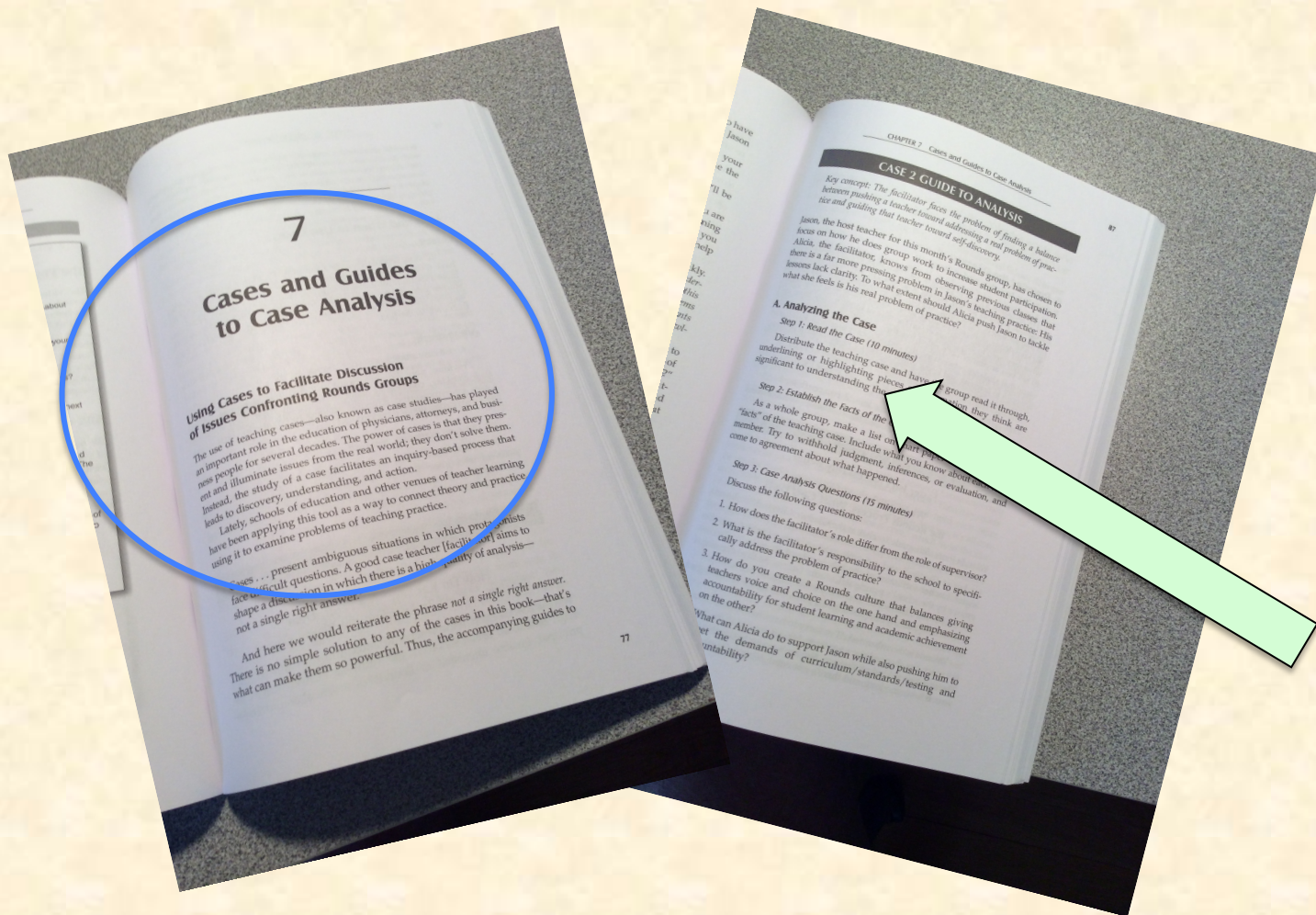
“I’m going to try to do number talks with non-judgmental words and tones – neither positive or negative.”

“I’m going to video a lesson and then re-video in a few weeks, looking to see if some of my silent kids are participating more..”

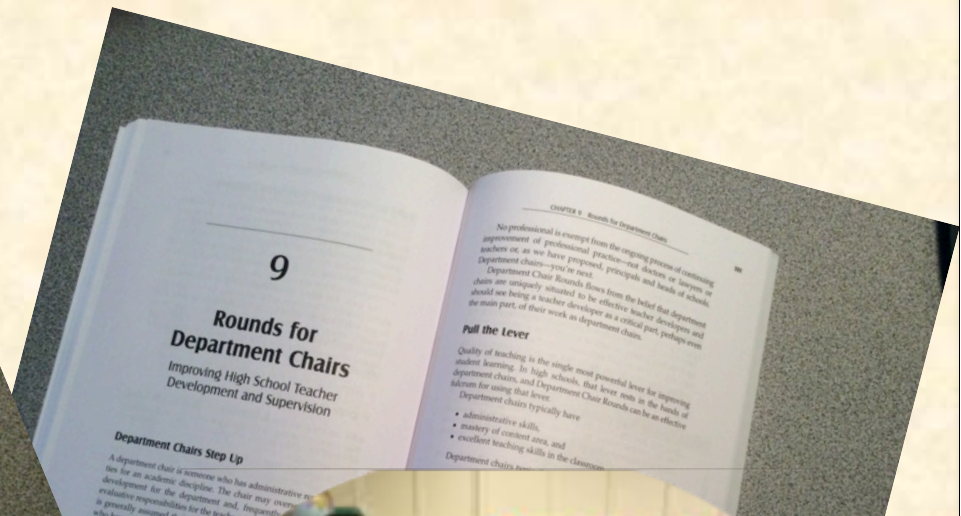
In your school what would be the biggest challenge to implement Teacher Rounds?

- a) Skilled, trusted facilitators
- b) A shared language of practice
- c) Skilled observation of practice
- d) Safe environment for risk taking
- e) Committed principals and other school leaders

Teaching Cases and Guides to Case Analysis



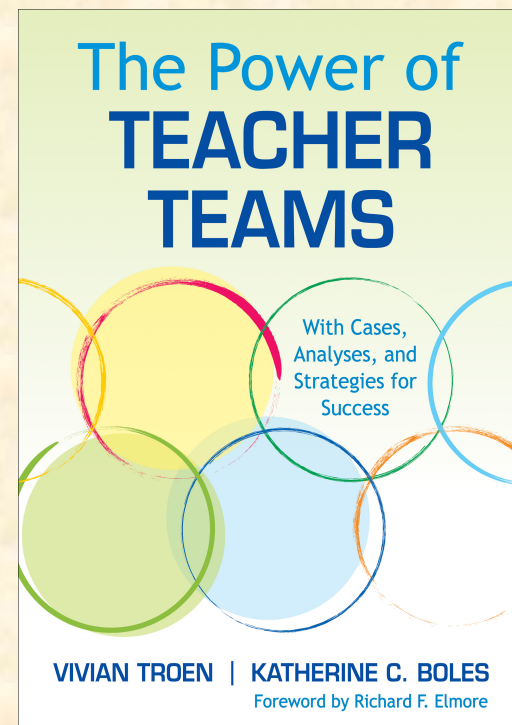
Special Sections Addressed to Principals and Department Chairs



And, by the way . . .

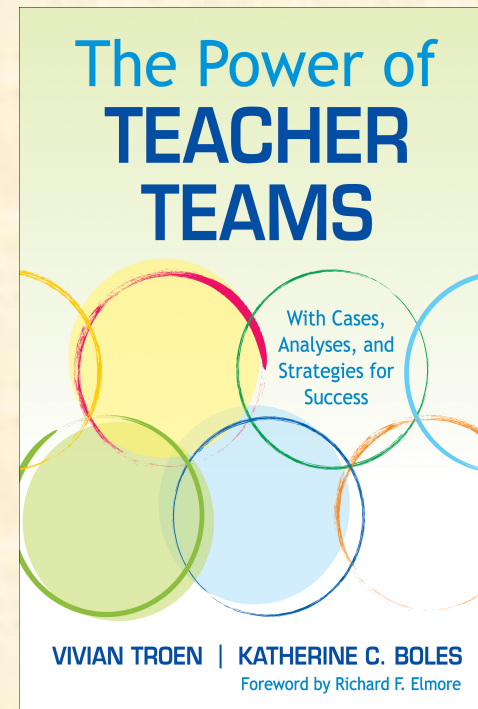
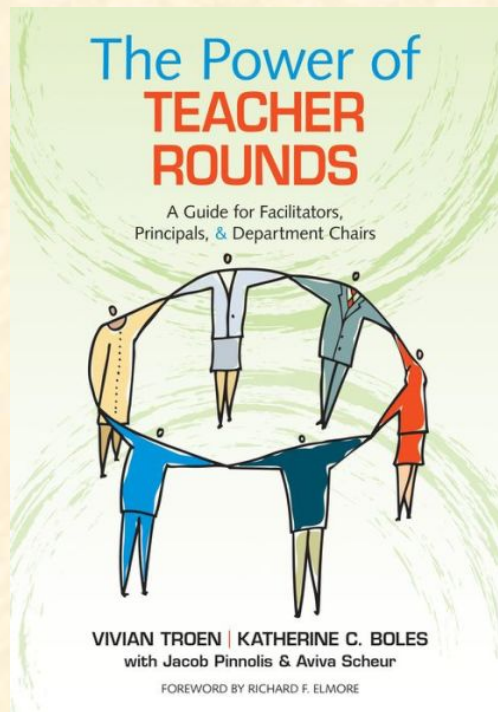
When schools look for a way to help their *teacher teams* become more effective . . .

We have a solution for that, too!



Companion Books

Can be used together as powerful tools to improve teacher and student learning



Q&A

Your Turn to Ask Questions



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Wrap-Up

- Use the code “webinar” in the Learning Forward bookstore to get a 15% discount on the book!
- Watch for a follow-up email.
- Register for “Social Media in Professional Learning” and other upcoming webinars.

