

## Rounds Model of Professional Development

### Classroom Instructional Rounds and School-Wide Rounds



#### Rounds Model of Professional Development:

- Based on medical school rounds process
- Classroom Instructional Rounds – A teacher hosts a group of visitors in their classroom and engages them in classroom review focused on Student Learning Questions.
- School-Wide Rounds – Visitors gather evidence from throughout the school to help the principal and staff answer School-Wide Guiding Questions. (Note: School-Wide Rounds may be used when a school has visitors or for a school staff to answer questions focused on the implementation of school design principles within their own school.)

#### Outcomes:

- To make classroom and school-wide practices public to improve student achievement
- To build a professional learning community based on shared practice and focused on enhancing the teaching-learning process

#### Classroom Instructional Rounds Steps:

- 1. Rounds Preparation (To be completed prior to day of Classroom Instructional Rounds)**
  - Host teacher prepares a Rounds Sheet with the learning objective(s) and lesson plan that cites specific items for feedback (see Sample Template for Creating a Rounds Sheet):
    - Lesson Background
    - Lesson Goals/Objectives
    - Essential Questions
    - Learning Activities
    - Rounds Focus
    - Rounds Questions (2-3 Student Learning Questions)
  - Principal and/or Rounds Leader arranges for class coverage for both the pre- and post-rounds, if necessary.
- 2. Pre-Round Orientation (5-20 minutes)**
  - Host teacher presents Rounds Sheet to visitors, with special emphasis on the Student Learning Question(s) to be answered during Rounds.
  - Host teacher presents any “need to know” information about the class to be visited, as well as parameters for interacting with students.

### 3. Classroom Rounds (20-60 minutes)

- Visitors sit around the classroom perimeter for a focused observation and/or circulate to interact with students, as determined in the Pre-Round Orientation.
- Visitors focus on student learning by collecting evidence that helps them answer the Student Learning Question(s) presented by the host teacher during the Pre-Round Orientation.
- Visitors focus on student learning, not teacher performance.

### 4. Post-Round Protocol (15-30 minutes)

- Principal and/or Rounds Leader facilitates feedback for the host teacher from the visitors focused on the Student Learning Questions (one question at a time), using warm and cool feedback.
  - **Warm** – “I saw..”, “I noticed...”, “I heard...”, “I saw evidence of...”;
  - **Cool** – “I wonder if...”, “What would it look like if...”, “What’s another way you might...”, etc.)
- Host teacher takes notes, if necessary, during the feedback. When warm and cool feedback is completed, the host teacher may choose to, but is not required to, reflect aloud on those questions that seemed particularly interesting or ideas that may be implemented as a result of the rounds process. This is not a time to defend oneself, as the focus is on student learning and not on teacher performance.

### School-Wide Rounds Steps:

#### 1. Rounds Preparation (To be completed prior to day of School-Wide Rounds)

- Principal and/or Rounds Leader prepares School-Wide Guiding Questions focused on NCNSP Design Principles.

#### 2. Pre-Rounds (5-20 minutes)

#### 3. School-Wide Rounds (one day or longer)

- Visitors or school staff members collect specific evidence that helps them answer the School-Wide Guiding Questions.

#### 4. Post-Round Protocol (15-30 minutes)

- Principal and/or Rounds Leader facilitates feedback for the school staff focused on the School-Wide Guiding Questions (one question at a time), using warm and cool feedback.
  - **Warm** – “I saw..”, “I noticed...”, “I heard...”, “I saw evidence of...”;
  - **Cool** – “I wonder if...”, “What would it look like if...”, “What’s another way you might...”, etc.)
- School staff members take notes, if necessary, during the feedback. When warm and cool feedback is completed, the school staff may choose to, but is not required to, reflect aloud on those questions that seemed particularly interesting or ideas that may be implemented as a result of the rounds process. This is not a time to defend oneself, as the focus is on school improvement and not on teacher performance.