

Problem of Practice

Prior to Instructional Rounds, the building principal and/or an instructional leadership team come up with a Problem of Practice (POP) based on data. The school identifies a POP that:

- ☞ focuses on the instructional core;
- ☞ is directly observable;
- ☞ is actionable (is within the school/district's control and can be improved in real time);
- ☞ connects to a broader strategy of improvement (school, system).

"The POP is a place where a school is 'stuck' and is eager to gain feedback."

The POP is something that you care about and would make a difference for student learning if you improved it. It is critical because it helps focus the attention of the network and learning. It is developed from data, dialogue, and current work.

The POP should be grounded in some kind of shareable data. (Teitel & City, 2015)

Rounds

The purpose of visiting classrooms during Rounds is to gather data. This should be evidence-based data of the work of teaching and learning. When collecting data, network participants should follow IR observation guidelines:

- ☞ Listen; don't interrupt the teacher or disrupt the lesson.
- ☞ It's fine to ask students questions as long as it seems appropriate at that point in the lesson.
- ☞ Talk with other network members during the debrief, NOT in classrooms or the hallways.
- ☞ Record evidence, do not include opinions or bias.

Two to 5 educators visit classrooms for 10 to 20 minutes. A schedule is made prior to Rounds.

"Look down, not up- focus on what the students are actually doing."

Possible Questions to Ask Students:

- ☞ What are you learning? What are you working on?
- ☞ What do you do if you don't know the answer or you're stuck?
- ☞ How will you know when you're finished?
- ☞ How will you know if what you've done is good quality?

Debriefing & Analyzing

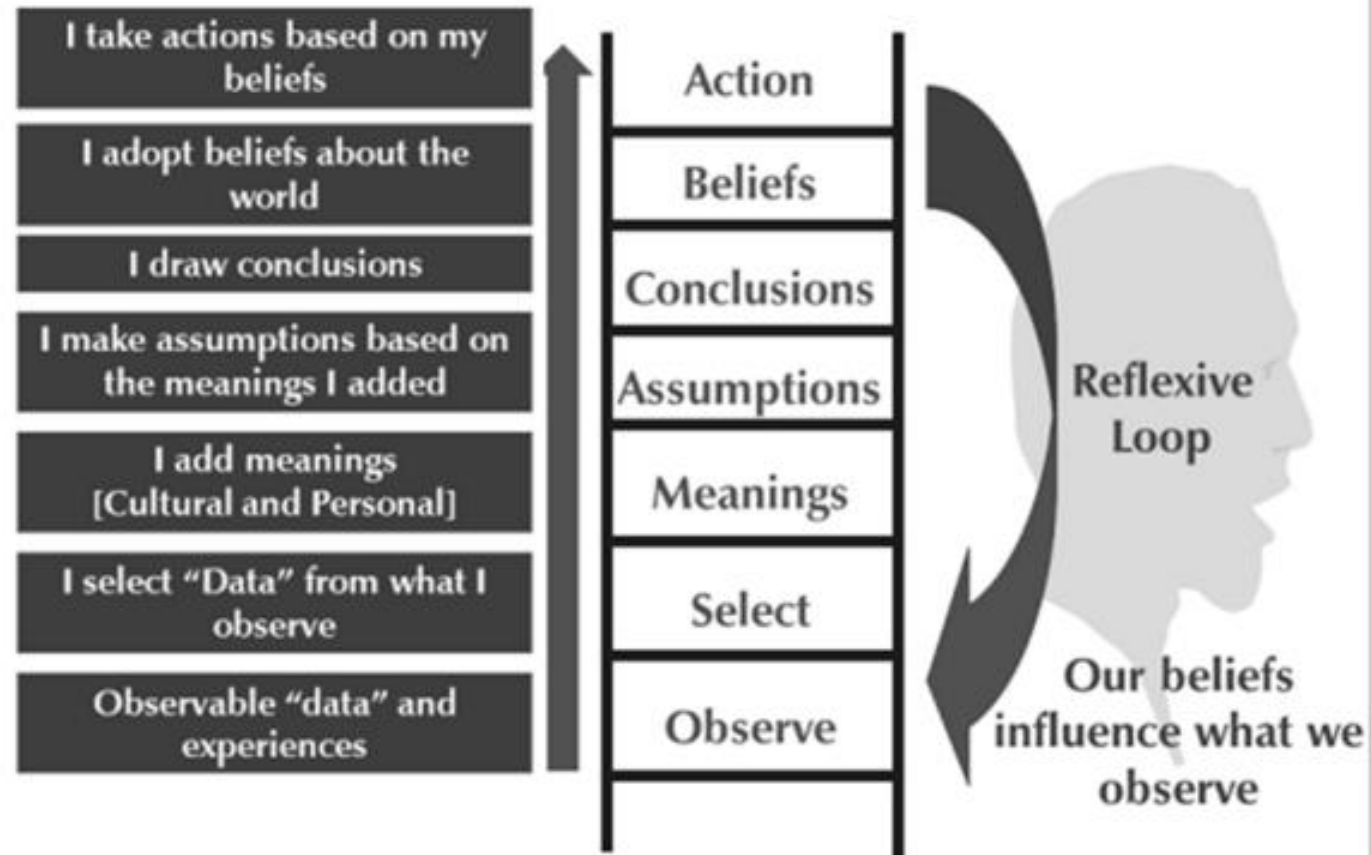
Structure of Debriefing & Analysis:

- Review Observations
- Select Observations that Seem Relevant to the POP
- Select 5-10 pieces of evidence, write on individual post-it notes
- Group data and identify patterns
- Predictions of Performance

Utilizing the "Ladder of Inference" and "Objectivity/Specificity Matrix" ensure dialogue is evidence-based and focused on the instructional core.

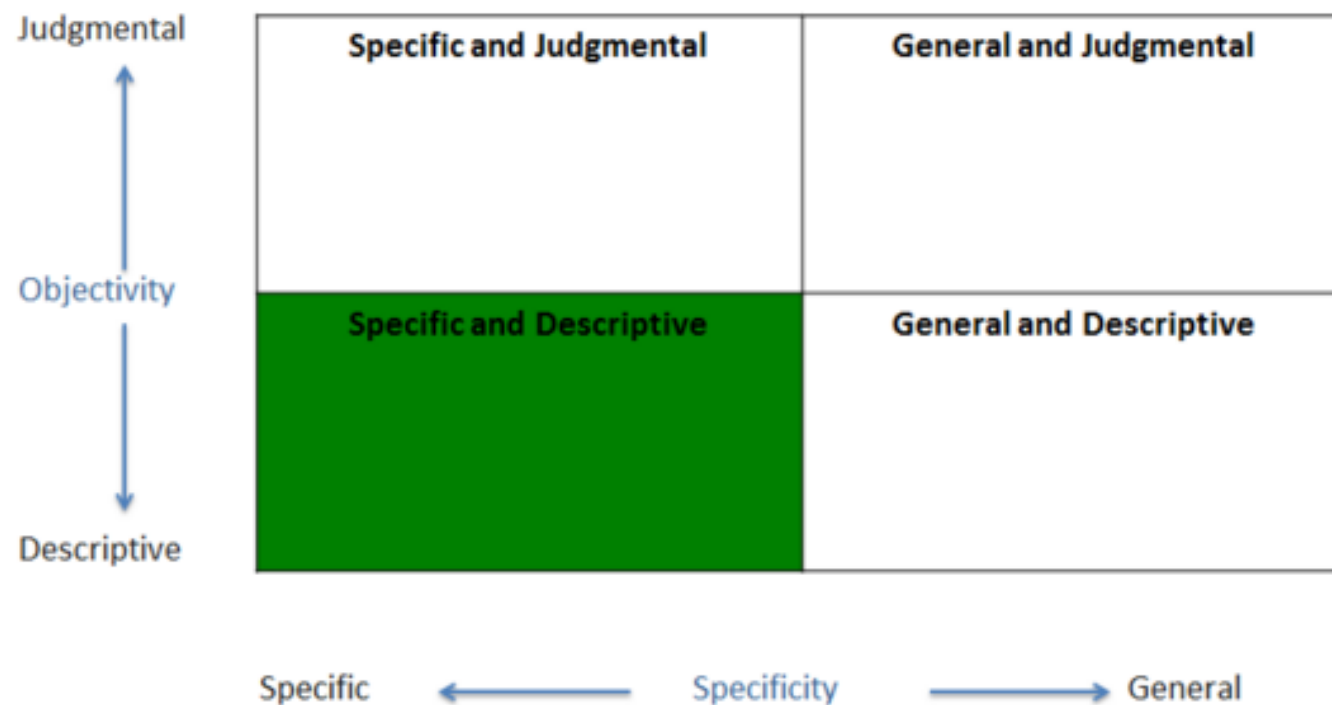
"Stick to the evidence, designate a timekeeper/facilitator, debrief by questions, share talk-time, write things down to focus the dialogue."

Ladder of Inference



Argyris, City, & Teitel, 2015

Objectivity/Specificity Matrix

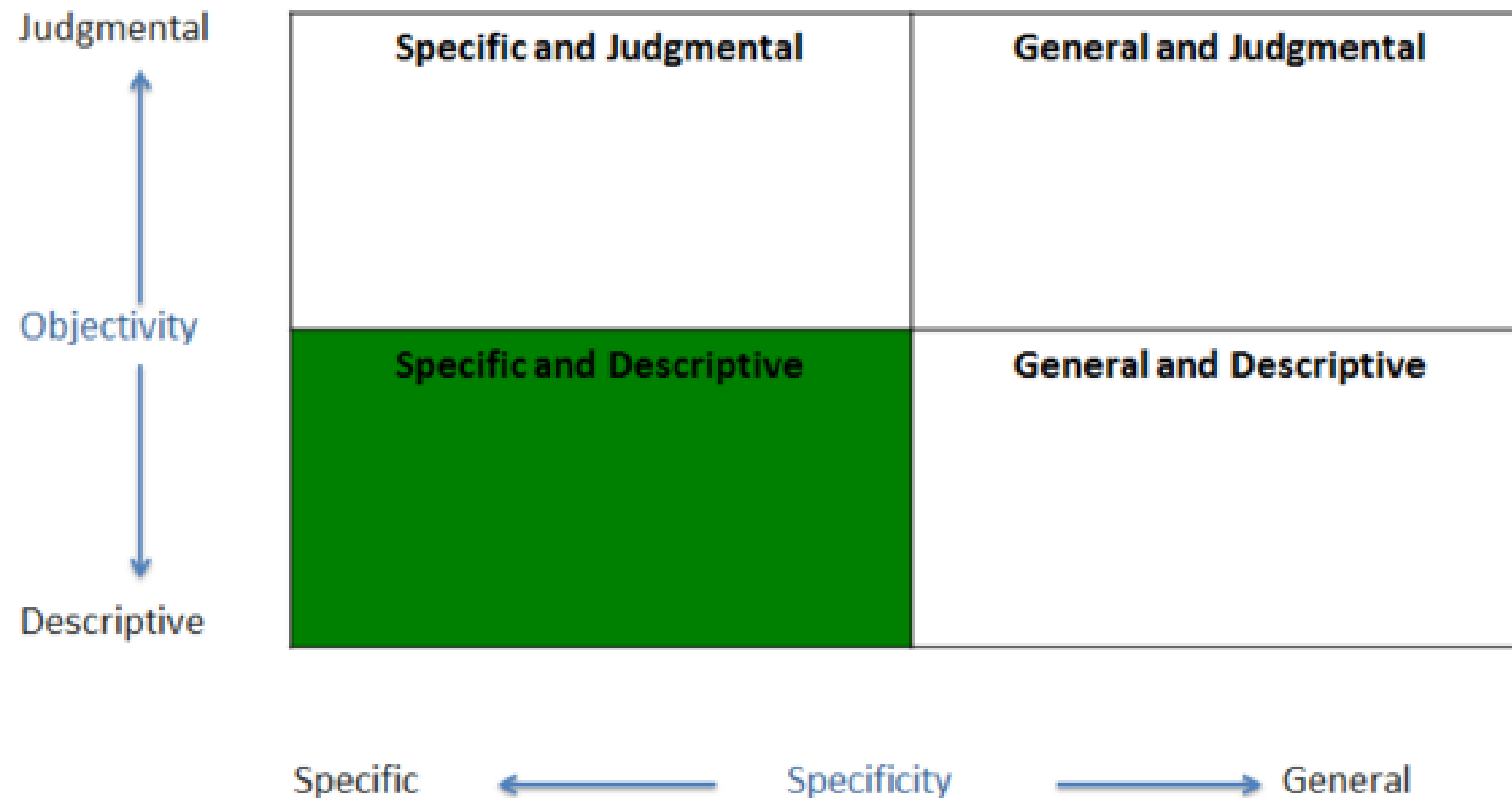


Adapted from *Learning Walkthrough Guide*, MA Dept. of Elementary & Secondary Education.

City & Teitel, 2015

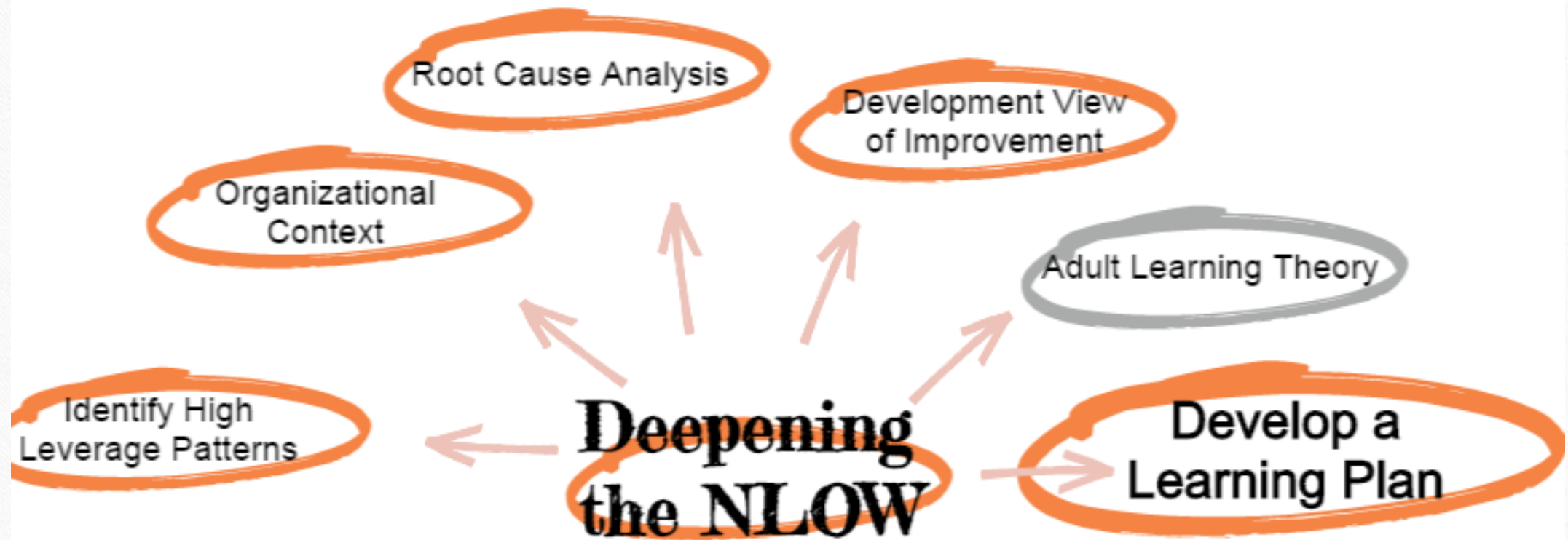
Objectivity/Specificity

Objectivity/Specificity Matrix



Adapted from *Learning Walkthrough Guide*, MA Dept. of Elementary & Secondary Education.

Next Level of Work



Next Level of Work provides a way of giving useful advice grounded in actual classroom practice.



Identify High Leverage Pattern

Creating tighter connections between patterns and suggestions

- Which patterns stand out to us as visitors and to the hosts as particularly high leverage places to invest for improvement?

In other words, if we could shift this pattern of practice, we believe it would be consequential for student learning.



Organizational Context

Q and A with hosts: What do we need to know in order to make helpful suggestions?

- What have you been working on and what is planned?
- Existing Systems and Structures?
 - Instructional leadership?
 - Teaming?
 - Use of data?
 - Professional learning?
- How are they used?

City & Teitel, 2015



Adult Learning Theory

How can we best support learning?

- Individuals, teams and organizations have implicit learning theories
- Rounds exposes the theories to inquiry and learning
- Rounds helps us develop explicit, shared learning theories

Root Cause Analysis

- Try to identify the root explanations for a problem
- Identify various perspectives on a problem
- Determine how various causes relate to each other
- Determine which causes are within our locus of control for improvement
- *(5 Whys is one root cause analysis protocol)*





*Educate students and teachers
to achieve personal excellence.*

MISSION & VISION

*The Quincy Public School District is committed to creating a culture
of excellence in education for college and career readiness by*

***Engaging** students to achieve personal excellence;*

***Building** professional knowledge and excellent teaching practices
through collaboration;*

***Utilizing** curriculum aligned to the state standards;*

***Establishing** high expectations and improving student growth; and*

***Developing** active partnerships with parents and the community.*



I Used to Think...

Now I Know!



One Thing I Would Share
with Another Educator
From Today's Session...

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