

14th Annual  
**Hawker Brownlow**  
**Thinking &  
Learning**  
Conference

**PETE HALL**

**SATURDAY 20 MAY**

**Instructional Rounds:  
The Power of Observation**

**Session 1**

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# PETE HALL

Pete Hall is a dynamic educator, speaker and author. Pete served five years as a teacher, two years as an assistant principal and 12 years as a principal. He worked exclusively in Title I schools, including Anderson Elementary School, a turnaround school in Reno, Nevada. For his tenacious and courageous leadership, Hall has been honoured with ASCD's Outstanding Young Educator Award (2004), Nevada's Martin Luther King Jr. Award (2005) and Phi Delta Kappan's Emerging Leaders Award (2009), among others. He was appointed to the Nevada Governor's Commission on Excellence in Education in 2005 and was selected to sit on the National Education Association's Great Public Schools Indicators Advisory Panel in 2010.



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## PETE HALL

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AUTHOR \* SPEAKER \* CONSULTANT \* MOTIVATIONAL COACH  
FORMER TEACHER AND SCHOOL ADMINISTRATOR

After a teaching career that spanned preK-8 over three states, Mr. Hall served 12 years as a principal in three Title I schools: Anderson Elementary in the Washoe County (Reno, NV) School District, and Sheridan Elementary and Shaw Middle in the Spokane (WA) Public Schools. Under his leadership, Anderson ES was the only Title I school in the State of Nevada to earn “High Achieving” designation; Sheridan ES earned accolades from the Washington State Office of the Superintendent for its growth and achievement; and Shaw MS earned a Career & Life Readiness Award from the State of Washington.

Mr. Hall’s written works include authoring over a dozen articles on leadership and publishing six books, *The First-Year Principal* (Scarecrow Education, 2004), *Building Teachers' Capacity for Success: A collaborative guide for coaches and school leaders* (Hawker Brownlow Education, 2010), *Lead On! Motivational lessons for school leaders* (Eye On Education, 2011) *Teach, Reflect, Learn: Building your capacity for success in the classroom* (Hawker Brownlow Education, 2015), *Fostering Resilient Learners: Strategies for creating a trauma-sensitive classroom* (Hawker Brownlow Education, 2016), and *The Principal Influence: A framework for building principals' leadership capacity* (Hawker Brownlow Education, 2016). A seventh, tentatively titled *Cultivating a Culture of Reflective Practice: The definitive guide to building teachers' capacity*, is scheduled for release in 2017.

For his tenacious and courageous leadership, Mr. Hall has been honored with ASCD's Outstanding Young Educator Award (2004), Nevada's Martin Luther King Jr Award (2005), and Phi Delta Kappan's Emerging Leaders Award (2009), among others. He was appointed to the Governor’s Commission on Excellence in Education (in Nevada, 2005) and was selected to sit on the National Education Association’s Great Public Schools Indicators Advisory Panel (2010-2011). He holds a National Principal Mentor Certificate from NAESP and serves as a trainer and coach for NAESP’s PALS mentoring program. He also provides extensive professional development services as an ASCD Faculty member.

Mr. Hall has worked as a personal consultant/mentor/motivational coach for school leaders, teachers, professional athletes, weekend golfers, stand-up comedians, firefighters, business executives, custodians, and more. A current resident of Coeur d’Alene, Idaho, he speaks and consults internationally.

Follow him on Twitter at @EducationHall

APPENDIX B NUMBER 20: GUIDELINES FOR INSTRUCTIONAL ROUNDS

**Part I: Conducting Rounds**

Groups conducting rounds are usually small in numbers – 3 to 5, not counting the lead teachers. On the day on which rounds are scheduled, teachers being observed alert their classes that they will have some other teachers visiting their classroom. Observed teachers might explain to their students that teachers in the building are trying to learn from one another just as students learn from one another.

When the observer teachers enter a classroom, they knock at the door and quietly move to some portion of the classroom that does not disrupt the flow of instruction. This is usually somewhere at the back of the classroom. There they observe what is occurring and make notes on their observational forms.

At the end of the observation, the observer team exits the classroom, making sure to thank the observed teacher and the students.

**Part II: Debriefing Rounds**

After rounds have been conducted, members of the observing team convene to debrief their experiences. They do so by discussing each observation, one at a time. This can be done in a round-robin format, where each observer teacher comments on what he or she noted. The leader of the rounds facilitates this process.

The leader starts by reminding everyone that the purpose of the discussion is not to evaluate the observed teacher. Rules regarding how to share observations should be established prior to the debriefing. Useful rules include:

- Comments made during the debriefing should not be shared with anyone.
- Do not offer suggestions to the observed teachers unless they explicitly ask for feedback.
- Nothing observed within a lesson should be shared with anyone.
- Observed teachers should be thanked and acknowledged for their willingness to open their classrooms to others.

As observer teachers take turns commenting on what they saw in a particular classroom, it is useful to use a “plus-delta” format. The observer teacher begins by noting the positive things (pluses) he or she observed in the classroom. Next, the observer can mention some questions (deltas) he or she had about the teacher’s use of strategies. Finally, the observer compares and contrasts his or her classroom strategies with one or more of the techniques observed.

+	Δ
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The process is completed for each classroom observed. For any particular observation, an observer teacher can opt not to share his or her analysis with the group. The debriefing should end with all observer teachers identifying one thing they might do differently in their classroom as a result of the rounds.

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**Instructional Rounds notetaker**

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**Purpose of Instructional Rounds:** The purpose of the rounds is to build collective capacity, **not evaluation**. It is intended to develop the clinical eye of educators, identify strengths, weaknesses, and trends in their buildings, and inform professional development decisions to strengthen instruction and enhance learning. Through the Instructional Rounds process, educators will reflect upon high-yield strategies, engage in rich reflective dialogue with colleagues, and strategize ways to improve individual and collective performance.

**Look-For focus** (what is the focal point of the observations?):

**Noticings** (record **factual** observations and descriptive notes here – no opinions or judgments):

**Wonderings** (record questions and/or thoughts here):

**Teacher's current stage** on the Continuum of Self-Reflection:

**Reflective prompts** to generate deeper reflective thought (connected to the look-for and/or teacher's goal):

Based on the *Building Teacher Capacity* model created by Hall & Simeral (ASCD, 2008, 2015, 2016, 2017).

### Feedback Planning Form

**Directions:** This tool aids in the planning of feedback to offer a teacher, following a classroom visit, video observation, or other teaching & learning event. The feedback prompt/stem should generate reflective thought and launch a deeper conversation, enhancing the teacher’s growth as a reflective practitioner.

**Step 1: Setting the stage**

Name of teacher	Stage on Continuum of Self-Reflection	What is the look-for focus for this classroom visit/observation?
	<input type="checkbox"/> Unaware <input type="checkbox"/> Conscious <input type="checkbox"/> Action <input type="checkbox"/> Refinement	

**Step 2: Reflective goal**

What is the teacher’s capacity-building goal for his/her stage on the Continuum of Self-Reflection?
<input type="checkbox"/> If Unaware stage, goal is to build deeper awareness of students, content, and pedagogy. <input type="checkbox"/> If Conscious stage, goal is to work with greater intentionality in addressing student needs, content, and pedagogy. <input type="checkbox"/> If Action stage, goal is to build on experience and help strengthen expertise through accurate assessment of instructional impact. <input type="checkbox"/> If Refinement stage, goal is to encourage long-term growth and continued reflection through responsiveness to ongoing assessments.

**Step 3: Technical goal**

What specific element of teaching, related to the look-for focus above, would you like the teacher to reflect upon? If you have a specific idea for improvement, include it here.

**Step 4: Feedback**

What type of feedback is best utilized for this teacher’s stage on the Continuum of Self-Reflection?	How will you phrase the feedback prompt/stem to launch the conversation?
<input type="checkbox"/> Unaware: Directive statements <input type="checkbox"/> Conscious: Leading prompts <input type="checkbox"/> Action: Open prompts <input type="checkbox"/> Refinement: Challenging prompts	
When and how will you provide this feedback to the teacher?	

Adapted from Hall, P. & Simeral, A. (2016). *Building teachers’ capacity for success: A collaborative approach for coaches and school leaders*, 2<sup>nd</sup> ed. Melbourne, VIC: Hawker Brownlow Education.

**Differentiated Feedback by Stage:** *Building Teachers' Capacity for Success, 2<sup>nd</sup> ed.* (Hall/Simeral, ASCD 2016)

<b>Unaware</b>	<p><b>CAPACITY-BUILDING GOAL: To build deeper awareness of students, content, and pedagogy</b></p> <ul style="list-style-type: none"> <li>• When you did this ____, the students did this ____. It worked because ____. Do that again!</li> <li>• I noticed you used ____ and it was effective because ____; use it whenever you want your students to ____.</li> <li>• When you did this ____, the students did this ____. Tomorrow try ____, and tell me what happens.</li> <li>• Your lesson was successful today because ____.</li> <li>• You (or your students) struggled today because ____. Next time that happens, try this: ____, and tell me what happens.</li> <li>• You appear frustrated with ____ and I noticed you ____ several times. Tomorrow, try to take note of how many times you ____. Then let's chat further.</li> <li>• I observed ____, which is not what you/we were going for in that lesson; try ____ to get the lesson back on track. This usually works because ____.</li> </ul>
<b>Conscious</b>	<p><b>CAPACITY-BUILDING GOAL: To work with greater intentionality in addressing student needs, content, and pedagogy</b></p> <ul style="list-style-type: none"> <li>• Your goal is ____ . How can I help you keep that focus and support your efforts?</li> <li>• I see you were using ____ today. Keep that focus! What worked well today?</li> <li>• Tell me about the purpose of today's activity. What is your evidence of success?</li> <li>• Today, your students were successful at ____ . What did you do that directly led to their success?</li> <li>• I noticed ____ today. How might the outcomes change if you tried ____? Give it a shot and let me know how it goes.</li> <li>• Yesterday I observed your students ____; today, they are ____ . How do you determine your daily lesson structure?</li> <li>• Tell me more about the planning that went into today's lesson. Why did you select the strategy you chose for this lesson?</li> <li>• How do you use what you know about your students to drive lesson planning each day?</li> <li>• When you did ____ today, I observed several students ____ . How will you shift tomorrow's lesson to change the outcomes?</li> <li>• How does this lesson connect to prior and future student learning objectives?</li> <li>• What misconceptions might students have during tomorrow's lesson? How will you address that in your planning?</li> </ul>
<b>Action</b>	<p><b>CAPACITY-BUILDING GOAL: To build on experience and help strengthen expertise through accurate assessment of instructional impact</b></p> <ul style="list-style-type: none"> <li>• What was the purpose of today's activity? Was it successful? How do you know?</li> <li>• Which parts of today's lesson went well? Which parts didn't? Why?</li> <li>• What was the goal of today's lesson? How did you determine that goal?</li> <li>• Today I observed you ____ . Did that contribute to your goal? How can you tell?</li> <li>• Why did you choose to ____ today? Was that strategy effective? How do you know?</li> <li>• What other strategy could you have used today to achieve your goals?</li> <li>• How do you predetermine what your evidence of success will be for a lesson?</li> <li>• Do your anecdotal observations of student learning align with more formal assessment data?</li> <li>• If you could teach this lesson again, what would you do differently? Why?</li> <li>• Which students were successful achieving today's learning target? Which students struggled? Why was that so?</li> <li>• What does the student work from today's lesson tell you about ____ as a learner?</li> <li>• What can you tell me about ____ as a learner? How can you find out more?</li> </ul>
<b>Refinement</b>	<p><b>CAPACITY-BUILDING GOAL: To encourage long-term growth and continued reflection through responsiveness to ongoing assessments</b></p> <ul style="list-style-type: none"> <li>• Today your students did __ and you immediately responded with ____. How did you plan to address that misconception?</li> <li>• In the middle of today's lesson, you abruptly changed course. What led to that decision? Was it a successful move? How do you know?</li> <li>• How do you know when students are learning in the middle of a lesson? What do you look for?</li> <li>• How do you identify specific learning styles of the students in your room?</li> <li>• Explain the thinking that went into planning a lesson like this. How do you know which strategies to select? How do you decide which activities to choose?</li> <li>• To what extent are you collaborating with your colleagues to plan and deliver your lessons? How can you become more intentional in partnering with your teammates?</li> <li>• Your lesson today reminded me of a recent article I read in <i>Educational Leadership</i>. I'll put a copy in your box – I would love to hear your thoughts.</li> </ul>

# NOW WHAT?

Name: \_\_\_\_\_ Today's date: \_\_\_\_\_

Directions: You've just completed a fabulous, informative, and inspirational workshop. Armed with new information and practical strategies, **WHAT ARE YOUR GOALS FOR IMPLEMENTING THESE APPROACHES** to increase your effectiveness in your professional responsibilities? For the overarching SMART goal, write at least two specific Action Steps that you **WILL** attempt.

My SMART Goal: By \_\_\_\_\_, \_\_\_\_\_

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WHY did I set this goal? \_\_\_\_\_

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HOW will I accomplish it?

Action Step #1: \_\_\_\_\_

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Action Step #2: \_\_\_\_\_

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Action Step #3: \_\_\_\_\_

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WHO will support me (and in what manner)? \_\_\_\_\_

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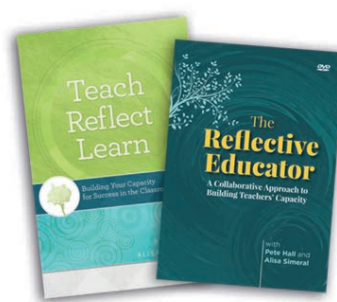






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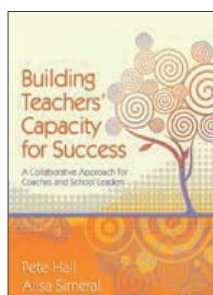
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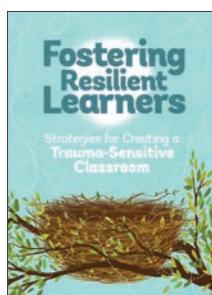
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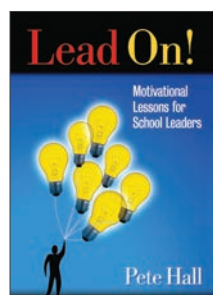
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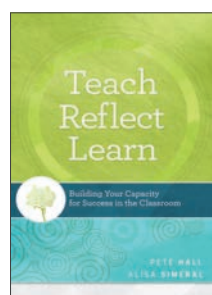
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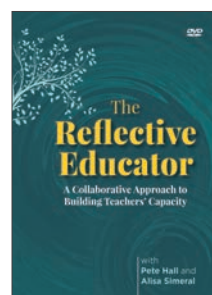
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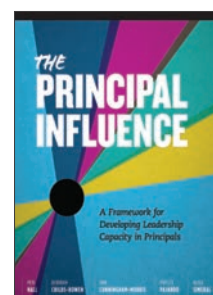
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