

EPISODE 264

# How To Have Daily Feedback Conversations With Repertoire



INSTRUCTIONAL  
LEADERSHIP SHOW



# Essential Question



How can we have feedback conversations with teachers every day, and how can Repertoire help?

# Frequency First: Simplicity Over Complexity



It's more important to get into classrooms

**frequently**

than to accomplish any particular  
goal in each visit

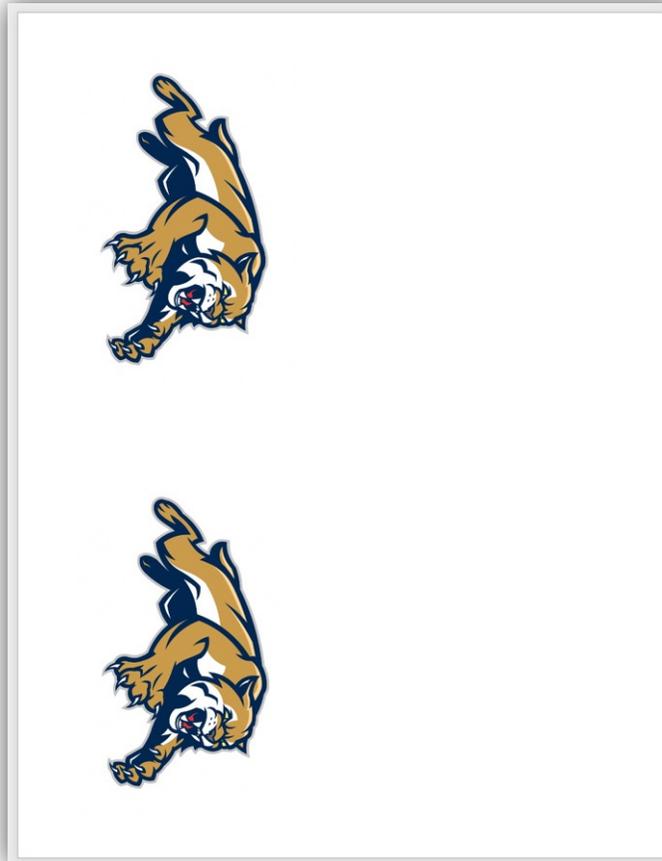


# Avoiding “Homework”



- No summary writeup
- No written suggestions
- Send notes you've taken immediately via email
- Write a nice note immediately

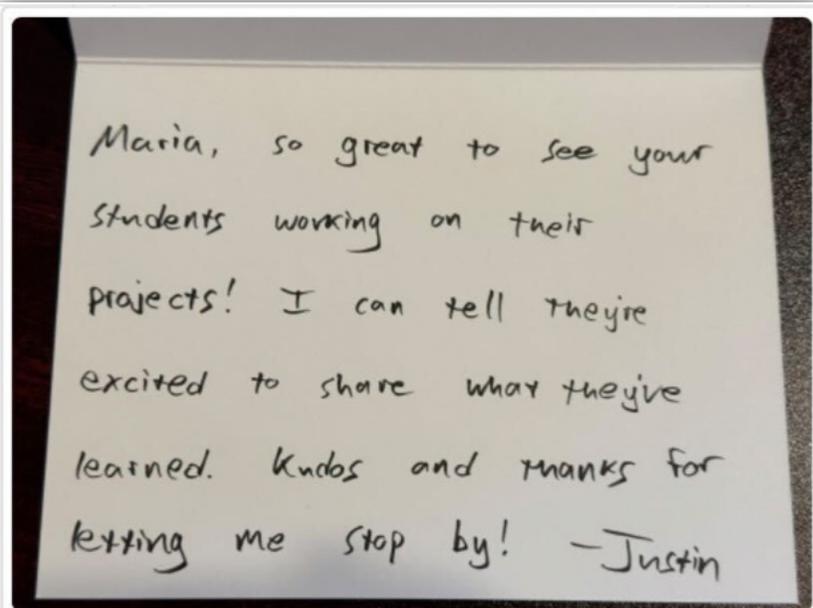
# School Logo Notecard Template



[PrincipalCenter.com/logo](http://PrincipalCenter.com/logo)



# Save Handwritten Note Text



Transcribe text in image

Generate Response 

Discard Changes 

Save Chat 

Maria, so great to see your students working on their projects! I can tell they're excited to share what they've learned. Kudos and thanks for letting me stop by! - Justin

REPERTIRE<sup>ai</sup>



# Which Teacher To Visit Next?



Consistent rotation:  
Visit *everyone* once before  
visiting *anyone* a 2nd time

# Ordering Your Visits

Sequence strategically:

- Team
- Department
- Area of campus



# "Next Up"



**Title \***

**Snippet**      **Template**      **Observation**

**Date \***      **Time \***

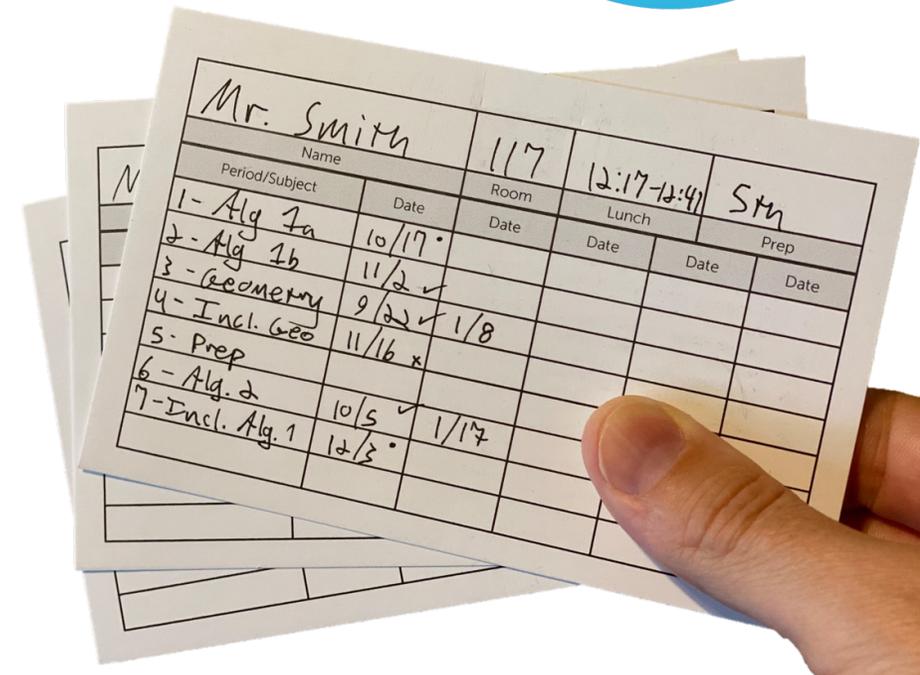
        

**Teacher Name \***

 **Next Up**

# Using Notecards

- One stack per admin
- Keep cards in order
- Record date by subject
- Dot or check = conversation
- Move to bottom of stack



[PrincipalCenter.com/notecards](http://PrincipalCenter.com/notecards)



# What About Part-Time Staff?



- Skip to next when someone is absent
- Try again tomorrow
- Repertoire "Next Up" button: automatic
- Notecards: Place back on top of stack

# Add Teachers As You Go



Add New Teacher : ×

First Name

Last Name

Email

Observable ?

No

Yes



# Import Your Staff Roster: Observations » Roster » Import



10 ▾ [Delete Selected](#) [Add Contact](#) [Export as CSV](#) [Import Contacts](#)

Home - Roster

Home / Roster / Import Rosters from CSV Data File

### Steps

- [Download Import Template](#)
- Type or copy-and-paste your staff information - first name, last name, and email - into the appropriate columns
- Save as a .csv (Comma-Separated Values) file -not an .xls or .xlsx spreadsheet. In Excel, go to File -> Save As -> File Format: Comma-Separated Values (.csv) -> Save  
Mac Users: Save as "Windows CSV" rather than "CSV"
- Upload below and click Import

SampleRosters.csv



# Ask Customer Service



Send a list in any format containing:

- First Name
- Last Name
- Email

Email to: [info@principalcenter.com](mailto:info@principalcenter.com)

# Modest Expectations for Feedback Conversations



- Sometimes you'll have concerns a quick chat can't address
- Sometimes you won't have much to say
- Sometimes you'll need to have a clarifying conversation, then take time to plan your next move

# Overall Benchmarks



- 3 visits per day
- Every teacher every ~2 weeks
- 15-18 visits per teacher per year
- 500 visits overall per admin per year

# How To Start



<b>Cycle 1</b>	 Every teacher you supervise	 1-2 minute visits, back to back	<input checked="" type="checkbox"/> Notes	<input checked="" type="checkbox"/> Chat
<b>Cycle 2</b>	 3 a day	 5-10 minutes each	<input checked="" type="checkbox"/> Notes	<input checked="" type="checkbox"/> Chat
<b>Cycle 3</b>	 3 a day	 10-15 minutes each	<input checked="" type="checkbox"/> Notes	<input checked="" type="checkbox"/> Chat

# Printable Tools



INSTRUCTIONAL LEADERSHIP SHOW



INSTRUCTIONAL LEADERSHIP SHOW

# Find & Pin Relevant Criteria



Title \*

2023-08-15

Snippet

Template

Observation

celebrating



{1.2}Celebrating Success: The teacher celebrates student success relative to the learning targets and/or the learning goals.



Save New Snippet  Line Break  Timestamp  Seconds  :

12:24:10 : Students begin working on their designs in small groups

12:25:32 : T: "What did you come up with for your materials list?"

## Pinned Snippets



{1.2}Celebrating Success: The teacher celebrates student success relative to the learning targets and/or the learning goals.



{1.2-1}When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing



teacher provides students with recognition of their current status but not their knowledge relative to the learning goal



{1.2-3}The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal and monitors the extent to which students are motivated to enhance their status.



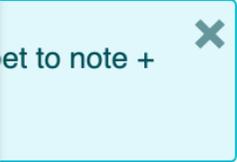
{1.2-4}The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.



# More Precise Conversations



d2d3 

{d2d3}Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.   

15:45:35 : T passing out papers  
15:46:04 : S: "Hey did anyone see what happened at lunch?"  
15:46:21 : T: Moves toward student who is talking off-task; makes eye contact, then looks at paper on desk.  
15:46:33 : S looks at paper and begins working; rest of class is working  
15:46:47 : T: "Remember, today we're practicing finding common denominators."

# More Precise Conversations



**Pinned Snippets** 

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{d2d3}Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective. 

**Everyone was focused on learning, and when students started to wander, you were quick to subtly redirect them using eye contact and proximity, without having to say anything.** 

{d2d4}Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/ or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teachers response to student misbehavior is sensitive to individual student needs and respects students dignity. 

# How To Get Started



- Send us your staff roster: First Name, Last Name, Email
- Turn on your evaluation criteria or send to us
- Print the Classroom Walkthrough Toolbox
- New school? Request a new account

[justin@principalcenter.com](mailto:justin@principalcenter.com)

