

EPISODE 279

How To Keep Up With Discipline & Still Get Into Classrooms Daily



INSTRUCTIONAL
LEADERSHIP SHOW



Essential Question



How can I continue to respond to discipline issues in a timely fashion while protecting classroom time?

Murphy's Law for Instructional Leaders



If anything bad is going to happen today, it's going to happen when you're trying to get into classrooms.



Big Blocks Are Big Targets



- The longer a block of time, the more likely an emergency will arise during it
- The shorter a block of time, the less likely an emergency will arise during it
- There's room for more short blocks of time in the day than long blocks—not just because they're shorter, but because they fit into your schedule more easily



Multiple Short Blocks



- Once each period
- Before/after each duty/recess/lunch
- Before/after passing periods
- Overschedule based on interruption rate

Overschedule for Success



33% success rate: 9 blocks → 3 visits

50% success rate: 6 blocks → 3 visits

60% success rate: 5 blocks → 3 visits

75% success rate: 4 blocks → 3 visits

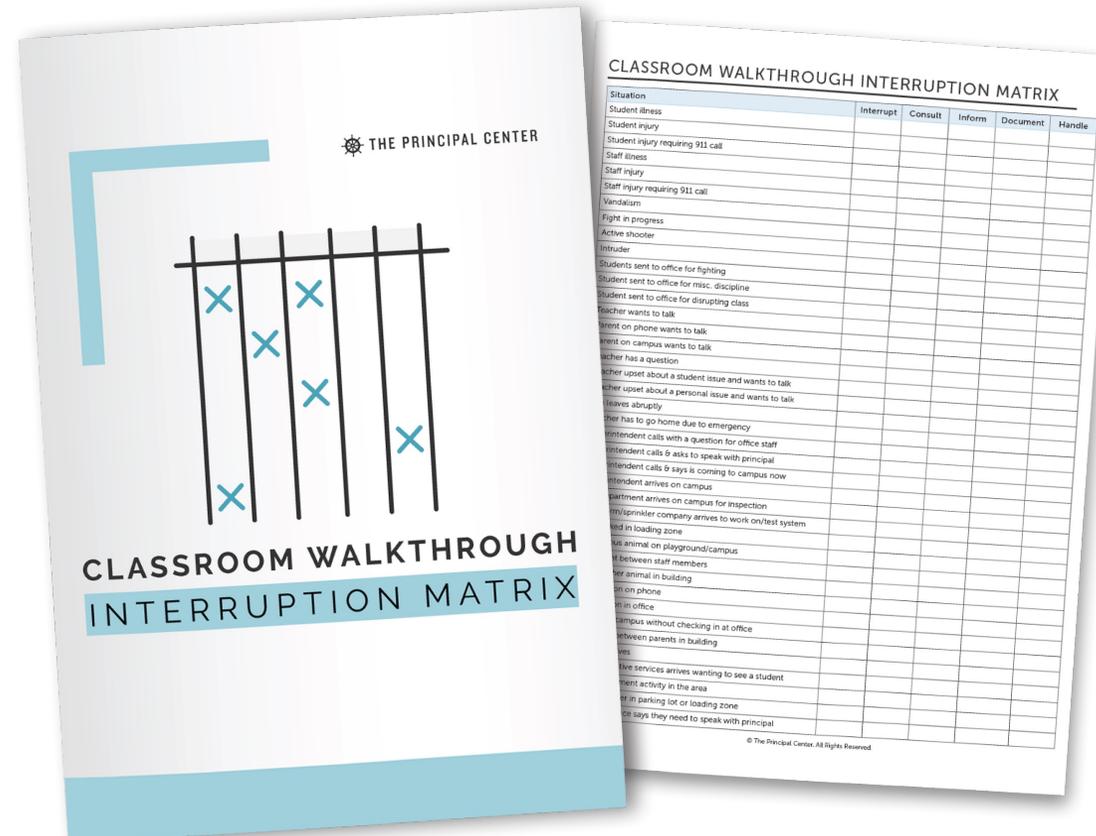
Interruption Thresholds



- Walkthroughs are very flexible—it doesn't matter precisely when you do them
- Discipline is time-sensitive, but not everything is an emergency
- True emergencies SHOULD interrupt classroom walkthroughs
- Formal observations are harder to reschedule & should have a higher threshold for interruption



Set Boundaries



Dashboard.PrincipalCenter.com/toolbox



Setting “Low Wall” Boundaries



- Interrupt: What should you be interrupted *immediately* for?
- Consult: What should you be interrupted *soon* for?
- Inform: What should you be kept up to speed about?
- Document: What should be recorded for your review?
- Handle: What doesn't need to be documented for you?

Make Kids Wait



- Time for student to calm down
- Time for you to finish walkthrough
- Case-by-case basis



Toolbox



Dashboard.PrincipalCenter.com/toolbox

