HIGH RESOLUTION

MAKING TEACHER PRACTICE VISIBLE WITH CLASSROOM WALKTHROUGHS

WITH JUSTIN BAEDER, PhD.

Welcome!

Introduce yourself!
Where do you work?
What's your role?

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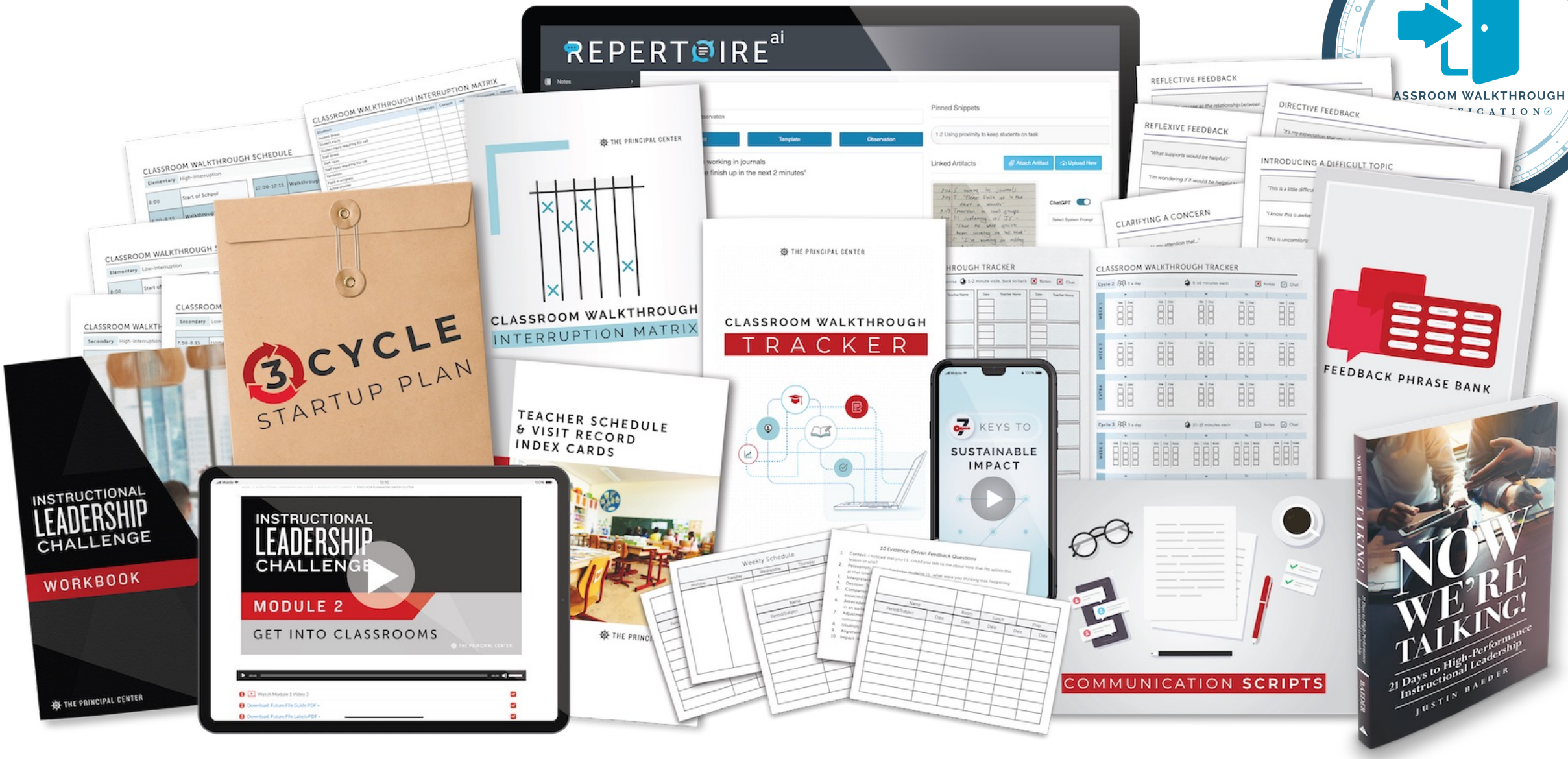
Our Agenda

In this webinar, you'll get a call to action for instructional leadership that's both ambitious and realistic. We'll explore:

- How unrealistic expectations like "spend 50% of your time in classrooms" set leaders up for failure
- Why every leader can get into classrooms an order of magnitude more—10x the typical number of visits
- How classroom walkthroughs provide a high-resolution picture of teacher practice and school priorities
- The ambitious New Year's Resolution that will change your leadership forever
- How to change teacher practice without second-guessing or nitpicking



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The Professional Writing App for Instructional Leaders

Get the world's most advanced tools for teacher observation & evaluation

Keep precise professional language at your fingertips—and write with A.I.

Capture evidence-rich notes in the classroom—with dramatically less typing

Use drag-and-drop templates for flawless high-stakes writing

My Professional Mission

My mission is to help you:

- Confidently get into classrooms every day
- Have feedback conversations that change teacher practice
- Discover your best opportunities for school improvement

Why Get Into Classrooms?

1. Information
2. Relationships

The Medical Model

- Examine
- Diagnose
- Prescribe

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The Medical Model's Requirements

- Extensive knowledge
- Conclusive evidence
- Accurate diagnosis
- Viable prescription

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The Evidence-Driven Approach

We can use the 10% of practice that's visible as a "landing pad" for the 90% of practice that's hidden, which we can only access through conversation.

Let The Teacher Talk

The best way to get a high-resolution view of teacher practice is to let teachers talk

Direct vs. Indirect Change

Direct: telling teachers how to improve

Indirect: making decisions that lead to improvement

Differentiated Roles We Can Play in Feedback Conversations

Role	Feedback	Verb	Influence
1. Boss	Directive	Tell	Behavior
2. Coach	Reflective	Ask	Thinking
3. Leader	Reflexive	Change	Circumstances

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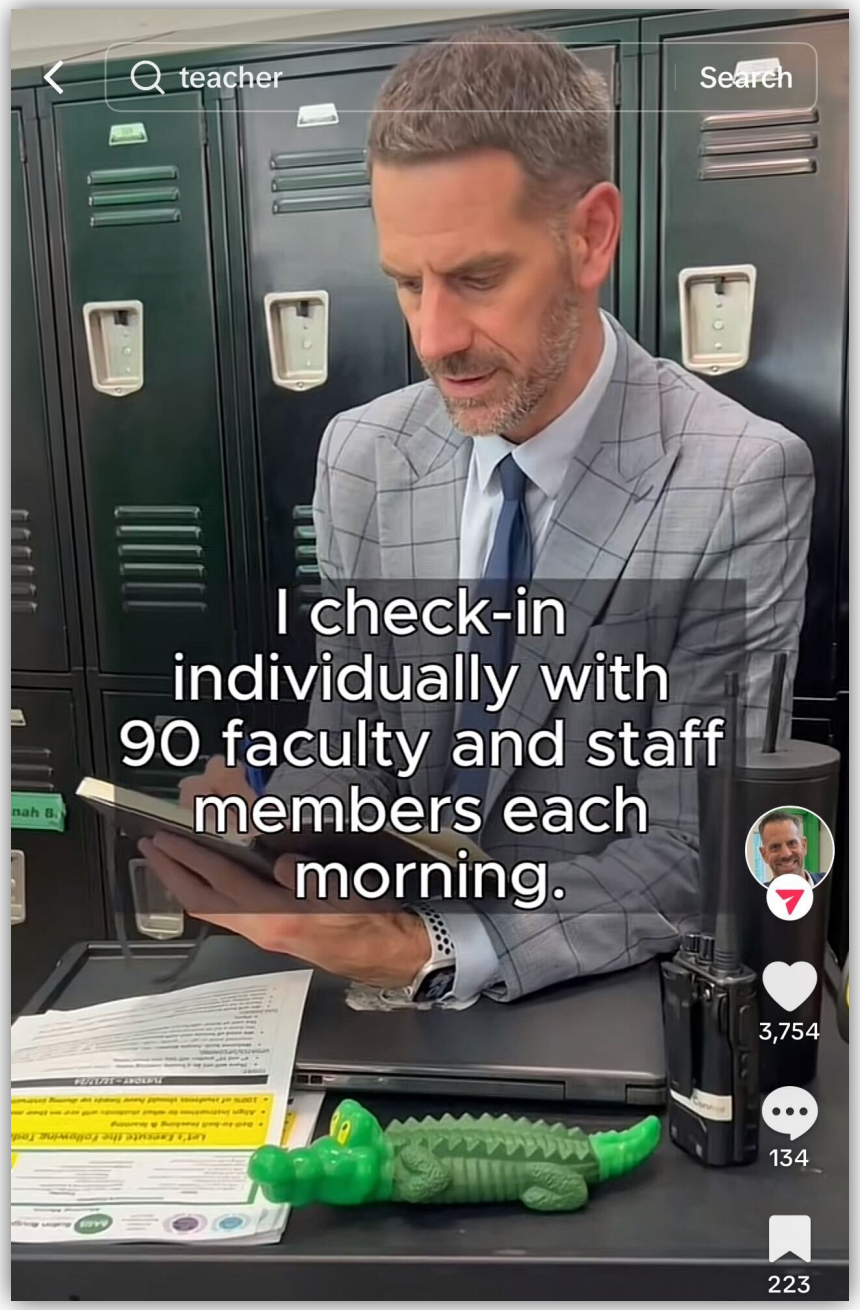
Unrealistic Expectations

Setting Leaders Up for Failure



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CERTIFICATION

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Going Too Far

- 50% of your day in classrooms
- Two full days a week in classrooms
- Every classroom every day
- 5-10 walkthroughs a day
- 2-3 mini-observations a day with writeups

Dose Matters

Too much of a good thing can become a bad thing.

Downsides

What might be some downsides of aiming TOO high re: spending time in classrooms and giving teachers feedback?

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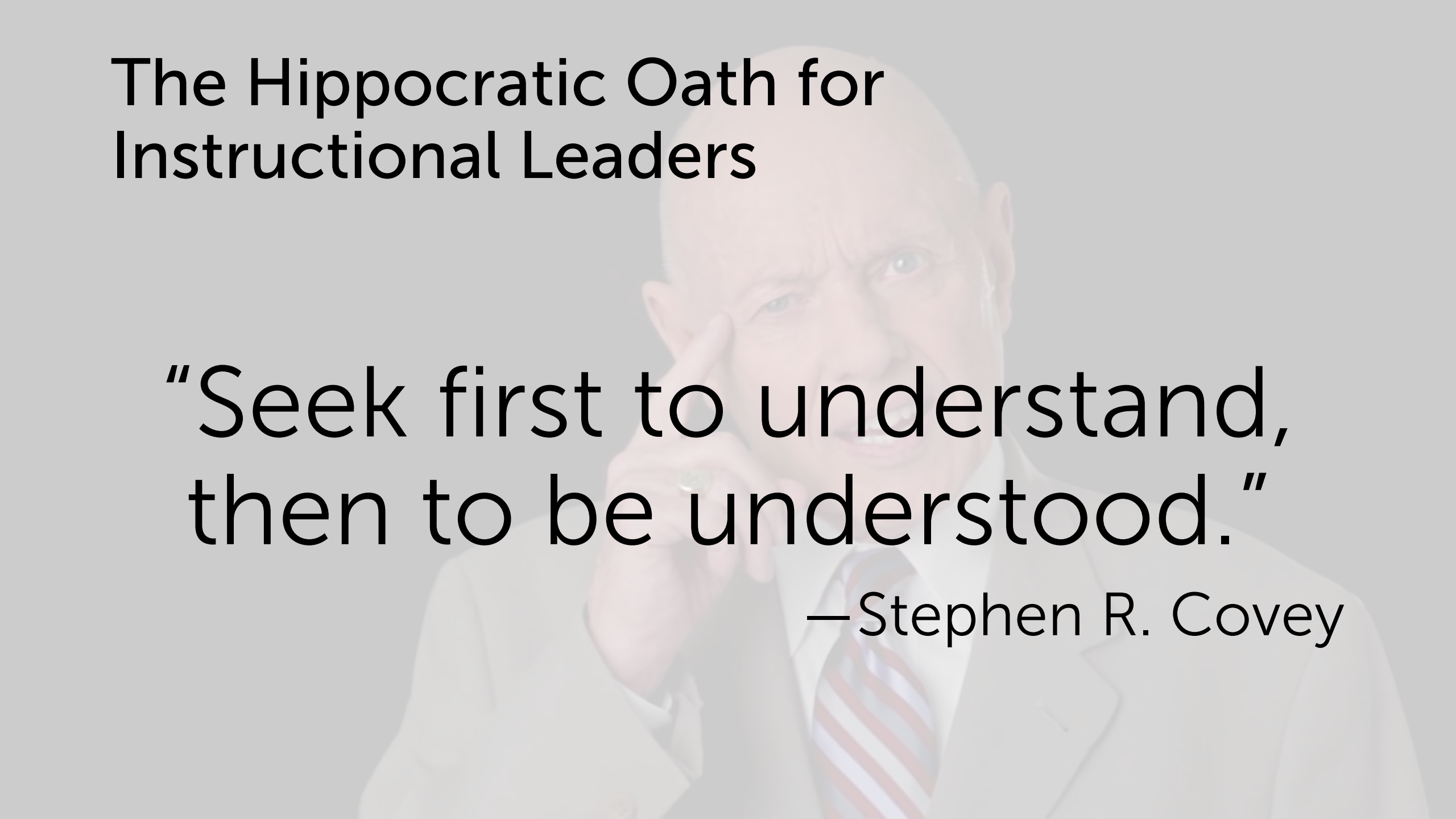
HIPPOCRATES

The Hippocratic Oath for Healthcare Providers

Primum non nocere

"First, do no harm."

The Hippocratic Oath for Instructional Leaders



"Seek first to understand, then to be understood."

—Stephen R. Covey

The Ideal "Dose"

- Visit every teacher roughly every two weeks
- 3 informal visits per day = 15 per week
- 500 total per year
- ~18 visits per teacher per year

10x Resolution

A Vision for Getting Into Classrooms
An Order of Magnitude More

Aiming High The Wrong Way

- Don’t think about actual frequency
- Have vague but very high feedback expectations
- Do your best, but get interrupted a lot
- End up doing ~2 walkthroughs a week

500

Commit To 10x More Visits

- Most leaders are not visiting classrooms *at all*
- Those who are trying hard typically visit 1x-2x/teacher/year
- Our target: 18x/teacher/year = 500 total

PrincipalCenter.com/sticker

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Resolved: 10x More Visits

- The commitment
- The plan
- The follow-through

A Reasonable Caseload

- To see every teacher frequently, you must have a reasonable caseload
- Focus on teachers you evaluate
- Most administrators evaluate 20-40 teachers
- 30 at 3 a day = 10-day cycle (two school weeks)

3 Secrets To Sustainability

- Interruption management
- Scheduling
- No “homework”

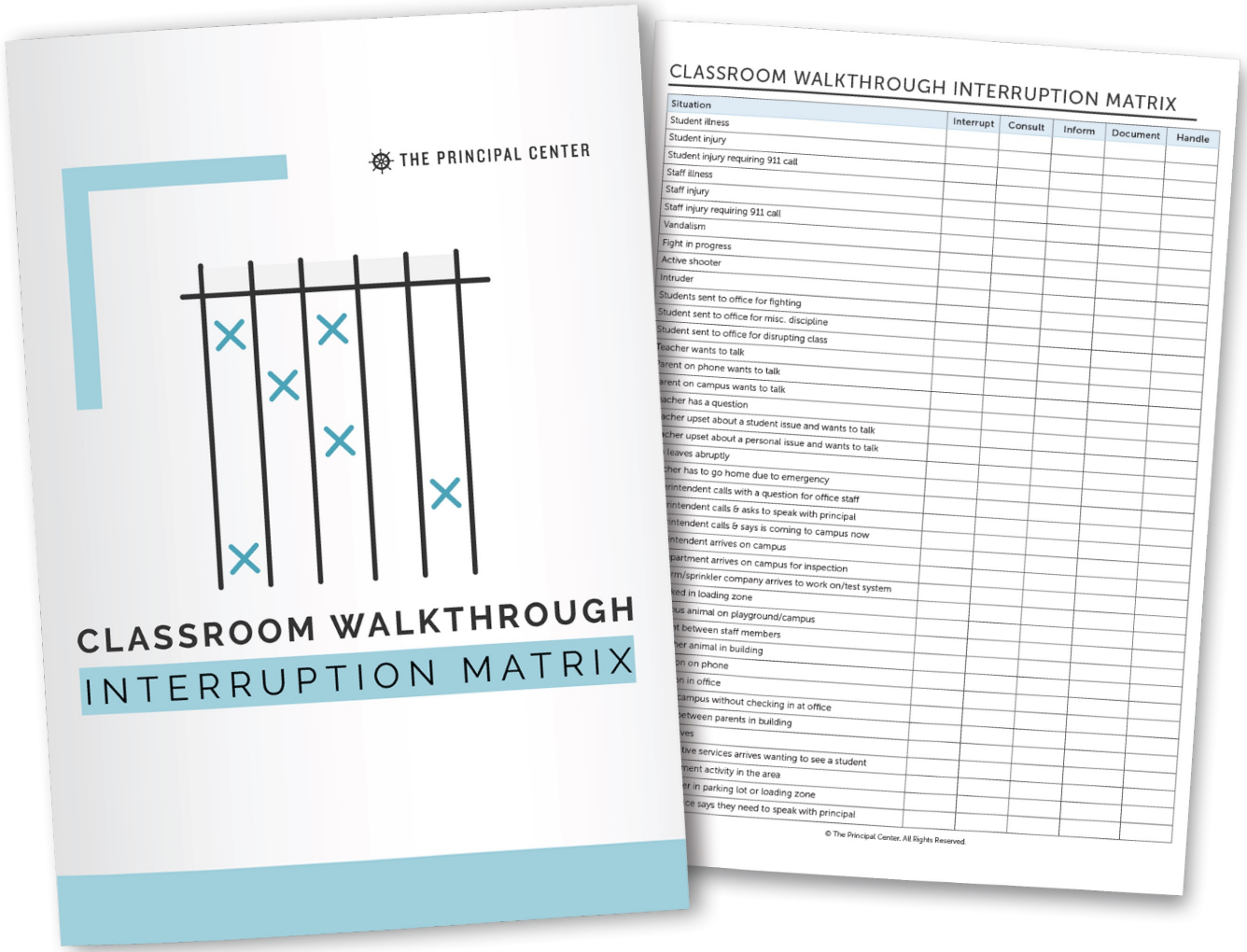
Interruptions Are The Job

We can't afford to see interruptions as distractions from the work of leadership.

They're intrinsic and essential to the job.

CAUTION

Premium Resource



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How Should These Issues Be Handled?

CLASSROOM WALKTHROUGH INTERRUPTION MATRIX

Situation	Interrupt	Consult	Inform	Document	Handle
Student illness					
Student injury					
Student injury requiring 911 call					
Staff illness					
Staff injury					
Staff injury requiring 911 call					
Vandalism					
Fight in progress					
Active shooter					
Intruder					
Students sent to office for fighting					

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Interruption Matrix

a) Interrupt
b) Consult
c) Inform
d) Document
e) Handle

- Fight?
- Staff workplace injury?
- Minor student injury?
- Misc. discipline referral?
- Superintendent visit?

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Scheduling

"Block off time."

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1
2
3
4
5
6
7
8
9
9
8
7
6
5
4
3
2
1

A Resilient Walkthrough Schedule

Elementary

Secondary

- 8:00 Supervise in hall
  - 8:05 Start of 1st period
  - 8:20 Office work
  - 8:40 End of 1st period
- 8:55 Supervise in hall
  - 9:00 Start of 2nd period
  - 9:15 Office work
  - 9:35 End of 2nd period
- 9:50 Supervise in hall
  - 3 visits, whole period

…etc.

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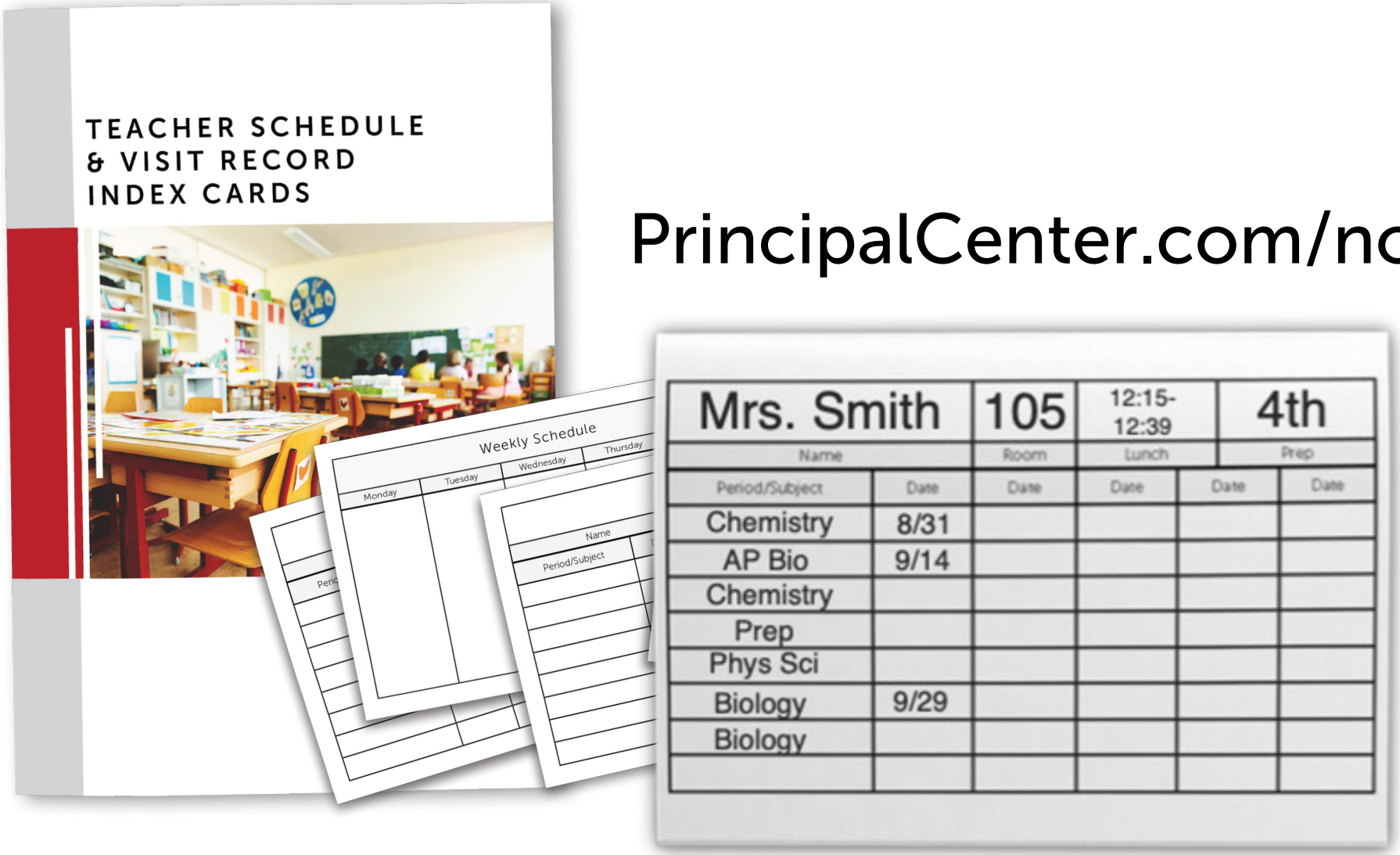
3 Secrets To Sustainability

- Interruption management
- Scheduling
- No “homework”

No Homework

- Stop typing up/revising up your notes later
- Stop writing warm/cool feedback later
- Complete required documentation before you leave

Minimum Viable Documentation



PrincipalCenter.com/notecards-pdf

- Teacher
- Date
- Class

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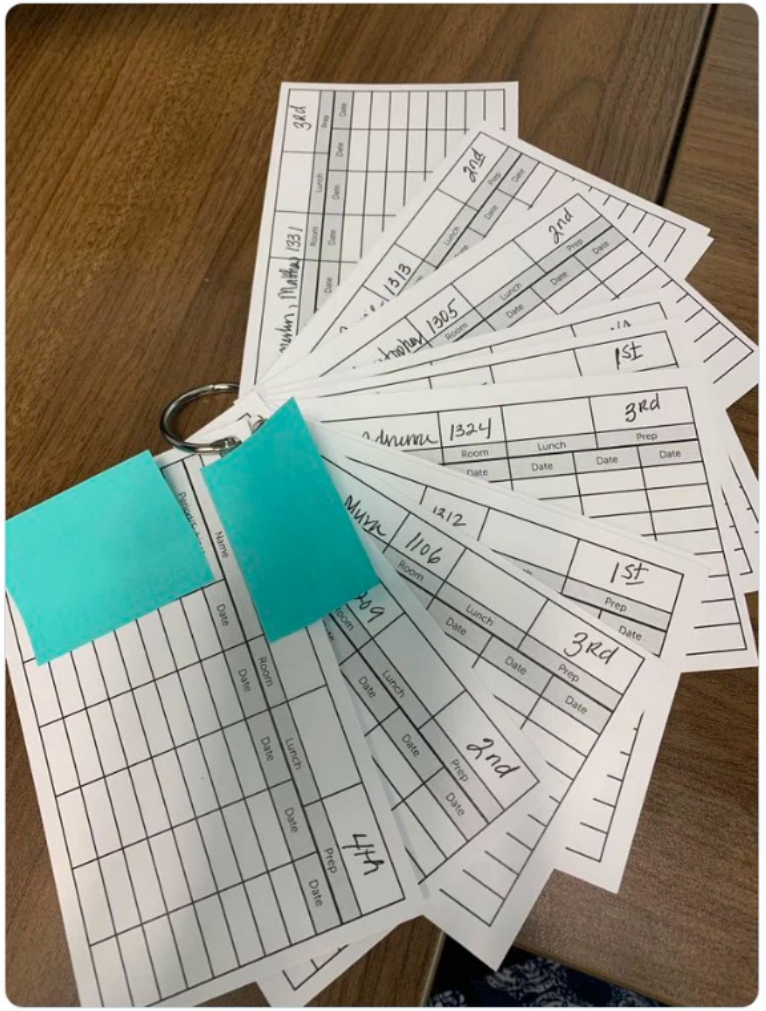
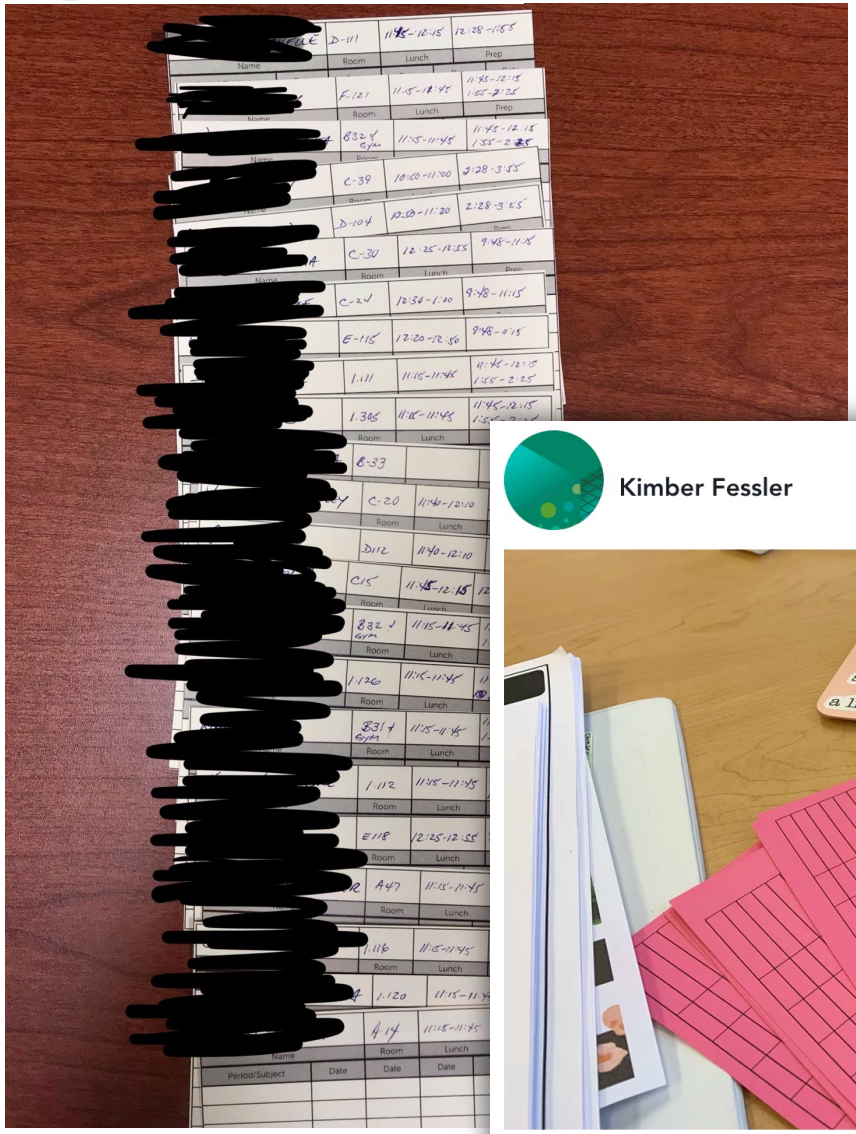
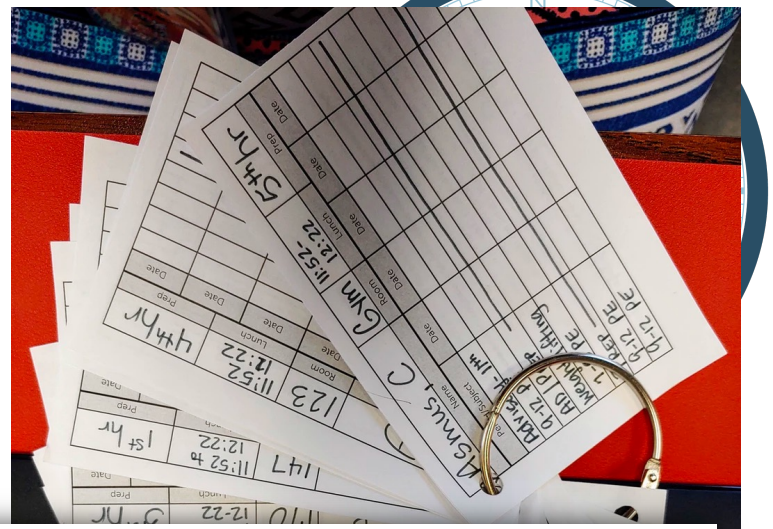
Shannon Pignato
@ahsprincipal

Classroom walk-through cards are ready to go! It's going to be a great year of learning at AHS.
#AHSclearvision2020 @eduleadership

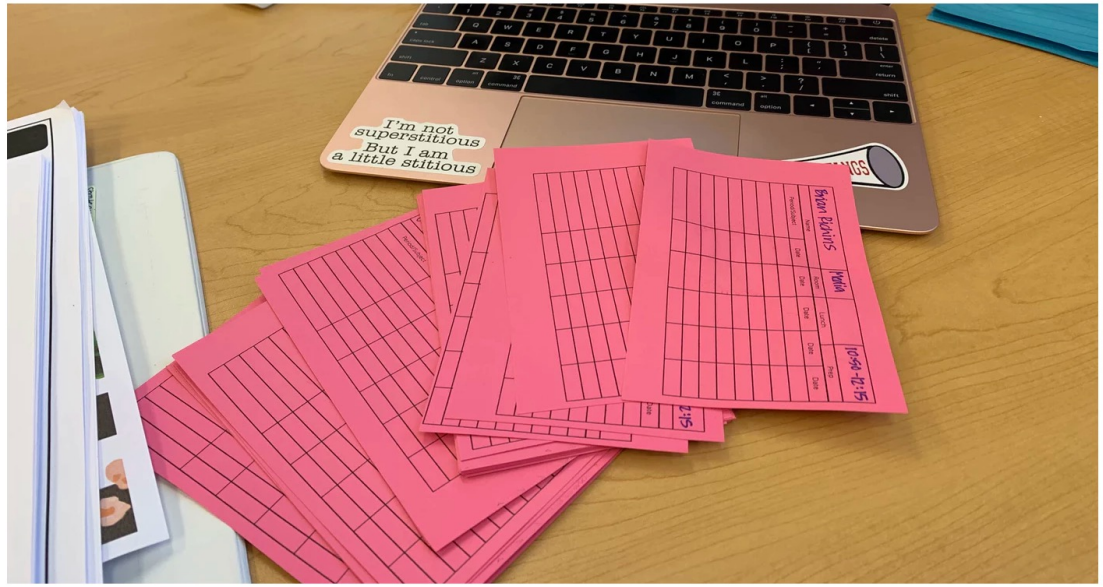


Brian Travis yesterday
Assistant Principal





Kimber Fessler



I'm ready!

One-And-Done Notes

- Take notes with timestamps
- Email to the teacher if typed
- Photograph & leave with teacher if handwritten

Formal Observation - 5th Period

Snippet | Template | Observation

T: "Please come see me if you need a new beaker."

Save New Snippet | Line Break | Timestamp | Seconds | :

11:04:33 : T explaining directions for lab: "Be sure to double-check your measurements and record them in your journal."
11:05:47 : S getting materials and reviewing lab procedures
11:05:15 : T circulating to answer questions & keep groups on track

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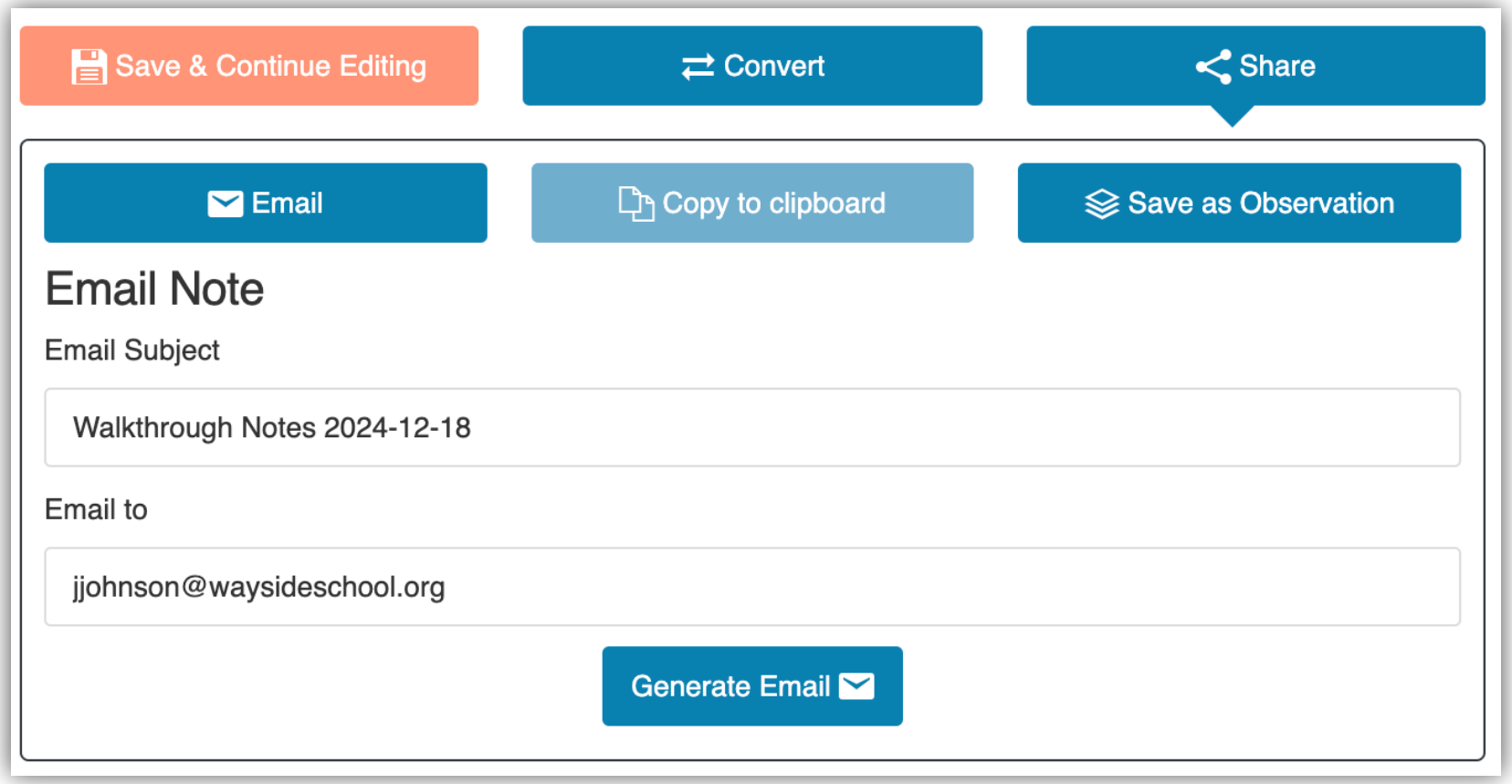
One-Click Email To Teacher



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Vivid Detail

Getting A High-Resolution
Picture of Teacher Practice

Why So Many Forms?

- Forms are easy to make
- People like a clear process
- Obvious that we've "done something"
- Accountability to supervisor
- Easy to count & keep records

Form Library

Explore hundreds of beautiful, effective, and ready-to-use teacher observation forms.

Walkthroughs | Coaching | Learning Walks | Instructional Rounds

EVALUATION RUBRIC

Illinois Performance Standards for School Leaders

Living a Mission, Vision, and Beliefs for Results

WALKTHROUGH

Secondary Example

At A First Glance

Entry Time
Input the time you enter the class for the observation
Beginning | Middle | End

Learning Target/Essential Question/Focus Question for the Day:
Quote the learning target, essential question, objective, or focused question for the lesson being observed.
Learning Target/Essential Question/Focus Question for the Day:

Are the learning intentions clear?
Ask a student what they are supposed to be doing? Can the clearly articulate the scope of the lesson and intended outcomes?
Yes | No

WALKTHROUGH

Elementary Example

Intro

Learning Target
Standard Addressed

Students will
Students will

WALKTHROUGH

Framework Aligned Example

Beginning

Grade

WALKTHROUGH

Drop In Example

Grade
Pre-K 4 | K | 1
3 | 4 | 5
7 | 8 | 9

WALKTHROUGH

Classroom Walkthrough Rubric

Lesson Plans

The lesson has an on grade-level mastery objective
Yes | No | N/A

Evidence/Comments

Teacher has lesson plans and student exemplar in hand during the observation.
Yes | No | N/A

WALKTHROUGH

Classroom Walkthrough

Learning Target

Was a student friendly learning objective posted?
Yes | No

What was the learning target?

Is the lesson centered around the learning target?
Yes | No

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Why Software Often Makes Walkthroughs & Feedback Worse

- More form fields to fill out
- Mismatch between fields & available evidence
- Narrowing effect on attention
- Stronger disincentive to visit classrooms
- Shapes the interaction in unintended ways

The Iceberg of Practice

10% visible
"above the surface"

90% hidden
"beneath the surface"

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Observability Bias

Observability bias is the tendency of instructional leaders to focus on what is easiest for them to observe, rather than the key decisions teachers are making.

Mapping Professional Practice: How to Develop Instructional Frameworks to Support Teacher Growth
by Heather Bell-Williams & Justin Baeder, p. 18. © 2022 Solution Tree

10 Evidence-Driven Questions

Context: I noticed that you [ ]...could you talk to me about how that fits within this lesson or unit?
Perception: Here's what I saw students [ ]...what were you thinking was happening at that time?
Interpretation: At one point in the lesson, it seemed like [ ]... What was your take?
Decision: Tell me about when you [ ]... What went into that choice?
Comparison: I noticed that students [ ]... How did that compare with what you had expected to happen when you planned the lesson?
Antecedent: I noticed that [ ]... Could you tell me about what led up to that, perhaps in an earlier lesson?
Adjustment: I saw that [ ]... What did you think of that, and what do you plan to do tomorrow?
Intuition: I noticed that [ ]... How did you feel about how that went?
Alignment: I noticed that [ ]... What links do you see to our instructional framework?
Impact: What effect did you think it had when you [ ]?

The Power of How

Why questions prompt justification

but

How questions prompt explanation

Explanation As Evidence

"I noticed that you really emphasized students' predictions before they started the lab, and made sure each group had articulated a clear hypothesis about what would happen. Talk to me about the district training and your PLC work with this unit. How did you decide to focus on predictions?"

“How Do You” Questions

For less visible aspects of practice,
the evidence is *in the explanation*:
“Talk to me about how you…”

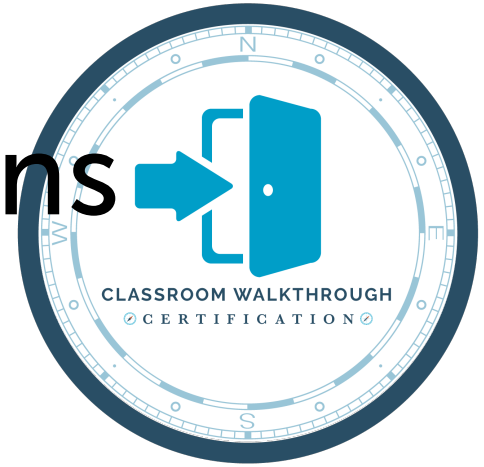
Example:

“I noticed you made sure each group had articulated a clear hypothesis. Talk to me about how you follow up on those predictions after the lab.”

Thin vs. Thick Explanations

- If the teacher's "how" explanation is "thin," there may be little we can do with it
- The "thicker" or richer the description, the more criteria it can address
- Thicker explanations lead more readily to next steps
- Thinner explanations may reflect a lack of knowledge in the area of practice

Other Reasons for Thin Explanations



- Fear of saying the wrong thing
- Short on time
- Physiological: hungry/thirsty/need to use restroom
- Fear of not being understood

Pressing for Elaboration with Broken Questions

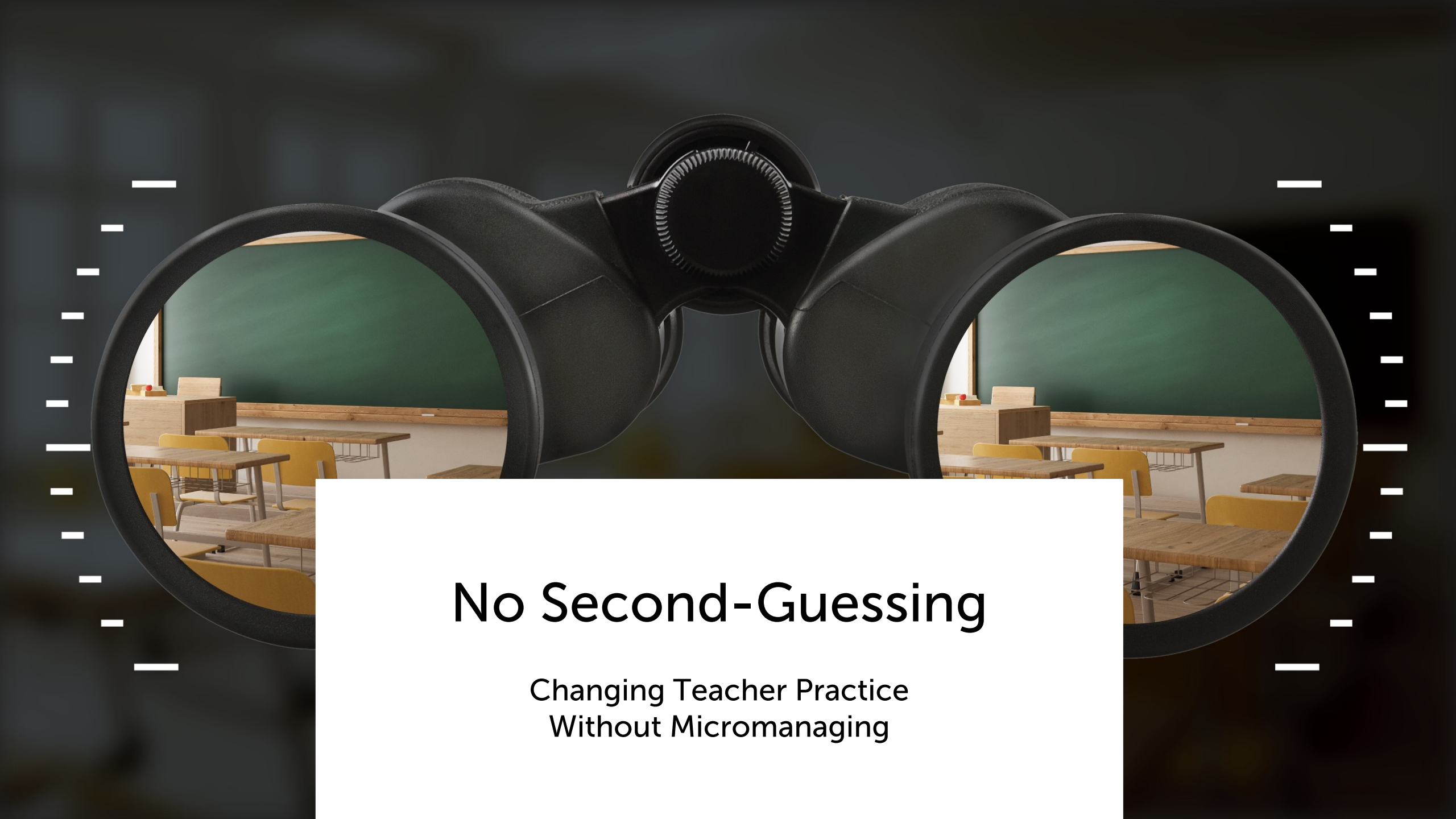
"I noticed you made sure each group had articulated a clear hypothesis. After the lab, how do you..."

Broken Questions for Elaboration

- Share specific evidence
- Ask a partial question
- Don’t finish your sentence
- Listen with curiosity
- Ask follow-up questions

Broken Question Stems

- "Say more about how you…"
- "What do you…"
- "How did that…"
- "What did students…"
- "How did they…"



No Second-Guessing

Changing Teacher Practice
Without Micromanaging

Why Written Feedback Is So Appealing

- Non-confrontational
- No chance to be swayed by the teacher's thoughts
- We've unambiguously "done something"
- We don't have to stick around to witness the teacher's reaction or experience any awkwardness

Warm & Cool Feedback

- Wows & Wonders
- Glow & Grow
- Kudos & Critique
- Commendations & Recommendations
- Great & Hate
- Cheers & Jeers
- Praise & Polish
- Rose & Thorn
- Noticing & Wondering
- Fireworks & Fizzles
- Strength & Growth
- Stars & Stairs
- Plus (+) & Delta (Δ)
- Yays & Nays
- Hot & Cold

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The “If I Don’t Judge” Fear

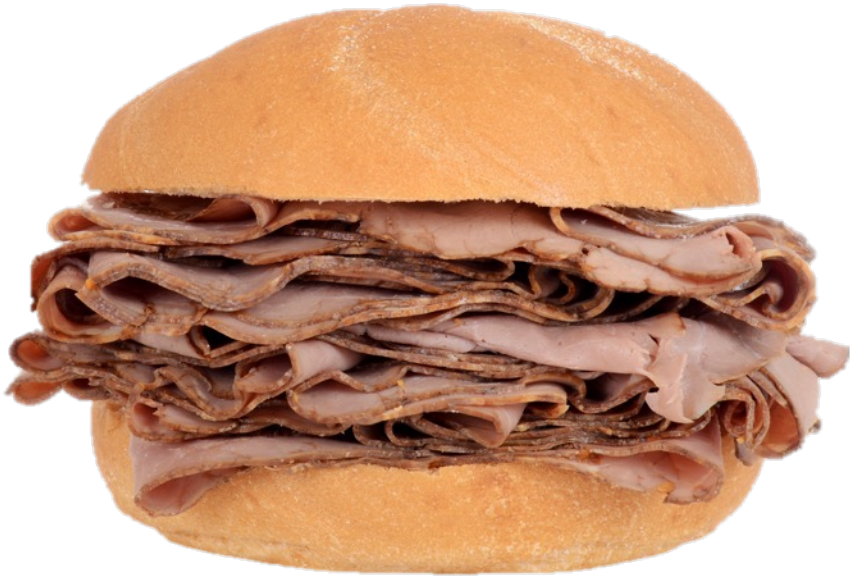
- If I see a lesson and it’s not perfect, I need to point out any flaws
- If I don’t, I’ll be endorsing the practice I saw
- But this only applies to serious misconduct, not skill issues
- Feedback does not instantly confer new skills

The “Feedback Sandwich”

Compliment →

Suggestion →

Compliment →



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Stop Giving Written Feedback

Leave a nice note, OR

Leave a copy of your notes

But don't give written feedback or forms

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What's The Problem With The Feedback Sandwich?

- Artificial 2 : 1 ratio of compliments : suggestions
- Uncertain authenticity
- Potential for miscommunication
- No opportunity to hear from the teacher

Quality Feedback

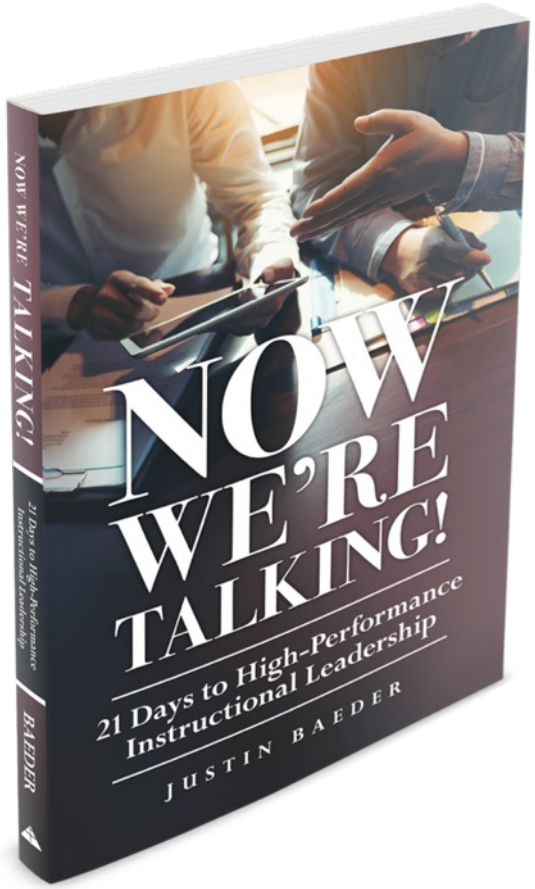
- You can't GIVE something you don't HAVE
- You'll SOMETIMES have good feedback
- But the expectation of having it *every* time is wildly unrealistic
- Leaders respond to this gap by avoiding classrooms, rather than changing their expectations

Frequency First

- 3 a day, 15 a week, 2-week cycle, 500/year = 18/teacher
- The quality of something that doesn't happen is ZERO
- Don't let the "perfect" be the enemy of the GOOD

KEYS TO SUSTAINABLE IMPACT

1. Frequent
2. Brief
3. Substantive
4. Open-Ended
5. Evidence-Based
6. Criterion-Referenced
7. Conversation-Oriented



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SolutionTree.com/21days

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For Principal Supervisors

- Focus accountability on <u>frequency</u>
- Eliminate forms, reports, & other paperwork requirements other than basic recordkeeping—teacher & date, e.g. on notecards
- Avoid overshooting—3 a day is plenty
- Every teacher every week is unsustainable

Instead of Written Feedback

Leave a nice note, OR

Leave a copy of your notes

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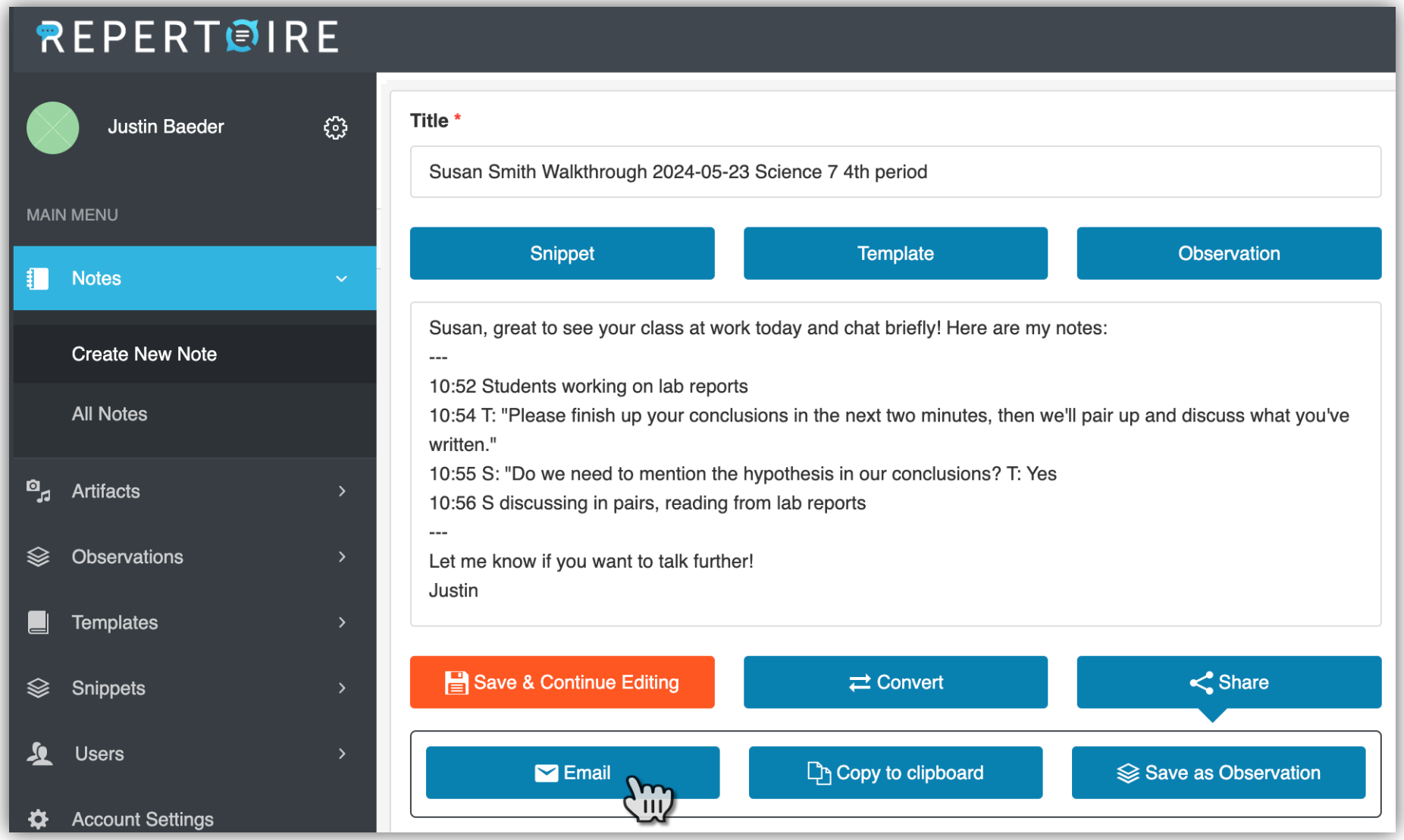
Send Notes Via Email



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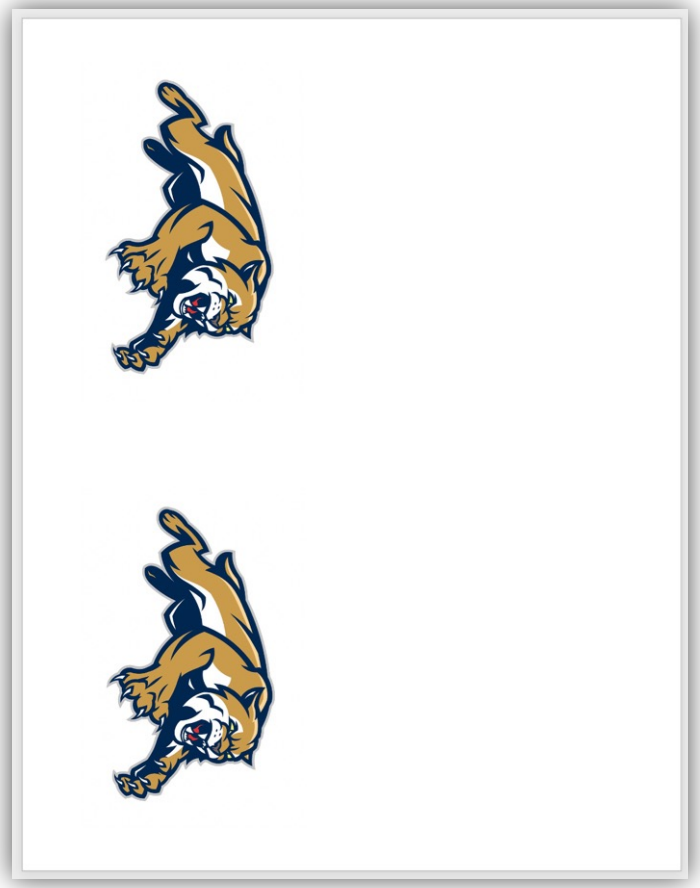
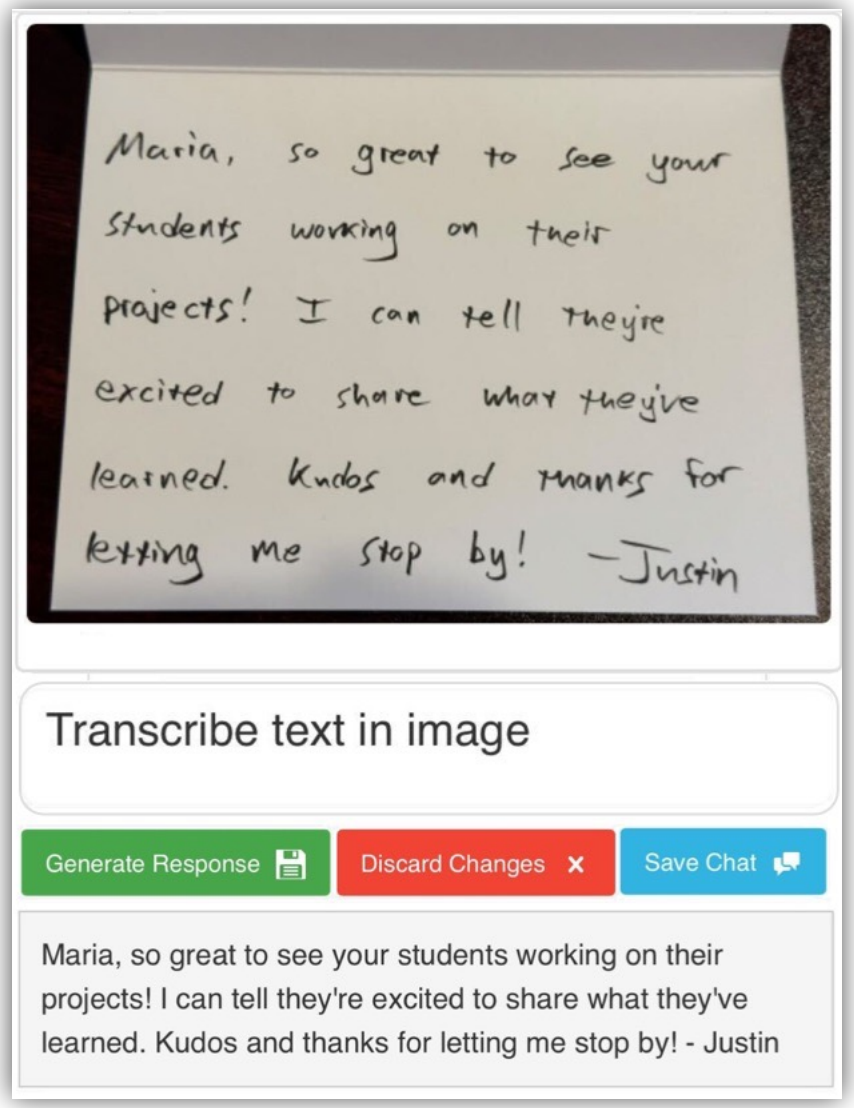
School Logo Notecard Template



PrincipalCenter.com/logo

Save Handwritten Note Text



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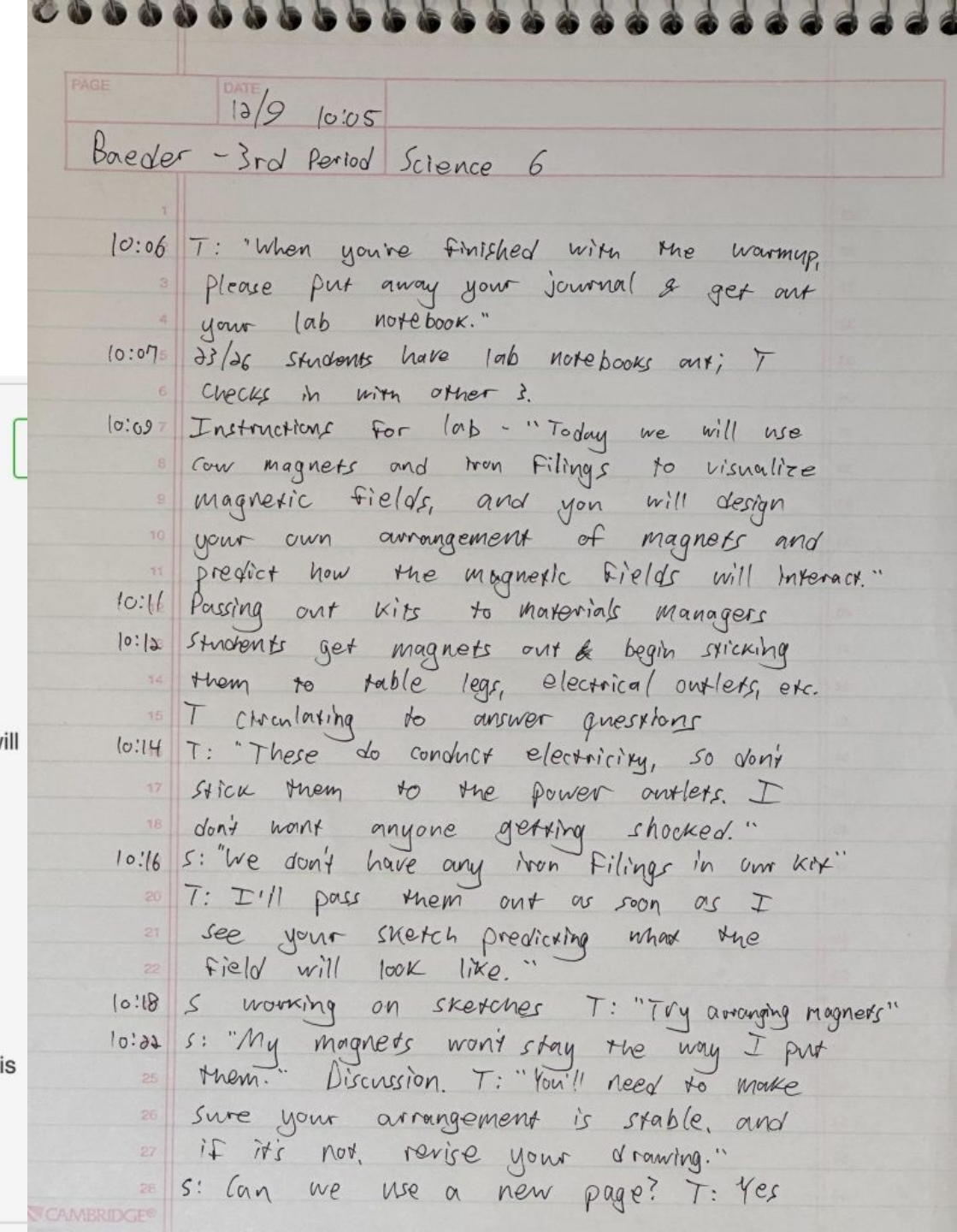
Handwritten Notes

Here is the transcription of the text from the photo:

PAGE DATE 10/9 10:05
Baeder - 3rd Period Science 6

10:06 T: "When you're finished with the warmup, please put away your journal & get out your (lab notebook."
10:07 3/06 students have lab notebooks out; T checks in with other 3.
10:09 Instructions for lab - "Today we will use cow magnets and iron filings to visualize magnetic fields, and you will design your own arrangement of magnets and predict how the magnetic fields will interact."
10:10 Passing out kits to Materials Managers
10:13 Students get magnets out & begin sticking them to table edge, electrical outlets, etc.
10:14 T counseling to answer questions.
T: "These do conduct electricity, so don't stick them to the power outlets. I don't want anyone getting shocked."
10:16 S: "We don't have any iron filings in our kit."
T: I'll pass them out as soon as I see your sketch predicting what the field will look like."
10:18 S working on sketches T: "Try arranging magnets"
10:20 S: "My magnets won't stay the way I put them." Discussion. T: "You'll need to make sure your arrangement is stable, and if it's not, revise your drawing."
S: "Can we use a new page?" T: "Yes



Be Ready To Think

- Teaching is intellectual work, therefore…
- Instructional leadership is intellectual work

10 Conversations

1. Directive feedback
2. Reflective feedback
3. Reflexive feedback
4. The student(s)
5. Your approach
6. This curriculum
7. This content/concept
8. This assignment
9. Students' thinking
10. Students' work

Evidence, Conversation, & Action

Teachers do not need suggestions or criticism.

They need:

1. A copy of your notes, if you took any
2. A chance to have an authentic conversation
3. Support in taking next steps for growth

Action Item

What's one thing you'll do as a result of our time today?

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Efficient Is Sustainable

In Repertoire, create a new Note and:

- Click Observation » Next Up
- Type in the snippet box & hit enter
- Click Save as Observation & Send Via Email

Efficiency Gains

- Taking notes faster with snippets
- Using evaluation criteria as you write
- Automatic documentation & organization
- 1-click email to teacher
- Photo transcription + ChatGPT summaries

Frequency First:
Simplicity Over Complexity

It's more important to get into classrooms

frequently

than to accomplish any particular goal in each visit

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

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.

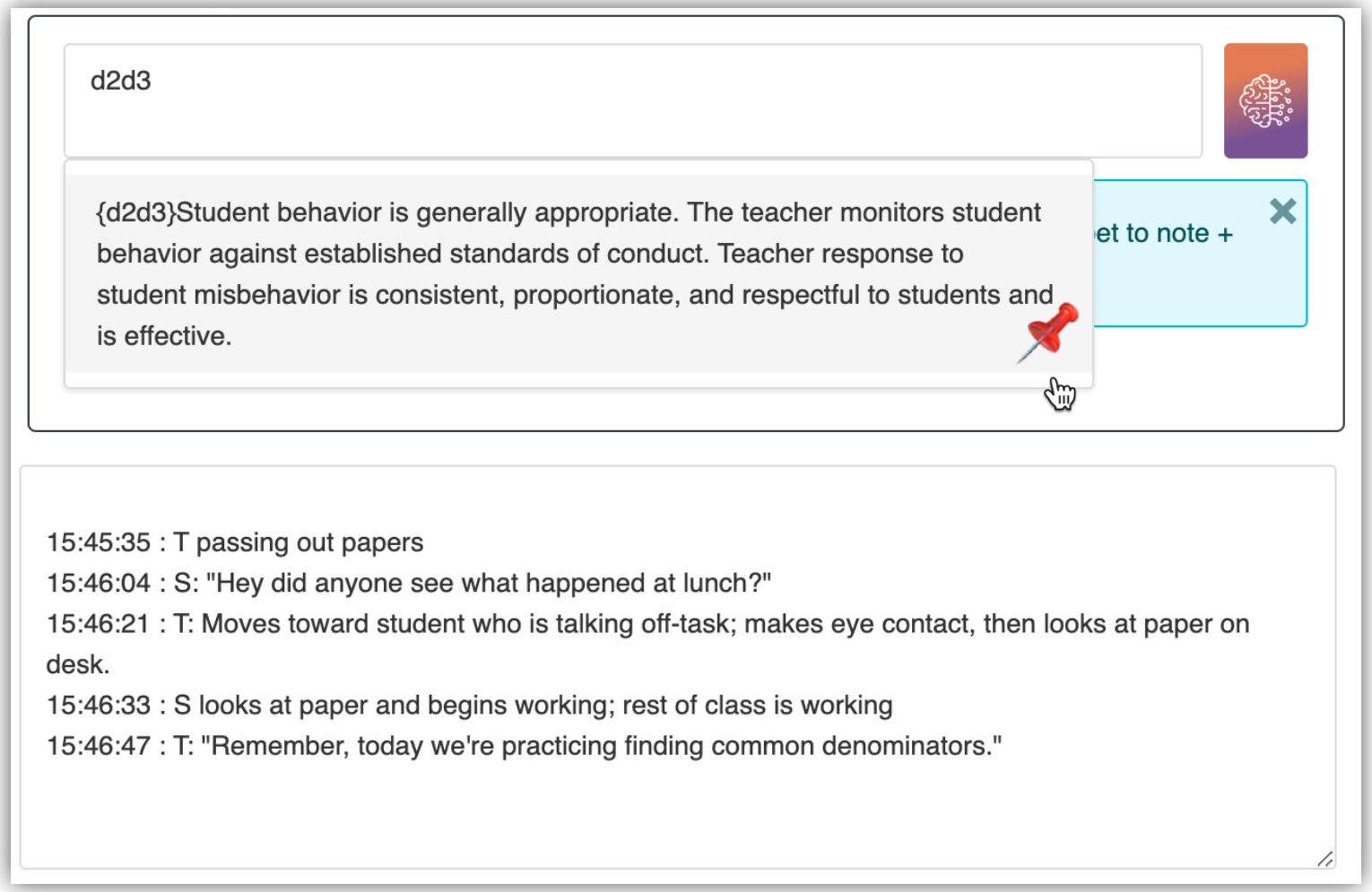
{1.2-1}When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing

teacher provides students with recognition of their current status but not their knowledge
e 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



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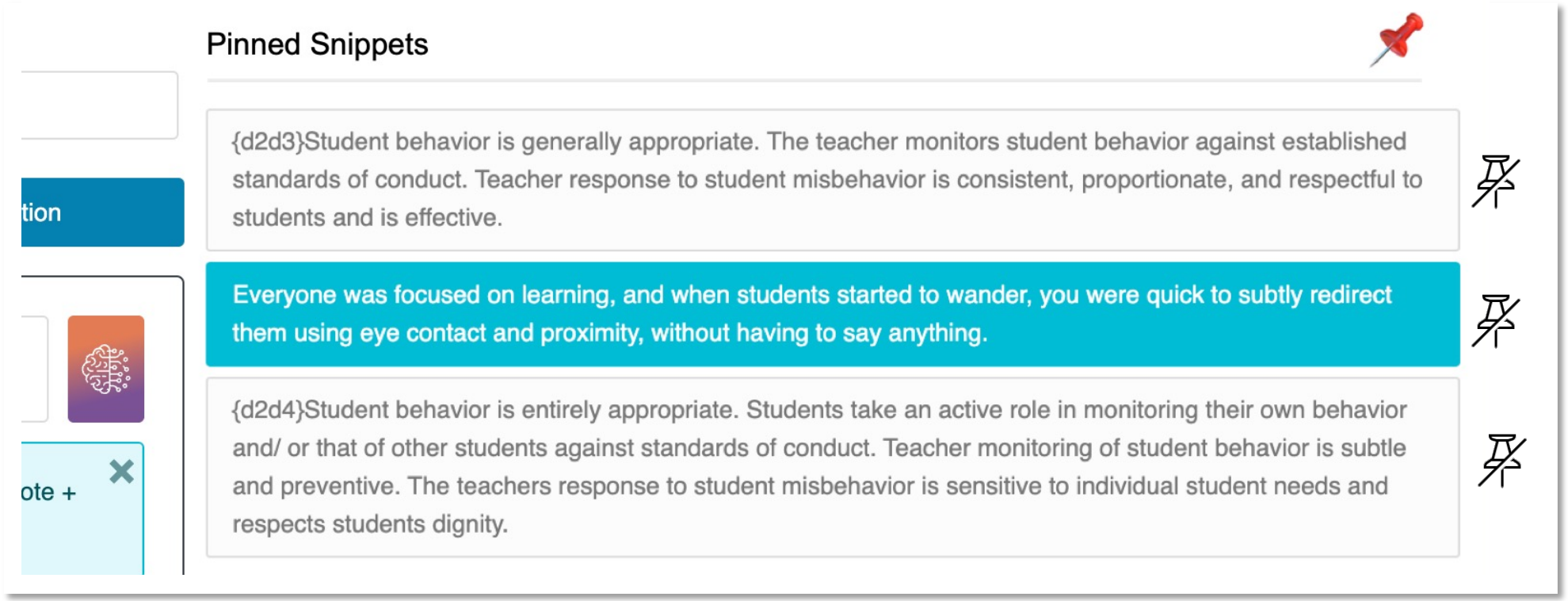
More Precise Conversations



Notes from My Visit Today—Smith

Snippet | Template | Observation

D

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Attach Artifact | Upload New

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Title *

Formal Observation - 5th Period

Snippet | Template | Observation

Enter Text

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Pinned Snippets

Linked Artifacts

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3 Phases of Support

Quick start:

Toolbox + Challenge

Weekly guidance:

Scoreboard + Instructional Leadership Show

Long-term refinement for sustainability & impact:

Evidence-Driven Classroom Walkthrough Certification Program

Weekly Accountability

12-Month Membership

INSTRUCTIONAL
LEADERSHIP
ASSOCIATION

- Classroom Walkthrough Toolbox
- Instructional Leadership Challenge
- Instructional Leadership Show
- Repertoire App + Scoreboard

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Evidence-Driven Classroom Walkthrough Certification

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Here's The Deal

- 12 months of ILA + Repertoire—$1,188 monthly
- Evidence-Driven Classroom Walkthrough Certification Program—$1999
- Total: ~~$3,187~~ $999

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Sign Up

Product Information

Item	Quantity	Price	Total
Repertoire + Instructional Leadership Association Membership	1	Price $999.00	$999.00
		Subtotal	$999.00
		Today's Total	$999.00

Purchase 1 Year »

PrincipalCenter.com/repertoire

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