

EPISODE 319

Helping Teachers Improve When It's Not A Quick Fix



INSTRUCTIONAL
LEADERSHIP SHOW









Essential Question



How can I deal with the issues I encounter in my 2nd cycle of visits and beyond that aren't quick fixes?

Ramping Up With 3 Cycles



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

Cycle 2 Documentation



- Use Classroom Walkthrough Tracker
- Create notecards as you go
- Document class/subject of each visit
- Write out each teacher's schedule
- Don't take any notes
- OK to leave a positive note—no feedback



Patience in Cycle 2



- You will see undeniable issues
- You will want to fix them immediately
- Behavior can change quickly
- Judgment takes time

What Message Am I Sending?



- If I see something but don't say anything?
- If I have an expectation but don't state it?
- If I have guidance but don't share it?

3 Kinds of Feedback



- Directive—intended to change behavior
- Reflective—intended to change judgment
- Reflexive—intended to change conditions



Focus on Behavior First



- Give actionable feedback that teachers can implement
- Follow up and follow through to hold people accountable
- Make sure directives can actually be followed
- Be patient & thoughtful re: skill/judgment issues

Judgment & Skill



- Take time to improve
- May require additional training or coaching
- May require compliance first, then growth
- May require a sequence of skills

Example: New Curriculum

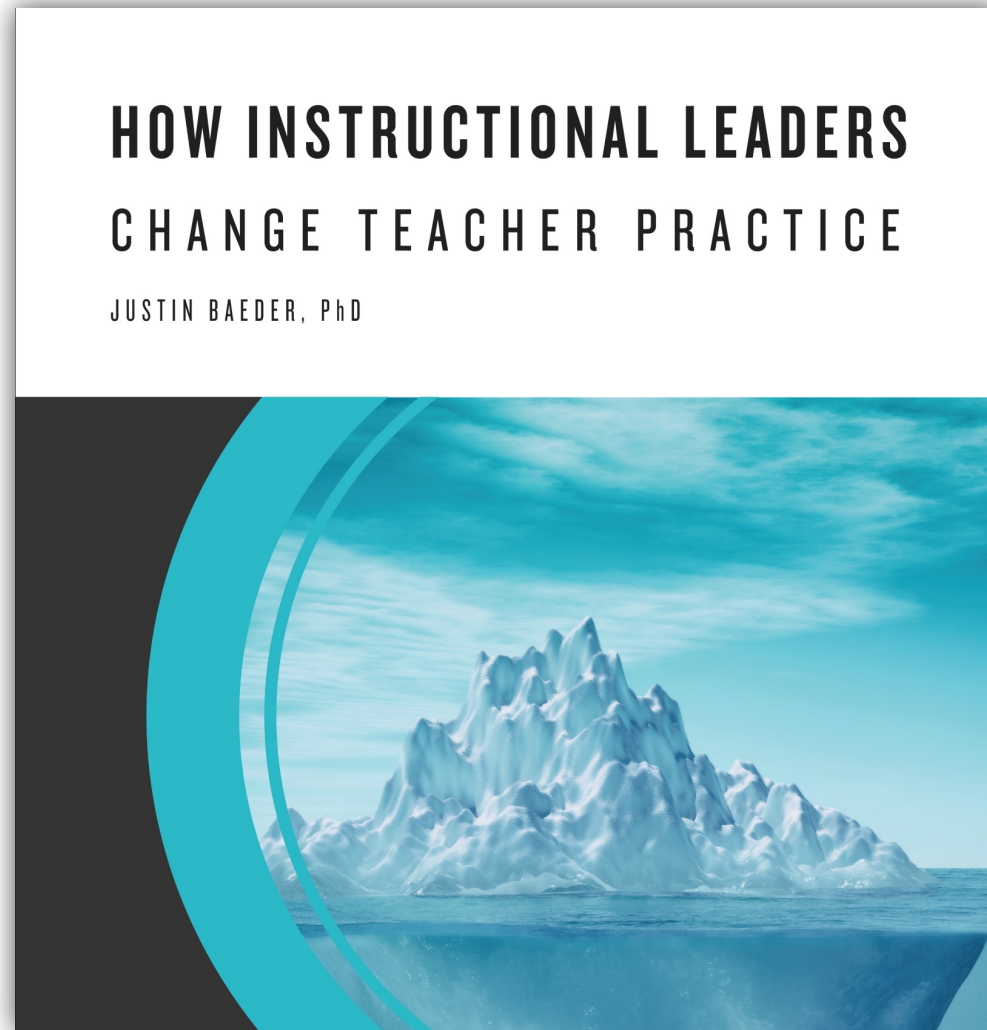


Scenario: Teacher is not using new curriculum; says the lessons are too complex and confusing for his students.

Behavior: Teach the new curriculum

Skill/judgment: Learn how to teach it effectively

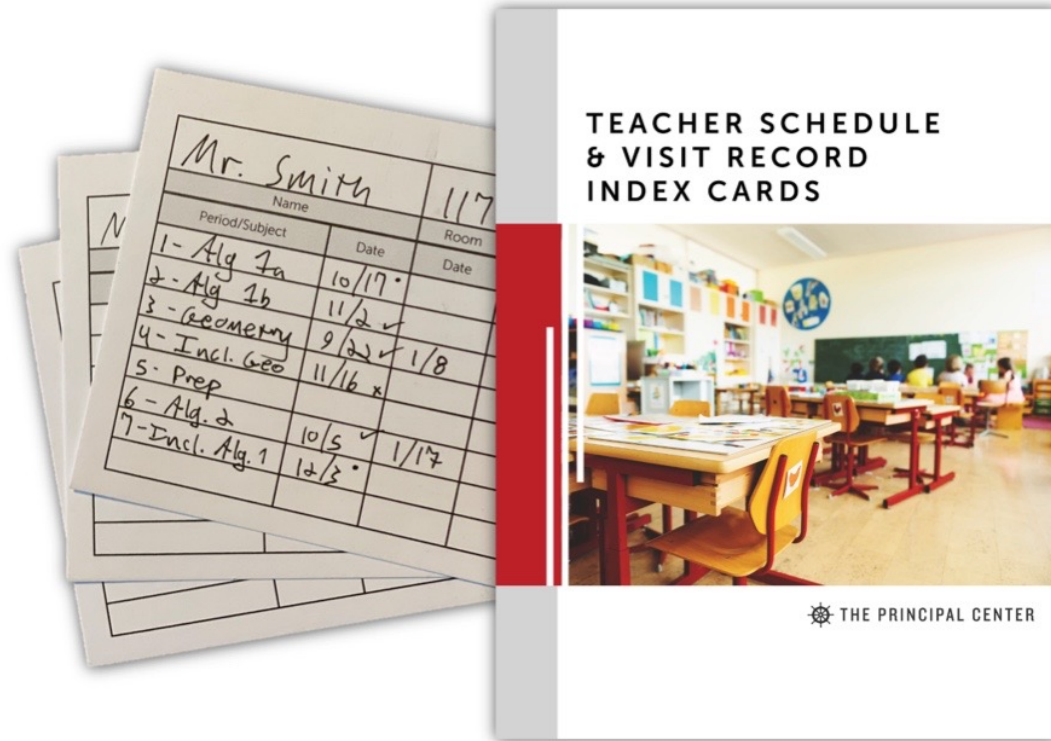
3 Roles



PrincipalCenter.com/3roles



Classroom Visit Notecards



PrincipalCenter.com/notecards



"Tell Me More" 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 []?

A Caution



- Less-experienced teachers
- Less training for teachers
- Better resources available

Some improvement opportunities lie outside the individual teacher.

More Tools



PrincipalCenter.com/toolbox

