

EPISODE 321

Using Progressive Documentation For Ownership And Improvement



INSTRUCTIONAL
LEADERSHIP SHOW



Essential Question



How can progressive documentation
maximize teachers' ownership
of their practice *and*
maximize improvement?

Documentation By Cycle



Cycle 1: Roster/Tracker—check off each teacher

Cycle 2⁺: Notecards—document subject/period visited

Cycle 3⁺: Observation notes + conversation summary

Problem: Students Off-Task



- Not listening during instructions
- Not working during group work time
- Distracted by devices
- Talking off-topic

Barbed Facts—Examples



- "J. is talking to his neighbor while T gives directions"
- "Only 2 of 4 groups are on-task"
- "R. and T. are brushing their hair and talking about TikToks"
- "K. responds 'Huh?' when called on"
- "Numerous students are talking during explanation"

Are Barbed Facts Fair Game?



- True statements
- Problems need to be addressed
- Fair game for documentation, but...
- May seem passive-aggressive
- Teachers deserve a chance to identify & address

A Spectrum of Responses To Problems in the Classroom



- Notices & addresses autonomously
- Notices & addresses with support
- Addresses autonomously when pointed out
- Addresses with support when pointed out
- Does not address when pointed out
- Denies that there is a problem

Autonomy Matrix



	Low Attention	<u>High Attention</u>
<u>Low Control</u>	Blind Neglect	<u>Professional Autonomy</u>
High Control	Management by Mandate	Micro-Management

Progressive Documentation



- Observe & discuss
- Give the teacher the opportunity to identify and address the problem
- Only document if:
 - It's a serious incident (e.g. misconduct)
 - The teacher is in denial
 - The teacher needs details about the problem
 - Improvement has not occurred

Problem: Low Engagement



- A few students are giving the great majority of responses
- Many students are passive—not responding at all
- The teacher is allowing students to opt out of participating in discussions
- The teacher does not know what many students are thinking because so few are engaging

Progressive Documentation: Low Engagement



- "So I noticed that you took some time to ask questions before students started working in groups. How did you decide who to call on?"
- "I noticed P. was eager to answer the questions. How do you think about that issue of voluntary responses vs. cold-calling students?"
- "Talk to me about your students who don't raise their hands and are more hesitant to contribute to discussions. What's your thinking?"
- "Today I noticed that you used popsicle sticks to call on students. How's that system working for you?"

Start Minimally Confrontational

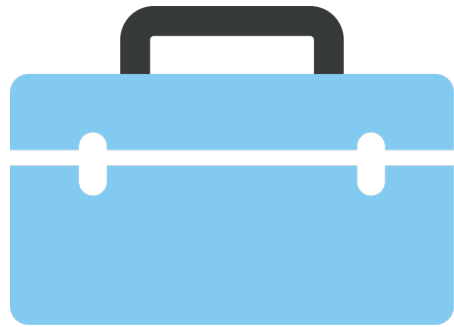


- Share relevant low-inference evidence
- Suggest a direction
- Ask a "how do you think it's going?" open-ended question
- See if the teacher identifies the issue
- ...but don't play "Guess what I'm thinking!"
- Be aware it may take multiple interactions

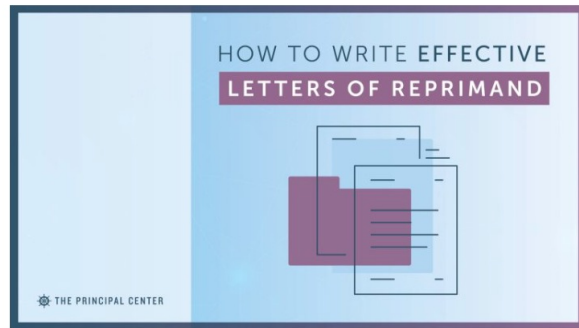
Don't Dance Around Problems



- If you have a serious concern, cite your evidence and state your concern clearly
- Be clear about behavioral expectations—the actions you expect the teacher to take
- If it's a skill issue, be prepared to provide support



Principal's HR TOOLKIT



Overview/Training



Repertoire Template



Google Docs Template



EVIDENCE-DRIVEN
PERFORMANCE
IMPROVEMENT PLANS



Overview/Training



Decision Tree



Google Docs Template



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