



NOW WE'RE TALKING!

21 Days to High-Performance
Instructional Leadership

Week 1: High-Performance Instructional
Leadership Fundamentals

Welcome to the Book Study!

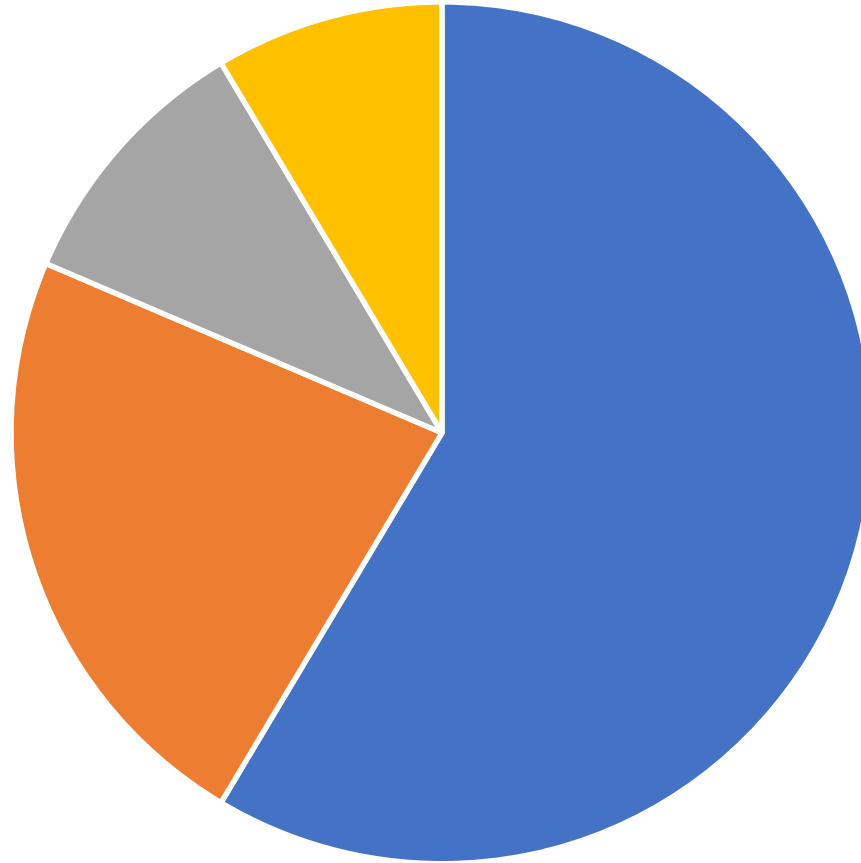
- Hardcopies
- Audiobook access
- Last week: Overview
- Today: Chapters 1-5
(it's OK if you haven't read them yet!)
- Next week: Chapters 6-10
- All recordings posted in Dashboard under Instructional Leadership Show



1

Understanding Why Instructional Leaders Belong in Classrooms

Reflect: Reasons for Visiting Classrooms





Why “Go and See”?

We can't lead improvement until we manage.

We can't manage unless we see.

We can't see unless we go—

Go to the real place.

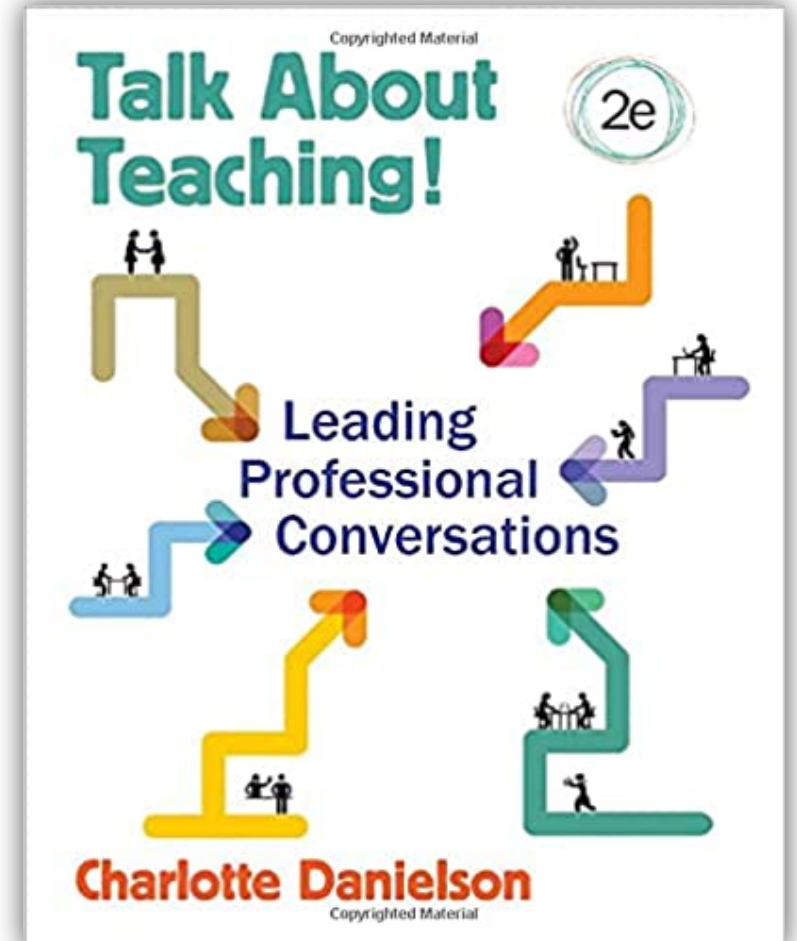
The classroom.

Building Trust through Conversation

“informal conversations are critical to the culture in a school; they help convey respect and build trust across the hierarchy...conducted in an environment of trust and respect, they offer important opportunities for professional learning.”

—Charlotte Danielson

Talk About Teaching! Leading Professional Conversations, p. 20, 25



Key Benefits of Classroom Conversations

1. Decisional information
2. Professional relationships
3. Professional Development

Discuss

- In your experience, is there a stigma against “mere management” in the field of educational leadership? If so, why?
- When leaders don’t get into classrooms, what are the alternative “real places” we’re signaling matter most?
- How do classroom visits affect your professional relationships with teachers?

Definition: *Instructional Leadership*

Instructional leadership
is the practice of
making and implementing
operational and improvement
decisions in the service of student
learning.

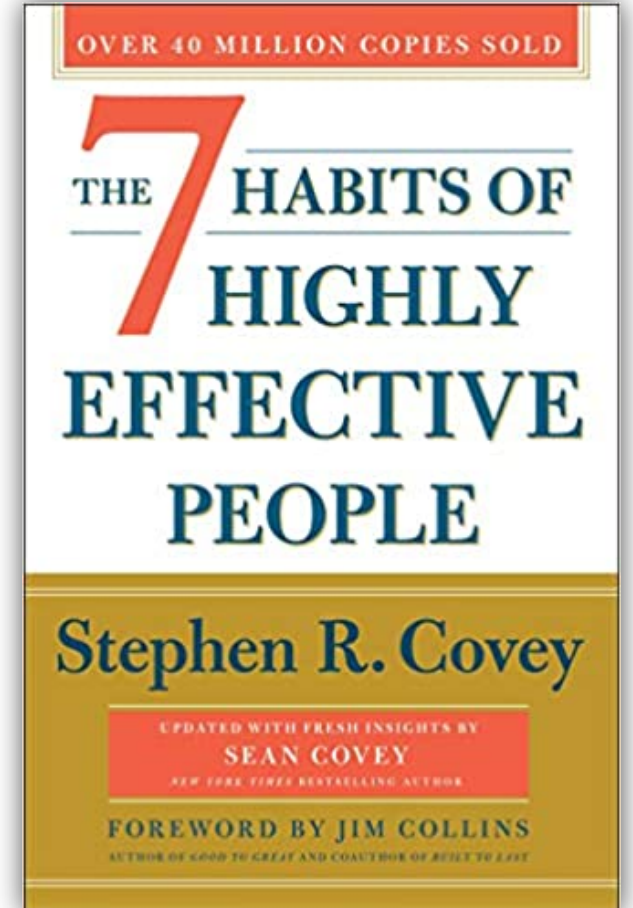
Management & the Status Quo

The “status quo” may leave significant room for improvement, but it’s also responsible for all the good results you’re currently getting.

You cannot improve what you can’t manage.

Covey's 5th Habit

“Seek First to Understand,
Then to Be Understood”



Discuss

- What's the "good status quo" in your school right now?
- What do you spend significant effort managing well so it continues to produce good results?

Avoiding Deficit Thinking

- *"Teachers are making mistakes that I need to fix"*
- *"Teachers won't do a good job unless I watch them closely"*
- *"Teachers won't improve unless I tell them how"*
- *"Teachers won't reflect unless I give feedback"*
- *"Teachers won't feel validated unless I give compliments"*
- *"Teachers won't know what to do unless I give suggestions"*
- *"Teachers aren't using best practices unless I see it"*

A Common Misconception

This is NOT about
intensifying the
traditional supervision
& evaluation process.



Chapter 1 Action Challenge

- How many times per year do I visit each teacher?
- How much time elapses between visits to a given teacher?
- How many total classroom visits do I make in a year?
- How many days per month do I visit no classrooms at all?
- How often do teachers go > 1 month without seeing me in their classroom?

Goal: 3 visits a day, 2-week rotation, 500 visits/year



2

Following the High- Performance Instructional Leadership Model

7 Elements of the High-Performance Instructional Leadership Model

The High-Performance Instructional Leadership model involves classroom visits that are:

1. Frequent—18 biweekly visits per teacher per year
2. Brief—around five to fifteen minutes
3. Substantive—more than just making an appearance
4. Open-ended—focused on the teacher's instructional decision-making, not just narrow data collection

7 Elements of the High-Performance Instructional Leadership Model

The High-Performance Instructional Leadership model involves classroom visits that are:
(cont'd)

5. Evidence-based—centered on what actually happens in the classroom
6. Criterion-referenced—linked to a shared set of expectations
7. Conversation-oriented—designed to lead to rich conversations between teachers and instructional leaders

7 Elements of the High-Performance Instructional Leadership Model

~~1. Frequent~~

2. Brief

3. Substantive

“HYPOTHETICAL”

4. Open-Ended

WALKTHROUGHS

5. Evidence-Based

6. Criterion-Referenced

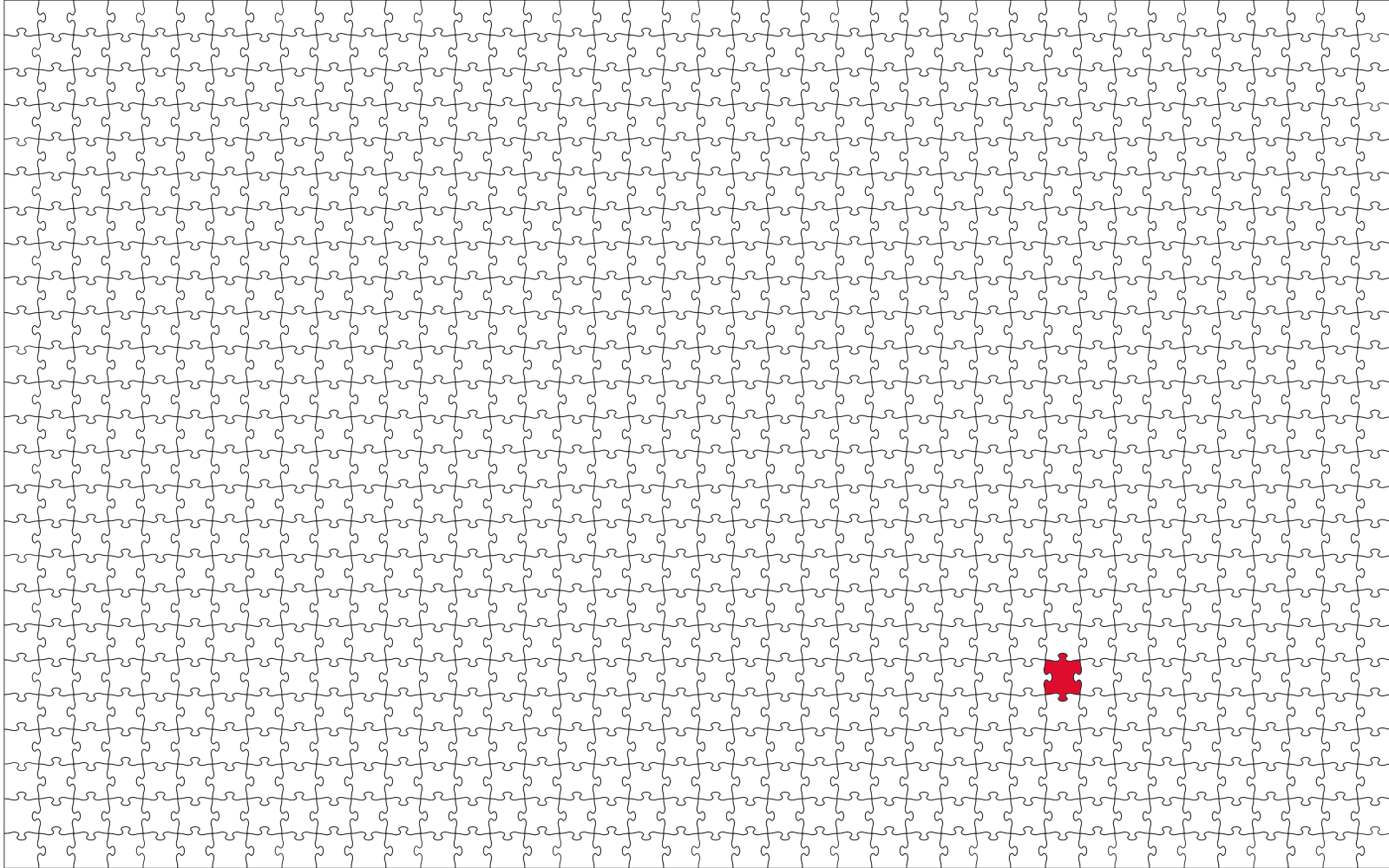
7. Conversation-Oriented

The Dose Effect

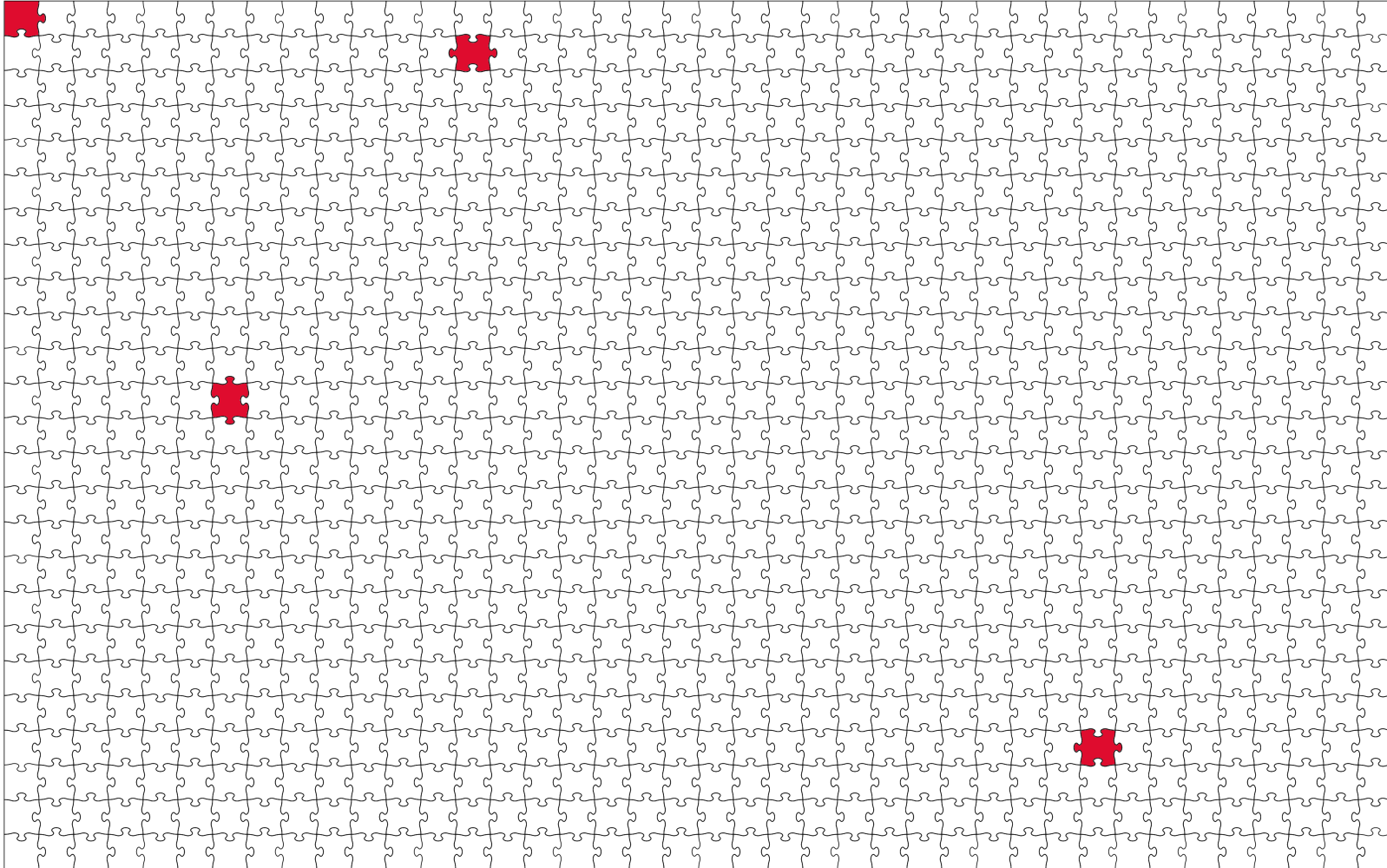


Occasional classroom visits
are not enough to make a
significant difference

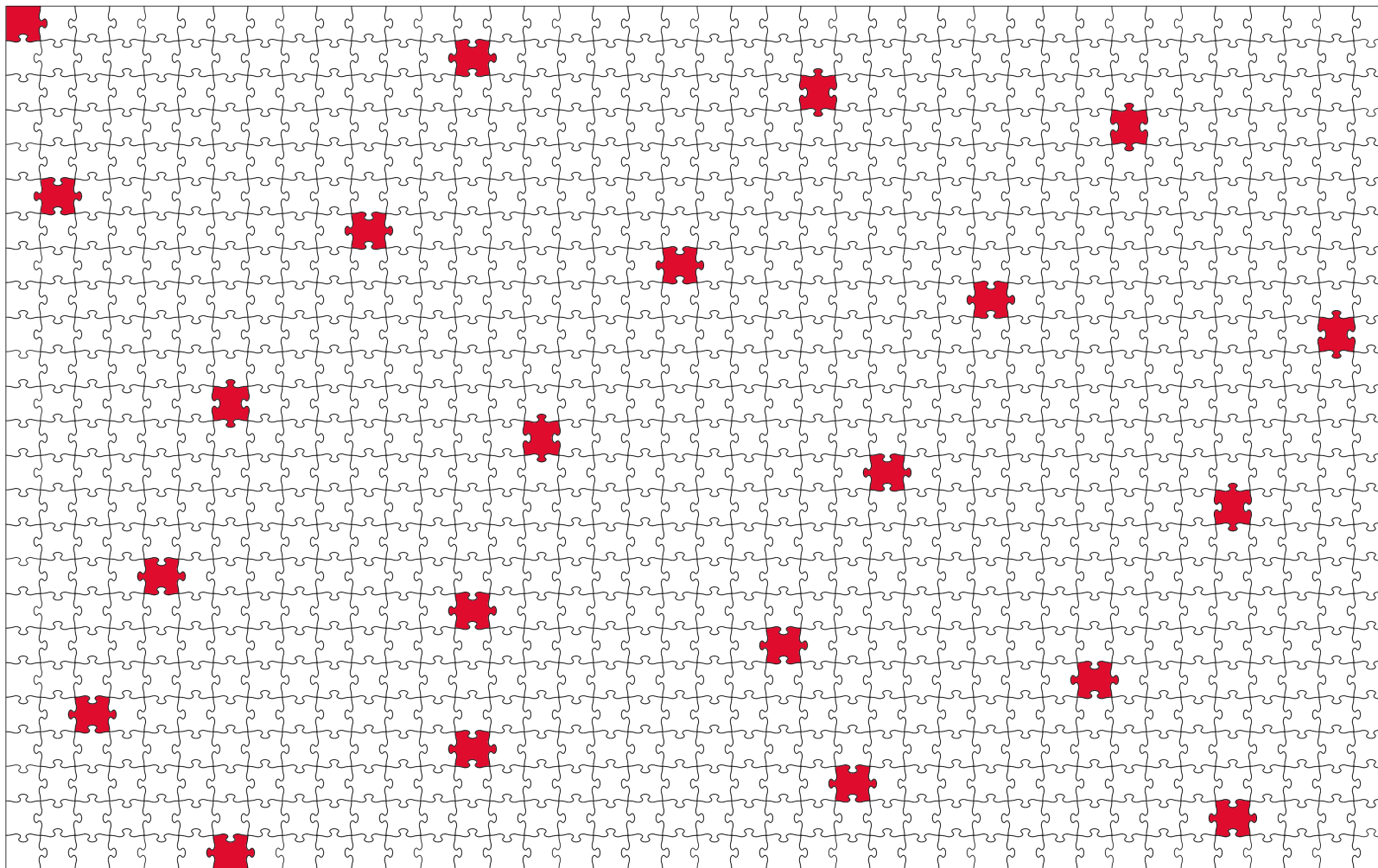
Sampling



Sampling



Sampling



7 Elements of the High-Performance Instructional Leadership Model

1. Frequent

~~2. Brief~~

3. Substantive

“UNSUSTAINABLE”

4. Open-Ended

WALKTHROUGHS

5. Evidence-Based

6. Criterion-Referenced

7. Conversation-Oriented

7 Elements of the High-Performance Instructional Leadership Model

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

“FLUFF”

WALKTHROUGHS



7 Elements of the High-Performance Instructional Leadership Model

1. Frequent

2. Brief

3. Substantive

“FORM-AL”

~~4. Open-Ended~~

WALKTHROUGHS

5. Evidence-Based

6. Criterion-Referenced

7. Conversation-Oriented

Forms as Blinders



Forms as Blinders



walkthrough form

[illegible]

SEI Walkthrough Observation Form by ...
teacherspayteachers.com

Date _____ Page _____

Classroom Walk-through Form

Classroom	Date	Time																								
Classroom	Date	Time																								
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Observation Indicators</th> <th style="width: 25%;">Yes</th> <th style="width: 25%;">No</th> </tr> </thead> <tbody> <tr> <td>1. "I understand the purpose of this lesson."</td> <td></td> <td></td> </tr> <tr> <td>2. "I understand the content of this lesson."</td> <td></td> <td></td> </tr> <tr> <td>3. "I understand the learning objectives."</td> <td></td> <td></td> </tr> <tr> <td>4. "I understand the learning activities."</td> <td></td> <td></td> </tr> <tr> <td>5. "I understand the learning resources."</td> <td></td> <td></td> </tr> <tr> <td>6. "I understand the learning environment."</td> <td></td> <td></td> </tr> <tr> <td>7. "I understand the learning process."</td> <td></td> <td></td> </tr> </tbody> </table>			Observation Indicators	Yes	No	1. "I understand the purpose of this lesson."			2. "I understand the content of this lesson."			3. "I understand the learning objectives."			4. "I understand the learning activities."			5. "I understand the learning resources."			6. "I understand the learning environment."			7. "I understand the learning process."		
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5. "I understand the learning resources."																										
6. "I understand the learning environment."																										
7. "I understand the learning process."																										

Teacher: _____

Observer: _____

Comments: _____

Walk-through Form by Cl...
teacherspayteachers.com

[illegible]

Instructional Coaching ...
pinterest.com

Lambert/Grant Walk Through Checklist			
GENERAL CONDITION OF BUILDING AND PREMISES			
Item Address	Lot Number	City	Estimated Cost of Repairs/Replacements
CEILING/BEAM	Condition is Good	Condition is Satisfactory	
There is No Ceiling			
There is Water Damage			
Peeling Ceiling			
Light/Fume			
Water, Smoke & Dust			
There are No Leaks			
There is Noise			
Problems			
Other			
WET FLOOR			
There is No Water Damage			
Peeling Ceiling			
Light/Fume			
Odors			
Cracks			

Printable Rental Inspectio...
pdffiller.com

Weekly group focus:	
Teacher Name:	Date:
Observer Name:	
Subject Observed:	
Other Details (number of students, standards in the world)	
<p>What's Strong in the</p> <p>Incidence of Student Initiative (check what was observed)</p> <p><input type="checkbox"/> No Student Initiative</p> <p><input type="checkbox"/> No Self-Directed Practice</p> <p><input type="checkbox"/> No Self-Regulation</p> <p><input type="checkbox"/> No Self-Initiated Collaboration</p> <p><input type="checkbox"/> No Self-Independent Work</p> <p><input type="checkbox"/> Incidence of Differentiation</p>	
Incidence of Other Initiatives:	
<p>Observer Reflections:</p> <p>Notes for the following may be in multiple boxes. Please note only for your personal documentation.</p>	
<p>Follow Up Meeting Needed? Yes or No</p> <p>Notes for the following may be in multiple boxes. Please note only for your personal documentation.</p>	

Principal Walkthrough F...
teacherspayteachers.com

[illegible]

Move-In/Move-Out Walk-...
pinterest.com

[illegible]

H.E.A.T. ESL WALKTHR...
pdffiller.com

This is a thin feed

Teacher Name

Period

Today's Date

CSS
MATHS
ENGLISH
HISTORY
SCIENCE
ARTS
SPORTS
OTHER

Classroom

Activity Class

Openness
Smart mode
Guested Site
Instructor

Clas
jotfo

[illegible]

danielson walkthrough ...
classroom-weekly-report-...

Observing Features of Effective Instruction				
Intervention Instruction	1	2	3	4
<p>Prerequisite knowledge</p> <p>1. Articulate the concepts and skills in small steps</p> <p>2. Explain concepts and skills in clear and slow language</p> <p>3. Model and demonstrate procedures with the use of examples</p> <p>4. Analyze and answer items for comprehension and provide immediate feedback</p> <p>5. Provide many opportunities for practice after initial presentation of material</p> <p>6. Use individual and group opportunities to respond</p>				

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Instructional Walkthrough...
buildingrti.utexas.org

[illegible]

TPSS TAP Aligned Clas...
yumpu.com

[illegible]

checklist for observing tea...
pinterest.com

Student Self-Reflection

Explain how you did and what you did for your classmate. Using I-Statements, describe specifically to your classmate how you helped him or her. Make sure you were helpful and respectful to your classmate.

	1. How did you help your classmate?	2. How did your classmate respond?	3. How did you feel about your classmate's response?
My classmate's name is _____	I helped _____ by _____	_____ responded by _____	_____ felt _____
My classmate's name is _____	I helped _____ by _____	_____ responded by _____	_____ felt _____
My classmate's name is _____	I helped _____ by _____	_____ responded by _____	_____ felt _____

Teacher's Name: _____

Teacher's Signature: _____

Student's Name: _____

Student's Signature: _____

Educator's Corner

3 Minute Focused Instructional...
educatorscaravan.com

[illegible]

The Three-Minute Classroom Walk-Throug...
slideplayer.com

[illegible]

Instructional Walkthrou...
buildingrti.utexas.org


[illegible][illegible][illegible]

| WPHS Quick Walkthrough

Teacher:	keyTeacher	Observer:	keyObserver
Date:	keyDate	Time:	keyTime
Was the lesson differentiated?	keyDifferent	Were higher level questions asked?	keyQuestions
Was a majority of the students engaged?	keyEngagement	Was technology used?	keyTechnology

Overall Strengths:

Overall Areas for Improvement:



Scholarship Application Form
Application Deadline: 06/11/2017

How to Apply
To be considered for this opportunity, you must apply to the University of North Carolina at Chapel Hill. For more information, please visit the [University of North Carolina at Chapel Hill](#) website.

How to Submit Your Application
You may submit your application online or by mail. For more information, please visit the [University of North Carolina at Chapel Hill](#) website.

Personal Data
First Name: [Redacted]
Last Name: [Redacted]
Email: [Redacted]
Phone: [Redacted]
Address: [Redacted]
City: [Redacted]
State: [Redacted]
Zip: [Redacted]
Country: [Redacted]

Google Forms
Walkthrough Observations



blog.mariventurino.com @MsVenturino

7 Elements of the High-Performance Instructional Leadership Model

1. Frequent

2. Brief

3. Substantive

“CHIT-CHAT”

4. Open-Ended

WALKTHROUGHS

~~5. Evidence-Based~~

6. Criterion-Referenced

7. Conversation-Oriented

Ask Evidence-Based Questions

PrincipalCenter.com/notecards-pdf



CLASSROOM VISIT INDEX CARDS



www.InstructionalLeadershipChallenge.com

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

7 Elements of the High-Performance Instructional Leadership Model

1. Frequent

2. Brief

3. Substantive

4. Open-Ended

5. Evidence-Based

~~6. Criterion-Referenced~~

7. Conversation-Oriented

**“2ND GUESSING”
WALKTHROUGHS**

What Is An Instructional Framework?

Instructional Framework: a set of expectations shared between teachers and instructional leaders that collectively define professional practice and performance.

7 Elements of the High-Performance Instructional Leadership Model

1. Frequent

2. Brief

3. Substantive

“FEEDBACK GAME”

4. Open-Ended

WALKTHROUGHS

5. Evidence-Based

6. Criterion-Referenced

~~7. Conversation-Oriented~~

The Fake Feedback Game



Our Goal: Real Professional Conversation



When The 7 Key Elements Are In Place...

- You are visible
- You know what's going on in each classroom
- You know each teacher's strengths and weaknesses
- You can make better improvement decisions
- You consistently strengthen your relationship with each teacher

Discuss

- What do teachers typically dislike about classroom visits or walkthroughs?
- Why does a “checklist” or rating form approach not fit this model?
- What sources of shared expectations do you use with teachers?

Discuss

- What message do we send by focusing on what the teacher actually did, and basing our feedback on the teacher's aims for the lesson?
- What might we do if we don't see something we think we should've seen?

Getting Started

- No big announcement
- Just visit classrooms
- No clipboard, no forms
- Be “present and pleasant”
- Visit everyone, and keep track

This Should Be Enjoyable!

For visiting classrooms to become a consistent, sustainable habit, it must be:

- Enjoyable for you
- Enjoyable for teachers
- Professionally valuable
- Not too big a time commitment

Ramping Up—Chapters 4-5

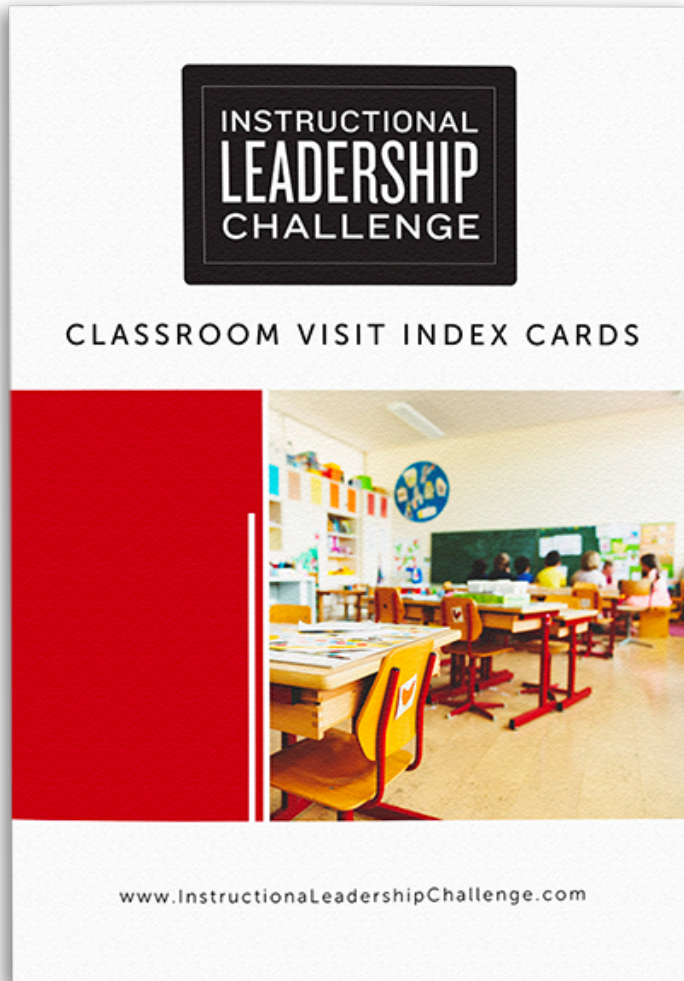


Cycle 1: No notes or feedback—present & pleasant

Cycle 2: No notes—verbal “noticing” feedback

Cycle 3 and beyond: Low-inference notes

Keep Track to Stay On Track



PrincipalCenter.com/notecards-pdf

[illegible]

Notecards + Repertoire App

REPERTOIRE CONTENT CREATOR

Snippet Entry Box

intellec

{d2a} Teacher-student interactions are friendly and demonstrate general caring and respect. Students are generally polite and respectful, and students exhibit respect for the teacher. They are respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.

{d3a} The instructional purpose of the lesson is clearly communicated to students, including teachers explanation of content is scaffolded, clear, and accurate and connects with students' prior knowledge. Students can use when working independently and invites student intellectual engagement. The teacher's academic vocabulary is precise and serves to extend student understanding.

Chapter 2 Action Challenge

- What formal document contains our teacher evaluation criteria?
- Where can I find descriptions of curriculum-specific instructional practices that teachers have been trained to use?
- What professional development experiences and materials have shaped my school's collective definition of effective practice?



3

Acknowledging Related
Instructional Leadership,
Supervision, and
Walkthrough Models

Related Models

- Formal observations
- Formal annual evaluations
- Marshall Mini-Observation Model
- Data-Collection Walkthroughs
- Feedback-Focused Walkthroughs
- Instructional Coaching
- Downey Walkthroughs
- Learning Walks & Instructional Rounds
- Breakthrough Coach*

Formal Observations

- Full lesson
- More notes
- Pre- & post-conference
- High-stakes
- 1-2 per year

Walkthroughs vs. Formal Observations

- Continue your formal observations as usual
- Do walkthroughs *in addition*
- See beyond the dog-and-pony show

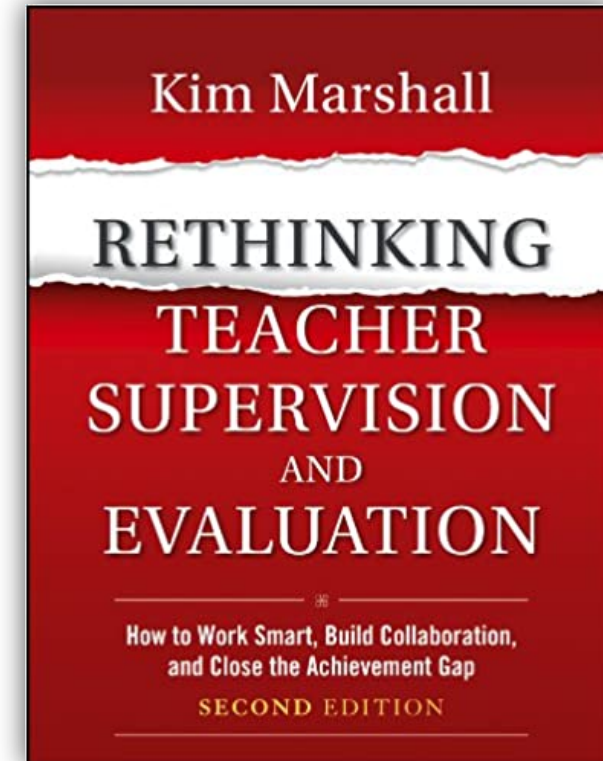


Annual Formal Evaluations

- The more evidence, the better
- Warning: Do NOT claim walkthroughs are “non-evaluative”
- More in Chapter 17

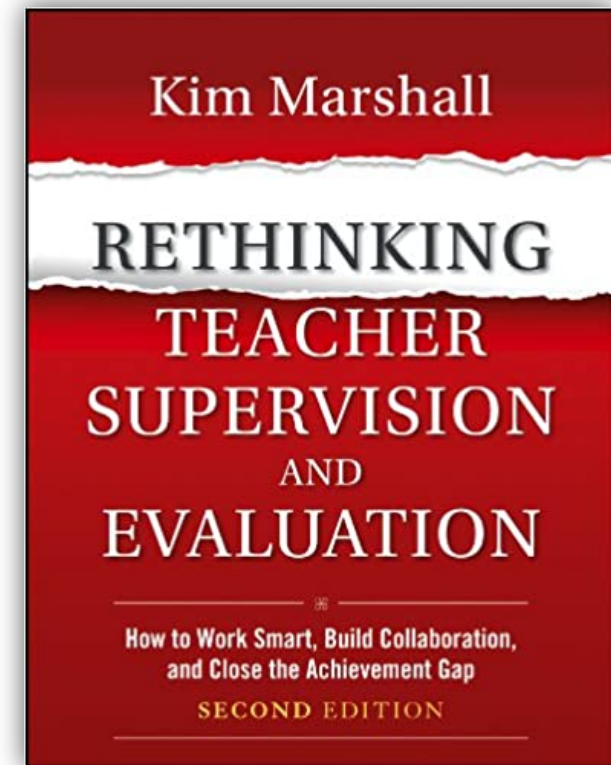


Marshall Mini-Observation Model



Marshall Mini-Observation Model

- No preconferences
- No scheduled observations
- 10 mini-observations (unscheduled)
- Detailed write-up
- Post-conference



Data Collection Walkthroughs

- Common district practice
- Very little research base
- Sampling difficulties
- Tendency to show what observer wants to see

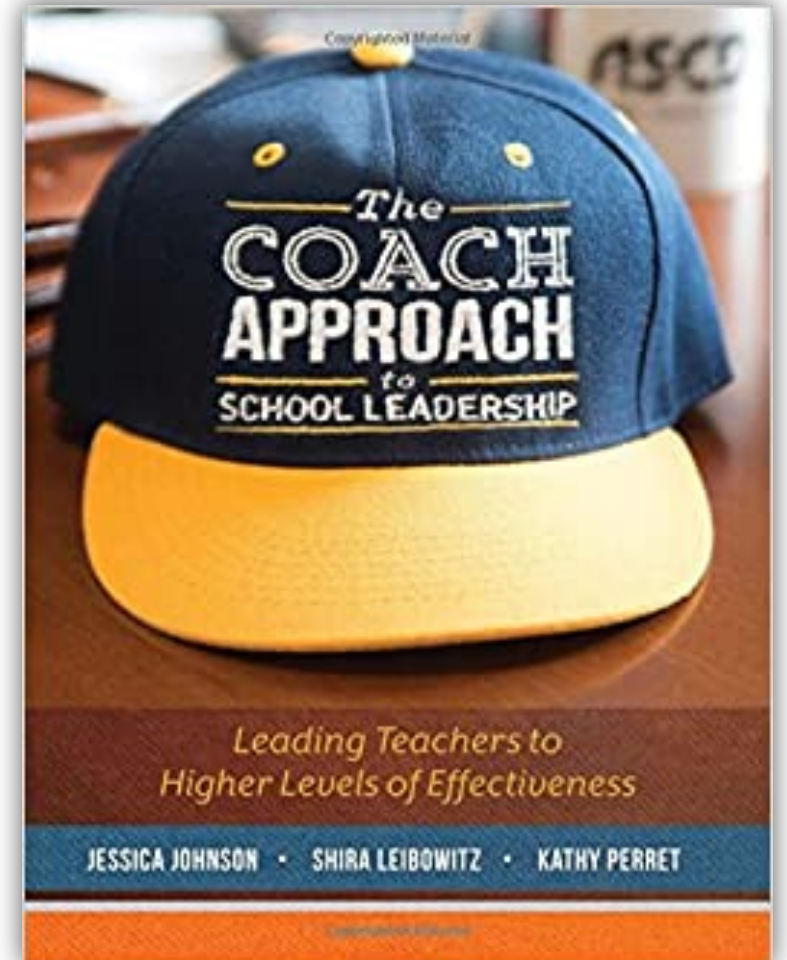


Feedback-Focused Walkthroughs

- Helpful for “low-hanging fruit” improvement opportunities
- Less valuable as teachers grow in proficiency
- Requires specific expertise
- Unpleasantness leads to avoidance
- Works best when requested

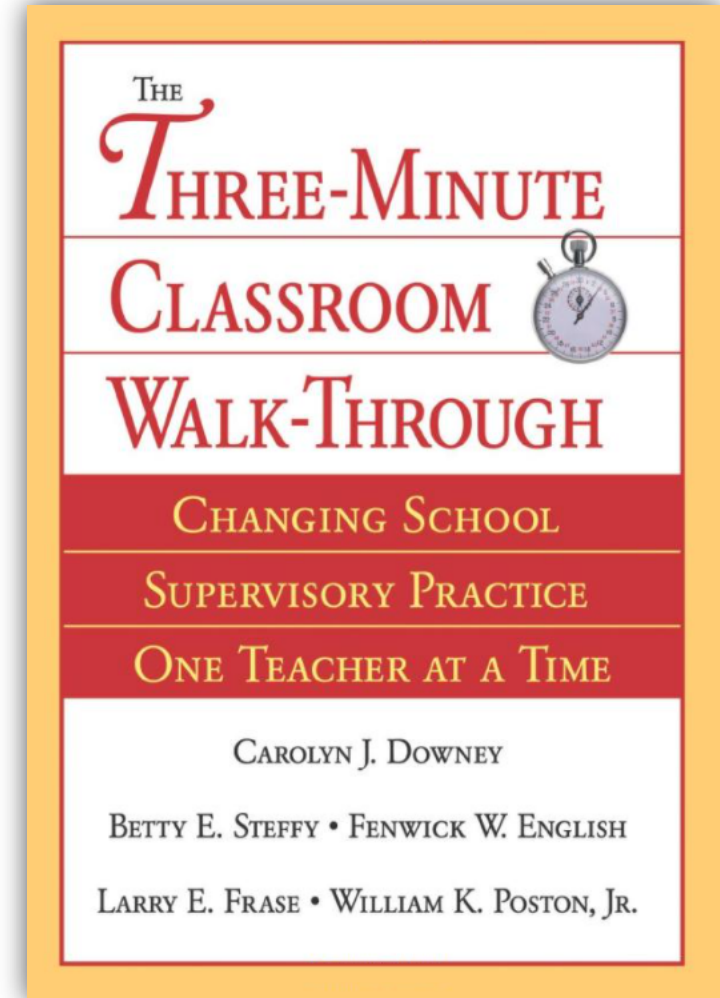
Instructional Coaching

- Powerful practice
- Requires trust & safety
- Difficult to combine with supervisory role
- Workaround: coach the teachers you don't evaluate



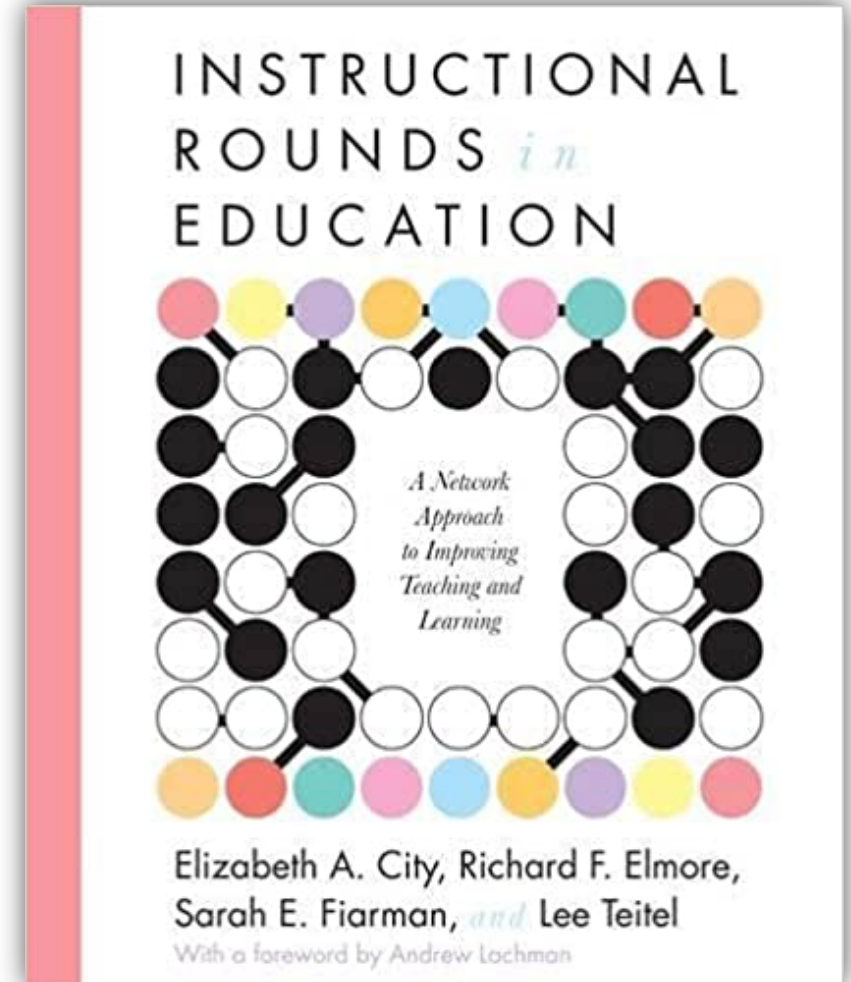
Downey Walkthroughs

- Very brief—3 minutes
- Easy to do frequently
- Look for instructional decisions of interest
- Get a sense of students' orientation to their work
- No notes, no feedback
- No follow-up conversation with teacher



Learning Walks & Instructional Rounds

- Groups of school and district administrators
- Explicitly non-evaluative
- Give teachers advance notice
- Focus: organizational learning & decision-making
- Not intended to help individual teachers improve



Breakthrough Coach™ (Malachi Pancoast)

Bus Duty 7 – 8am		Bus Duty 7 – 8am		Leadership Council 7 – 8am
	Classroom Observations 8am – 3pm		Classroom Observations 8am – 3pm	
Lunch duty 11am – 12pm		Lunch duty 11am – 12pm		Lunch duty 11am – 12pm
Parent meeting 1 – 2pm				Construction meeting 1 – 2pm
	Bus Duty 3 – 4pm	Staff meeting 3 – 4pm		
Home Game 7 – 8pm			Home Game 7 – 8pm	

Breakthrough Coach™ (Malachi Pancoast)

- No specific feedback model
- “Two full days a week in classrooms”
- Major impact on operations & staff
- Better to make short visits throughout day

Discuss

- Which elements of the various models did you experience as a teacher?
- Which models or elements of the models have you tried at various points in your career as a leader?
- Which are required in your current position?
- Pros, cons, challenges, & tensions?

Chapter 3 Action Challenge

- How do our current instructional leadership processes overlap and interact with one another?
- How do they impact teachers, and how do teachers perceive them?
- If I were to implement the High-Performance Instructional Leadership model with perfect fidelity, how would it impact the other models we use?



Conducting Your First Two Cycles of Visits

How To Visit Classrooms 500x/Year

- Good model
- Realistic planning
- Determination

The Sweet Spot: 3 a Day



> 3/day: Unsustainable

3/day: Sweet Spot

< 3/day: Insufficient “Dose”

Minimizing Interruptions

- Regular classroom presence → fewer interruptions
- Visit classrooms on the way to/from other meetings/duties
- Schedule short time slots throughout the day
- Overschedule based on success rate

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.

Overschedule for Success:

Aim for 3 visits a day

- 75% success rate: 4 timeslots → 3 visits
- 60% success rate: 5 timeslots → 3 visits
- 50% success rate: 6 timeslots → 3 visits
- 33% success rate: 9 timeslots → 3 visits



Respond in Chat

**What are the best times of day for
you to be in classrooms?**

Visiting Teachers In Order

- Keep the same order each time
- Group by department/team
- Choosing “at random” leads to avoidance

Teacher Name *

Steve Collins

Next Up

Respond in Chat

- Up to this point, what characterizes the teachers you have visited most?
- What characterizes the teachers you tend (or would prefer) to visit the least?

Your First Three Cycles

1. No announcement, no notes—just show up
2. Brief explanation, brief visit, brief chat
3. Start taking notes & using full model

Why Track Your Rotation?

- “Avoiding avoidance” of difficult teachers
- Avoid perception of “targeting” certain teachers
- Keep an even distance between visits to each class
- See different periods and subjects

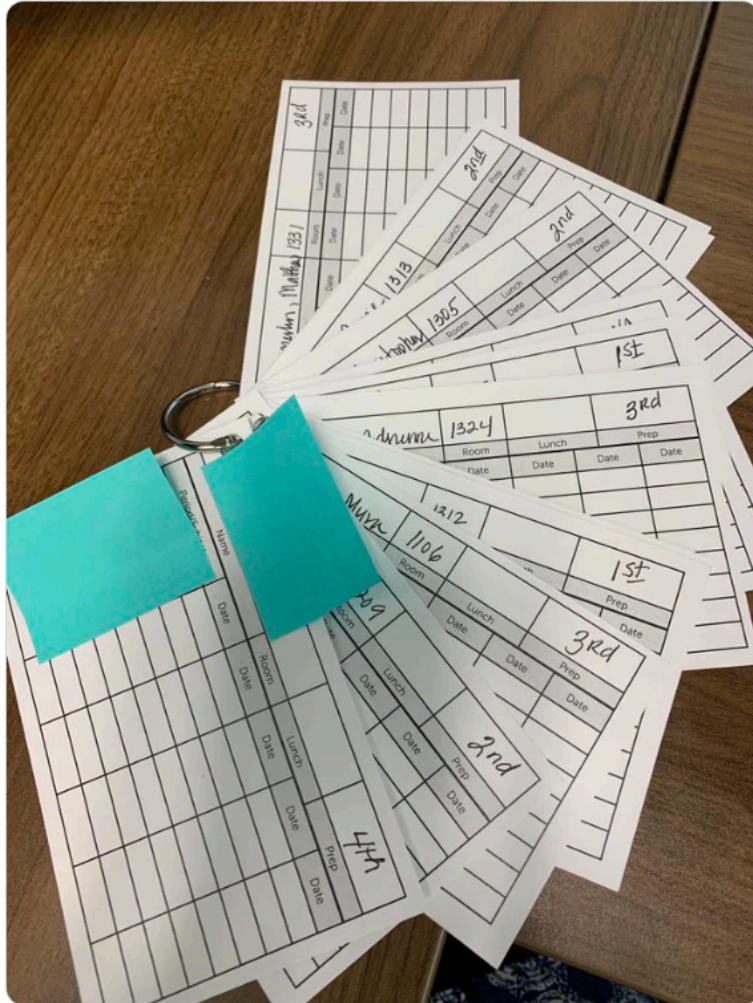
If you don't have a plan for rotating your classroom visits among each teacher, you'll inevitably skip some teachers, and over-visit other teachers.



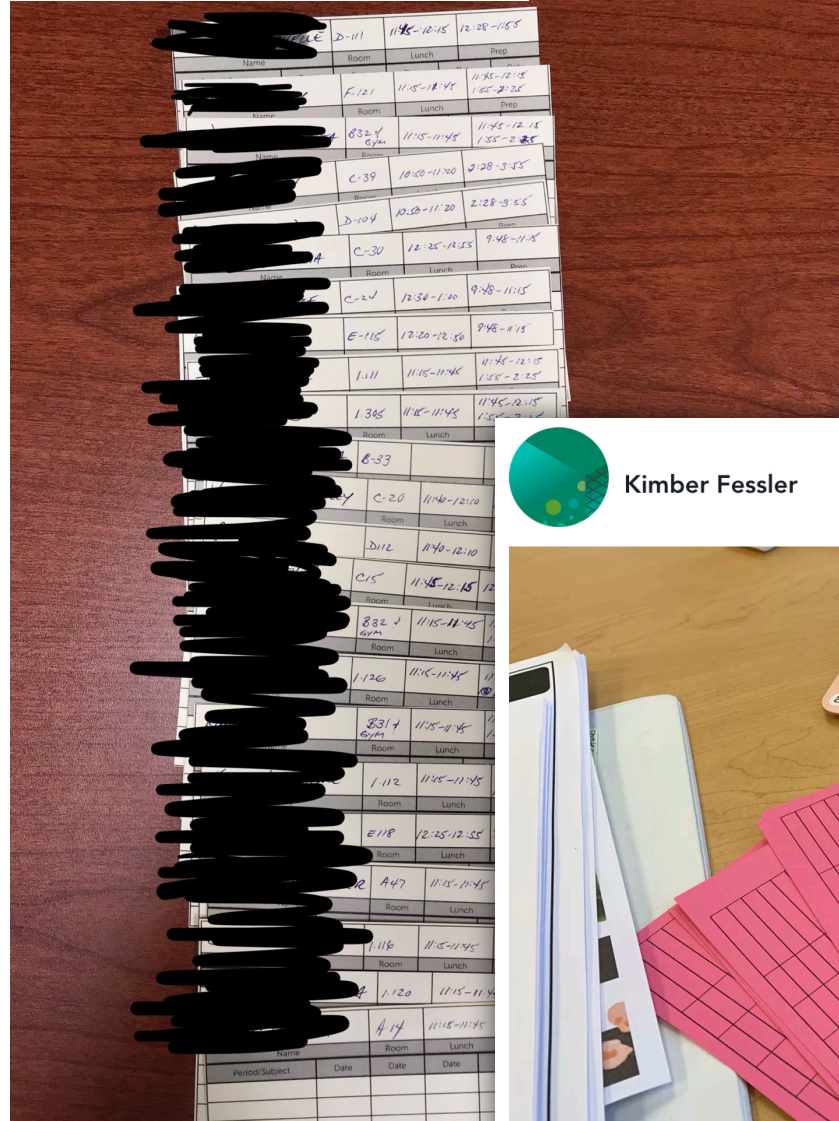
Shannon Pignato
@ahsprincipal

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

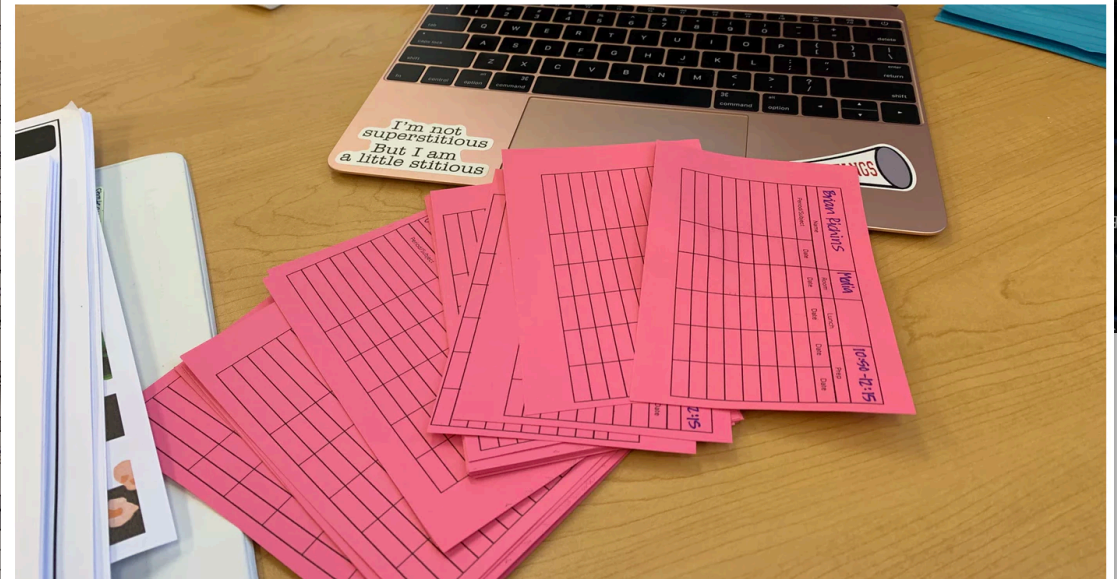
#AHSclearvision2020 @eduleadership



Brian Travis yesterday
Assistant Principal

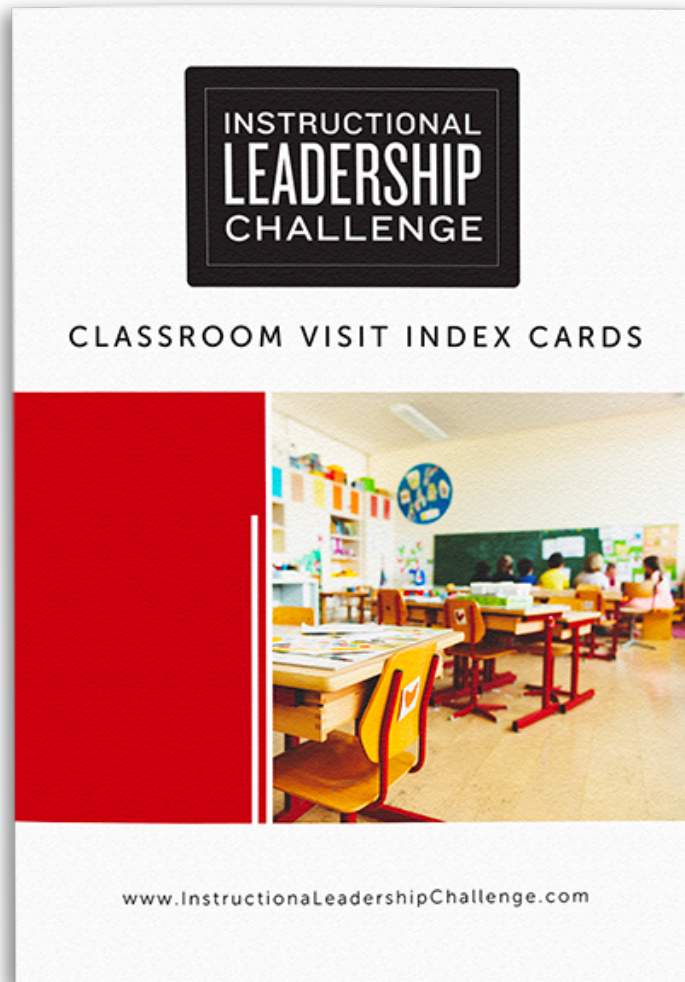


Kimber Fessler



I'm ready!

Download the Notecard Template



PrincipalCenter.com/notecards-pdf

[illegible]

Who Do I Visit?

- Teachers you supervise/evaluate
- Teachers on your coaching caseload
- Everyone?
- “Non-observable” staff you want to check in with

Grouping Teachers

- See different parts of the same lesson
- See the same lesson taught by different teachers
- Common preps? All available at once
- Less walking

Group by:

- Department
- Grade level
- Location



Respond in Chat

Which groupings make the most sense for us?

Team? Department? Grade? Floor? Building?

Use Big Blocks for Office Work

If you have long, uninterrupted blocks of time...use them for work!

Don't interrupt yourself when you're working. Use the natural breaks in the day.

Go Slow To Go Fast

- The first two cycles can be completed very quickly...
- ...but don't skip them!
- Starting gradually is key to building trust and preparing people for heavier feedback conversations

How To Scare Everyone

- Make a big announcement to the staff in advance
- Visit the same teachers over and over
- Visit one teacher in the department/grade, but not the others
- Take lots of notes with a serious look on your face

A background image showing a group of people's hands raised in a circle, suggesting a collaborative discussion or meeting. The image is faded and serves as a backdrop for the text.

Discuss

- What reactions have you had so far from staff?
- Who have you found the most pleasant to visit?
- What reactions have surprised you?

Cycle 1

- Visit every teacher very briefly, for 1-5 minutes, just to break the ice
- No notes, no feedback—just make an appearance to get yourself started and get past teachers' and students' initial reaction
- Try to do this all in one day
- Record date on notecards

Cycle 2

- Start visiting 3 teachers a day, every day, for 5-15 minutes
- No notes or feedback
- Briefly acknowledge something positive and chat for a minute if you can. Be pleasant.
- Document on notecards

Cycle 3

- Continue visiting 3 teachers a day
- Same rotation as cycle 2
- Start to take notes and share them with the teacher
- Use the 10 Questions

PrincipalCenter.com/10q

Evidence-Based Questions

PrincipalCenter.com/10q

1. **Context:** I noticed that you []...could you talk to me about how that fits within this lesson or unit?
2. **Perception:** Here's what I saw students []...what were you thinking was happening at that time?
3. **Interpretation:** At one point in the lesson, it seemed like [] ...What was your take?
4. **Decision:** Tell me about when you [] ...what went into that choice?
5. **Comparison:** I noticed that students [] ...how did that compare with what you had expected to happen when you planned the lesson?



Evidence-Based Questions

PrincipalCenter.com/10q

6. **Antecedent:** I noticed that [] ...could you tell me about what led up to that, perhaps in an earlier lesson?

7. **Adjustment:** I saw that [] ...what did you think of that, and what do you plan to do tomorrow?

8. **Intuition:** I noticed that [] ...how did you feel about how that went?

9. **Alignment:** I noticed that [] ...what links do you see to our instructional framework?

10. **Impact:** What effect did you think it had when you [] ?



Chapter 4 Action Challenge

- Visit three or more classrooms
- Chat briefly; no heavy feedback
- How were you received?
- What message did it send to teachers and students
- Did you encounter any resistance? If so, how might you address it?
- What might you say in an announcement to staff after you've made it to everyone?

A black and white photograph of a business meeting. Several people are seated around a table, looking at documents and a tablet. A large, white circle with a black border is superimposed over the center of the image, containing the number 5.

5

Thinking Ahead to Your Third Cycle of Visits

Chapter 5—Key Points

- Keep an open mind—don't identify “trends” too quickly
- Share more of your rationale & intentions with staff
- Begin sharing written notes—descriptive, low-stakes, no evaluative language
- Begin consciously using the language of your instructional framework

Keep It Positive For Now

- Cycle 1: No feedback; present & pleasant
- Cycle 2: Only positive feedback; more specific noticing
- There are no trends yet—keep an open mind
- Beware of the observer effect

The Announcement: Expectations & Intentions



The Announcement: Expectations & Intentions

- Start low-key with no announcement
- Make your first cycle a pleasant surprise
- No notes, no feedback, no rating, no “gotcha”
- When you’ve visited everyone, make the announcement

The Announcement: Expectations & Intentions

- Newsletter, email, or staff meeting
- Emphasize your desire to become a more effective leader
- Emphasize your own learning
- Do not claim “non-evaluative”

The Announcement:

Expectations & Intentions

- I've been enjoying visiting classrooms
- I'm going to keep it up, and take it to the next level
- I'd have more perspective if we had a chance to talk
- I'll give you my notes right away
- No need to reply unless you want to

The "Secret Dossier" Fear



Taking Notes in Cycle 3

- Take low-inference notes
- Include timestamps
- Email them to the teacher
- Use Repertoire

 **REPETOIRE**
CONTENT CREATOR

Send Email via Repertoire

Thanks for your time! Let me know if you'd like to chat.

Sincerely,

Email To



Teacher



Saved Email Address 1



Saved Email Address 2



This is feedback



This is just an email

Generate Email



Save & Continue Editing



Your Instructional Framework

- Start using specific terminology
- No need to quote the entire criterion
- Import criteria to Repertoire as Snippets
- Do NOT use for scoring observations

{d1a1}In planning and practice, the teacher makes co
{d1a2}The teacher is familiar with the important conc
{d1a3}The teacher displays solid knowledge of the im
{d1a4}The teacher displays extensive knowledge of th
{d1b1}The teacher displays minimal understanding of
{d1b2}The teacher displays generally accurate knowle
{d1b3}The teacher understands the active nature of st
{d1b4}The teacher understands the active nature of st
{d1c1}The outcomes represent low expectations for s
{d1c2}Outcomes represent moderately high expectati
{d1c3}Most outcomes represent rigorous and importa
{d1c4}All outcomes represent high-level learning in th
{d1d1}The teacher is unaware of resources to assist s
{d1d2}The teacher displays some awareness of resou
{d1d3}The teacher displays awareness of resources b
{d1d4}The teachers knowledge of resources for classr
{d1e1}Learning activities are poorly aligned with the i
{d1e2}Some of the learning activities and materials a
{d1e3}Most of the learning activities are aligned with
{d1e4}The sequence of learning activities follows a cc
{d1f1}Assessment procedures are not congruent with
{d1f2}Assessment procedures are partially congruent
{d1f3}All the instructional outcomes may be assessed

Framework Sentence Starters

- “I was looking over our framework’s standards for [criterion], and I noticed that [evidence].”
- “Our framework talks about [criterion], and I noticed that [evidence]. How would you say those fit together?”
- “Looking at our framework, what stands out to you from [evidence]?”

*Avoid naming specific levels of performance
or assigning any ratings.*

Ask Broken Questions & Let the Teacher Do the Talking



Enjoy Better Relationships & Decisional Information



- What's going on in classrooms
- Deeper understanding of curriculum
- Teacher strengths/weaknesses
- Key opportunities & challenges
- How to allocate resources

Chapter 5 Action Challenge

- Visit three members of a team or department
- What am I noticing that I would have missed without back-to-back visits to these teachers?
- Which teachers was I most reluctant to visit?
- What similarities and differences stood out?
- Talk with each teacher after you visit
- Make sure you aren't skipping anyone

For Next Time

- Hardcopy books should have arrived
- Audiobook:
dashboard.principalcenter.com/nwt
- Read/listen to chapters 6-10
- Note your productivity/time challenges

Discuss

A blurred, high-angle photograph of a group of people sitting in a circle on the floor. The image is heavily blurred and has a light, airy feel. In the foreground, a person's hands are visible, gesturing as if in the middle of a conversation. Other people's legs and arms are visible in the background, suggesting a group setting. The overall tone is soft and focused on the act of discussion.