

August 22, 2021

NOW WE'RE TALKING!

WITH JUSTIN BAEDER, PHD

⚙️ THE PRINCIPAL CENTER

3 Myths that Set Instructional Leaders Up for Failure with Classroom Walkthroughs



Your “Why”

Why do you want to get into
classrooms, ultimately?

3 Myths that Set Instructional Leaders Up for Failure with Classroom Walkthroughs

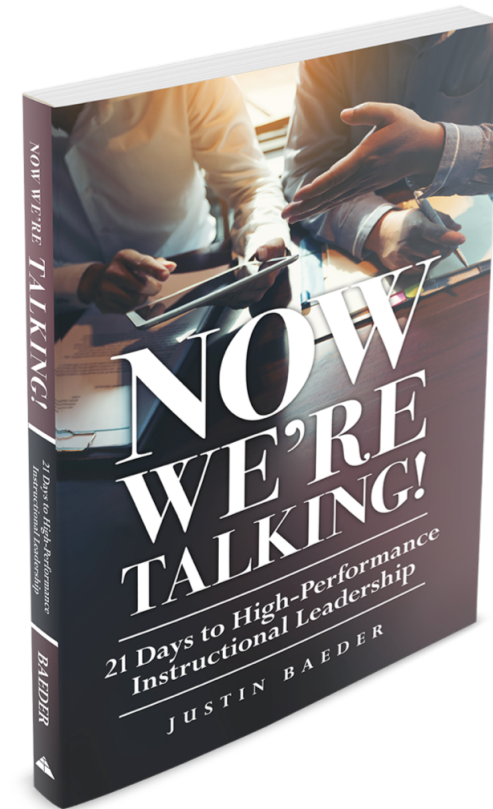


1. "Just prioritize it and block off time"
2. "Create a feedback form to send to teachers"
3. "Give written feedback with compliments & suggestions"

3 Myths that Set Instructional Leaders Up for Failure with Classroom Walkthroughs

Instead:

- No blocks
- No forms
- No suggestions



Myth #1: "Block Off Time"



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

Why Not Block Off Time?

What are some of the obvious drawbacks of blocking off time for classroom visits?

Why Blocking Off Time Doesn't Work



- No backup plan—one interruption ruins everything
- Always see the same subjects
- No flexibility to deal with issues as they arise

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

Planning the Follow-Up Conversation



- One teacher per notecard
- Note prep/lunch schedule
- Plan to visit before prep OR
- Plan to talk after school or next day

Mrs. Smith		105	12:15-12:39		4th
Name		Room	Lunch		Prep
Period/Subject	Date	Date	Date	Date	Date
Chemistry	8/31				
AP Bio	9/14				
Chemistry					
Prep					
Phys Sci					
Biology	9/29				
Biology					

Myth #2: "Make a Form"



· 🌐 · ...best software for filling out a form on a tablet?like a walkthrough form???

14 Comments

· 🌐 · Does anyone have a walkthrough form/app that they love and would like to share?

👍 4

I remember seeing a Google Form for Classroom Walk Throughs but can't seem to find it. It's not in the files. Does anyone have it they could share with me?

Thank you!

· 🌐 · I'm want to create a walkthrough form with either Google docs or MS forms and have it send a copy to the teacher once I complete it. Is that possible? Can someone walk me through the steps?

👍❤️ 15

· 🌐 · ...created a Google Form that will provide a copy of a walkthrough observation via PDF. How can I automatically email the form upon hitting the submit button. I used Autocrat as an add-on. Is there a better one to use?

8 Comments

· 🌐 · Help! Anyone have a Google form (or any free shareable) walkthrough tool you use based on the Marzano eval tool you'd be willing to share?

2 Comments

Do You Enjoy Forms?



A blurred background image showing a group of people sitting in a circle, with several hands raised in the air, suggesting a group discussion or a workshop activity.

What Changes Practice?

In your life, what has caused you to change your practice? Your beliefs?

People Change Because of Conversations



Documentation & Conversation



- Don't take notes at first
- If you take notes, send them to the teacher immediately
- Use Repertoire or regular email
- Avoid forms entirely

REPERTIRE

CONTENT CREATOR



Email Subject *


Notes from my visit today


Snippet Entry Box

Enter Text

Message *

Hi Jared,
Great to stop by today—here are my notes:
06:34:11 : Students finishing warm-up
06:34:11 : T: Who has an answer they'd like to share?
06:34:11 : S: I do...I said 5, because...

Generate Email 

Save & Continue Editing 

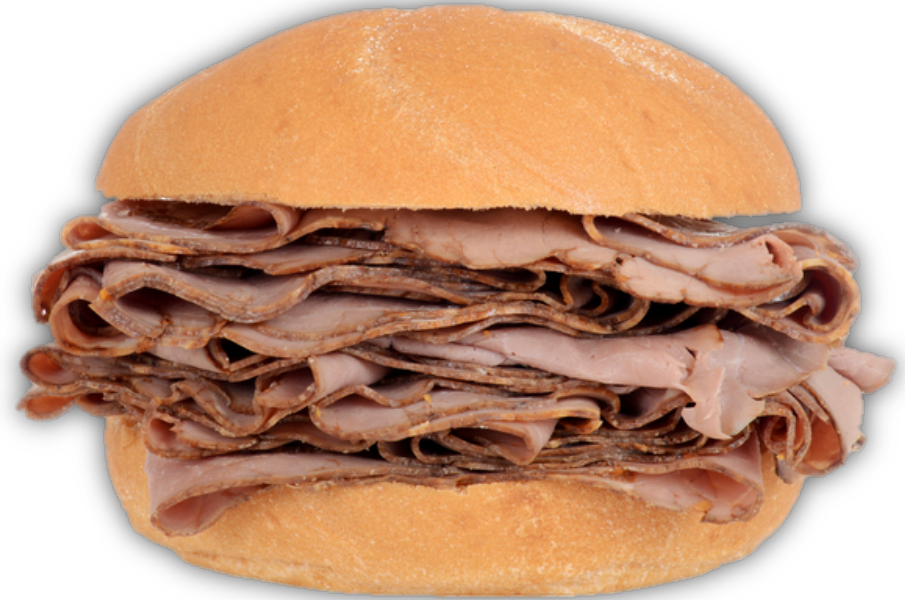
Myth #3: "Make Suggestions"



The Typical “Feedback Sandwich”



- Compliment:
“Good job ____!”
- Suggestion:
“You should ____.”
- Compliment:
“Good job ____, too!”



Suggestions Aren't Enough



If a suggestion was enough to change teacher practice, your instructional leadership wouldn't be necessary.

A background image showing a group of people in a meeting or workshop. Many of their hands are raised, suggesting an interactive session or a brainstorming activity. The image is faded and serves as a backdrop for the text.

How Do I Contribute?

**If you couldn't make any
suggestions, how would you
help teachers grow?**

Other Means of Impact

- Coaching
- Serving as a conversation partner
- Providing resources
- Planning professional development
- Implementing other changes



Decisional Information



What you *learn* from classroom walkthroughs will matter more than what you *teach* in classroom walkthroughs

What Is Instructional Leadership?



What Is Instructional Leadership?



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

Our Theory of Action



When instructional leaders...

- Confidently get into classrooms every day, they can
- Have feedback conversations that change teacher practice, and
- Discover their best opportunities for school improvement



The Plan: 500 Visits a Year

- 3 visits a day, ~10 minutes each
- Brief conversation afterward
- Every teacher every ~2 weeks
- 18 visits per teacher per year
- Consistent rotation
- Cluster by team/department/grade

The “I Try To Get Into Classrooms” Plan



- Required formal observations
- 1-2 walkthroughs/week
- No walkthroughs some weeks
- 1-2 walkthroughs per teacher per year

A blurred background image showing a group of people in a meeting or workshop. Many of their hands are raised, suggesting an interactive session or a brainstorming exercise. The image is faded to serve as a background for the text.

Does “Trying” Work?

**Do leaders in your district try
to get into classrooms?
Is it working?**

The Reality



Grissom, Loeb, & Master (2013) found that principals spend 5.4% of their time on classroom walkthroughs, but only 0.5% coaching teachers.

But Classroom Walkthroughs Don't "Work"

"Time spent on instructional leadership was NOT associated with student learning outcomes... informal classroom walkthroughs—the most common activity—were *negatively* associated with student achievement. This was especially true in high schools."

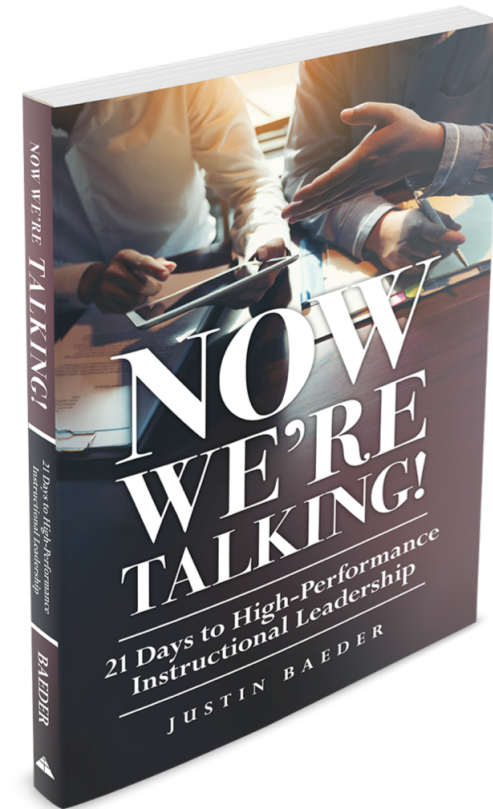
—Daniel Willingham, PrincipalCenter.com/dan-walkthroughs

Grissom, J. A., Loeb, S., & Master, B. (2013). Effective instructional time use for school leaders: Longitudinal evidence from observations of principals. *Educational Researcher*, 42, 433-444.



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



The background image shows a group of people, likely in a professional or educational setting, gathered around a table. One person is holding a tablet, while another is writing on a document with a pen. There are various papers, a clipboard, and a pen on the table. The image is dimmed to allow the text to stand out.

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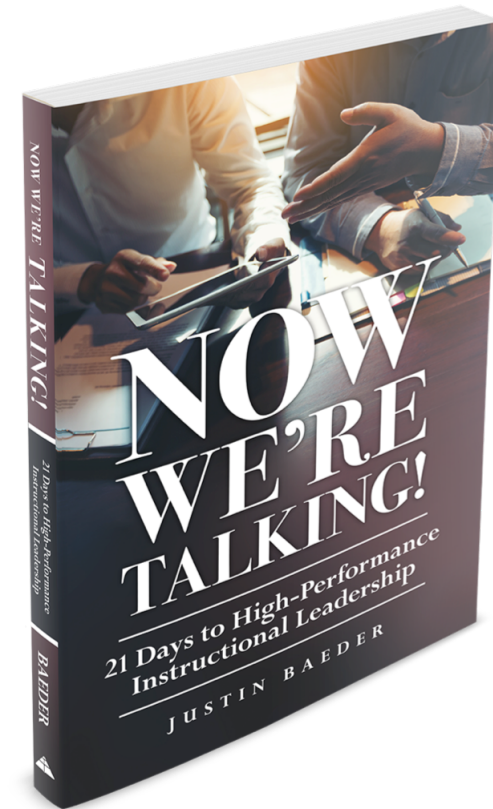
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5-Week Book Study

Fall 2021 Book Study

- 8/22 (today): Introduction
- 8/29: Chapters 1-5
- 9/5: Chapters 6-10
- 9/12: Chapters 11-15
- 9/19: Chapters 15-21



PrincipalCenter.com/join



- Hardcopy book
- Instant access to audiobook
- Classroom Visit Notecards
- Instructional Leadership Challenge
- Repertoire App
- 5-week book study @ 8pm CDT Sundays

ILA Membership



PrincipalCenter.com/join



Q&A

- Repertoire
- Book/audiobook
- 5-week book study

