

THE 3-A-DAY PLAN:

HOW TO GET EVERY ADMINISTRATOR
INTO CLASSROOMS EVERY DAY

WITH JUSTIN BAEDER, PHD



Our Focus



In this webinar, you'll develop an actionable vision for getting the administrators on your team into classrooms three times a day, every day.

Introduce Yourself In Chat



What's your role?

Where do you work?

How many years in education?

We'll Explore..



- Why "heavy" feedback makes it impossible to get into classrooms consistently
- How instructional leaders change teacher practice without being an expert in every subject area
- Why the "Medical Model" for diagnosing and prescribing changes to practice undercuts teacher professionalism and puts leaders in a no-win position
- How to use evidence to get teachers talking, but keep conversations anchored in specifics
- What to hold your administrators accountable for (and what to STOP demanding)

Effort vs. Impact

Illustrated...



But First...Stickers!



PrincipalCenter.com/sticker

An Origin Story



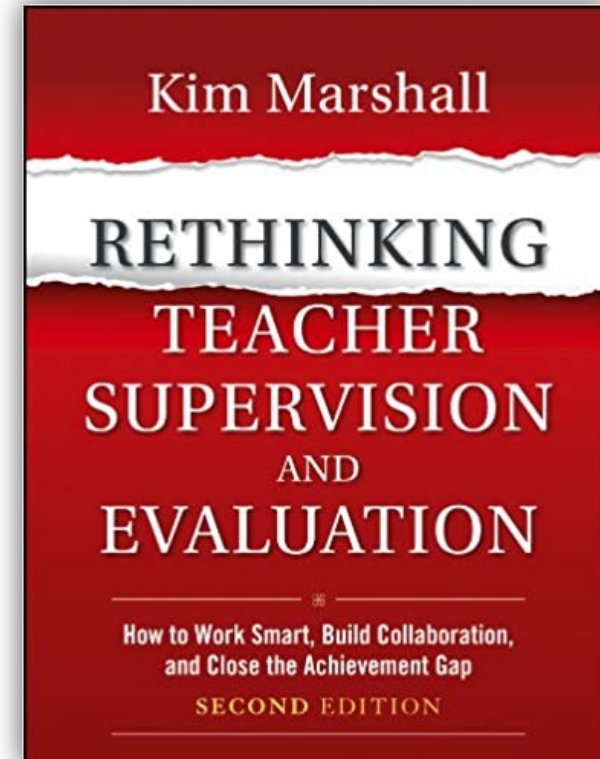
- Middle school science teacher
- Elementary dean of students ("Head Teacher")
- Elementary principal at age 27
- Skilled veteran staff

Heavy Feedback



- In-depth observation
- Detailed scripting
- Formal feedback conversation
- Detailed suggestions for improvement
- Written write-up

Why Not Write It Up?



Old-School Administration



- 1-2 required formal observations (?)
- Make an occasional appearance in classrooms
- Deal with management issues
- Mostly stay out of teachers' way

As A Teacher...



How many times a year did your supervisor visit your classroom for formal or informal observations?

Most Common Answer?



Once
per year.

“Normal” Instructional Leadership



- 1-2 formal observations per teacher per year
- “Try” to get into classrooms
- Provide feedback after formal & informal visits
- Maintain a sense of how people are doing

“Ideal” Instructional Leadership



- Visit every classroom every day
- Give in-depth feedback to several teachers per day
- Keep great documentation
- Know the ins & outs of the curriculum
- Help teachers improve with every interaction

The Problem



- “Normal” instructional leadership isn’t impactful enough
- “Ideal” instructional leadership isn’t sustainable
(and wouldn’t work even if it was)

The "Ideal" Instructional Leader



Full Days In Classrooms?



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		

What Is Instructional Leadership?



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

Management vs. Leadership



- Management involves keeping systems running
- Leadership involves improving systems and growing people
- You cannot lead what you cannot manage

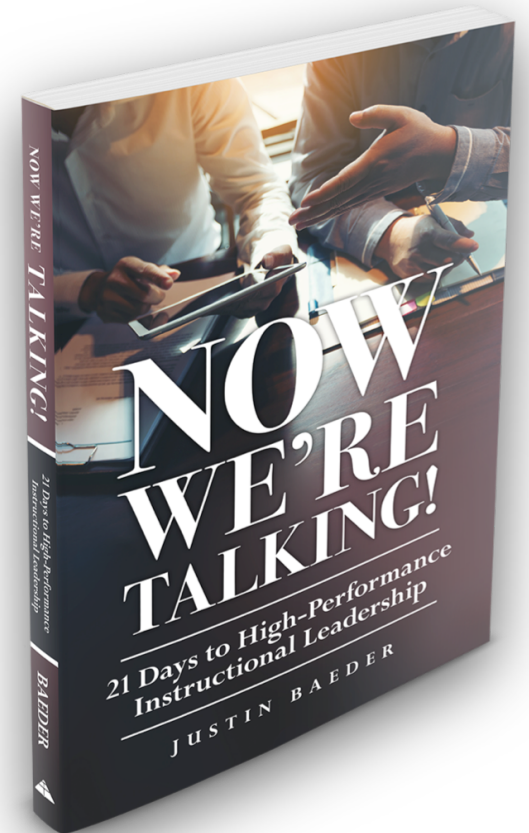
The Dilemma



How can I get into classrooms and have an impact on teacher practice...without ignoring all of my other duties?

3 Key Components

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



The “Block Off Time” Myth

- Interruptions are inevitable
- Exact visit times are flexible
- Most interruptions can wait a few minutes, but not a few hours
- No one interruption should ruin your day’s plan



The Drawbacks of One Block



What are the other drawbacks of only having one large block of time to visit classrooms?

Schedule Around Natural Breaks



Elementary



Secondary Periods

- 8:00 Supervise in hall
 - 8:05 Start of class
 - 8:20 Office work
 - 8:40 End of class
 - 8:55 Supervise in hall
 - 9:00 Start of class
 - 9:15 Office work
 - 9:35 End of class
 - 9:50 Supervise in hall
 - 3 visits, whole period
- ...etc

Sustainability + Impact



When it comes to getting into classrooms
and having an impact as an instructional
leader....

Sustainability isn't about time management.
It's about getting our **model** right.

The Medical Model



- Examine
- Diagnose
- Prescribe

The Medical Model

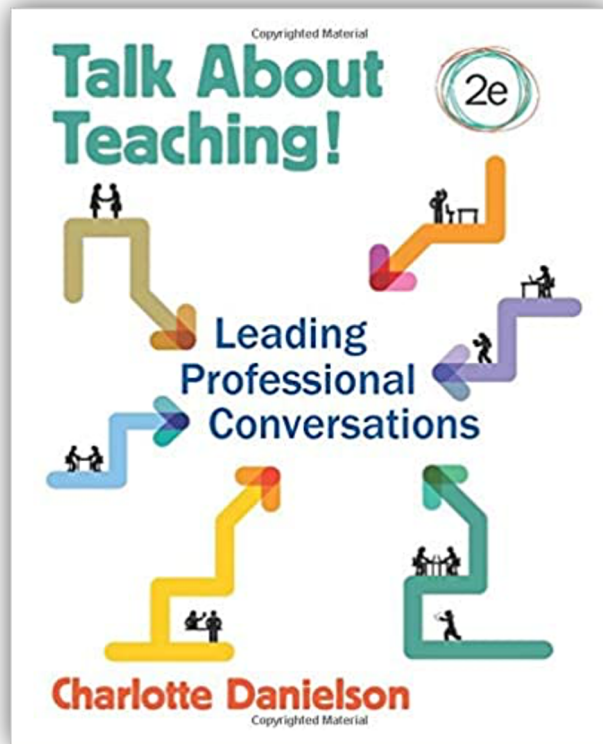


What's wrong with the "examine, diagnose, prescribe" approach to instructional leadership?



**Teacher practice
is like an iceberg:
10% visible
90% hidden**

Charlotte Danielson on Teaching as Cognitive Work



"Teaching entails expertise; like other professions, professionalism in teaching requires complex decision making in conditions of uncertainty....

If one acknowledges, as one must, the cognitive nature of teaching, then conversations about teaching must be about the cognition."

—*Talk About Teaching! Leading Professional Conversations*, pp. 6-7

How Do We Change Teacher Practice?



- Most of teacher practice is *thinking*
- How do we improve people's thinking?

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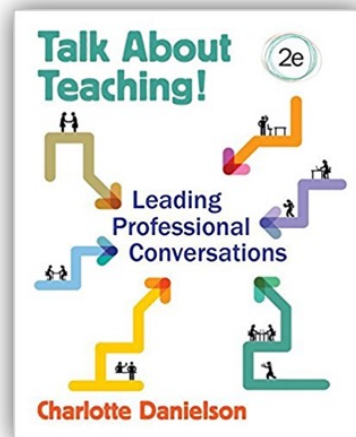
Evidence-Driven Conversation

Danielson on “Feedback”



“When educators recognize that for teachers to advance in their understanding, they must be the ones to engage in the work of self-assessment and reflection on practice, then external feedback is even seen as a possible hindrance to that process.”

—Charlotte Danielson, *Talk About Teaching*, p. 10



Evidence-Driven Feedback Conversations



- Observe briefly
- Take notes or make mental notes
- Talk about what you saw
- Use the language of your instructional framework to ask good questions

Good Questions vs. Bad Questions



- I noticed...how...?
- Open-ended
- Get the teacher talking
- Insights from teacher
- Focus on what happened
- Leader & teacher both have things to change

- I noticed...why...?
- Closed
- Elicit a correct answer
- Insights from leader
- Focus on what was missing
- Teacher must do all the change

The High-Performance Instructional Leadership Model

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



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

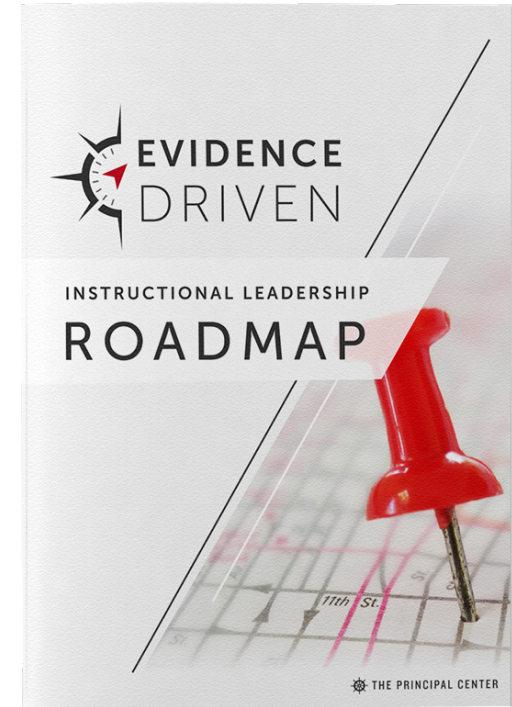
For Supervisors



- Share the right model
- Focus on frequency
- Model “whole iceberg” conversations



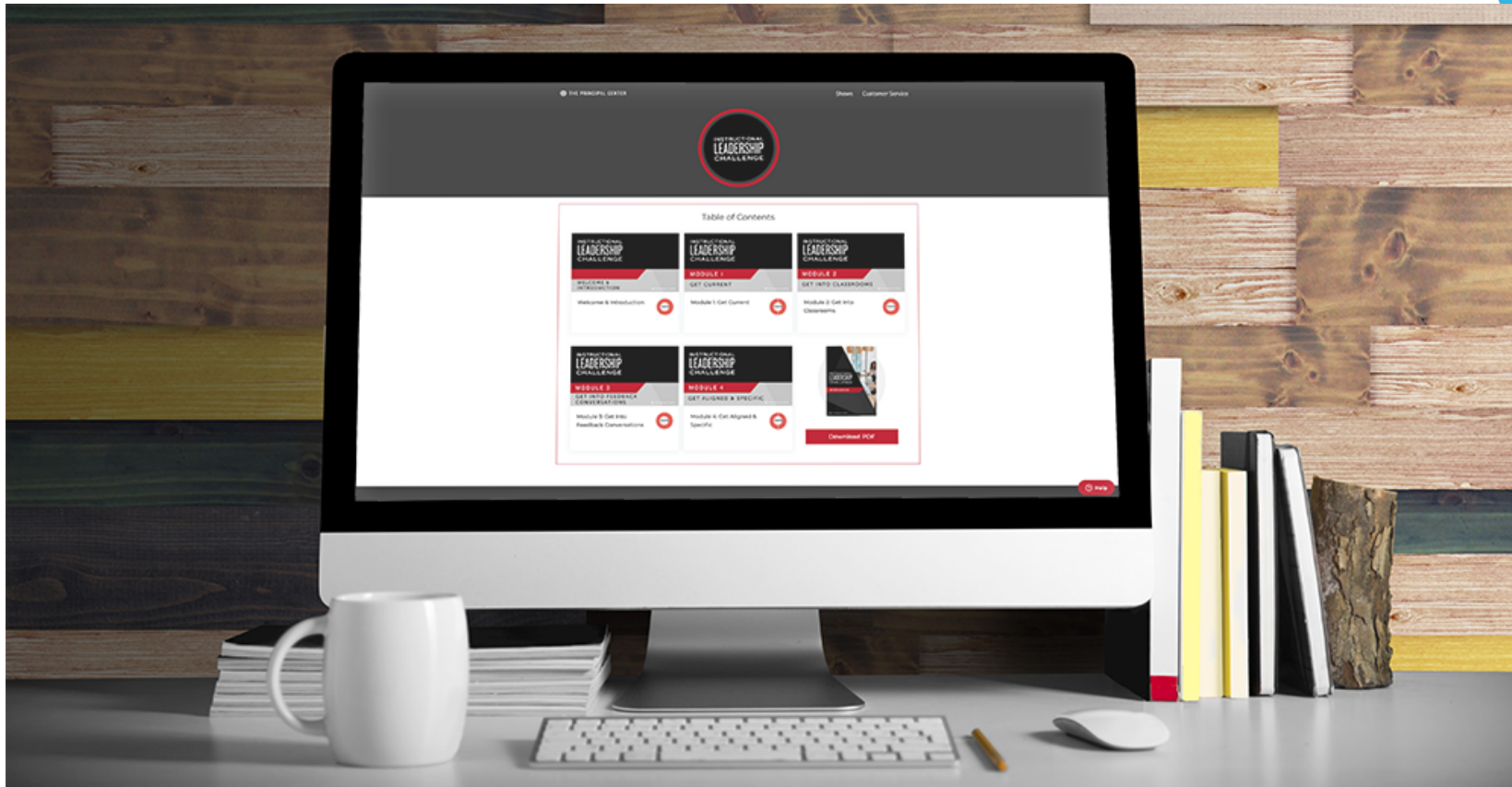
INSTRUCTIONAL LEADERSHIP ROADMAP



PrincipalCenter.com/
roadmap-pdf

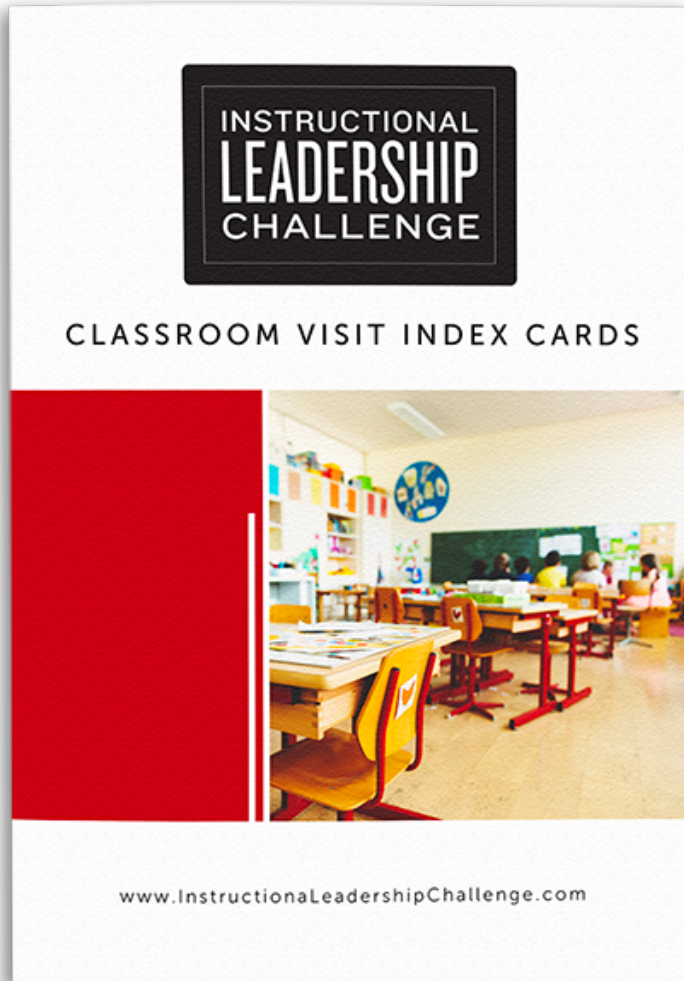
Stage	Productivity	Walkthroughs	Conversations	Framework	500 Classrooms	High-Performance Instructional Leadership
Focus	Get Current!	Get Into Classrooms!	Get Into Feedback Conversations!	Get Aligned & Specific!	Get Consistent & Impactful!	Get Strategic!
Level 1	I'm overwhelmed and can't even think about getting into classrooms	I rarely get into classrooms for informal visits, and do only the minimum required formal observations	I give teachers feedback only in the annual evaluation process or when I see something out of the ordinary	I evaluate teachers as satisfactory or unsatisfactory based on my professional judgment	I'm afraid to visit classrooms because I don't know what I'll see, and neither teachers nor students expect to see me	I know only what I see during formal observations, and don't have any sense of teachers' typical practice or how it relates to our school's goals or strategic plan
Level 2	I'm keeping my head above water, but can't get into classrooms consistently	I get into classrooms a few times a week, but I'm inconsistent and don't make it around to everyone	I give teachers written feedback from my informal visits, without having a conversation	I evaluate teachers according to a leveled rubric based on the evidence I've collected	I get into classrooms as I'm able, but I'm often thrown off-track by having to deal with unpleasant surprises; my visits catch teachers and students off-guard	I have a general sense of each teacher's practice, but am unclear how it relates to our school's goals and strategic plan
Level 3	I'm staying on top of my work so I can get into classrooms regularly	I get into three classrooms a day, every day, so I see every teacher on a 2-week rotation	I share my written evidence with the teacher immediately, and have an evidence-based feedback conversation on the spot or soon after my visit	I have regular, evidence-based conversations with teachers using the language of our instructional framework	I visit three classrooms a day, every day, so teachers and students are used to seeing me, and my feedback conversations are having an impact on teacher practice	I have a good sense of each teacher's practice in specific areas and how it relates to our school's goals and strategic plan
Level 4	I have well-optimized systems to keep me organized so I can confidently get into classrooms every day, without worrying about my other work	I visit every classroom every two weeks, and rotate my visits so I see each teacher at different times of day	I differentiate my feedback conversations using the boss (directive), coach (reflective), or leader (reflexive) roles depending on each teacher's needs, always sharing my written evidence immediately	I gather evidence of teacher practice using the language of our instructional framework, and have discipline-specific conversations with each teacher	Teachers and students expect to see me in classrooms, and I can see the impact it's having on students and on teacher practice in specific areas of our instructional framework	I have a clear sense of each teacher's level of performance in specific areas of our instructional framework and how it relates to our school's goals and strategic plan, so I can identify our biggest opportunities for school improvement

Take The Challenge



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Ask Evidence-Based Questions

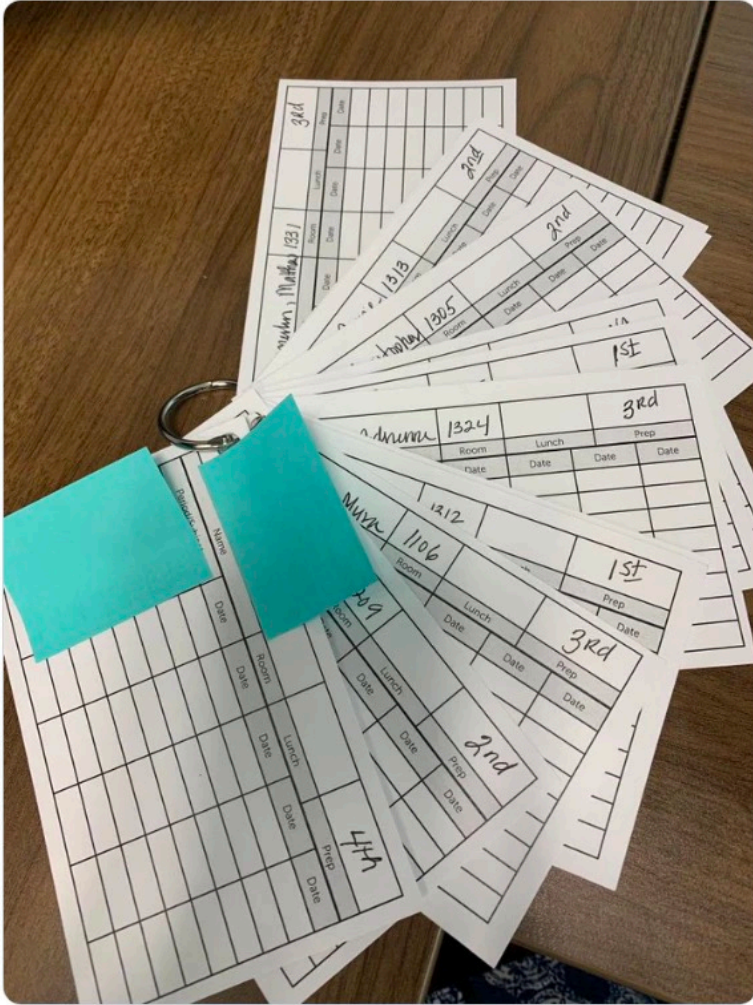


1. **Context:** I noticed that you []...could you talk to me about how that fits within this lesson or unit?
2. **Perception:** Here's what I saw students []...what were you thinking was happening at that time?
3. **Interpretation:** At one point in the lesson, it seemed like [] ...What was your take?
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 [] ?

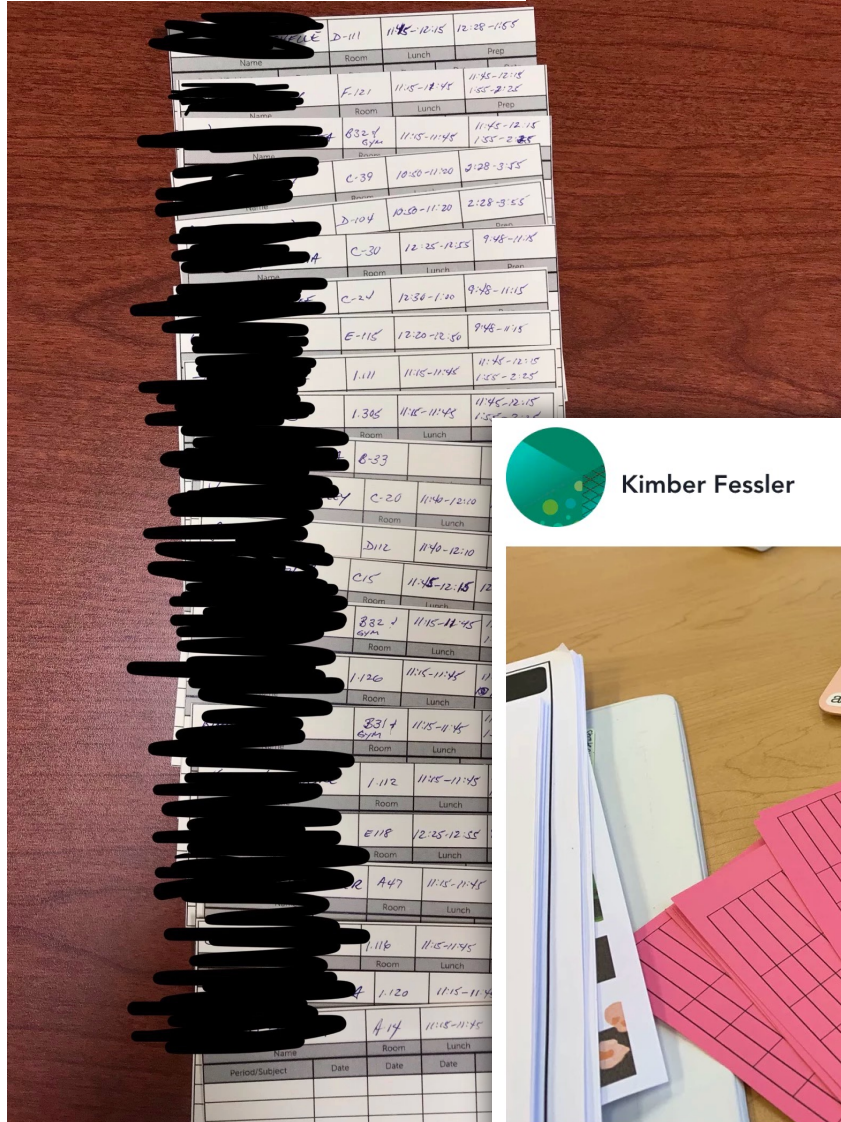
Shannon Pignato
@ahsprincipal

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

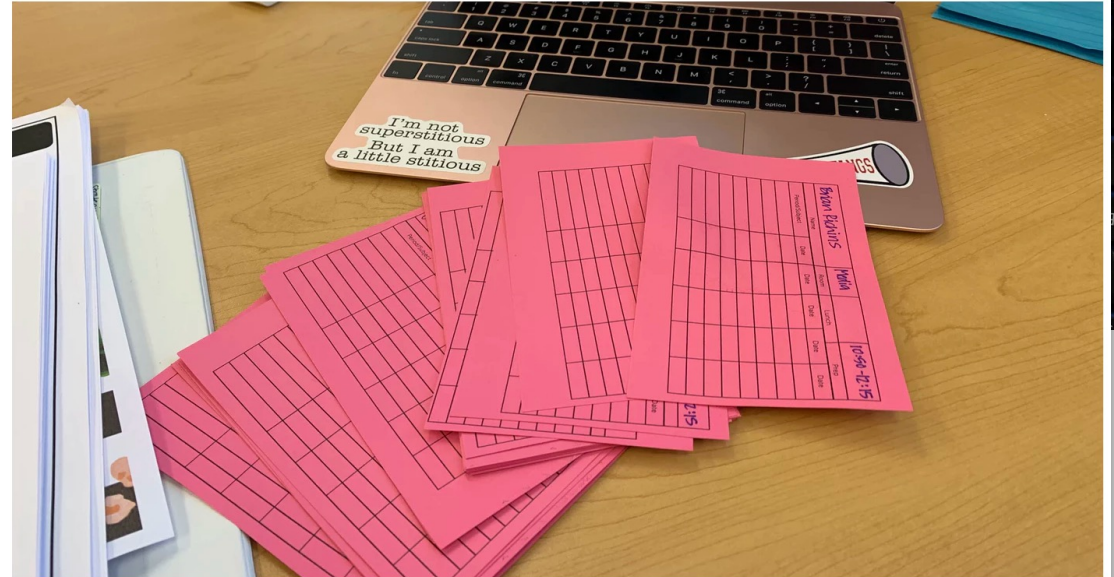
#AHSclearvision2020 @eduleadership



Brian Travis yesterday
Assistant Principal



Kimber Fessler



I'm ready!

Take The Challenge



Welcome & Introduction

Module 1: Get Current

Module 2: Get Into Classrooms

Module 3: Get Into Feedback Conversations

Module 4: Get Aligned and Specific

Take the Instructional Leadership Challenge for just \$5

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For Principal Supervisors



Text Me:
501-222-4415