

HIGH-PERFORMANCE

instructional
LEADERSHIP
CERTIFICATION

MODULE 1

THE POWER OF PROFESSIONAL CONVERSATION

MODULE I

WELCOME & OVERVIEW

- Every school leader wants to spend more time _____
_____, but there's always so much else to do. Just the daily demands of running a school keep you busy all the time, so there's never extra time for anything that isn't _____.
- The thing that ties the work of instructional leaders together is _____.
- We all want to do high-_____, high-_____ work, and spend less time bogged down in the details of school _____.
- When you're sitting in the office, you're a _____ – a _____ for other people's _____.
- In his classic 1973 book *The Nature of Managerial Work*, organizational scholar Henry Mintzberg argued that managerial work is, by definition, "_____."
- If we're _____, whatever we do is, by definition, _____.
- Helping teachers improve is _____, and to sort through that complexity, we need to engage in _____.

Conversation is especially powerful when it's coupled with _____
_____ in classrooms.

ACTION ITEM:

What are your goals for this program? What prompted you to sign up, and what outcomes are you hoping to achieve in your leadership and in your school? Let us know using the survey form at <http://members.principalcenter.com/lessons/module-1-welcome-overview/>

A THEORY OF ACTION FOR FEEDBACK

- One of the most misunderstood concepts in our entire profession is _____.
- The recipe for the feedback sandwich— _____, _____, _____.
- Feedback must tell the other person something _____
_____. Feedback that isn't _____ information isn't feedback.
- Feedback on teaching is about feeding information about the teacher's practice back to the teacher, so they can _____ and make decisions about how to _____.
- As powerful as _____ can be, _____ can be even more powerful as a force for improvement.
- You'll find that _____ does a much better job of helping teachers _____ and _____, and helping us as leaders gather the _____ we need for making effective _____.
- Conversation has an incredibly powerful side effect that feedback doesn't have. Conversation builds _____. In fact, all human relationships are built, first and foremost, on _____.

THE MEDICAL MODEL & HOW IT HOLDS US BACK

- Feedback involves returning information to its source for _____
_____ and _____.
- We may have a general knowledge base about teaching and learning, but we can't be _____ in every subject.
- As instructional leaders, we not only need _____ in the areas we give advice on, but also _____ of the person we give advise to.
- If we're going to help teachers _____, we need to spend time _____.
- We need to then make an accurate _____ of the teacher's situation.
- The _____ approach has to be tailored to the specific situation of the client.
- The Medical Model is a great fit for schools with _____ numbers of _____ teachers.
- The limitation of the Medical Model is that it requires a large _____ in _____.
- The Medical Model has a built-in fatal flaw: your teachers will _____.
- Continuing to use the Medical Model with _____ teachers will only _____.

THE MEDICAL MODEL & HOW IT HOLDS US BACK

- The Medical Model is perfect for helping teachers move from _____ to _____, but terrible for helping teachers move from _____ to _____.
- When you treat everyone as if they're _____, you'll get an endless supply of _____.

ACTION ITEM:

What did you think about the “Medical Model”? Let us know using the survey form at <http://members.principalcenter.com/lessons/the-medical-model-how-it-holds-us-back/>

CERTIFICATION ASSIGNMENT:

Think about your teachers, and think about whether the Medical Model is a good fit for some of them. Make a list of the teachers you can achieve all six—Sufficient Expertise, Background Knowledge About The Individual, Thorough Examination of Situation, Accurate Diagnosis, Correct Prescription, Follow-Through & Follow-Up—conditions for effective feedback with.

MOVING THE ICEBERG—ACTION AND COGNITION

- The dominant view in our profession seems to be that teaching is mostly about _____ – about the _____ actions that teachers take during class, but some of the most important work teachers do isn't directly _____, either because it happens behind the scenes or because it's _____ work.
- Parker Palmer says in his legendary book *The Courage To Teach* that "_____ is what teachers use until the real teacher arrives."
- By focusing so much on _____, on the _____ actions teachers take in the classroom, we're actually preventing the real teacher from showing up, because real teaching is about _____, and deciding what your students need, not just using a set of techniques.
- Often, what we need to do to change teacher thinking isn't just tell teachers to use a different technique; it's to provide them with _____ to _____ and _____ their thinking.
- Teaching is like an _____ – a lot of it's hidden beneath the surface. Teaching behaviors – what teachers actually do, that we can see in the classroom – are just the tip of that _____.
- If we try to chip away at just the visible part of the _____ – if we try to change practice without getting at the _____ thinking – we don't know what's really going to change.

MOVING THE ICEBERG—ACTION AND COGNITION

- What defines a true professional is their _____ of _____
_____.
- Even as they gain experience, teachers who work in Medical Model schools tend to stay at the _____ stage, because our approach to instructional leadership tends to keep them there.
- The only way you can move out of the pre-professional stage is by _____ into a new environment, where your professionalism will be respected.
- When teachers are at the _____ stage, they legitimately trust their own _____ more than the expectations of their school.
- The way we _____ our instructional leadership is to recognize professional teachers as instructional leaders.
- If you want to change teacher practice, it's not enough to focus on _____. Teaching is _____ work, and if we want to understand how teachers are approaching this work, observation alone isn't enough. We must engage in _____ to get at teachers' thinking.

CERTIFICATION ASSIGNMENT:

If you're completing our optional Certification, here's your next action step: on the template we've provided (see next page.), divide your staff into three groups:

- Novice teachers who treat a mentor as their source of professional authority
- Pre-professionals who treat shared expectations as their ultimate source of professional authority, and
- True professionals, who view their own professional judgment as their ultimate source of authority.

TEACHER LOCUS OF PROFESSIONAL AUTHORITY

INSTRUCTIONS:

Divide your staff into three groups:

- Novice teachers who treat a mentor as their source of professional authority
- Pre-professionals who treat shared expectations as their ultimate source of professional authority
- True professionals, who view their own professional judgment as their ultimate source of authority.

SOURCE OF AUTHORITY	MENTOR TEACHER	SHARED EXPECTATIONS	OWN JUDGEMENT
TEACHERS			

THREE FACTORS IN CONVERSATIONS THAT CHANGE PRACTICE

- There are _____ fundamental factors that must be in place for our conversations with teachers to be a success.
- The first factor is _____.
- It's absolutely essential that when we talk with teachers, we talk about their actual _____, and students' actual _____.
- Probably the most common form of evidence in our profession is _____.
- While not as common as written notes, the best form of evidence available to us is _____.
- Evidence is the _____ of what we talk about with teachers, and it's good for teachers if we have better _____.
- If we don't have good evidence, we have to rely on something that's a lot riskier for the teacher: our own _____ of what happened.
- The second factor that needs to be in place for successful, impactful conversations is a shared _____.
- This framework has at least four sources:
 1. Your teacher _____ criteria
 2. Instructional _____ teachers have learned in professional development
 3. Curriculum-specific _____,

THREE FACTORS IN CONVERSATIONS THAT CHANGE PRACTICE

4. School-wide _____

- Having a shared _____ gets us out of the adversarial “my opinion vs your opinion” situation.
- Instead of clashing over our different perspectives, we can use the common _____ of our instructional framework to discuss the _____ – what took place in the classroom.
- The _____ our evidence, and the _____ our instructional framework, the _____ and more _____ our conversations can be.
- The third factor in successful conversations is shared _____.
- As leaders, it’s up to us to create the conditions for _____, but _____ isn’t something we can do to teachers.
- So to recap, there are three critical factors in effective conversations that actually reveal the whole iceberg, and give us the opportunity to change teachers’ practice:
 1. Shared _____
 2. A shared _____
 3. A shared _____

WHY CONVERSATIONS GO OFF THE RAILS— AND HOW TO KEEP THEM ON TRACK

- Conversations help us see the whole iceberg of teacher practice, including the _____, the invisible thinking behind the _____ teaching behaviors we see when we visit classrooms.
- Teaching isn't just about using _____; it's about _____, and changing _____ isn't easy.
- Conversations with teachers tend to go off-track because teachers feel _____.
- When someone changes the subject to avoid talking about their own practice, figuring out what's behind that _____ is going to make a bigger difference on their practice than addressing it _____.
- As you engage in these conversations, you'll find that helping teachers improve isn't as simple as giving them _____ suggestions.
- Teacher practice is complex, and it takes multiple _____ to figure out what the rest of that iceberg looks like.
- Only when you've figured out what the rest of the iceberg looks like, can you provide the _____ and _____ necessary for that _____ to take place.

ACTION CHALLENGE

—VISIT #EVERYCLASSROOM

ACTION ITEMS:

1. Within the next week of school try to visit every classroom for a few minutes. If you share evaluation duties with other administrators, visit just the teachers you supervise. Your goal in this first round of visits is just to get started, and to make it a pleasant experience for everyone. The one thing I do want you to make sure you do is keep track of your visits, so print off a staff roster, and check off each teacher as you visit their room. You'll also want to note the date, so you can visit teachers in the same order next time.
2. When you've completed your first round of visits click the #EveryClassroom icon at <http://members.principalcenter.com/lessons/action-challenge-visit-everyclassroom/> to claim your badge and get a free #EveryClassroom Sticker.