

HIGH-PERFORMANCE  
*instructional*  
**LEADERSHIP**  
CERTIFICATION

# MODULE 2

HIGH PERFORMANCE HABITS FOR GETTING  
INTO CLASSROOMS

# MODULE 2 INTRO— A BIAS TOWARD ACTION

- Getting the \_\_\_\_\_ right matters, because we spend too much time doing things that don't work, and don't have any \_\_\_\_\_ in the research.
- If we're going to benefit from better \_\_\_\_\_, we need to adopt a bias toward action, and actually \_\_\_\_\_ those \_\_\_\_\_.
- No matter what your current job is, if you want to truly be an instructional leader, you must spend time where the instruction is taking place – \_\_\_\_\_.

# MAKING THE ROUNDS—CONDUCTING CYCLES OF INFORMAL VISITS

- The core element of your game plan for getting into classrooms is \_\_\_\_\_.
- Sticking to a consistent \_\_\_\_\_ in each cycle will keep you from skipping anyone, and it'll space out your visits to each teacher equally, so no one will feel like you're singling them out.
- When you're getting started with classroom walkthroughs, all you need is a staff \_\_\_\_\_, so you can check people off as you go. But don't just write a check mark on that list – actually note the \_\_\_\_\_ of your visit to each teacher, so you can repeat the same order in your next cycle.
- High-Performance Instructional Leadership isn't just about \_\_\_\_\_ teachers or helping them \_\_\_\_\_. It's about \_\_\_\_\_ the \_\_\_\_\_ and instructional sides of your leadership role, and that means every leader will benefit from having regular conversations with teachers about their practice.
- Schools exist for the purpose of teaching and learning, and that means every \_\_\_\_\_ is an \_\_\_\_\_.
- Getting into every teacher's classroom every few weeks helps you build \_\_\_\_\_ that aren't based on what people say in meetings, or in the staff lounge, but on what they're doing in the classroom. This gives you two things that are enormously valuable: \_\_\_\_\_, and \_\_\_\_\_.

# CYCLE I—#EVERYCLASSROOM

- Keep your first cycle of classroom visits \_\_\_\_\_ – no more than \_\_\_\_\_ days. This means you'll be visiting more than 3 classrooms a day at first, but we're going to make that easy by simplifying what you'll actually do in those visits.
- For your first cycle, you really don't need to do anything more than \_\_\_\_\_, make an appearance, and make sure it's a pleasant experience for everyone.
- The full High-Performance Instructional Leadership model takes some getting used to, for students, teachers, and you. This makes it difficult to get a \_\_\_\_\_ sense of what's going on in the classroom, because what's going on \_\_\_\_\_ the moment you walk in the room.
- Your goal in this first visit to each teacher's classroom is just to \_\_\_\_\_.

# SCHEDULING TIME FOR CLASSROOM VISITS

- From the teachers' perspective, your classroom visits should be \_\_\_\_\_. If teachers expect you, it will \_\_\_\_\_ what you see, create \_\_\_\_\_ on teachers to show you what they think you want to see, and will \_\_\_\_\_ the whole purpose of visiting classrooms.
- From your perspective, if you don't \_\_\_\_\_ your visits, you'll try to get into classrooms, but won't make it very often, because other things always come up.
- The reality for us is that long, uninterrupted blocks of time are a \_\_\_\_\_, and not one that we can count on if we really want to get into classrooms.
- If you do sometimes get an hour or so where it's pretty calm, and no one is interrupting you, take advantage of this: Stay \_\_\_\_\_ and get work done.
- Instead of blocking out one big chunk of time, schedule your classroom visits around the times when you're already \_\_\_\_\_.
- A study by Dr. Gloria Mark at UC Irvine found that the typical office worker gets interrupted every \_\_\_\_ minutes. Dr. Mark's research also found that it takes an average of \_\_\_\_ minutes to get back on task after an interruption.
- Management work is always more \_\_\_\_\_, because it's about \_\_\_\_\_ to, or managing, what's happening now, whereas leadership work is more \_\_\_\_\_, and less \_\_\_\_\_.

# SCHEDULING TIME FOR CLASSROOM VISITS

- The formula for blocking off time is to take your target number of visits per day, and divide it by your success rate.  $\frac{\text{___ visits a day}}{\text{___\% success rate}}$ , gives you  $\frac{\text{___}}{\text{_____}}$ , or  $\text{___}$  blocks per day.

## **ACTION ITEM:**

What is your success rate? How many time slots do you need to schedule daily? Let us know using the survey form at <http://members.principalcenter.com/lessons/scheduling-time-for-classroom-visits/>

# A PLAN FOR MANAGING INTERRUPTIONS

- Refusing to be interrupted when we're trying to get into classrooms can actually make our work as instructional leaders \_\_\_\_\_.
- There's a huge hassle factor in rescheduling a formal observation, because that may also mean rescheduling the pre- and post-conference.
- But informal classroom visits are another story, and while you can absolutely get away with saying "Don't interrupt me when I'm visiting classrooms," you may find that doing so actually creates more \_\_\_\_\_ for you.
- We need two things to have a workable plan for dealing with interruptions and emergencies. First, we need clear \_\_\_\_\_, and second, we need to \_\_\_\_\_ our office staff to exercise their best judgment as they follow those criteria.
- When you schedule your visits in short blocks throughout the day, with a degree of \_\_\_\_\_ built in, it's not a big deal to be interrupted.

# GET CURRENT & GET INTO CLASSROOMS

- There's a very real \_\_\_\_\_ challenge we face whenever we try to step away from the office and get into classrooms.
- You're never going to get all of your work \_\_\_\_\_. A leader's work is \_\_\_\_\_, and you'll always need to \_\_\_\_\_, and sometimes not do a lot of the things that it would be nice to do. There's just not enough time in the day. We always have to \_\_\_\_\_.
- Prioritizing is difficult when we don't know what exactly it is that we're leaving \_\_\_\_\_.
- Getting \_\_\_\_\_ involves going through everything that's come in, looking at it, and making a decision: is this going to make the cut, or is the triage process going to put this in the "no" pile?
- To get current, you need to establish new \_\_\_\_\_. A couple of habits that will make a huge difference for you are:
  1. Getting your \_\_\_\_\_ clear every day
  2. Getting your \_\_\_\_\_ clear every day
  3. Using an electronic \_\_\_\_\_ and \_\_\_\_\_ to plan your work.



# CYCLE 2—#BEYONDVISIBILITY

- Talking with the teacher is \_\_\_\_\_ to going beyond visibility, because it shows that we're actually paying attention to what's happening in the classroom.
- It's also essential to send the message that this is a good thing for \_\_\_\_\_. But teachers won't automatically assume that it's good for them; in fact, they might feel like you're out to get them when you show up for the second time in a week or two.
- How can you make teachers feel like your visits are a \_\_\_\_\_ experience? The best thing to do is stay \_\_\_\_\_, and notice what's going well by using the approach to research known as \_\_\_\_\_ inquiry.
- In these brief visits for your 2nd cycle, find something \_\_\_\_\_ in every classroom you visit, and pay attention to the \_\_\_\_\_.
- This model sends two messages to the teacher: one, that you want this to be a \_\_\_\_\_ experience, and two, that you're paying \_\_\_\_\_, so if something isn't going well, you're going to see that, too.

## **ACTION ITEM:**

As soon as you finish your first cycle of visits to every teacher you supervise, which should take no more than 5 days, start into your second cycle, and visit teachers again in the same order, but this time, stay a while. Chat for a bit. Have a pleasant interaction.

If you don't get a chance to chat, leave a note, or send the teacher a quick email, focusing only on the positives. No feedback, no suggestions for improvement, just something quick, and specific, and positive.

# STRATEGIES FOR CENTRAL OFFICE LEADERS

- The first factor we'll consider is \_\_\_\_\_. Because you're not physically on campus most of the time you probably can't do what I suggested for school-based administrators, and schedule 6 or more times throughout the day.
- The second factor is the \_\_\_\_\_. If you're not a teacher's direct supervisor and evaluator, that means someone else is, and you want to be careful not to leave that person out of the loop or step on their toes.
- One thing you may want to do is schedule time with each principal for regular \_\_\_\_\_, so you can get into classrooms together, and see what there is to see, then talk about it.
- You must dispense with the idea that you can collect data, as if you could just be a fly on the wall, \_\_\_\_\_ what's happening without \_\_\_\_\_. You're not a fly on the wall – you're the elephant in the room, and what you're seeing is hugely impacted by your presence.
- When you get into classrooms, don't go looking for \_\_\_\_\_. Go, as a human being, looking for \_\_\_\_\_ that will help you be a more effective \_\_\_\_\_.
- If you're not in the \_\_\_\_\_ chain of command – that is, if principals and teachers don't really report to you – it's mostly a matter of professional courtesy, to ask principals and teachers if you can observe

# STRATEGIES FOR CENTRAL OFFICE LEADERS

them. This will also help you make sure you'll actually see the subject you're expecting to see.

- You will need to \_\_\_\_\_ time for classroom observations, because if you don't, your calendar will fill up, and you'll find plenty of other work to keep you busy.
- Regardless of your specific role as an instructional leader, keep this goal in mind: to gather \_\_\_\_\_ that will help you make better \_\_\_\_\_. It's not about fixing, or snoopervising, or coaching. It's about \_\_\_\_\_, and becoming a more effective \_\_\_\_\_.

# STRATEGIES FOR LEADERS IN NON-ADMIN ROLES

- As an \_\_\_\_\_, it's important to understand that you're always the \_\_\_\_\_, even if you're trying to work with someone in a collegial way. The reality is that everything you learn factors into your summative judgments about that teacher's performance.
- If you're an instructional \_\_\_\_\_, you have an ethical obligation not to play an \_\_\_\_\_ role, and not to report back to anyone who does. The coaching relationship requires \_\_\_\_\_, and you simply can't ask for that \_\_\_\_\_ if you're influencing the teacher's evaluation in a potentially negative way.
- If you're in a full-time classroom role and want to prepare for a future admin role, the best thing you can do to prepare is to visit one \_\_\_\_\_ a day during your prep period (with their permission.)
- Whatever you do, get into classrooms, whenever you can, and talk with teachers! There's no better form of \_\_\_\_\_ \_\_\_\_\_, whether you're a current administrator or an aspiring administrator. So make a plan, check in with your colleagues, and get started.

# CYCLE 3—#15CLASSROOMS

- Long-term, I want to encourage you to get into \_\_\_\_\_ classrooms a day, every day. However, trying to get into \_\_\_\_\_ classrooms a day is very different from actually getting into three classrooms a day.
- In any given week, you should be getting into classrooms \_\_\_\_\_ times, and if you succeed, over the course of an entire school year, you'll be in classrooms \_\_\_\_\_ times.
- For now, I want you to keep this goal in mind: \_\_ classrooms a day, \_\_\_ classrooms a week, \_\_\_\_\_ classrooms a year. Those numbers will help you figure out where you're falling off-track.