



MODULE 3

THE CLASSROOM CONNECTION:
UNDERSTANDING INSTRUCTIONAL IMPROVEMENT

POLISHING THE ICEBERG: THE DIMINISHING RETURNS OF MINOR TWEAKS

- When it comes to _____, too often, we focus only on what's above the surface. Instead of _____ the iceberg, we just try to _____ the top of it, and make it a little bit better.
- After someone has been on the job for a while, and they've worked through the obvious problems, small tweaks no longer have the _____ they once did.
- Telling teachers something they already know is a great way to insult their _____ and make yourself look _____.
- What teachers really need – not minor tweaks, or just polishing the top of the iceberg, are new _____ for professional _____ and _____.

SPEEDING TICKET FEEDBACK: WHY FORMS ARE FATAL TO EFFECTIVE FEEDBACK

- When we use _____, we're intentionally narrowing our focus to just a few things.
- Forms are great for focused _____ collection, but that's not your job. You are not a _____ collector. You're a leader, and to lead effectively, you need to know what's going on in classrooms. Not just one indicator, but holistically.
- When we focus too _____ on what's on our form, we pressure teachers to play games, just like we do when we get pulled over for speeding.
- Instead of playing feedback games with teachers, we need to pay _____, and really notice what's going on when we visit a classroom. So we need to drop the forms, and instead, focus on having good _____ with teachers about their practice.
- These conversations are much more productive when they're based on shared _____, a shared _____, and a shared sense of _____.

THE DESTINATION: CHARTING A COURSE FOR IMPROVEMENT

- There's no substitute for visiting classrooms and talking with teachers. But it's not _____ feedback or _____ that makes the greatest difference.
- Too often, we divorce the work of organizational _____ from the work of helping teachers _____, and when we do that, we can't capitalize on what we learn from talking with teachers, and use it to make better _____.
- Our greatest opportunity to bring about _____ lies in our ability to chart a course to a better _____.
- These big-picture changes tend to fall into one of a couple of categories.
 1. _____, and the cutting-edge instructional approaches that accompany the better curricula.
 2. School-wide _____ and _____, for example, approaches to classroom management.
 3. Changes in the way teachers work together to _____ and use _____ to make decisions.

ACTION ITEM:

Articulate one big-picture destination you have in mind. What's an instructional change that you want teachers to make, that you want to help teachers work toward? Let us know using the survey form at <http://members.principalcenter.com/lessons/the-destination-charting-a-course-for-improvement/>

THE LEARNING CURVE & THE COMPETENCY TRAP

- The first cause of teacher resistance to change is the _____.
_____. No matter how good you are at what you're doing now, if you start doing something new, you're not going to be good at it at first. It takes time, and it takes practice.
- For teachers, the learning curve is _____, because it creates _____. Teachers are used to being competent, and when they're climbing the learning curve, their sense of competence is _____.
- If it seems like teachers aren't making the changes we want them to make, it may be that they're trying to avoid that _____ that comes from being evaluated while they're still climbing the learning curve.
- A competency trap is created by the combination of being _____ at one thing, and not yet being _____ at something else that would be better.
- If you've charted a course to a better destination, moving the iceberg of each teacher's practice is going to require helping them escape from the _____, and climb the _____ of their new destination.

ACTION ITEM:

Think of a competency trap that your teachers are in right now. What's something they're currently good at, and what better practice do you want them to climb the learning curve and get just as good at, so you can get better results for students? Let us know using the survey form at <http://members.principalcenter.com/lessons/the-learning-curve-the-competency-trap/>

TELL, ASK, CHANGE: THE RIGHT FEEDBACK FOR EVERY SITUATION

- There are _____ kinds of feedback that we can provide as instructional leaders, and which type we choose depends on our _____ for the conversation, as well as the _____ we want to play.
- The first type of feedback is _____ feedback. When we're giving _____ feedback, we're telling the teacher what we saw and what they should be doing differently.
- When we use _____ feedback, we're not giving advice or suggestions; we're giving _____, and that means the role we're playing is _____.
- Often we need to address issues of skill and performance, so we use the second type of feedback, _____ feedback, to help teachers _____.
- When we're using _____ feedback, we're still sharing information, but not so much to tell as to _____.
- As leaders, we can help by giving teachers _____ they don't already have, and asking questions that get them thinking about how to improve. When we do this, we're playing the _____ role.
- It's not enough to just give teachers a list of questions and tell them to reflect. For _____ feedback to be useful to teachers, it has to provide information they don't already have, and that's why it's so important for you to be _____.

TELL, ASK, CHANGE: THE RIGHT FEEDBACK FOR EVERY SITUATION

- The third type of feedback is _____ Feedback.
- When you engage in _____ feedback, you're not just the one giving feedback; you're also _____ feedback from the other person.
- When you're engaging in reflexive feedback, you're not playing the boss, and you're not playing the coach. You're playing the _____.
- W. Edwards Deming, who's known as the father of the Quality Management movement, states: "In my experience most troubles and most possibilities for improvement add up to the proportions something like this: ____ percent belong to the _____."
- Reflexive feedback gives us the greatest opportunity for improving our schools, because it gives us the feedback we need to improve the _____.
- We have three options when it comes to providing feedback:
- We can play the _____, and provide _____ feedback, and change the teacher's behavior.
- We can play the _____, and provide _____ feedback, and change the teacher's thinking.
- Or we can play the _____, and provide _____ feedback, and change both the teacher and the system the teacher is working within.

REFLEXIVE FEEDBACK EXAMPLE: MAUREEN

ACTION ITEM:

What is something you learned, or were surprised by, from Justin's interview with Maureen? Pinpoint something you saw in the lesson clip, and what your reaction was. How did that reaction change when Maureen shared her thinking? What did you discover beneath the water line, when you started to see more of the iceberg of Maureen's practice?

Let us know using the survey form at <http://members.principalcenter.com/lessons/reflexive-feedback-example-maureen/>

WEARING THE COACHING HAT:

PROVIDING USEFUL REFLECTIVE FEEDBACK WITH THE PRACTICE AWARENESS CONTINUUM™

- The lowest level of awareness in the Practice Awareness Continuum is _____-awareness.
- When you help a teacher become _____-aware about something like formative assessment, you're helping them understand that this area of practice _____ in the first place.
- If you're not sure whether a teacher is domain-aware, you might try asking a _____ question, to get the teacher talking. _____ questions are simply reflective questions where you trail off.
- The second level, one step up from Domain-Aware, is _____-Aware.
- A _____-aware teacher knows that the domain of practice exists, and knows what they're doing within that domain. But often it takes some work to move from the first level to the second.
- The big opportunity in coaching teachers and providing reflective feedback is in helping them move from Performance-Aware to the third level, which is _____-Aware.
- Impact-awareness means knowing not just what you did within a particular _____ of practice, but also knowing what impact it had on students and their learning.
- When you're wearing the coaching hat, your greatest contribution is going to be in helping teachers see those _____ and become impact-

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aware. But there's a 4th level, too, and that's what we call _____-Aware.

- A skill-aware teacher has a realistic sense of his or her own level of skill in that particular domain, and while skill-awareness is similar to performance-awareness It requires a much deeper level of _____ to become skill-aware, and it almost always requires outside coaching by an expert.
- The reality is, we all have areas where we want to help teachers move to the next level, but we just don't have the _____. That's why it's so helpful to have _____, either within your school, or that you bring in from the outside, who can help teachers move to the skill-aware level and beyond.

ENSURING FOLLOW-THROUGH WHILE KEEPING TEACHERS IN THE DRIVER'S SEAT

- One of our greatest challenges when we start to get serious about feedback is ensuring _____.
- When you've had a conversation with a teacher, and they've agreed to change what they're doing, and you come back two weeks later, and nothing has changed, what do you do? First, acknowledge your _____. It's OK for you, as an instructional leader, to feel _____ that teachers aren't following through on what they said they'd do.
- Before you share that frustration with the teacher, see if you can turn it into _____, and ask yourself, why hasn't this situation changed?
- Elena Aguilar, author of *The Art of Coaching*, identifies five kinds of gaps that can prevent teachers from changing. It could be an issue of _____, _____, _____, _____, or _____ intelligence.
- The first is the most familiar, a _____ gap. Sometimes people simply don't want to change. But Aguilar says that what looks like a _____ gap is often a skill or knowledge or capacity or emotional intelligence gap in disguise.
- You must continue to be _____, to work your way through the facade of resistance and figure out what's really going on in that teacher's practice.
- Remember, professional practice is like an _____. Most of it's hidden beneath the surface, and if we push on the wrong part, because we're basing our decisions only on what we can _____, we may end up spinning in circles.
- We need to be thorough enough to correctly identify the gap between that

ENSURING FOLLOW-THROUGH WHILE KEEPING TEACHERS IN THE DRIVER'S SEAT

vision of _____ teaching, and what we're seeing in a particular teacher's
_____.

ACTION ITEM:

1. I want to remind you of the first two classroom visit challenges. Number one, I challenged you to visit every classroom in your school, or at least every teacher you supervise, within a 5-day period, just to make an appearance.
2. I challenged you to start a second cycle, visiting teachers in the same order, and this time staying for a few minutes, and really paying attention. Don't take any notes or provide any feedback yet, but really soak in what's happening in the classroom, and say something nice to the teacher before you leave
3. I want to challenge you to visit a classroom, and pay close attention, but not take any notes, but then, after you leave the room, get a sheet of paper and divide it into two sections, but not equal sections. Draw a line about $\frac{1}{5}$ of the way down the page, to represent the water line (see next page.) Above that line, jot down some notes about what you could see. Below that line, jot down some questions you have about what's beneath the surface of that teacher's practice. What thinking or cognition was behind the actions you saw in the classroom? What's happening outside of those few minutes that you observed that's relevant for what happened when you were in the classroom?

MODULE 3 — ACTION CHALLENGE

<p>ABOVE THE WATER LINE</p>	
<p>BENEATH THE SURFACE</p>	