

HIGH-PERFORMANCE
instructional
LEADERSHIP
CERTIFICATION

MODULE 8

GO AND SEE: FUELING ORGANIZATIONAL LEARNING

INTRO:

TAKING RESPONSIBILITY FOR THE SYSTEM

- Too often, instructional _____ is seen as the opposite of organizational _____.
- One of the most important leadership roles you play is your _____ role. Every decision you make affects _____ and _____ in some way.
- What you have and what you need more than anyone else is _____ about teaching and learning, and the best way to get that information is by _____ and _____.
- Your whole school is like an _____, with so much that's hidden beneath the surface. It's a complex web of systems that operate, largely invisibly, to shape _____ and _____.
- The biggest opportunities we have for bringing about improvement in our schools are the opportunities that require us to _____ rather than to _____.

GO AND SEE: LEADING FROM THE CLASSROOM

- As a leader, you play a unique _____ role in your organization. Part of this role stems from your _____ and _____ as a leader.
- Leaders can't lead from the comfort of their offices. As much as there might be pressure to stay in the office, go to meetings, and answer phone calls and emails, Toyota believes that managers must get out onto the factory floor and talk with their employees.
- This philosophy is called Genchi Genbutsu, a Japanese phrase that translates to something like "_____, " in other words, the place where the core work is being done.
- In our schools, the " _____ " is the _____. We only have an office, and administrators, and secretaries, and custodians, to support that core work that takes place in classrooms.
- We've got to get into classrooms, every day, not just so we can help our _____ improve. We've got to get into classrooms so we can help the _____ improve.

ACTION ITEM:

What's a change to the system that came about because you, or an administrator you worked with, spent time in classrooms?

Let us know using the survey form at <http://members.principalcenter.com/lessons/go-and-see-leading-from-the-classroom/>

UNDERSTANDING THE STUDENT EXPERIENCE THROUGH SHADOWING

- What if we defined the core work of the school not as _____, but as _____? And what if we went to see the _____ rather than the _____?
- Occasionally shadowing a student will show you so much of the iceberg that's hidden beneath the surface.
- When choosing what student to shadow, you may want to pick a student who has an _____ schedule.
- When you're in classrooms, you can decide how _____ you want to experience what students experience.

ACTION ITEM:

If you were to shadow a student, all day long, from the moment they arrive in the morning to the moment they leave in the afternoon, what do you think you'd see? What do you think you'd feel? What aspects of your school would you be dissatisfied with and want to change?

Let us know using the survey form at <http://members.principalcenter.com/lessons/understanding-the-student-experience-through-shadowing/>

- The more you talk with teachers using the _____ of your shared instructional framework, the more you'll gain _____ on how exactly you want teachers to improve.
- The best kind of clarity is to have a specific, clear, and well-developed _____.
- Models are powerful, because they stand outside of our personal _____. When we try to change teacher practice without a model, it comes across as _____ and _____.
- Often when we see practice that's mediocre, and we know it could be a lot better, we try to push people out of the _____ without a clear sense of where they're headed. This lack of _____ can take two forms.
- The first is when there's not really a _____, and we just want teachers to make some sort of change to the way they teach.
- The second way we can find ourselves with a lack of clarity is when we've been to the _____ on the model, but teachers have not.

ACTION ITEM:

Think about a real situation you're dealing with right now, or that you've dealt with recently. What do you want that teacher to do differently, and is there a model you're working within? Is the teacher clear on the model you are using, and have they been trained in how to implement it?

Let us know using the survey form at <http://members.principalcenter.com/lessons/model-based-improvement/>

CHOOSING A FOCUS FOR CLASSROOM VISITS

- Your overarching goal is to gather _____ information, both to help the individual _____ improve, and to identify ways you can improve your _____ overall.
- If you're looking for one particular thing when you visit classrooms, there's a very good chance that teachers will fake it for you. There are a couple of different ways we can unwittingly _____ teachers to jump through hoops.
- The first is to state our _____ directly. Teachers will go out of their way to meet those _____ so that you'll see what you're looking for and leave them alone.
- The second way we can encourage hoop-jumping is to have a pet issue, or a preferred _____ that we always want to see.
- If you love a certain strategy, and always suggest it in your _____, teachers are going to start doing that strategy whenever you are in the room.
- Most instructional _____ aren't a good focus for a cycle of classroom visits. There may be a time and a place to use those _____, but we shouldn't expect teachers to be using them all day, every day.
- There are a few conditions under which having an instructional _____ for a cycle of classroom visits can be helpful.

CHOOSING A FOCUS FOR CLASSROOM VISITS

- First, it needs to have broad _____. It shouldn't be something that's an awkward fit for a substantial number of teachers.
- Second, your instructional focus should be _____. If it's something that happens behind the scenes, like setting rigorous objectives at the unit level, that's not something I'm going to be able to get a good sense of from quick visits to classrooms.
- Third, it needs to be something that will have some _____.
- As a decision-maker, _____ data about teacher practice is not very useful to you, because it's too easily distorted by hoop-jumping behavior.
- The best way to learn about teacher practice is to have deep, evidence-based _____ with teachers, using the language of your instructional _____.

MOVING THE BALL DOWN THE FIELD: INSTRUCTIONAL LETTERS

- You can use _____ communication to supplement _____ communication, because the deeper you get into your instructional _____ and the models you're helping teachers implement, the more you're going to have to say, and you're simply not going to have time to go into enough depth _____.
- As you gain new insights from _____ and from _____ in classrooms and having _____ with teachers, an instructional letter can help you share those insights, so everyone is getting the same message all at once.
- An instructional letter can let teachers know they're not _____, and give them a sense of how everyone else is progressing. It can also send the message that you're _____ to their work, and taking it seriously, not just ordering a change and leaving teachers to figure out the details on their own.
- You may want to start your instructional letter by recapping the _____ or _____ for the improvement effort.
- Then, you might want to share some _____ from your visits to classrooms and your conversations with teachers.
- Next, you might want to bring in a _____, or perhaps a section of your instructional _____ or _____.

MOVING THE BALL DOWN THE FIELD: INSTRUCTIONAL LETTERS

- Finally, if you have specific _____, either in the form of student work, or video clips, or some other kind of artifact, that can be incredibly powerful, too.
- Close out your letter by encouraging teachers to keep moving _____, and let them know you're right there with them.

ACTION ITEM:

What improvement effort do people need to hear from you about, on a regular basis? Would you prefer to write in-depth monthly or quarterly instructional letters, or a shorter weekly section in your staff newsletter?

Let us know using the survey form at <http://members.principalcenter.com/lessons/moving-the-ball-down-the-field-instructional-letters/>

SYSTEM-LEVEL INSTRUCTIONAL LEADERSHIP

- All of our work is _____. Our greatest opportunities for improvement lie in improving the _____ teachers and administrators work within.
- If you want to get better _____, you've got to change the _____ that's producing those results.
- If you are a school or district leader, what are the highest-_____ actions you can take to improve the system you lead?
- First, nothing is more important than having regular _____ with the people on the front lines who are doing the core work of the organization.
- Second, make sure your administrators are getting into _____ and talking with teachers.
- Third, when you're implementing an _____ priority, invest in _____.
- Fourth, one program you may be interested in is the Organizational Learning Intensive, which is all about the _____, _____, and _____ process.
- Fifth, and lastly, I want to challenge you to embark on the work of developing system-level instructional _____, in collaboration with _____ and _____.

SYSTEM-LEVEL INSTRUCTIONAL LEADERSHIP

- Your instructional _____ is more than a set of evaluation _____. It's also a shared set of expectations in different areas, such as _____ and _____.