

<mark>Instructional</mark> Leadership Show

Episode #29

The Impact of Frequent, Consistent Classroom Visits



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### Our Focus

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- The Instructional Leadership Show exists to help you:
- Confidently get into classrooms every day
- Have feedback conversations that change teacher practice
- Discover your best opportunities for school improvement

High-Performance Instructional Leadership Roadmap Stage 5

## **500 Classrooms:** Get Consistent & Impactful!

### Self-assessment: PrincipalCenter.com/ilsa

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Stage	Productivity	Walkthroughs	Conversations	Framework	500 Classrooms	High-Performa Instructiona Leadership
Focus	Get Current!	Get Into Classrooms!	Get Into Feedback Conversations!	Get Aligned & Specific!	Get Consistent & Impactful!	Get Strategie
Level 1	I'm overwhelmed and can't even think about getting into classrooms	I rarely get into class- rooms for informal visits, and do only the minimum required formal observa- tions	I give teachers feedback only in the annual evalu- ation process or when I see something out of the ordinary	I evaluate teachers as sat- isfactory or unsatisfactory based on my professional judgment	I'm afraid to visit class- rooms because I don't know what I'll see, and neither teachers nor stu- dents expect to see me	I know only what I se during formal observ tions, and don't have sense of teachers' tyg practice or how it rel to our school's goals strategic plan
Level 2	I'm keeping my head above water, but can't get into classrooms consis- tently	I get into classrooms a few times a week, but I'm in- consistent and don't make it around to everyone	l give teachers written feedback from my infor- mal visits, without having a conversation	I evaluate teachers ac- cording 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 sensi each teacher's practi but am unclear how i lates to our school's 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 evi- dence with the teacher immediately, and have an evidence-based feedback conversation on the spot or soon after my visit	I have regular, evi- dence-based conver- sations 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 practi in specific areas and it relates to our schoo goals and strategic pl
Level 4	I have well-optimized systems to keep me orga- nized 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 instruc- tional 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 frame- work	I have a clear sense c each teacher's level o performance in speci areas of our instructit framework and how lates to our school's u and strategic plan, so can identify our bigge opportunities for sch improvement

## Level 1:

I'm afraid to visit classrooms because I don't know what I'll see, and neither teachers nor students expect to see me

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## Level 2:

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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

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## Level 3:

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

## Level 4:

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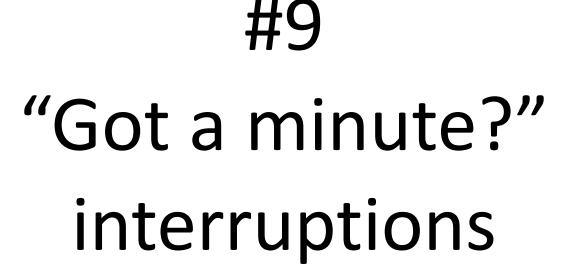
Teachers and students expect to see me in classrooms, and I can see the impact it's having on students and on teacher practice in specific areas of our instructional framework



## Teacher

#10

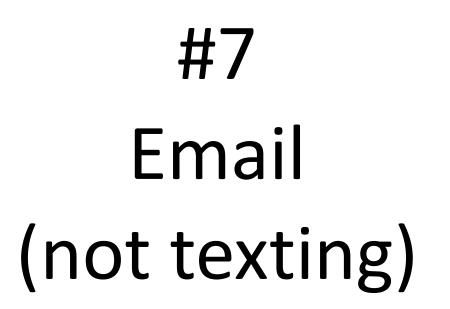
## Conscientiousness



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## Parent Complaints

#6



## #5 Feedback Quality

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## Formal Evaluations

#4

#3

Surprise Problems

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## #2 Professional Climate



## Professional Relationships

#1

### Not On Track?



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### Not A Member?



### PRODUCTIVITY Get Current!

I have well-optimized systems to keep me organized so I can confidently get into classrooms every day, without worrying about my other work

### WALKTHROUGHS Get Into Classrooms!

l visit every classroom every two weeks, and rotate my visits so I see each teacher at different times of day

### CONVERS Get Into Fee I differentiate my fr derective), coach (

### CONVERSATIONS Get Into Feedback Conversations!

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

### FRAMEWORK Get Aligned & Specific!

I gather evidence of teacher practice using the language of our instructional framework, and have discipline-specific conversations with each teacher

### **500 CLASSROOMS** Get Consistent & Impactful!

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

### HIGH-PERFORMANCE INSTRUCTIONAL LEADERSHIP™ Get Strategic!

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

## INSTRUCTIONAL **LEADERSHP** ASSOCIATION

### PrincipalCenter.com/join

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### School Membership

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# THE PRINCIPAL CENTER NAVIGATOR

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### District Membership

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## Instructional Leadership DIRECTORS' ROUNDTABLE

PrincipalCenter.com/roundtable