

INSTRUCTIONAL  
**LEADERSHIP**  
ASSOCIATION

The  
Instructional  
Leadership  
Show

Episode #29

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## The Impact of Frequent, Consistent Classroom Visits



# Our Focus



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](http://PrincipalCenter.com/ilsa)**

High-Performance Instructional Leadership™ Roadmap

Stage	Productivity	Walkthroughs	Conversations	Framework	500 Classrooms	High-Performance Instructional Leadership
Focus	Get Current!	Get Into Classrooms!	Get Into Feedback Conversations!	Get Aligned & Specific!	Get Consistent & Impactful!	Get Strategic!
Level 1	I'm overwhelmed and can't even think about getting into classrooms	I rarely get into classrooms for informal visits, and do only the minimum required formal observations	I give teachers feedback only in the annual evaluation process or when I see something out of the ordinary	I evaluate teachers as satisfactory or unsatisfactory based on my professional judgment	I'm afraid to visit classrooms because I don't know what I'll see, and neither teachers nor students expect to see me	I know only what I see during formal observations, and don't have any sense of teachers' typical practice or how it relates to our school's goals or strategic plan
Level 2	I'm keeping my head above water, but can't get into classrooms consistently	I get into classrooms a few times a week, but I'm inconsistent and don't make it around to everyone	I give teachers written feedback from my informal visits, without having a conversation	I evaluate teachers according 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 sense of each teacher's practice, but am unclear how it relates to our school's goals 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 evidence with the teacher immediately, and have an evidence-based feedback conversation on the spot or soon after my visit	I have regular, evidence-based conversations 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 practice in specific areas and how it relates to our school's goals and strategic plan
Level 4	I have well-optimized systems to keep me organized 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 instructional 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 framework	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

# 500 Classrooms: Get Consistent & Impactful

## 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:

*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*

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Get Consistent & Impactful

Level 4:

*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*

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10 Things that Get Better with  
Frequent, Consistent Classroom Visits



**#10**

**Teacher  
Conscientiousness**

# 10 Things that Get Better with Frequent, Consistent Classroom Visits

## #9

“Got a minute?”  
interruptions

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# 10 Things that Get Better with Frequent, Consistent Classroom Visits

## #8

# Student Discipline

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# 10 Things that Get Better with Frequent, Consistent Classroom Visits

## #7

# Email (not texting)

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# 10 Things that Get Better with Frequent, Consistent Classroom Visits

## #6

# Parent Complaints

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# 10 Things that Get Better with Frequent, Consistent Classroom Visits

## #5

# Feedback Quality

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## #4

# Formal Evaluations

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# 10 Things that Get Better with Frequent, Consistent Classroom Visits

## #3

# Surprise Problems

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10 Things that Get Better with  
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#2

Professional  
Climate

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# 10 Things that Get Better with Frequent, Consistent Classroom Visits

## #1

# Professional Relationships

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# Not On Track?



<p>INSTRUCTIONAL <b>LEADERSHIP CHALLENGE</b></p> <p>WELCOME &amp; INTRODUCTION</p> <p>THE PRINCIPAL CENTER</p> <p>Welcome &amp; Introduction</p>	<p>INSTRUCTIONAL <b>LEADERSHIP CHALLENGE</b></p> <p>MODULE 1</p> <p>GET CURRENT</p> <p>THE PRINCIPAL CENTER</p> <p>Module 1: Get Current</p>	<p>INSTRUCTIONAL <b>LEADERSHIP CHALLENGE</b></p> <p>MODULE 2</p> <p>GET INTO CLASSROOMS</p> <p>THE PRINCIPAL CENTER</p> <p>Module 2: Get Into Classrooms</p>
<p>INSTRUCTIONAL <b>LEADERSHIP CHALLENGE</b></p> <p>MODULE 3</p> <p>GET INTO FEEDBACK CONVERSATIONS</p> <p>THE PRINCIPAL CENTER</p> <p>Module 3: Get Into Feedback Conversations</p>	<p>INSTRUCTIONAL <b>LEADERSHIP CHALLENGE</b></p> <p>MODULE 4</p> <p>GET ALIGNED &amp; SPECIFIC</p> <p>THE PRINCIPAL CENTER</p> <p>Module 4: Get Aligned &amp; Specific</p>	



# 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!

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



## 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



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