

INSTRUCTIONAL
LEADERSHIP
ASSOCIATION

The
Instructional
Leadership
Show

Episode #36

The Achievement Science Goal System

 THE PRINCIPAL CENTER

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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

December-January Focus



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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High-Performance Instructional Leadership Roadmap Stage 6



High-Performance Instructional Leadership: Get Strategic!

Self-assessment:
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

High-Performance Instructional Leadership: Get Strategic!



Level 4:

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High-Performance Instructional Leadership Roadmap Stage 1



Productivity: Get Current!

Self-assessment:
PrincipalCenter.com/ilsa

High-Performance Instructional Leadership™ Roadmap

Stage	Productivity	Walkthroughs	Conversations	Framework	500 Classrooms	High-Performance Instructional Leadership
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Productivity: Get Current!

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Level 4:

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Essential Questions



- How can we close the gap between mission and plan?
- How can we move toward our ultimate goals?

4 Kinds of Goals

- Purpose
- Phase
- Progress
- Practice

SCHOOL
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CHALLENGE

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4 Types of Goals: The Achievement Science Goal System

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Level	Role	Doable?	Measurable?	Meaningful?
Purpose	Motivation	No	No	Yes
Phase	Milestone	Yes	Yes	No
Progress	Monitoring	No	Yes	No
Practice	Movement	Yes	Yes	No

The Problem with Goals

- Often we're given just one type of goal, which can't be directly done in isolation, e.g. improving achievement
- We need to figure out the missing goals that will be essential to achieving our given goal
- The relationships between goals are messy, and overlap with *mission* and *plan*
- Each type of goal solves a particular problem

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Goals as Solutions: Purpose



- When a Purpose goal is missing, people may know what to do, but it may be lacking in meaning, and people may lack motivation
- If people don't believe the link to Purpose, they may become cynical and unmotivated
- Example: new curriculum/instruction approach designed to improve achievement; Professional Learning Communities (PLCs)

Goals as Solutions: Phase Goals



- When a Phase goal is missing, people may be motivated, working hard, and seeing some results, but still feel like they're spinning their wheels
- Accomplishments need to be broken into visible stages and celebrated, apart from effort (Practice) and results (Progress)
- Example: Training event on new curriculum; Training event on PLCs

Goals as Solutions: Progress Goals



- When a Progress goal is missing, people may be motivated, working hard, and achieving key milestones, but not getting results
- Progress goals keep us honest about whether what we're doing is working
- Example: assessment results; survey results

Goals as Solutions: Practice Goals

- When a Practice goal is missing, people may be motivated, working toward clear milestones, and have clear measures of progress, but not know what to do
- Execution is everything, and people need clarity about how to implement on a day-to-day basis
- Example: teach the new curriculum; hold PLC meetings

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4 Types of Goals: The Achievement Science Goal System

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Starting with a Progress Goal



- Find your ultimate Purpose—what do these test scores represent that I really care about?
- Figure out what to change with Phase goals—what major changes need to be put in place?
- Focus your Practice—what do I need to DO on a consistent basis to increase students' scores?

Starting with a Phase or Milestone

Goal: Land a New Job

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- What milestones are already built into the hiring process?
- What actions (Progress goals) can you repeatedly take to move toward your goal?
- What feedback can you get from Progress goals? (ex: 20% success rate rule of thumb)

The Goal Tree

- Everything needs to connect to a Purpose goal
- Purpose goals may have multiple Phase goals
- When in doubt, focus more narrowly
- Don't make a detailed plan you don't need
- Close the gaps in mission and plan

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ACHIEVEMENT SCIENCE™ GOAL SYSTEM

PURPOSE What do I ultimately want to see in my school?

PHASE What milestone would represent real progress toward my Purpose goal?

PROGRESS How could I measure results along the way to my Phase goal?

PRACTICE What will we actually do to produce results?

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PrincipalCenter.com/navigator

District Membership



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ROUNDTABLE

PrincipalCenter.com/roundtable