

INSTRUCTIONAL
LEADERSHIP
ASSOCIATION

The
Instructional
Leadership
Show

Episode #37

Setting Quarterly Goals



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



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

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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
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

Productivity: Get Current!

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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

Priority is Singular

- Originally, the word “priority” didn’t have a plural—it simply meant the first thing
- Having multiple priorities is the same as failing to choose a priority
- *Prioritizing* is important, but you can only have one (top) priority at a time

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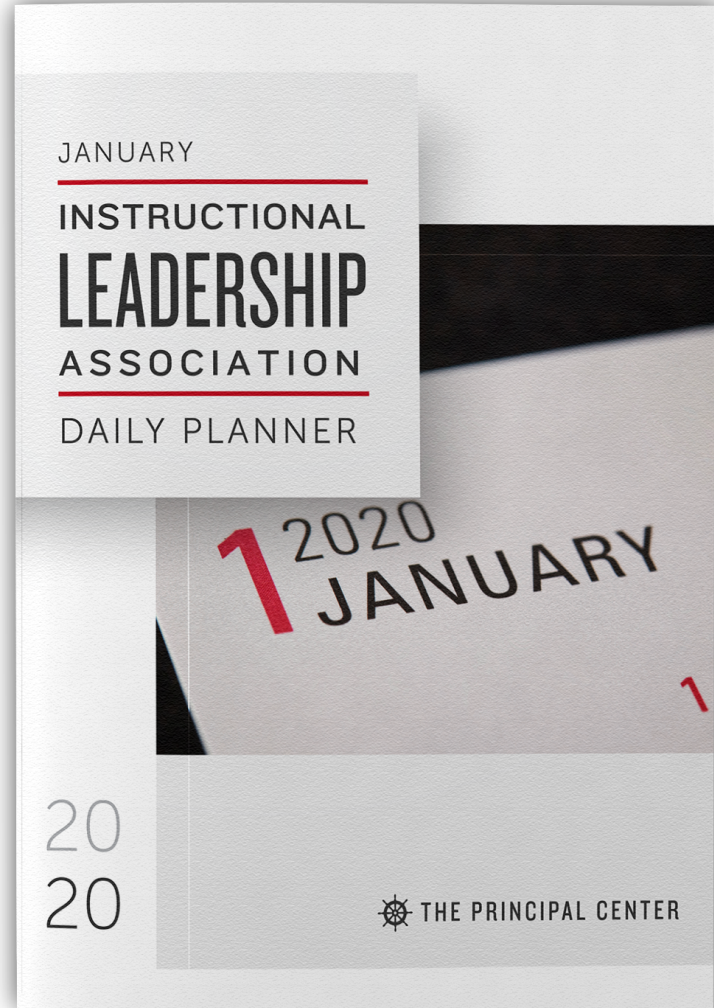
From Purpose to Plan

- You don't need a 100% complete strategic plan for every aspect of your life—just know your quarterly priority, and plan daily
- Day-to-day tasks, goals, and plans will change as circumstances change
- Your quarterly priority probably shouldn't change unless circumstances change dramatically

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ILA Planner



- Print
- Bind or keep in folder
- Use throughout the day
- Plan tomorrow, today

Setting Quarterly Goals

- Many Phase (milestone) goals are too big to do in the very short term, but don't need a whole year, either
- The quarter has proven to be a useful unit of time in education and business
- Quarters are almost totally ignored in personal/professional goal-setting

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Q1 & Q2 Priorities for Administrators

Q1: Teacher Observations

Q2: Final Evaluations

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Q1 & Q2 Priorities for Job Seekers

Q1: Applications

Q2: Interviews

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Q1 & Q2 Priorities for Fitness

Q1: Nutrition

Q2: 10K

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“What am I optimizing for?”

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“What am I optimizing for?”



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“What am I optimizing for?”



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“What am I optimizing for?”



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4 Kinds of Goals

- Purpose
- Phase
- Progress
- Practice



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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

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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Download:

PrincipalCenter.com/Achievement-Science-Goal-System

Want Help?



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NAVIGATOR

PrincipalCenter.com/navigator

Achievement Science Quarterly Intensive



- 1:1 call to set goals with Achievement Science Goal System
- Daily support to stay on track with Achievement Science Accountability Protocol
- All of our programs for your entire team

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PrincipalCenter.com/navigator

District Membership



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ROUNDTABLE

PrincipalCenter.com/roundtable