

INSTRUCTIONAL
LEADERSHIP
ASSOCIATION

The
Instructional
Leadership
Show

Episode #4

What Happens When Leaders
Visit Classrooms 500x A Year



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



Welcome!

Introduce yourself in the comments:

- What's your role?
- **Do you like getting into classrooms?**



Today's Topic

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What Happens When Leaders Visit Classrooms 500x A Year



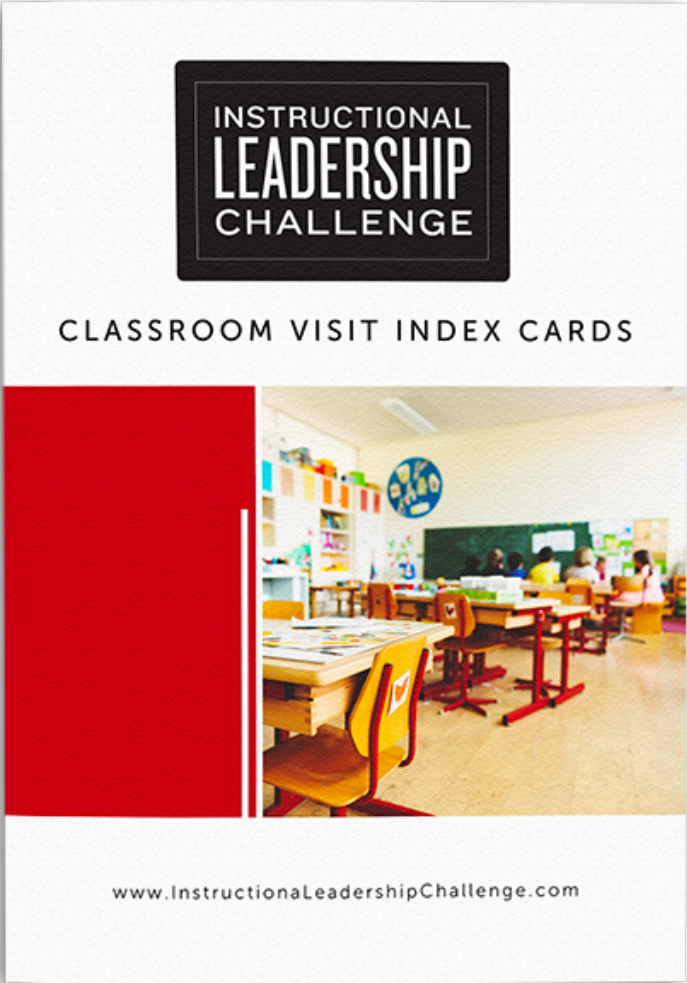
The Plan

- Visit 3 classrooms a day, every day
- Stay for 5-15 minutes
- Chat briefly
- Use the language of your instructional framework
- Ask evidence-based questions
- Visit on a consistent rotation

Keep Track to Stay On Track



PrincipalCenter.com/notecards



Name		Room	Lunch		Prep
Period/Subject	Date	Date	Date	Date	Date

www.InstructionalLeadershipChallenge.com

Ask Evidence-Based Questions

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CLASSROOM VISIT INDEX CARDS



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1. **Context:** I noticed that you []...could you talk to me about how that fits within this lesson or unit?
2. **Perception:** Here's what I saw students []...what were you thinking was happening at that time?
3. **Interpretation:** At one point in the lesson, it seemed like [] ...What was your take?
4. **Decision:** Tell me about when you [] ...what went into that choice?
5. **Comparison:** I noticed that students [] ...how did that compare with what you had expected to happen when you planned the lesson?
6. **Antecedent:** I noticed that [] ...could you tell me about what led up to that, perhaps in an earlier lesson?
7. **Adjustment:** I saw that [] ...what did you think of that, and what do you plan to do tomorrow?
8. **Intuition:** I noticed that [] ...how did you feel about how that went?
9. **Alignment:** I noticed that [] ...what links do you see to our instructional framework?
10. **Impact:** What effect did you think it had when you [] ?

Eileen, Deputy Head of School

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“I had a better pulse on the building and the teachers!

I knew what was happening. I could speak to how a teacher teaches and relationships with students from personal experience. That’s powerful.

Also, the students would talk about my being in classrooms and it changed them and their behavior.”

Jay, Middle School Principal

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“When you get into classrooms regularly, the teachers and students expect to see more of you.

The teachers also expect that you will give them more feedback about curriculum, classroom management, and tendencies.”

Andrea, Instructional Coach

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“I found that it’s so easy to get weighed down by the paper work and administrative tasks that HAVE to get done to run a school or special program, like ESL. With your tools, I was able to develop an instructional leader mindset that valued classroom visits, PLC collaboration, and instructional coaching.

While I definitely didn’t get into classrooms every day, nor did I get into all of my teachers’ classrooms multiple times, I spent more time in classrooms this year than I have any other year.

These are some things that happened...”

Andrea, ESL Instructional Coach, Continued



- “I got to know teachers better. (At least those whose classes I visited frequently.)
- I found more opportunities to coach teachers in less invasive ways.
- I learned more about content areas that I am not familiar with.
- I have more context to apply the ESL instructional knowledge that I have and feel more valuable contributing to my district ESL team.
- Students saw me more, and I was able to build my relationship with them.
- I developed more confidence in myself as an instructional leader.
- I also found that somehow I still got the most important administrative tasks done and probably more efficiently.”

Takeaways



- Visiting classrooms 500x a year isn't easy, but it's worth it
- People in tougher situations than you are pulling it off, by being intentional
- As a leader, you **know** more, and you're **known** more as you get into classrooms more—and this increases your influence and impact
- It's never too early or too late to start visiting classrooms
- Start low-key, be nice, and be curious—don't take a clipboard

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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

More on Changing Teacher Practice



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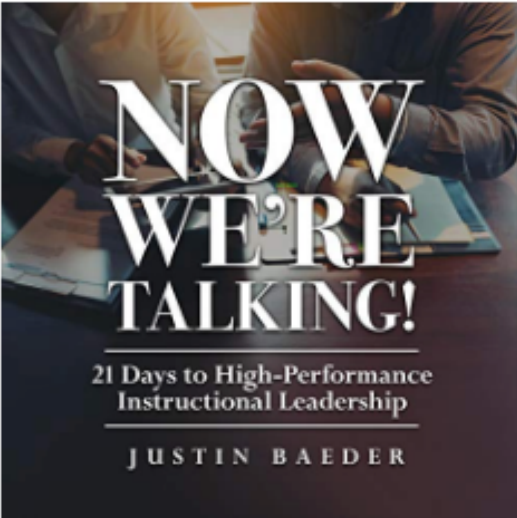
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Sample

Now We're Talking!

21 Days to High-Performance Instructional Leadership

By: Justin Baeder
Narrated by: Justin Baeder
Length: 5 hrs and 1 min
Unabridged Audiobook
Release date: 04-22-19
Language: English
Publisher: Solution Tree Press

Whispersync for Voice-ready

Regular price: \$49.95
Member price: \$13.96 or 1 Credit

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Buy Now for \$13.96

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