

INSTRUCTIONAL  
**LEADERSHIP**  
ASSOCIATION

The  
Instructional  
Leadership  
Show

Episode #46

## Rotating Your Visits to See a Wider Range of Practice





# 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



# Our Essential Question

How can we best rotate our classroom visits to see the widest possible range of practice?

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# February 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



## 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

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# High-Performance Instructional Leadership Roadmap Stage 2

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## Walkthroughs: Get Into Classrooms!

Self-assessment:  
[PrincipalCenter.com/ilsa](https://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



# Walkthroughs: Get Into Classrooms!

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## Level 1:

*I rarely get into classrooms for informal visits,  
and do only the minimum required formal  
observations*



# Walkthroughs: Get Into Classrooms!

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## Level 2:

*I get into classrooms a few times a week, but  
I'm inconsistent and don't make it around to  
everyone*



# Walkthroughs: Get Into Classrooms!

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## Level 3:

*I get into three classrooms a day, every day,  
so I see every teacher on a 2-week rotation*



# Walkthroughs: Get Into Classrooms!

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## Level 4:

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



# When Range Isn't Our Goal

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- Seeing the best possible lesson: formal observation
- Focusing on an agreed-upon practice: coaching
- Documenting excellence: awards
- Documenting unacceptable performance: negative evaluations



# Range Restriction

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What distortions will appear in the qualitative data we collect if we only visit each teacher's classroom during:

- One subject
- One period
- One time of day

???



# Evaluation Distortion

How will our appraisals of teachers' overall performance be distorted if we base them on observations of only

- One subject
- One period
- One time of day

???



# Performance is Contextual

Every teacher teaches best in their:

- Favorite subject
- Favorite class of students

But many teachers have classes:

- Outside of their certification
- That they barely prep for
- That they don't enjoy teaching
- With students who are being affected

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# Maximizing Range

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Maximizing range isn't difficult—it just requires intentionality, because it won't happen naturally.

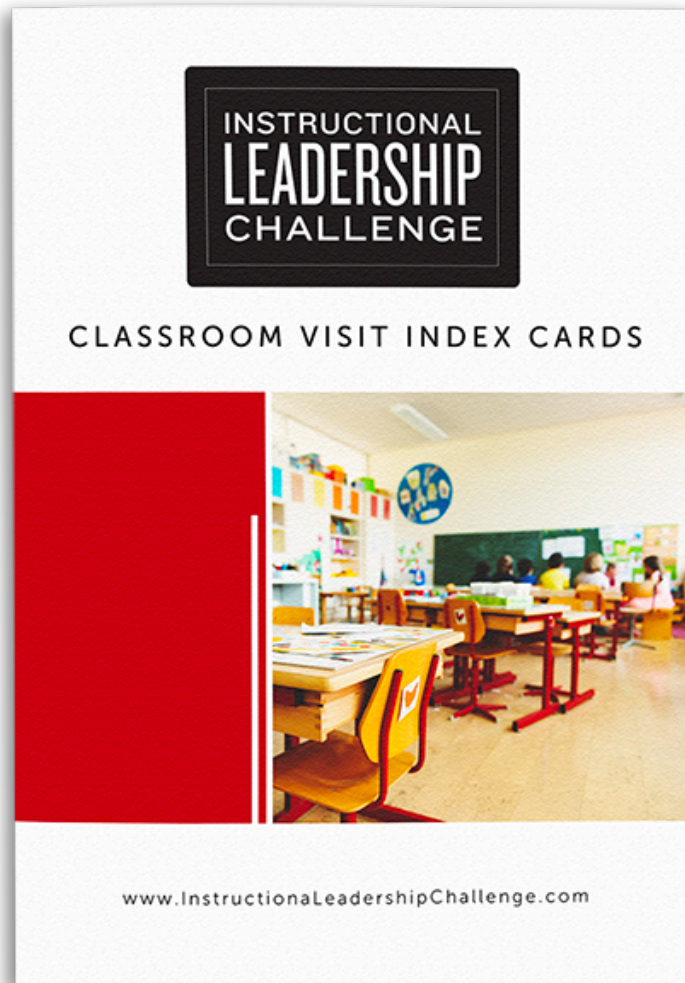


# Track Your Rotation

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PrincipalCenter.com/notecards

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# Plan for Range in Walkthroughs

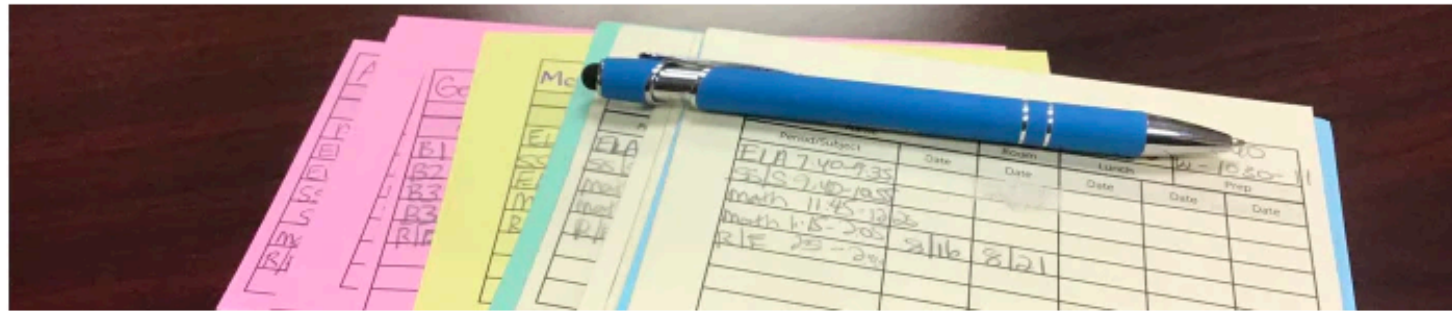
- Have your office staff write out each teacher's schedule
- Write the date each time you visit a given class/subject
- Elementary: include exact times for each subject + recess

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**Tracey Pastor**  
New Member



Grateful for the system and the challenge! Thanks @eduleadership. #bestyearever  
#500classrooms #LancersEngageEmpowerExcel



# Planning for Range Daily

- When haven't I visited this teacher yet?
- When will I have the follow-up conversation?
- What order makes the most sense?
- Return card to top of stack if missed



# Types of Variation

- Period
- Time within period
- Subject
- Section/group of students
- Before/after lunch

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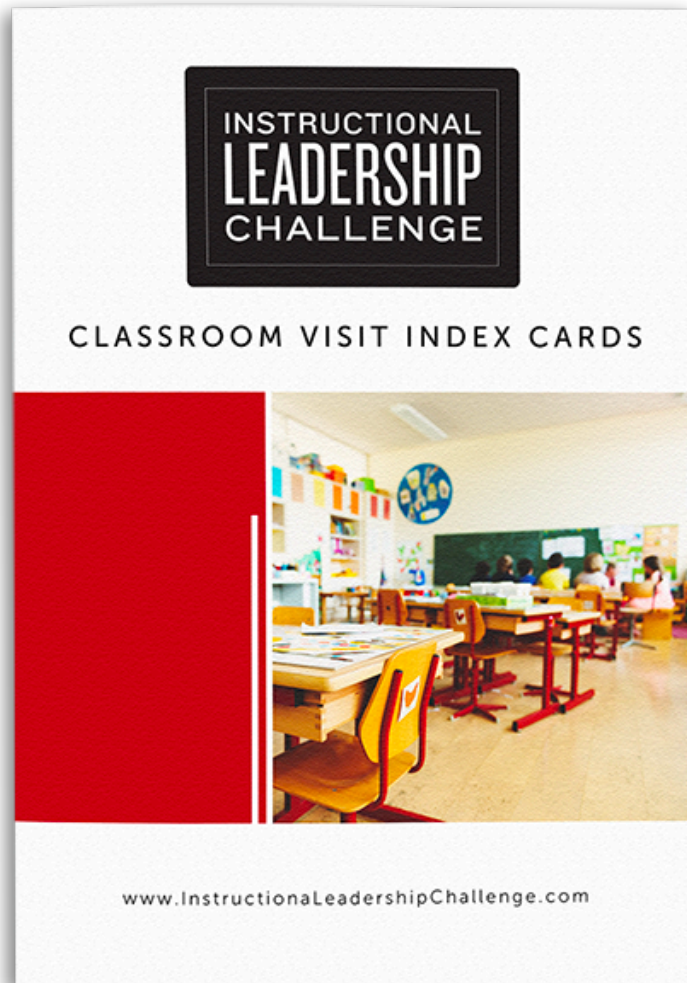


# Track Your Rotation

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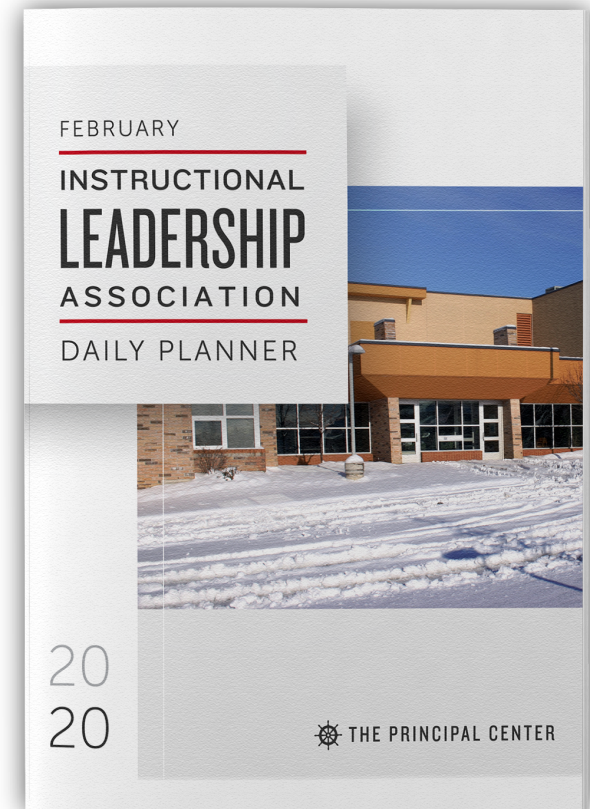


# Planning Your Day

- Schedule on paper, on purpose
- Use beginning/end of class
- Plan visits before + after duties, passing period, recess, lunch, etc.

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# PrincipalCenter.com/sticker

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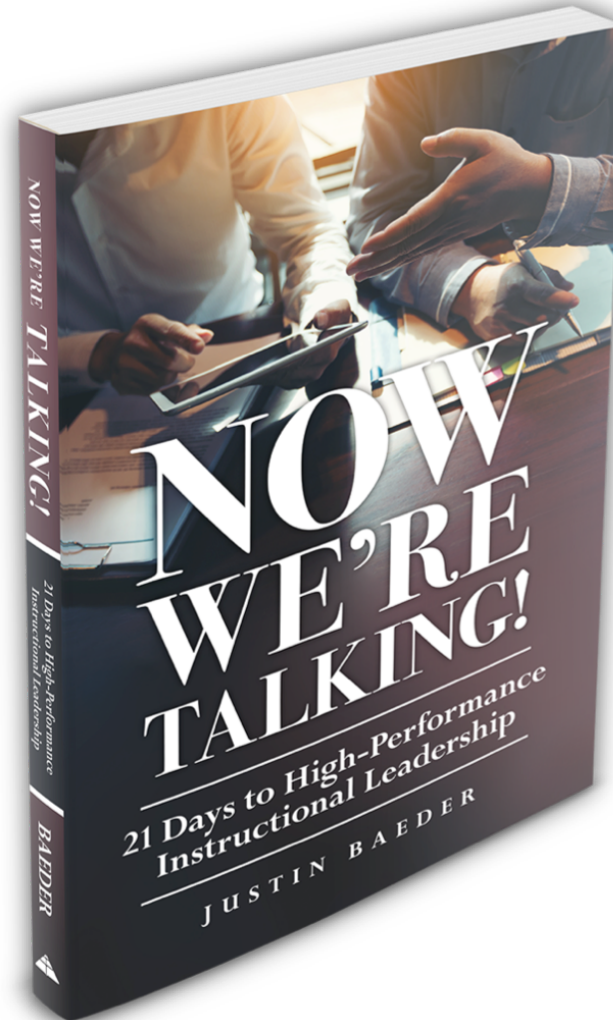
I have the sticker on my computer where I see. It everyday. The cards help to keep me on task and pace.



# Chapter 6: Making Time to Visit Classrooms

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# Now We're Talking Audiobook

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Introduction



Week 1: High-Performance Instructional  
Leadership Fundamentals



Week 2: High-Performance Habits



Week 3: High-Impact Instructional  
Conversations



Week 4: High-Performance Instructional  
Leadership Enhancement



[dashboard.principalcenter.com/nwt](https://dashboard.principalcenter.com/nwt)



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Instructional Leadership  
**DIRECTORS'  
ROUNDTABLE**

[PrincipalCenter.com/roundtable](https://PrincipalCenter.com/roundtable)