

INSTRUCTIONAL
LEADERSHIP
ASSOCIATION

The
Instructional
Leadership
Show

Episode #47

Changing Teacher Practice Through Conversation



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

The
Instructional
Leadership
Show

THE PRINCIPAL CENTER

How can we change teacher practice through evidence-based feedback conversations using a shared instructional framework?

Big Decisions Are Made Through Conversation

- Where should I go to college?
- Where should I work?
- Whom should I marry?
- Which house should I buy?
- Should we have kids? How will we raise them?
- How should we handle our aging parents?

The
Instructional
Leadership
Show

 THE PRINCIPAL CENTER

Feedback Is A Conversation, Not A Drive-By Delivery

The
**Instructional
Leadership
Show**

THE PRINCIPAL CENTER



March 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



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

The Instructional Leadership Show

THE PRINCIPAL CENTER

High-Performance Instructional Leadership Roadmap Stage 3

The Instructional Leadership Show

THE PRINCIPAL CENTER

Conversations: Get Into Feedback Conversations!

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

Stage 3—Conversations: Get Into Feedback Conversations!



Level 1:

I give teachers feedback only in the annual evaluation process or when I see something out of the ordinary

Stage 3—Conversations: Get Into Feedback Conversations!



Level 2:

I give teachers written feedback from my informal visits, without having a conversation

Stage 3—Conversations: Get Into Feedback Conversations!



Level 3:

I share my written evidence with the teacher immediately, and have an evidence-based feedback conversation on the spot or soon after my visit

Stage 3—Conversations: Get Into Feedback Conversations!

The
Instructional
Leadership
Show

THE PRINCIPAL CENTER

Level 4:

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

7 Elements of the High-Performance Instructional Leadership Model

1. Frequent
2. Brief
3. **Substantive**
4. **Open-Ended**
5. **Evidence-Based**
6. **Criterion-Referenced**
7. **Conversation-Oriented**



The
**Instructional
Leadership
Show**

THE PRINCIPAL CENTER

Audiobook: dashboard.principalcenter.com/nwt/

My Most Important Recommendation

The
Instructional
Leadership
Show

 THE PRINCIPAL CENTER

Stop using forms for feedback.

Why Feedback Forms Inhibit Growth

The
Instructional
Leadership
Show

THE PRINCIPAL CENTER

1.

Forms are not a normal part of positive human interactions.

Why Feedback Forms Inhibit Growth

The
Instructional
Leadership
Show

THE PRINCIPAL CENTER

2.

Forms imply documentation of
negatives.

Why Feedback Forms Inhibit Growth

The
Instructional
Leadership
Show

THE PRINCIPAL CENTER

3.

Forms imply that the real decisions have already been made.

Why Feedback Forms Inhibit Growth

The
Instructional
Leadership
Show

THE PRINCIPAL CENTER

4.

Forms treat the observer as the
only person whose opinion
counts.

Why Feedback Forms Inhibit Growth

The
Instructional
Leadership
Show

THE PRINCIPAL CENTER

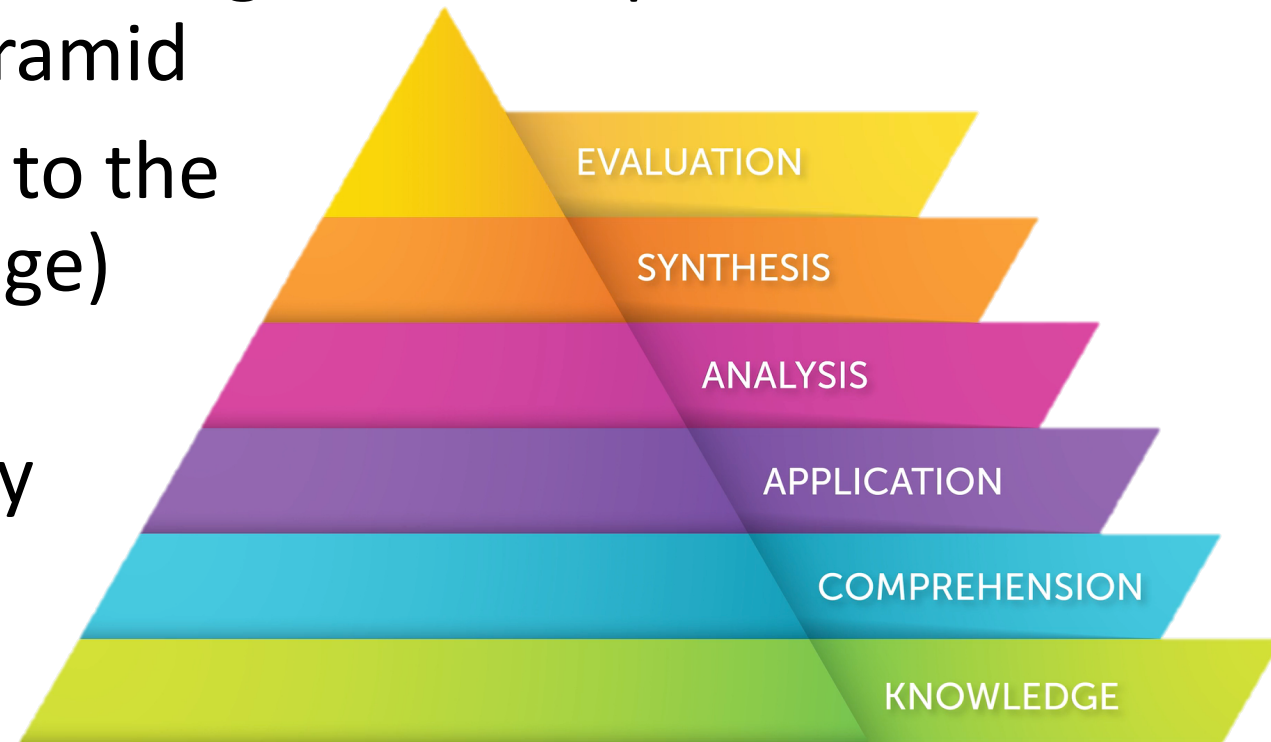
5.

Forms don't leave room for
higher-order thinking.

Feedback & Bloom's Taxonomy



- Feedback typically involves higher-order cognitive tasks like analysis, synthesis, and evaluation
- Bloom's Taxonomy depicts knowledge and comprehension as foundational layers of the pyramid
- The first thing to “feed back” to the teacher is evidence (knowledge)
- We need to discuss evidence with the teacher to accurately comprehend it



Practice Changes Mostly Through Conversation

The
**Instructional
Leadership
Show**

THE PRINCIPAL CENTER



Evidence Without Forms

The
Instructional
Leadership
Show

THE PRINCIPAL CENTER

Simply share your verbatim notes with the teacher as quickly as possible, so you can refer to them in your conversation.

PrincipalCenter.com/vision

The
Instructional
Leadership
Show

 THE PRINCIPAL CENTER

I N S T R U C T I O N A L

V I S I O N



P R O J E C T

The Vision Project: Exclusively for Navigator Schools



PrincipalCenter.com/navigator

District Membership

The
**Instructional
Leadership
Show**

 THE PRINCIPAL CENTER



Instructional Leadership
**DIRECTORS'
ROUNDTABLE**

PrincipalCenter.com/roundtable