

INSTRUCTIONAL
LEADERSHIP
ASSOCIATION

The
Instructional
Leadership
Show

Episode #48

Shifting Your Role for Higher-Impact Feedback Conversations



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

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



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Our Essential Question

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How can we shift the role we play in
feedback conversations in order to best
change teacher practice?

Deciding What Role to Play

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EVIDENCE
DRIVEN

The Default Roles—Typical Scripts: Who's Doing the Work?

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- Administrator: Observe & give feedback
- Teacher: Listen & accept feedback

The Default Roles—Typical Scripts: “Correct” Answers



- Administrator: Ask questions with answer in mind
- Teacher: Give correct answer; promise to implement

The Default Roles—Typical Scripts: False Promises



- Administrator: Promise to follow through with support
- Teacher: Promise to follow through by changing practice

The Default Roles—Typical Scripts: Feedback Sandwich



- Administrator: Gives compliment, suggestion, and another compliment
- Teacher: Appreciates compliments & promises to implement suggestion

The Default Roles—Typical Scripts: “Be Reflective”



- Administrator: Asks “reflective” questions
- Teacher: Takes question “seriously” and puts on a show of being reflective

3 Roles for Differentiated Feedback

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- The Boss
- The Coach
- The Leader

When We Need To Play “Boss” But Don’t

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- We try to get teachers to “reflect” to discover areas of needed improvement that we should just state directly
- We make “suggestions” that really shouldn’t be optional because they’re basic expectations
- We “want them to want to” get better, instead of holding people accountable for specific improvements

When We Need To Play “Coach” But Don’t



- We want to look authoritative, so we give unnecessary directives
- We want to be supportive, so we make unnecessary promises
- We want to be the source of insight, so we devalue insights teachers have about their own practice

When We Need To Play “Leader” But Don’t

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- We focus only on holding others accountable, and ignore our own responsibility for the conditions teachers are working under
- We expect teachers to do the impossible, while failing to ourselves do the reasonable
- We allow too many priorities to impinge on teachers, causing a loss of focus and coherence

Shifting the Role You're Playing

You won't always know in advance what role to play—you'll need to adjust based on:

- The evidence you gather
- What comes up in the conversation
- How the teacher reacts
- Patterns in what's working over time

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Scenario: “Reflective” Teacher Who Doesn’t Follow Through

- High degree of ownership & enthusiasm
- Stimulating feedback conversations
- Flurry of research and experimentation
- No substantive change
- Quickly moves on to the next thing

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Scenario: Swimming Upstream and Burning Out

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- Working under near-impossible conditions
- Always says yes when there's a need
- Great attitude and no direct complaints
- Showing signs of stress & burnout

Scenario: Big Ideas but Bad with the Basics

- Eager to try cutting-edge technology, curriculum, and pedagogy
- Struggles with the basics—lesson plans, assessment, classroom management
- Needs help holding self to basic standards

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How We Know What Role To Play

- Start with the evidence
- Ask an evidence-based question
- LISTEN
- Use the language of your instructional framework
- Play the role the teacher needs

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Summary: 3 Roles

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Role	Change	Feedback	Evidence
Boss	Behavior	Directive	Behavior
Coach	Thinking	Reflective	Impact
Leader	Circumstances	Reflexive	Constraint

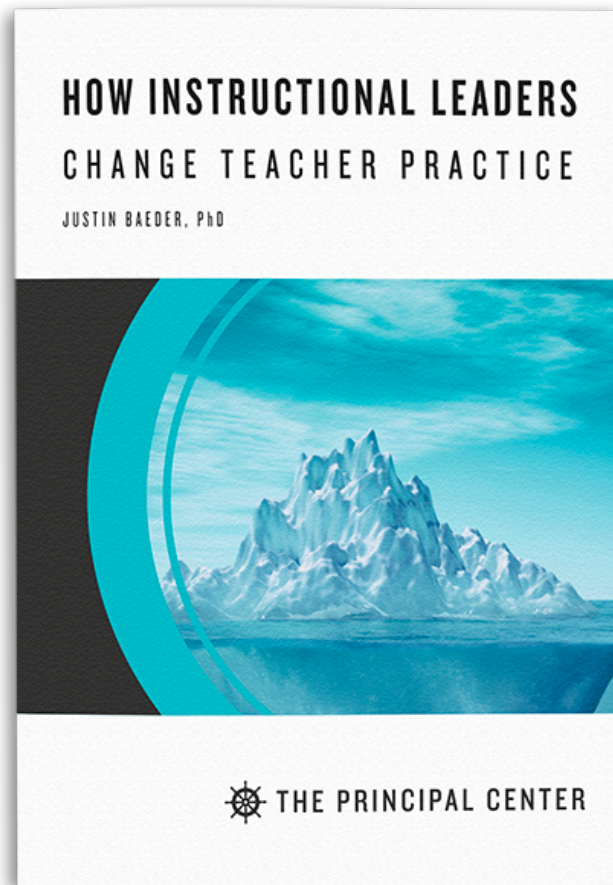
See Episode 23



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