

INSTRUCTIONAL
LEADERSHIP
ASSOCIATION

The
Instructional
Leadership
Show

Episode #50

Closing Gaps in Your Instructional Framework



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

The Instructional Leadership Show

THE PRINCIPAL CENTER



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

Our Essential Question

The
Instructional
Leadership
Show

THE PRINCIPAL CENTER

How can we use conversations about practice to identify gaps in our shared expectations? How can we close these gaps with instructional frameworks?

The Problem



- We usually have shared expectations, but...
- Too often, they aren't specific enough, and...
- They may be little more than buzzwords

Instructional Frameworks: Shared Expectations From...

- Teacher evaluation criteria
- School-wide practices
- Curriculum-specific practices
- Training-specific practices

Buzzword < Procedure < Leveled Rubric

The
Instructional
Leadership
Show

 THE PRINCIPAL CENTER

Finding The Biggest Opportunities



Develop shared expectations for practices that are:

- High-frequency
- High-impact
- High-variability

...to create a roadmap for growth.

Follow the Buzz



The
**Instructional
Leadership
Show**

 THE PRINCIPAL CENTER

Get Specific

The
Instructional
Leadership
Show

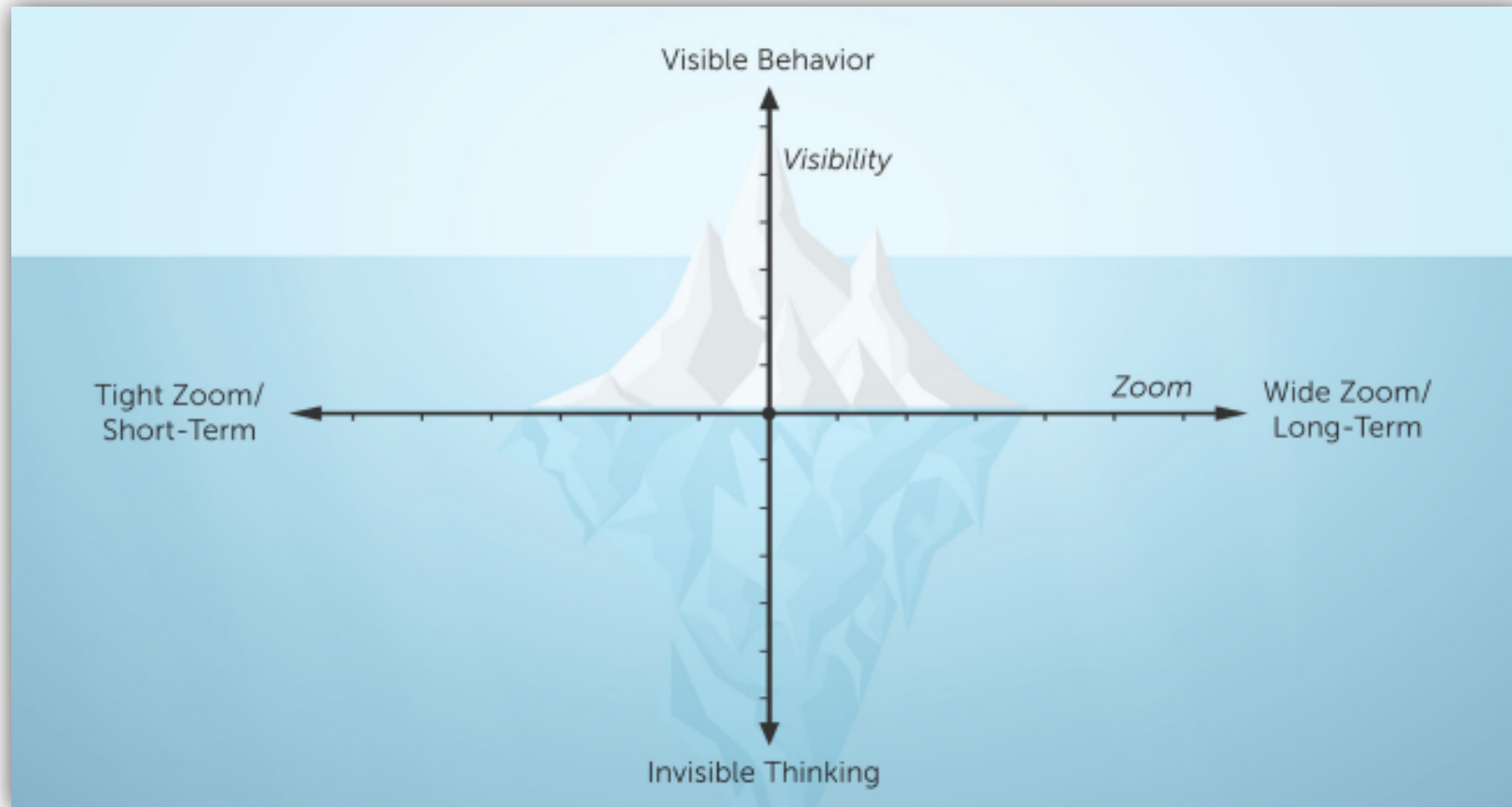
 THE PRINCIPAL CENTER

- What does this practice look like from the inside?
- Focus on teacher decision-making, not observability
- What are the key dimensions of this practice?
- What are the various levels of performance for each dimension?

Conversation: Discover the Whole “Iceberg” of Practice

The
**Instructional
Leadership
Show**

THE PRINCIPAL CENTER



Finding Opportunities: Visit Teachers by Team

- Same grade level
- Same subject
- Same course
- Close in time

The
Instructional
Leadership
Show

THE PRINCIPAL CENTER



Don't Be Afraid of Curriculum

- Attend the teacher training
- Review the teacher's guide
- Strive to understand the internal logic
- Dig deep—and know when you're scraping the bottom
- If adding on, know what you're adding to

The
Instructional
Leadership
Show

 THE PRINCIPAL CENTER

INSTRUCTIONAL FRAMEWORK DEVELOPMENT PROGRAM



THE PRINCIPAL CENTER

Import Frameworks Into



The
Instructional
Leadership
Show

THE PRINCIPAL CENTER

Snippet Entry Box

feedback

[P03]The teacher explains their own thinking while modelling specific strategies for thinking about learning, in order to develop students' metacognitive skills. The teacher uses a variety of assessment activities to help students assess their progress. They support students to provide peer feedback that progresses learning, aligned to the success criteria. X



[HA04]The teacher checks student understanding while modelling specific strategies for thinking about learning. They provide feedback on how students monitor and regulate their actions to achieve learning goals and develop procedures for students to collaboratively evaluate and adjust peer assessment processes to identify next steps for growth. X

Articulate & Implement Your Vision:
PrincipalCenter.com/vision

The
Instructional
Leadership
Show

 THE PRINCIPAL CENTER

INSTRUCTIONAL
VISION
PROJECT

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