

INSTRUCTIONAL  
**LEADERSHIP**  
ASSOCIATION

The  
Instructional  
Leadership  
Show

Episode #58

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## Becoming A Conversation & Thought Partner to Teachers



# 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

# The High-Performance Instructional Leadership Roadmap

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## 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



## 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



## 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



## 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



## 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



## 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

# 500 Classrooms: Get Consistent & Impactful

Level 1: I'm afraid to visit classrooms because I don't know what I'll see, and neither teachers nor students expect to see me

Level 2: 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

Level 3: 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

Level 4: 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

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# Our Essential Question

How can we shift our role  
from feedback provider to  
thought partner?

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#500Classrooms Reimagined



#500Conversations

#500Conversations

- Sensemaking
- Processing
- Decision-making
- Compromises

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# Changing Teacher Practice Requires Changing Teacher Thinking

- Teaching is cognitive work
- It's the underlying thinking that ultimately matters—not the visible behavior
- We can only tap into this thinking through conversation



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# Ending the Second-Guessing Epidemic

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Far too much feedback is really  
second-guessing the teacher's  
decisions, rather than  
attempting to improve them.

# Raising the Level of Thinking: Clearer Cause-and-Effect Thinking



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CERTIFICATION

## MODULE 4

Seeing Deeper with Learning Dynamics

Welcome to Module 4 of The High-Performance Instructional Leadership Certification Program!


In this module, you'll learn:

- ✓ How to use Learning Dynamics™ to help teachers understand their instruction's impact on students—even before looking at assessment results
- ✓ A 6-step process for using Learning Dynamics™ to quickly gain expertise and help teachers grow—especially useful for subjects you aren't certified in and have never taught

# Raising the Level of Thinking: Specific Vocabulary

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**INSTRUCTIONAL  
FRAMEWORK  
DEVELOPMENT PROGRAM**

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