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**LEADERSHIP**  
ASSOCIATION

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Episode #70

## “Getting Into Classrooms” When You Can’t Get Into Classrooms



# Our Essential Question

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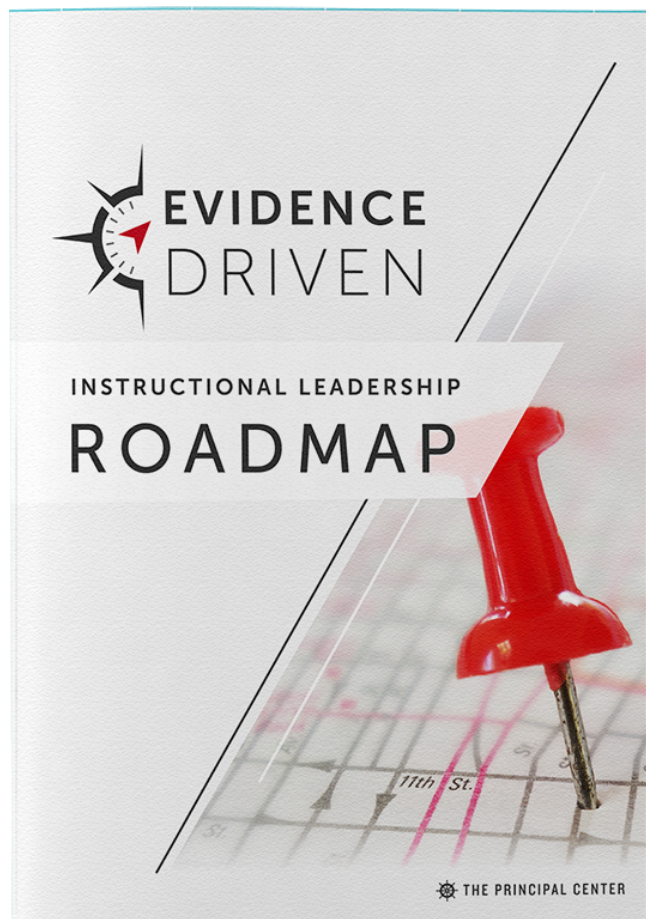
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How can we practice evidence-driven instructional leadership when we can't physically get into classrooms?

# PrincipalCenter.com/roadmap

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**EVIDENCE DRIVEN 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



**EVIDENCE  
DRIVEN**

# 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



## 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

# Barriers To In-Person Walkthroughs

- Safety protocols
- Online-only instruction
- New divisions of labor
- New modalities of instruction

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# Prioritize Presence Over Feedback & Evidence Collection



When you're able to safely get into classrooms, make it a priority to be **present and pleasant.**

# Should I “Pop In” To Online Classes?

If your school is conducting live online classes using a videoconferencing platform, set expectations about admin pop-ins.

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# Pop-In Priority: Present & Pleasant



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# Other Ways to Gather Evidence: Option #1: Schedule 1:1 Conversations

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Structured Cycles of 1:1  
Conversations with Staff

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# Other Ways to Gather Evidence: Option #2: Teacher-Submitted Video

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Guided Reading Lesson 10-12-19

Comments 29 Attachments 4 Frameworks Coaching Summary Performance Level Coaching Tracker

Search Comments

Test 1 Test 2 test 3 Test 4

00:00:04 - 00:00:23

**Cory Camp** About 1 Year Ago  
I noticed that students already have their materials. This will reduce the time you spend in transitions.

Reply Edit Delete More

**Jennie Sulfridge** ↗ Cory Camp About 1 Year Ago  
I appreciate the feedback!

Reply Delete

00:00:13

**Cory Camp** About 1 Year Ago  
This is a great way to start class—by sharing expectations! Students love knowing what the boundaries are in any situation.

Reply Edit Delete More

00:00:31

**Cory Camp** About 2 Months Ago

0:00 / 0:15

Reply Edit Delete More

New Comment comment time - 00:00:10

add a comment...

# Other Ways to Gather Evidence: Option #3: Join or Save Videos of PLCs

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# Other Ways to Gather Evidence: Option #4: Existing Artifacts

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The screenshot displays the INSTRUCTURE interface for a course titled "Biology 204". The breadcrumb trail is "Biology 204 > Assignments > Pretest: Science Safety Knowledge Worksheet". The interface is divided into a left sidebar, a main content area, and a right sidebar.

**Left Sidebar (Navigation):**

- Account
- Dashboard
- Courses
- Groups
- Calendar
- Inbox
- Help

**Main Content Area:**

Course Name: **Biology 204** > Assignments > Pretest: Science Safety Knowledge Worksheet

Buttons: **Published** (green), **Details**, **Mastery Paths**

Assignment Cards:

- Card 1: 10 pts, Safety in Science - Advanced Symbols (7 pts)
- Card 2: 25 pts, Safety in Science - Symbols (4 pts) OR 10 pts, Label your Microscope
- Card 3: 10 pts, Safety in Science - Basics (4 pts) AND 0 pts, Biology Overview

**Right Sidebar (Links):**

Link to other content in the course. Click any page to insert a link to that page.

- > Pages
- > Assignments
- > Quizzes
- > Announcements
- > Discussions
- > Modules
- > Course Navigation

# Other Ways to Gather Evidence: Option #5: Student Work

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**PORTFOLIUM** Search... Home Discover Jobs Tasks Notifications Apps Me + NEW PROJECT

**CANVAS** EDU Platform Engagement Assessment Resources Notifications Apps

**Kevin Ly**  
Mira Mesa High School student portfolio  
<https://portfolium.com/kevinly19>

PROFILE **PORTFOLIO** COURSES

**Overview**

Education  
General (2019) at Mira Mesa High School

Work Experience  
Order Fulfillment at Mira Mesa Techsite (Science Bridge Internship)

Lives In  
San Diego, CA

26 Projects 23 Skills 4 Connections

**Skills**

Search Kevin's skills...

Micropipetting 3

PCR 2

**Using a Micropipette**  
This is my micropipetting video showing my micropipetting skills approved by my instructor.

Biochemistry

**Introduction to Biotech - Peck** PUBLISHED LOCKED ENROLL STUDENTS EDIT PATHWAY

Pathways

OVERVIEW PROGRESS

83 Total Enrolled

Milestone 1 of 9 Measurement

Milestone 2 of 9 Micropipetting

Milestone 3 of 9 pH Meter

**Assignment: Micropipetting - Using a Micropipette**  
Kevin Ly May 13

Micropipette Tutorial

Description This is video evidence of me micropipetting properly using a 1000 microliter pipette as part of the Biology course requirements.

Skills Micropipetting

Category Biology

**SCORING** HISTORY

**CRITERION**

Using a Micropipette (Evidence: Tutorial document with signed instructor validation or a video performance)

1	2	3
Select your score		
Beginning You need help from an instructor or mentor to use a micropipette. 1 Point		
Developing You need help from outside resources to use the micropipette in the future. Some of the evidence for how to use a micropipette correctly is not present... <a href="#">Read more</a> 2 Points		
<b>BADGE EARNED</b> You can use this tutorial to use a micropipette in the future. Performance Checklist Tool Selection: You explain for P1000, P200/P100, and... <a href="#">Read more</a> 3 Points		

0 / 3 **SUBMIT SCORE**

**Micropipetting**

# Other Ways to Gather Evidence: Option #6: Data

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# Other Ways to Gather Evidence: Option #7: Video Observation Cycle

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- Preconference
- Recorded or live video observation
- Postconference

# Sources of Evidence

Our *sources* of evidence  
must be aligned with the  
*nature* of the evidence  
we're collecting

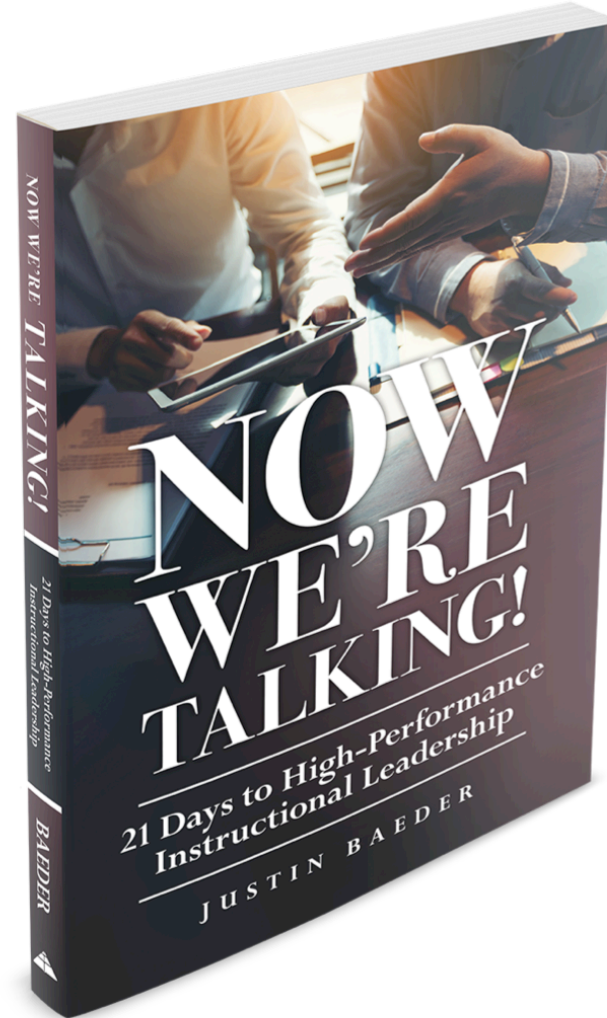
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# Structured Cycles

## Chapter 20: Choosing an Instructional Focus for an Observation Cycle



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Sign Up

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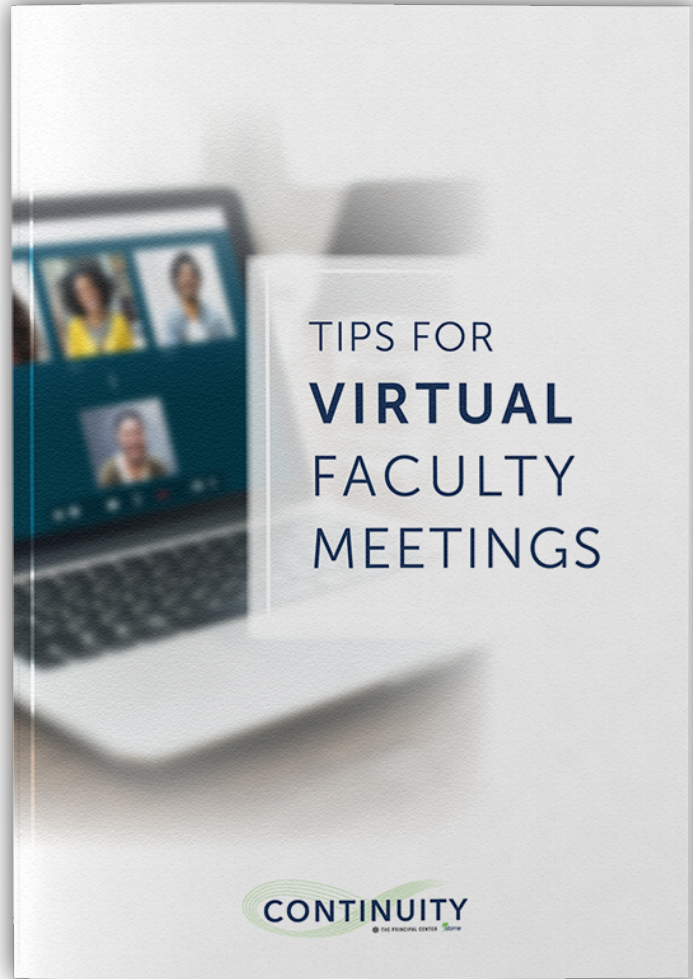
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# Virtual Faculty Meetings



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