



⚓ THE PRINCIPAL CENTER

Instructional Vision Forum

January 27, 2021



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The Inbox Overhaul

ACCESS THE INBOX OVERHAUL



The Instructional Leadership Challenge

ACCESS THE INSTRUCTIONAL LEADERSHIP CHALLENGE

PDF Resources



15 Questions For Feedback On Virtual Teaching For Instructional Leaders

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Classroom Visit Index Cards

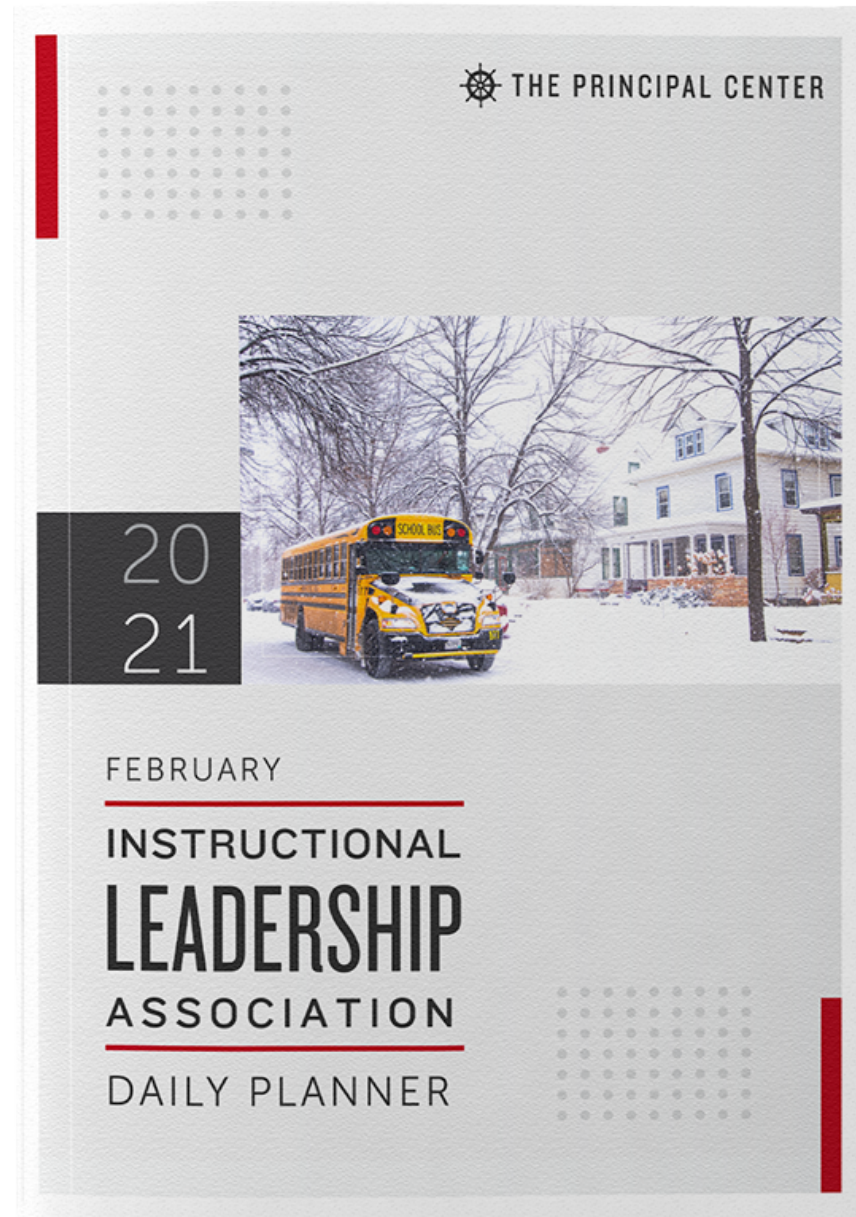
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GET 50 FREE INDEX CARDS

February Planner

PrincipalCenter.com/ILA-Planner-February-2021

PrincipalCenter.com/cesa3



Our Essential Question

How can we get
more of what's working
in professional practice?

In This Session:

- Affirming positive practices (Matt Renwick)
- Feedback practice—video lesson (Matt Renwick)
- Documenting what's working (Justin Baeder)
- Developing a framework of shared expectations (Justin Baeder)
- Email tips (Justin Baeder)



Instructional Vision Forum

Part 1

Affirming Positive Practices

Matt Renwick





Instructional Vision Forum

Part 2

Feedback Exercise

Matt Renwick





Instructional Vision Forum

Part 3

Documenting What's Working

Justin Baeder



Noticing What's Working

The first step in getting more of the kind of
practice you want is to

notice it

when you see it.

Discuss

- What's a practice that you have noticed is working well in your school this year?
- Where did you first notice it?

Spreading the Word

- Staff newsletter
- Individual feedback
- PLCs
- Whole staff

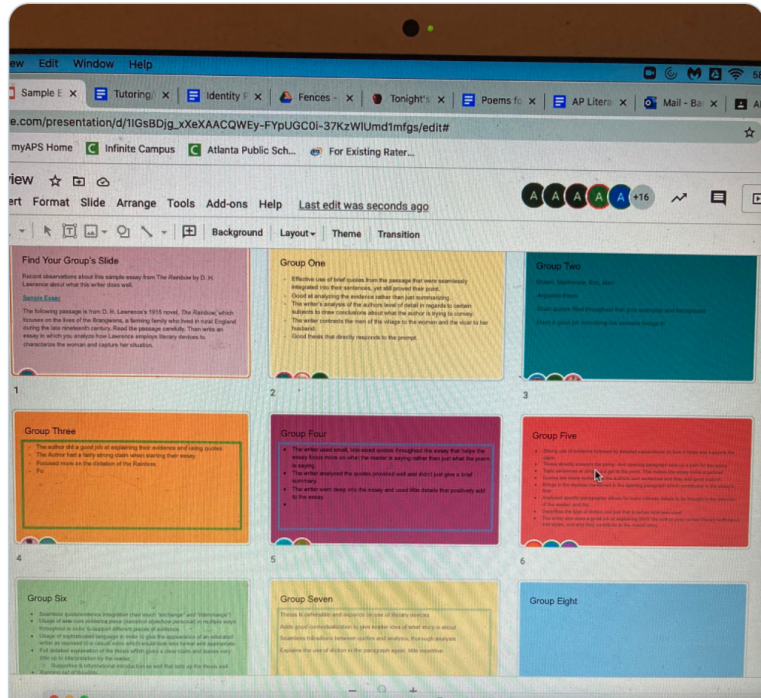


Spreading the Word



Susan Barber
@susangbarber

If you create a slide for each breakout room group and have students work there, you can set to grid view and see which groups need help and track their progress while on Zoom. Thanks to [@HerreraKM1](#) for the idea.



- Google Slides
- Breakout rooms
- Grid view
- Have students change slide background color if they need help

Spreading the Word

- Staff newsletter
- Individual feedback
- PLCs
- Whole staff

...but sometimes it's not that easy.



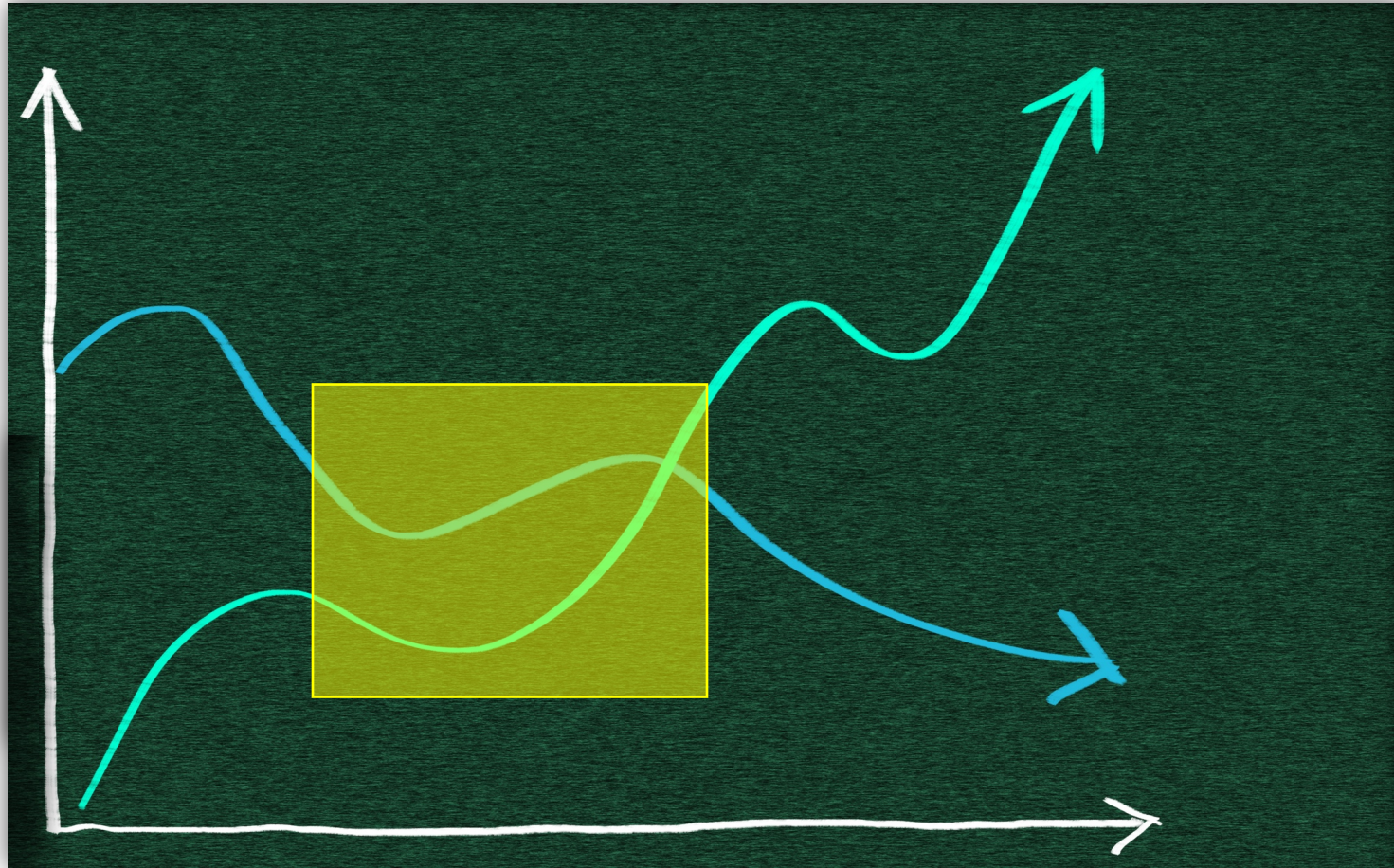
Discuss

Why don't people immediately adopt promising practices as soon as they hear about them?

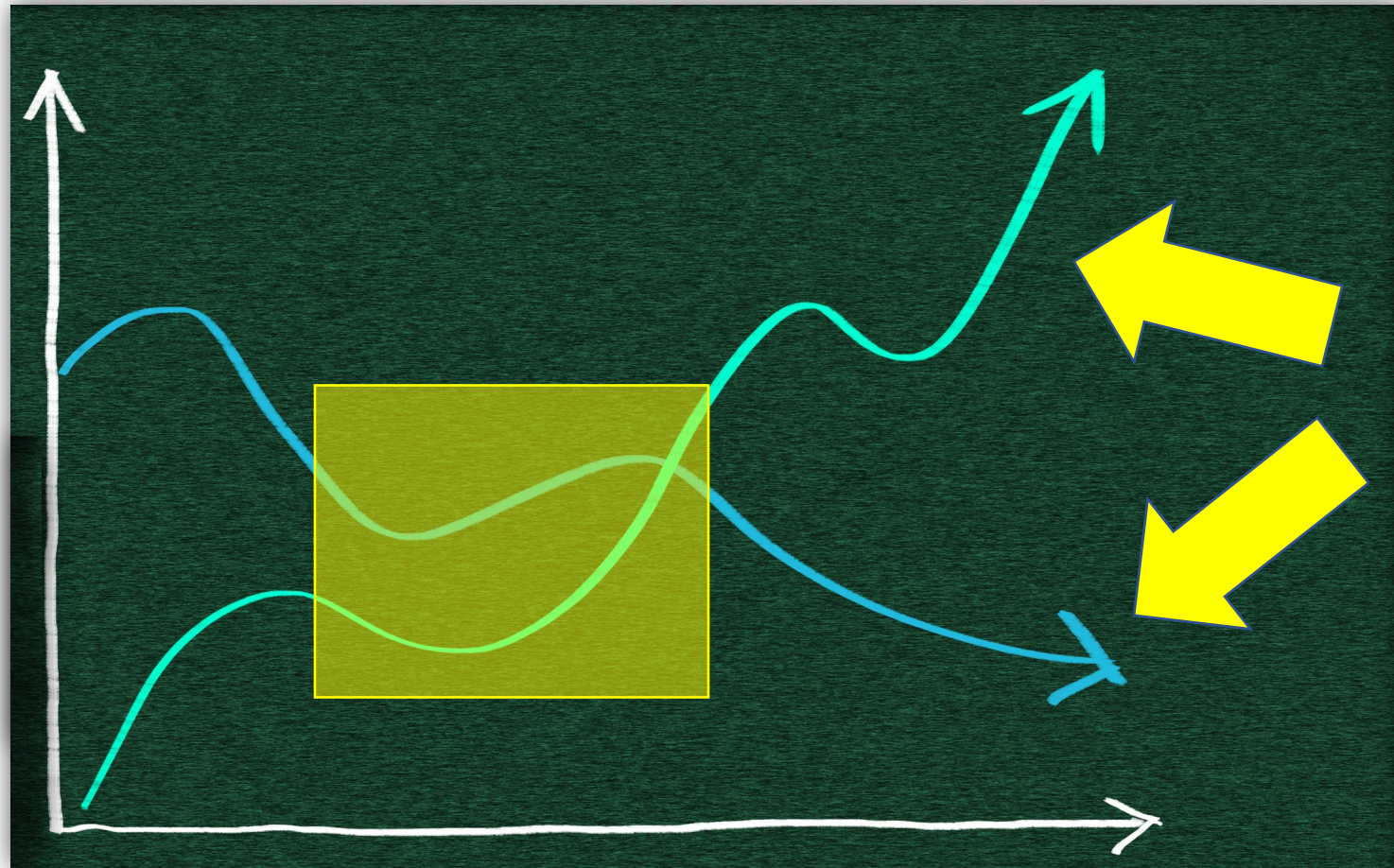
Why Don't People Adopt Promising Practices?

- Different priorities
- Limited bandwidth
- Comfort Zone/Competency Trap
- Diffusion of Innovations

The Competency Trap (Comfort Zone)



The Competency Trap (Comfort Zone)



The Competency Trap (Comfort Zone)

As an instructional leader, you play a key role in documenting effective practices so others can adopt them.

The best way to document a practice is with a framework.

Beware of Bulk Change



Bulk Change & Resistance

Asking everyone to change at once maximizes resistance:

- Little evidence the change will be an improvement
- Collective skepticism & fear
- Little capacity for implementing the change
- Lack of momentum

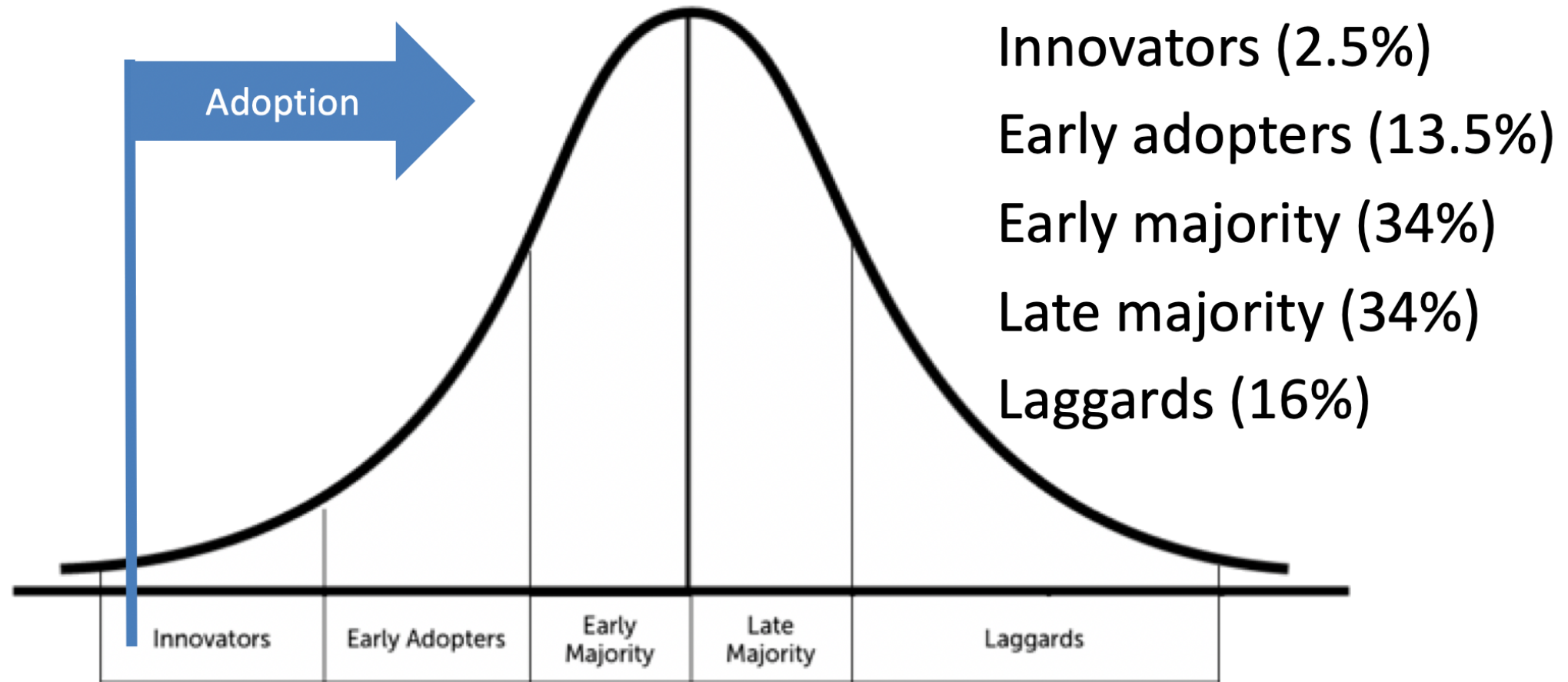


Lean Change & Learning

- Help the right people go first
- Figure out the details
- Share evidence of success
- Build momentum



Diffusion of Innovations



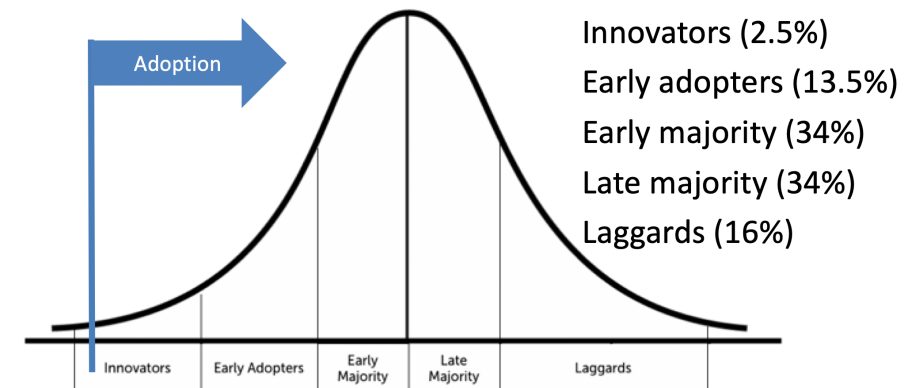
From *Diffusion of Innovations*, by Everett Rogers, 1962, 2003

Who Goes Next?

- According to Rogers' Diffusion of Innovations model, people change in a certain order relative to their peers
- This order is a fairly fixed personality trait—not specific to the type of change
- People take their cues from the group immediately to the left
- Each group provides evidence for the next group

Discuss

- Do you have any “innovators”? How do you know?
- Who do the “early majority” look to as early adopters, and what are they doing right now?
- Who’s in the “early majority” who may go next?
- When have “laggards” blocked change in the past?



From *Diffusion of Innovations*, by Everett Rogers, 1962, 2003



Instructional Vision Forum

Part 4

Developing A Framework of Shared Expectations

Justin Baeder



Designing Frameworks of Shared Expectations

How can we get more specific and clearer about shared expectations?



Getting More Specific

- Buzzword
- Checklist
- Frequency rubric
- True framework

High Expectations for Student Learning				
Component	Level 1	Level 2	Level 3	Level 4
Standard				Expectations are tightly aligned to standards and
Communication				

Component	Level 1	Level 2	Level 3	Level 4
Standard				
	Students are given a test at the end of the unit, or a	The teacher identifies milestones and objectives	The teacher breaks large assignments and units into	The teacher communicates clear milestones, with exemplars of work in
Communication				

Component	Level 1	Level 2	Level 3	Level 4
Standard				
Communication				

Component	Level 1	Level 2	Level 3	Level 4
Standard				
Communication				

Component	Level 1	Level 2	Level 3	Level 4
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Communication				

Component	Level 1	Level 2	Level 3	Level 4
Standard				
Communication				

Component	Level 1	Level 2	Level 3	Level 4
Standard				

The Gold Standard

The best instructional frameworks are **leveled rubrics** with clear, qualitative differences between each level of performance—not just varying degrees of the same thing.

More Than A Rating Scale

A. Equitable Learning Environment:				
1. Learners engage in differentiated learning opportunities and/or activities that meet their needs				
2. Learners have equal access to classroom discussions, activities, resources, technology, and support				
3. Learners are treated in a fair, clear and consistent manner				
4. Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions				
B. High Expectations Environment:				
1. Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher				
2. Learners engage in activities and learning that are challenging but attainable				
3. Learners demonstrate and/or are able to describe high quality work				
4. Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)				
5. Learners take responsibility for and are self-directed in their learning				
C. Supportive Learning Environment:				
1. Learners demonstrate a sense of community that is positive, cohesive, engaged, and respectful				
2. Learners take risks in learning (without fear of negative feedback)				
3. Learners are supported by the teacher, their peers and/or other resources to understand and use learning				
4. Learners demonstrate a congenial and supportive relationship with their teacher				
	Very Evident	Evident	Somewhat Evident	Not Observed
	4	3	2	1
	4	3	2	1
	4	3	2	1

Frequency/Extent Rubrics

Many rubrics' levels of performance differ only in:

- The extent to which an expectation is met
- How often the expectation is met/the practice is used
- How many characteristics are expected
(*"Distinguished: Everything in proficient plus..."*)

	Strong evidence of fidelity of implementation (5)	Some evidence of fidelity of implementation (3)	Little or no evidence of fidelity of implementation (1)	Not observed
CM9 Voice	<input checked="" type="checkbox"/> Teacher always uses calm, respectful voice	<input type="checkbox"/> Teacher sometimes uses ...	<input type="checkbox"/> Teacher often speaks with raised, angry, sarcastic, pleading, or rushed voice	<input type="checkbox"/>
CM10 Responding to students' verbal participation	<input checked="" type="checkbox"/> Teacher pauses briefly and then responds or calls on another student; does not use voice-overs <i>Example: Student answers, "All mammals have fur." Teacher nods and asks, "What else do all mammals have?"</i>	<input type="checkbox"/> Teacher sometimes pauses and/or occasionally uses voice-overs	<input type="checkbox"/> Teacher never pauses and often uses voice-overs <i>Example: Student responds, "All mammals have fur." Teacher says, "Yes, fur."</i>	<input type="checkbox"/>

2.6 Plans and works collaboratively with others to enhance teaching and learning.			
Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
The teacher actively seeks and uses alternative data and resources and serves as a role model in his/her ability to design relevant lessons that challenge and motivate all students.	The teacher plans using the state's standards, the school's curriculum, data, and engaging and appropriate strategies and resources to meet the needs of all students.	The teacher is inconsistent in his/her use of the state's standards, school's curriculum, data, or strategies and resources to meet the needs of all students.	The teacher fails to plan, or plans without adequately using the state's standards, school's curriculum, data, or strategies and resources to meet the needs of all students.

True Qualitative Rubrics

Component
3a: Communicating with Students
Proficient
The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as a
Distinguished
The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written

Developing Frameworks

How can we develop instructional frameworks to make shared expectations clear?

Example: High Expectations

Step 1: Brainstorm Key Components

What are the key components of having high expectations for student learning?

Key Components of A Practice

- *Not* steps in a procedure
- *Not* simply more buzzwords
- Key factors in teacher decision-making
- Elements of skillful practice
- Dimensions of professional judgment

Key Components: High Expectations (Solo First Draft)

- Standard
- Communication
- Inclusivity
- Rigor
- Milestones
- Scaffolding

Key Components: High Expectations (Solo First Draft)

Component	Level 1	Level 2	Level 3	Level 4
Standard				
Communication				
Inclusivity				
Rigor				
Milestones				
Scaffolding				

Example: High Expectations

Step 2: Note What You Notice

What am I seeing that fits into my draft framework?

Note What You Notice

- “Mr. Smith has extremely high expectations for neatness, but they’re not really related to the standards. He’s just very picky.”
- “All of Ms. Ramirez’ students seem to have done really high-quality projects. I wonder what milestones she built in to keep them on track.”
- “The SPED teacher said Mrs. H. has been sharing details about an upcoming project so they can work together to support a student they share.”
- “A lot of the questions on this assignment seem to be low-level factual recall, but the standards involve a lot of higher-order tasks.”

Revise Your Key Components

- As you observe more, note dimensions of the practice that you may have overlooked
- Do these components capture the “insider’s perspective” of a teacher?
- Is anything so procedural or obvious that it’s not worth including as a key component?

Example: High Expectations

Step 3: Organize Into Levels

What are different levels of performance like?

Key Components: High Expectations (Solo First Draft)

Component	Level 1	Level 2	Level 3	Level 4
Standard	Picky; unrelated			
Communication				
Inclusivity				
Rigor	Factual recall Q?			
Milestones			Ramirez—project	
Scaffolding			Ms. H/SPED collab	

Calibrating Your Levels

Step 4: Calibrate Levels

How good is good enough? What's the best possible practice?

Calibrating Your Levels

Level 1: Starting point; apprenticeship of observation

Level 2: Taking action; doing the basics

Level 3: Satisfactory; local best

Level 4: Professional model; best anywhere

Example: Common Sense

- Who has “common sense”?
- Who doesn't seem to have common sense?
- Examples?
- Dimensions?

Example: High Expectations

Key Components:

- Standard
- Communication
- Inclusivity
- Rigor
- Milestones
- Scaffolding

High Expectations—Levels

Component: “Standard”

1. The teacher’s expectations are not based on standards, and are not communicated to students. While expectations may be demanding, it is unclear whether they will result in increased learning.
2. The teacher’s expectations are somewhat aligned with standards, but misalignments may allow students to meet the teacher’s expectations without meeting standard, or vice-versa. Expectations and standards are communicated in adult language that is hard for students to understand.
3. Expectations are closely aligned to standards, and both are communicated to students in developmentally appropriate language. Meeting the teacher’s expectations results in students also meeting the standards, as a result of close alignment between the two.
4. Expectations are tightly aligned to standards, and communicated to students in developmentally appropriate language. The teacher identifies specific links between past and current learning, and makes it clear how students’ previous work has prepared them to meet the current high expectations. Students engage with standards directly, and can articulate how they are working toward meeting them.

High Expectations—Levels

Component: “Communication”

1. Students are informed of high expectations, but as a warning to expect difficulties, rather than a reassurance that they'll be able to succeed.
2. The teacher clearly communicates what students will be expected to do, and personally conveys confidence in all students and a willingness to support them in reaching the standard.
3. The teacher clearly communicates a specific standard, accompanied by the clear message that the teacher understands that it's a high standard, and has confidence in each student to meet it. The teacher shares exemplars of work that meets the standard, and indicates specific ways in which students will be supported.
4. The teacher clearly communicates a specific standard, identifying ways in which it builds upon students' past learning and accomplishments, giving students both a verbal commitment and specific evidence that they are capable of reaching this standard. The teacher identifies specific ways in which students will be supported, and provides before-and-after exemplars of student work illustrating the impact of these supports.

High Expectations Rubric

PrincipalCenter.com/high-expectations-pdf

High Expectations for Student Learning				
Component	Level 1	Level 2	Level 3	Level 4
Standard	T a s k U n i t S e r i e s o r I n d i v i d u a l	Expectations are tightly aligned to standards and		
Component	Level 1	Level 2	Level 3	Level 4
Milestones	S t u d e n t s a r e g i v e n a t e s t a t t h e e n d o f t h e u n i t o r a s e r i e s o f u n i t s	Students are given a test at the end of the unit, or a		
		The teacher identifies		
		The teacher breaks large assignments and units into		
		The teacher communicates clear milestones, with exemplars of work in		
Component	Level 1	Level 2	Level 3	Level 4
Communication	S e r v i c e s	High expectations are intended to challenge only the highest-achieving students, while remaining out of reach for the majority. To meet high expectations, students must have prior knowledge/skills that the majority of students do not have, and that are not taught by the teacher. Students with IEPs, who speak English as a second language, or who experience other learning difficulties are presumed to be incapable of meeting high expectations regardless of their effort.		
		High expectations are intended to challenge everyone to do their best, but the teacher presumes that many students—especially students who experience learning difficulties—will be unable to meet them. Both extraordinary effort and prior knowledge/skills are necessary for meeting high expectations, placing them out of reach for the majority of students. The teacher sees it as someone else's job to provide support for students who need it.		
		High expectations are intended to challenge all students, and the teacher presumes that all students will be able to meet them with appropriate support. The teacher identifies and teaches the knowledge/skills necessary for meeting high expectations, and collaborates with other professionals to ensure that students with IEPs, who speak English as a second language, or who have other learning needs are fully supported. The teacher takes responsibility for ensuring that every student has appropriate support in reaching high expectations.		
		High expectations are intended to challenge all students, and the teacher takes responsibility for collaborating with students and other professionals to design the specific supports students will need to meet high expectations. The teacher works with students and colleagues to identify the knowledge/skills students will need, and assesses and teaches these skills so all students can receive the support they need to meet high expectations. Students and teacher take joint responsibility for ensuring that everyone has appropriate support in reaching high expectations.		
Component	Level 1	Level 2	Level 3	Level 4
Inclusivity	T i m e d i u m o r n e a r o f n e e d s	The teacher views rigor as difficulty, and sees students' struggles in meeting expectations as evidence of rigor. Difficulty reflects teachers' arbitrary personal preferences rather than standards.		
		The teacher views rigor as high expectations that many, but not all, students can meet. Difficulty is inherent in the standards, rather than a reflection of arbitrary personal preferences. The teacher does not expect that all students can achieve the most rigorous standards, and does not bother to plan how to support them.		
		The teacher views rigor as high expectations for all students, and supports students in meeting these expectations. Expectations are free of unnecessary difficulty, and difficulty is inherent to and closely aligned with standards. The teacher anticipates the specific supports students will need to achieve the most rigorous expectations.		
		The teacher assesses students' readiness for various levels of challenge within the scope of the unit, and differentiates support and tasks to ensure that each student meets standard while also being challenged at an appropriate level. Students are involved in choosing the challenges and supports they receive, and assess their progress toward achieving the standards.		
Component	Level 1	Level 2	Level 3	Level 4
Rigor	T i m e d i u m o r n e a r o f n e e d s	The teacher views rigor as difficulty, and sees students' struggles in meeting expectations as evidence of rigor. Difficulty reflects teachers' arbitrary personal preferences rather than standards.		
		The teacher views rigor as high expectations that many, but not all, students can meet. Difficulty is inherent in the standards, rather than a reflection of arbitrary personal preferences. The teacher does not expect that all students can achieve the most rigorous standards, and does not bother to plan how to support them.		
		The teacher views rigor as high expectations for all students, and supports students in meeting these expectations. Expectations are free of unnecessary difficulty, and difficulty is inherent to and closely aligned with standards. The teacher anticipates the specific supports students will need to achieve the most rigorous expectations.		
		The teacher assesses students' readiness for various levels of challenge within the scope of the unit, and differentiates support and tasks to ensure that each student meets standard while also being challenged at an appropriate level. Students are involved in choosing the challenges and supports they receive, and assess their progress toward achieving the standards.		

Example: Minilessons

Step 1: Key Components

Step 2: Levels of Performance

Designing Frameworks of Shared Expectations

PrincipalCenter.com/vision-apply





Instructional Vision Forum

Part 5

Tips for Handling Email Faster

Justin Baeder



3 Counterintuitive Keys to Email

1. The Power of Zero

2. Decisional Minimalism

3. Fight Asymmetry Head On

Counterintuitive Key #1:
The Power of Zero

How many emails
belong in your inbox?

Your Inbox Is Just An Inbox



A Vision For Your Inbox

- 0 emails
- Every day
- Multiple times per day

Email “Bankruptcy”



A Safer Way To Declare Email Bankruptcy

- Create a new folder or tag:
“Email Bankruptcy MONTH YEAR”
- Move all emails out of inbox
- Don't tell anyone

How Does It Feel?

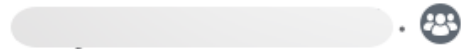
After moving everything in your inbox to an “Email Bankruptcy” folder...

- What do you need to go back and check?
- How does it feel to see zero emails in your inbox?
- What will you do when your next message comes in?

Counterintuitive Key #2: Decisional Minimalism



Jen



High school principal here. I use Outlook email for work and like to archive important emails into folders. I'm finding I have so many folders it's cumbersome! Can you share your email organization? Thank you!



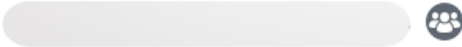
2

16 Comments

Counterintuitive Key #2: Decisional Minimalism



B. [redacted]



I'm asking for myself, because I know no one else has this problem (smile), but how do you organize your email? What is your daily email protocol(s)? How do you file them? What do do you keep/delete? Thanks in advance for your help and suggestions!



2

22 Comments

Counterintuitive Key #2: Decisional Minimalism



Assessment



Teacher
Evaluations



Math



Hiring



ELA



ELL



SPED



Professional
Development

Counterintuitive Key #2: Decisional Minimalism



Archive

Counterintuitive Key #2: Decisional Minimalism

Decision	Minimalist Answer
Which folder?	Archive
Save or delete?	Save
Where did I put that?	Search

Counterintuitive Key #3:
Fight Asymmetry Head On
Let me know in the chat:

Who emails you?

Counterintuitive Key #3: Fight Asymmetry Head On

- Parents
- Teachers
- Other staff
- Students
- District administrators
- Salespeople
- Publishers
- News outlets
- Past vendors
- Prospective vendors
- Researchers
- Job applicants
- Automated software
- Social networks

Counterintuitive Key #3:
Fight Asymmetry Head On

Keep your
responses brief

Counterintuitive Key #3: Fight Asymmetry Head On

five.sentenc.es

The Problem

E-mail takes too long to respond to, resulting in continuous inbox overflow for those who receive a lot of it.

The Solution

Treat all email responses like SMS text messages, using a set number of letters per response. Since it's too hard to count letters, we count sentences instead.

five.sentenc.es is a personal policy that all email responses regardless of recipient or subject will be five sentences or less. It's that simple.

* See also: two.sentenc.es, three.sentenc.es, and four.sentenc.es.

** To begin using this system, optionally copy this text and paste it into your e-mail signature:

Q: Why is this email five sentences or less?
A: <http://five.sentenc.es>

Counterintuitive Key #3:
Fight Asymmetry Head On

Unsubscribe

This email was sent by request to justir
[Unsubscribe](#)

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[Privacy Policy](#)

If You...

- Get to zero
- Implement decisional minimalism
- Fight asymmetry head-on

...will email be less stressful and a more effective leadership tool?

Let's Process...

What's your #1 takeaway so far?

Are You Ready To Be Done
With Email Overwhelm?



If You're Done With Email Overwhelm, Here's What You Need To Do

1. Use email as a leadership tool
2. Understand how email is designed
3. Get & stay “current”
4. Use your mobile device appropriately
5. Timeshift your email
6. Use the right complementary tools



Introduction

This video will cover the table of contents for this course, as well as giving you insight to the #1 cause of "inbox overwhelm" in leaders.



[Download the Workbook »](#)



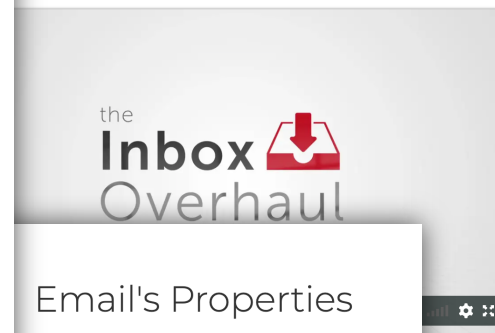
Leadership & Email

In this video, we discuss the distinct challenge that leaders face with email—Asymmetry.



Get & Stay Current

In this video, we discuss the two-step process of getting and staying current in your inbox.



Mobile vs. Computer

In this video, we discuss the pros and cons of using a mobile device for email vs. using a computer.

Email's Properties

In this video, we cover the basic—but often overlooked—question: What is email and how should leaders use it?



Timeshifting Email

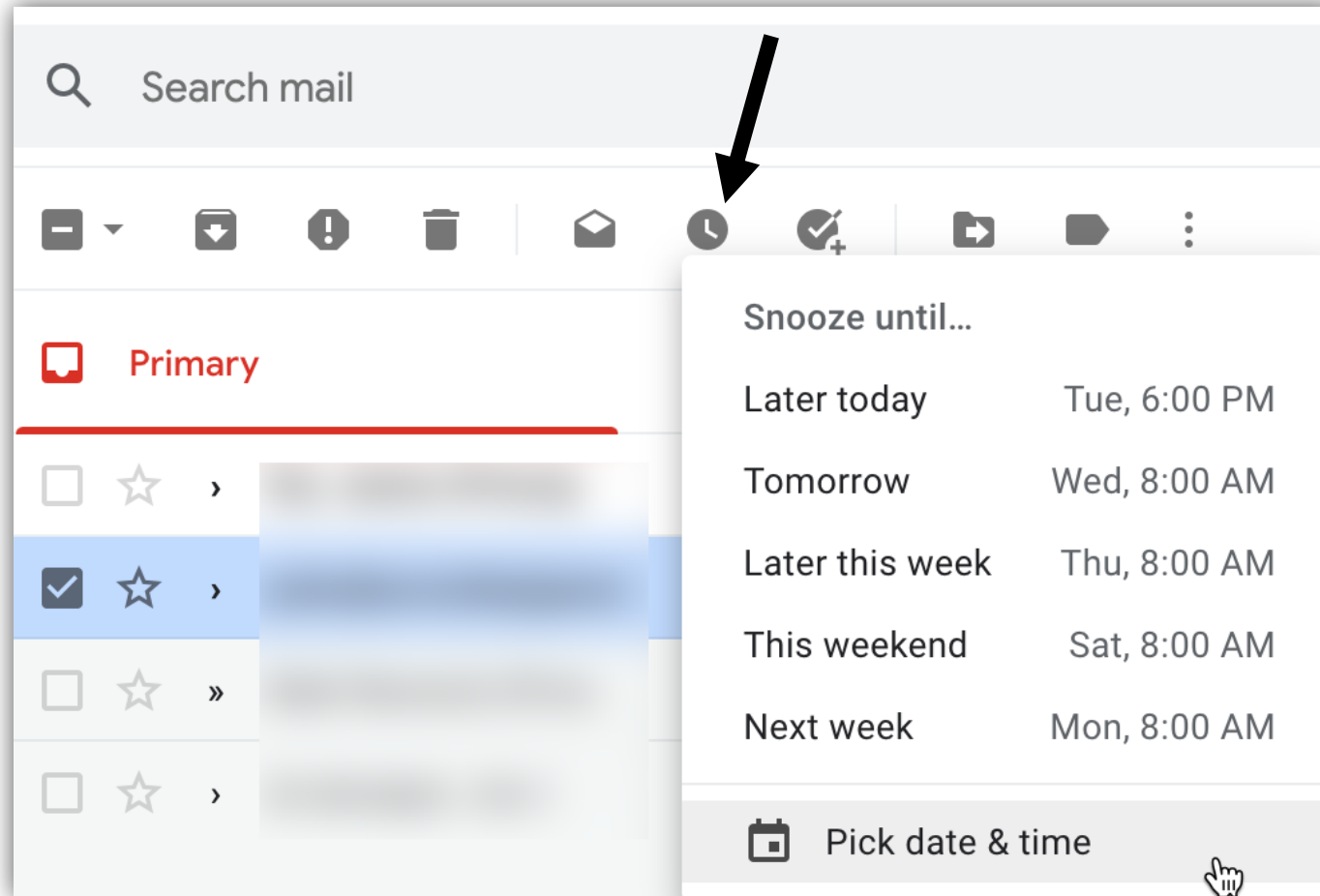
In this video, we discuss how "timeshifting" can help us deal with the asynchronous nature of email.



The Right Tools

In this video, we discuss tools instructional leaders can use for "optimum productivity."

Snooze in Gmail



Snooze with FollowUpThen

- tomorrow@followupthen.com
- 2weeks@followupthen.com
- Jan5@followupthen.com
- 2pm@followupthen.com

Additional examples:

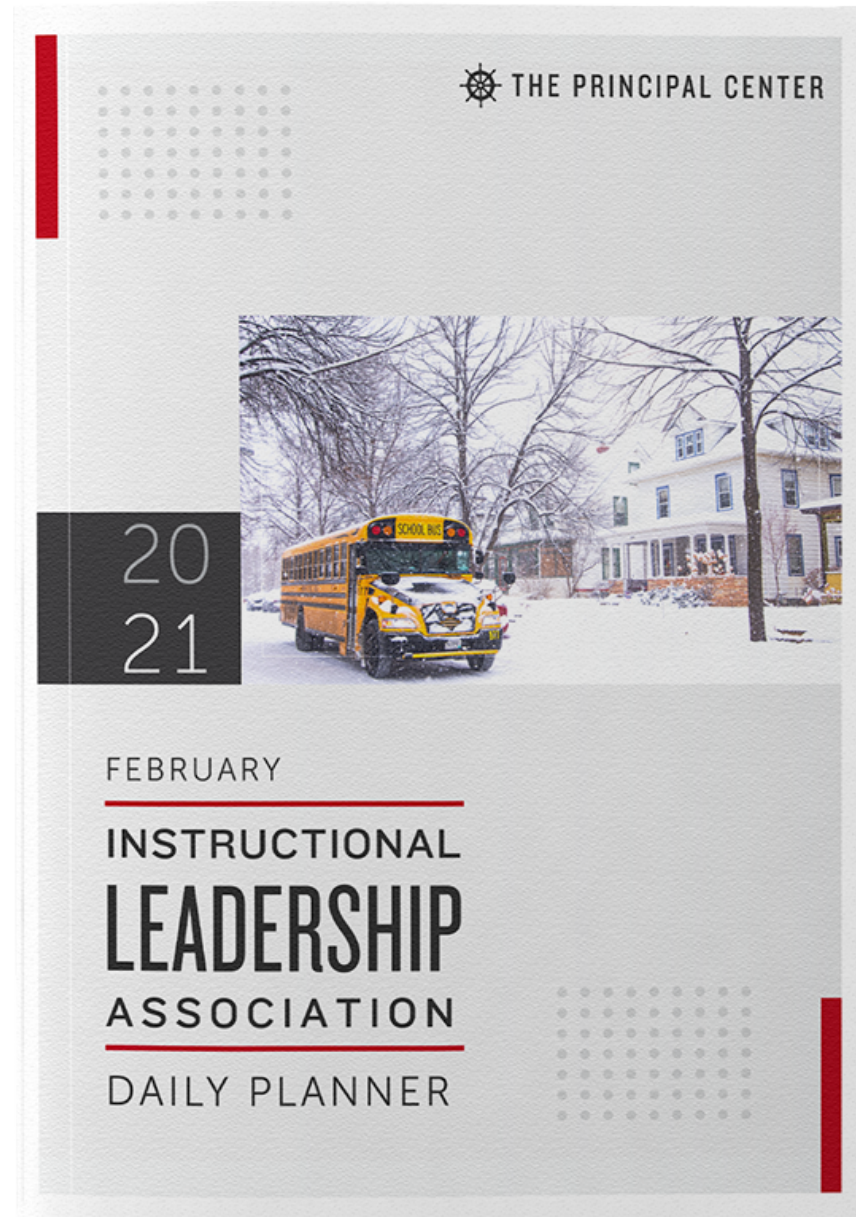
<https://www.FollowUpThen.com/how>

followupthen

February Planner

PrincipalCenter.com/ILA-Planner-February-2021

PrincipalCenter.com/cesa3



Resources: PrincipalCenter.com/cesa3

Video Resources



DOWNLOAD SLIDES



The Inbox Overhaul

ACCESS THE INBOX OVERHAUL



The Instructional Leadership Challenge

ACCESS THE INSTRUCTIONAL LEADERSHIP CHALLENGE

PDF Resources



15 Questions For Feedback On Virtual Teaching For Instructional Leaders

DOWNLOAD PDF



Classroom Visit Index Cards

DOWNLOAD PDF

GET 50 FREE INDEX CARDS