



 THE PRINCIPAL CENTER

Instructional Vision Forum

February 24, 2021



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

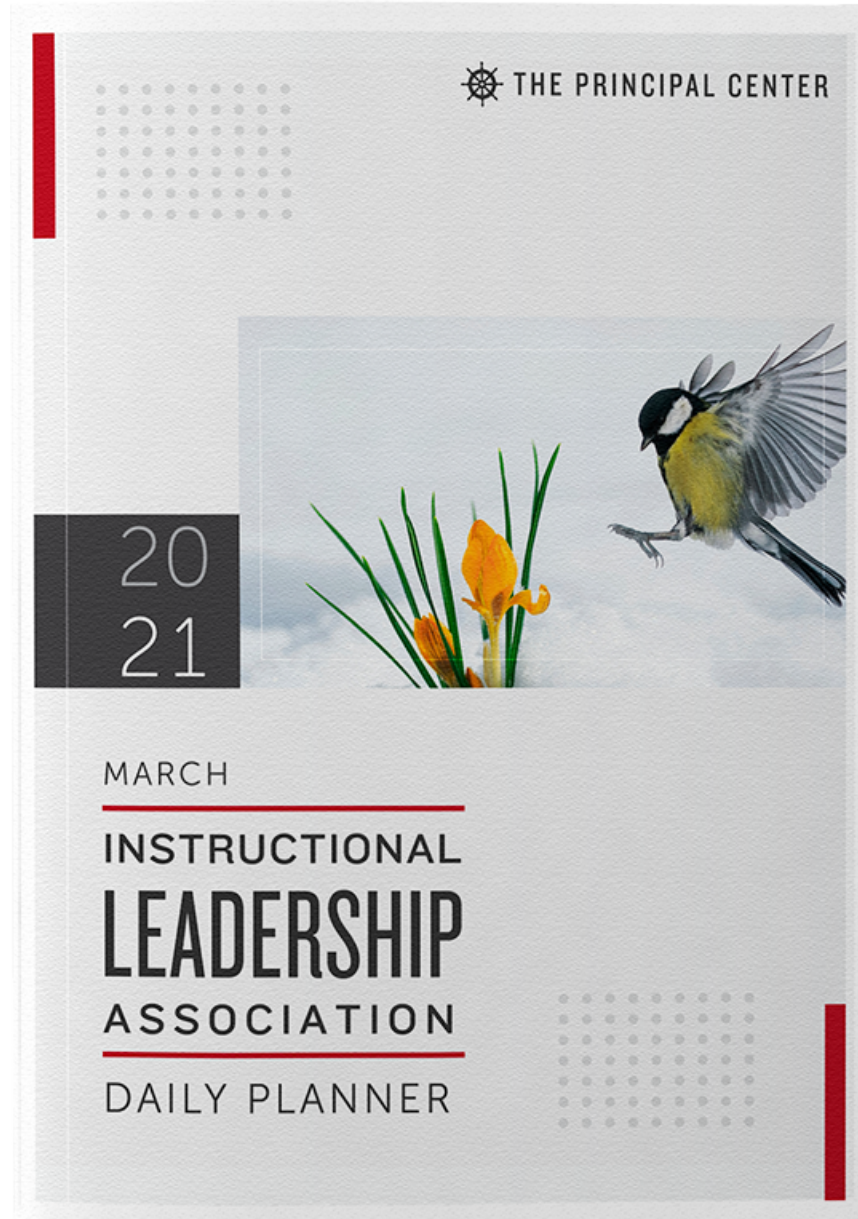
DOWNLOAD PDF

GET 50 FREE INDEX CARDS

March Planner

PrincipalCenter.com/ILA-Planner-March-2021

PrincipalCenter.com/cesa3



Our Essential Question

How can we spend less time dealing with email, and how can we use evidence in conversations about practice?

In This Session:

- Email tips (Justin Baeder)
- Affirming positive practices (Matt Renwick)
- Feedback practice—Zoom video lesson (Matt Renwick)
- Using evidence & CEIJ (Justin Baeder)

Discuss in Chat:

How many emails do you get in a
typical day or week?



Instructional Vision Forum

Part 1

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?

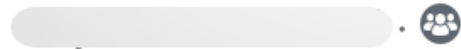
After moving everything in your inbox to an “Email Bankruptcy” folder...

- 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]



[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!



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](#)

© 2020 Goodreads Inc
188 Spear Street, Suite 250, San Francisco, CA 94105
[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.



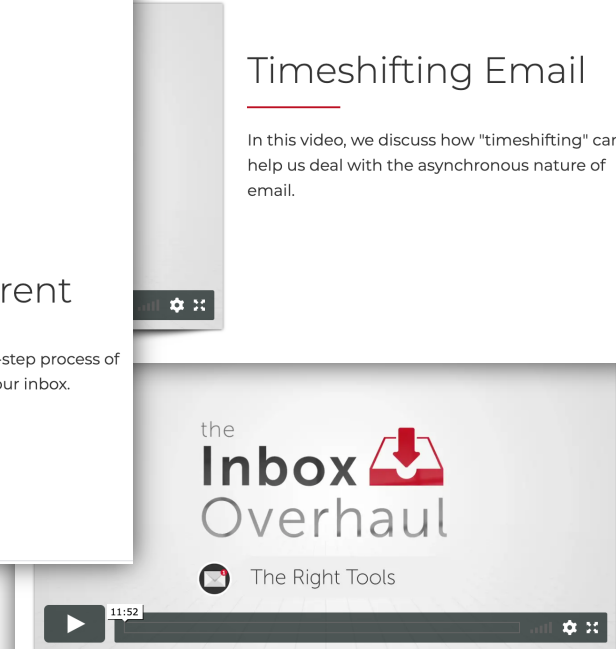
Get & Stay Current

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



Email's Properties

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



The Right Tools

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

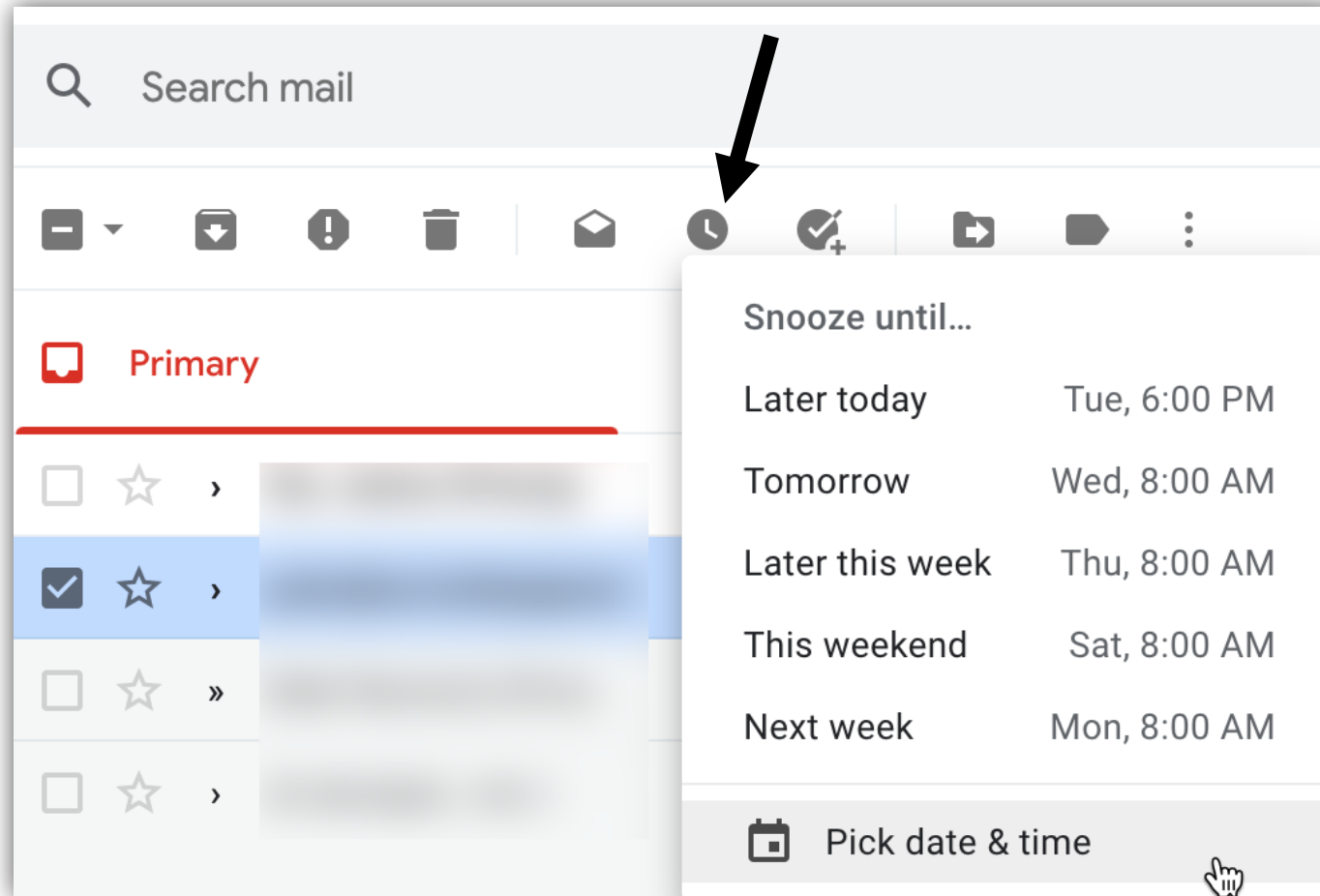
Mobile vs. Computer

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

Timeshifting Email

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

Snooze in Gmail



Snooze with FollowUpThen

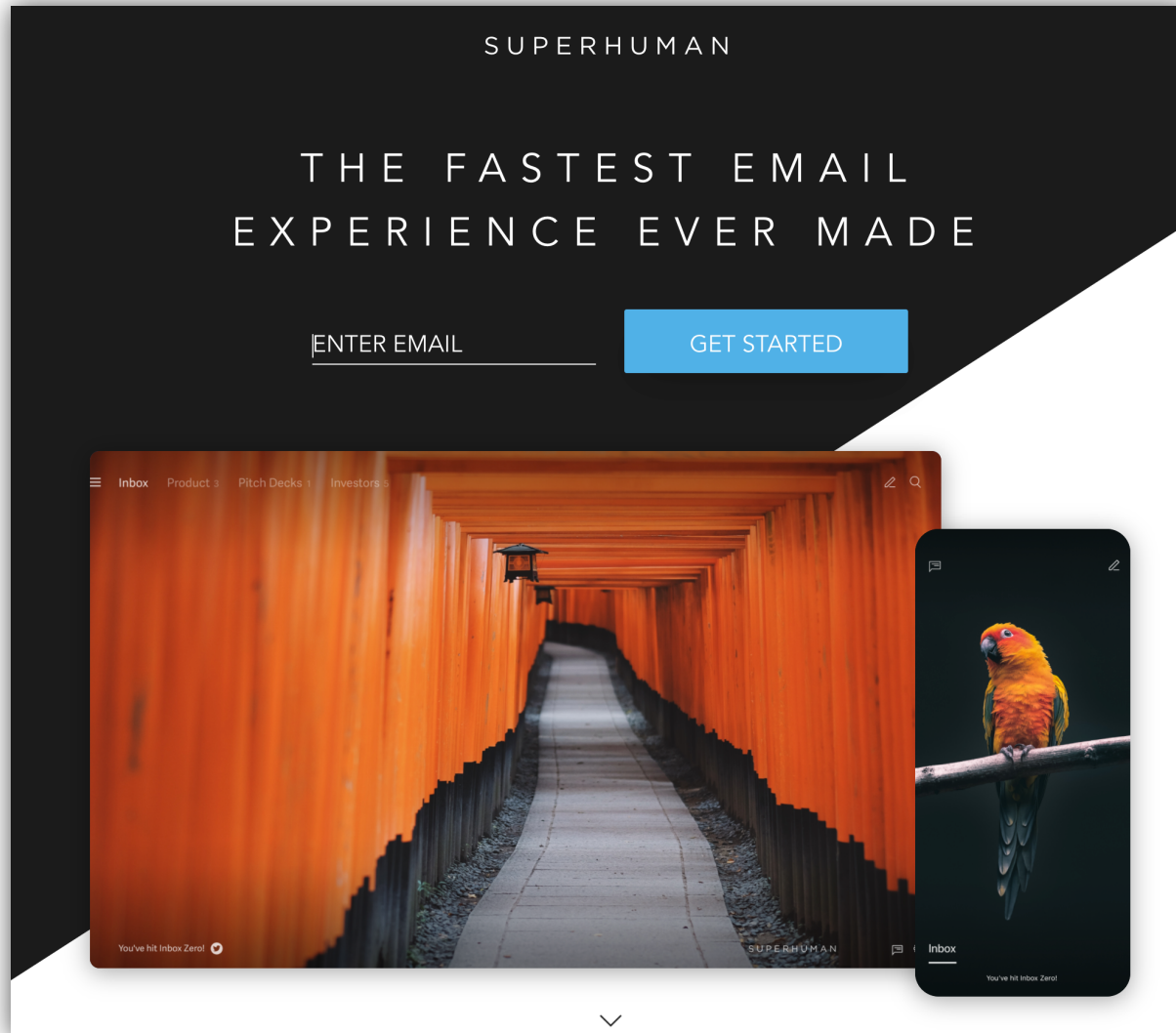
- tomorrow@followupthen.com
- 2weeks@followupthen.com
- Jan5@followupthen.com
- 2pm@followupthen.com

Additional examples:

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

followupthen

What I'm Using





Instructional Vision Forum

Part 2

Affirming Positive Practices

Matt Renwick





Instructional Vision Forum

Part 3

Feedback Exercise

Matt Renwick





Instructional Vision Forum

Part 4

Using CEIJ &
Evidence

Justin Baeder



Now Is The Time

We've had plenty of opportunity to form an opinion of each teacher's practice by this point in the year.

Hunches Aren't Enough

Our opinions can be a good starting point, but they can't be the basis for our final teacher evaluations.

Hunch → Working Hypothesis

We need to develop *working hypotheses* for each teacher.

No Putting It Off

The longer we delay *forming* and *interrogating* detailed opinions, the more difficult it will be to finish teacher evaluations and make a difference in teacher practice this year.

Hunches

“I don’t think she’s putting enough effort into planning.”

Hunches

“I think he’s losing the students, and doesn’t do enough formative assessment to know when it’s happening.”

Hunches

“I think she’s getting kids to be on their best behavior for formal observations, but really struggling with classroom management the rest of the time.”

Share in chat:

What's a "hunch" you have about the practice or performance of one of the teachers you supervise?

The Myth of Judgment

“I only rate teachers after all the evidence is in.”

The Myth of Judgment

“I only rate teachers after all the evidence is in.”

- No you don't—we're constantly updating our mental assessments of our staff
- The earlier you articulate your hunches, the better you can validate and act on them

Develop Working Hypotheses

We don't need to *withhold* judgment until the very end of the year.

We need to *update* our judgments based on new evidence.

Informal Evidence

Never say:

“This is non-evaluative.”

Everything you are aware of—regardless of the source—
shapes your judgment...

...but not all information is equally trustworthy.

Using Working Hypotheses



Using Working Hypotheses

1. Articulate a judgment
2. Interrogate that judgment

Overall Hunches

- Satisfactory/Unsatisfactory
- “Buckets” of similar teachers
- Areas of needed whole-staff PD



The “Working Hypothesis” Approach

- In a given domain, teachers fall into certain “buckets” or categories that you mentally lump together:
 - Classroom Management: Warm, Loose, Strict, Student-Directed
 - Instructional Skill: Growing, Skilled, PD Leader
 - Reflective Practice: Self-directed, Collaborative, Introspective
- Decide which domains you’ll address
- Decide on initial “buckets” or “types” within each domain
- Re-use your writing when making the same claim about multiple teachers

Discuss in chat:

What would be some of your teacher “buckets” for classroom management?

Articulate & Interrogate

Informal Evidence → Hypothesis → Formal Evidence → CEIJ

Claim

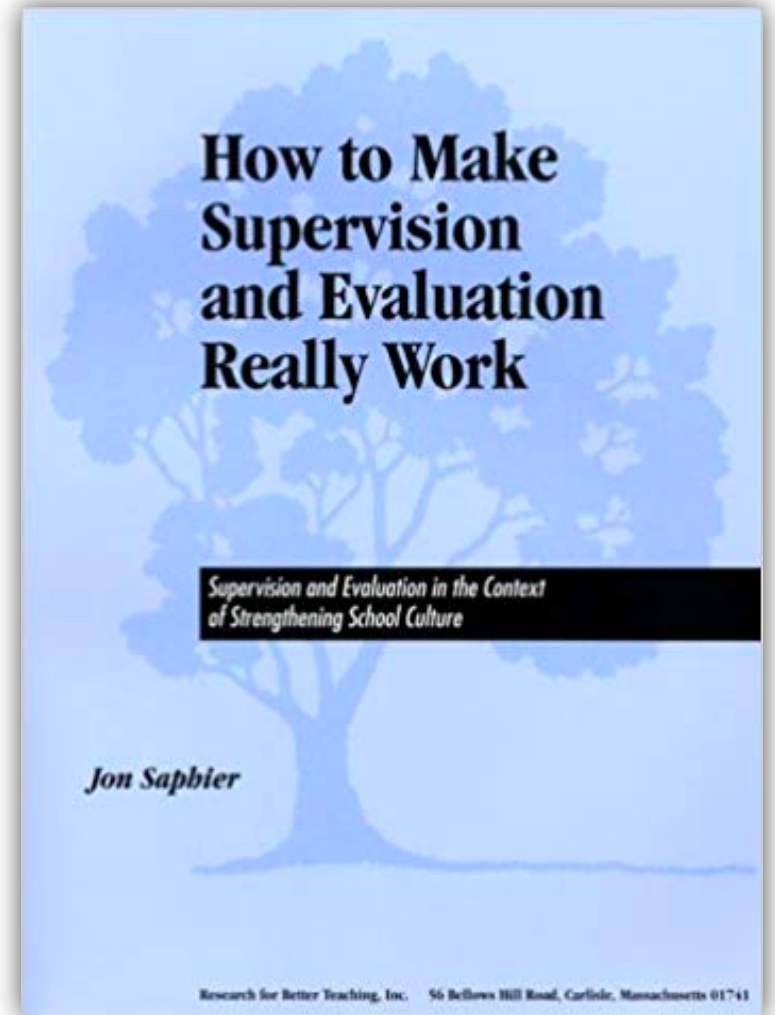
Evidence

Interpretation

Judgment

CEIJ, by Jon Saphier

- Claim
- Evidence
- Interpretation
- Judgment



The Claim

A summary statement describing the teacher's typical practice in a given area.

Key phrase: "Is characterized by..."

- Is this just one isolated incident? Chance? One bad day? One exceptionally well-planned lesson?
- Or is this *typical* of the teacher's practice?

The Evidence

Multiple, specific, documented incidents and instances that support the claim.

Key phrase: "For example, on _/_/_..."

- Do I have multiple pieces of evidence to back my claim?
- If some evidence is informal (or hearsay), do I have firsthand evidence that supports or refutes it?

The Interpretation

A clear articulation of the consequences of the teacher's typical practice, e.g. on student learning, school culture, or other relevant outcomes.

Key phrase: "As a result..."

- Am I being arbitrary, or does this really matter?
- Is this a pet peeve of mine? Can the teacher be successful without doing what I think is best?
- What are the consequences for student learning? Do they flow directly from the teacher's practice?

The Judgment

The final rating of teacher's overall practice in specific area, using language and scale of evaluation framework.

Key phrase: "Therefore, ____'s practice in domain ____ is best described as Level ____."

- Specific rating on specific criteria
- If I'm not sure, now I know where I need more evidence
- If I don't gather more evidence, the default will be "satisfactory"

Pinpointing the Problem

- Start with your hunch or “emotional first draft” of the problem—what is bothering you, and why?
- Gather more evidence
- Ask the “Five Whys” to uncover the root problem (e.g. poor classroom management due to unengaging lessons due to poor planning due to...)
- Translate your emotional first draft into professional language—what evaluation criteria address these concerns?

Emotional First Draft

Mr. Johnson's class is incredibly boring; he just lectures all the time. The stronger students take notes and do well on tests, but too many students fail or get bad grades because they don't have the study skills or motivation to succeed in this kind of class. He blames them for not being interested in his boring lessons, and resists ways to update his teaching.

Construct a CEIJ Argument

- **Claim**—A summary statement describing the teacher's typical practice in a given area. Key phrase: *"Is characterized by..."*
- **Evidence**—Multiple, specific, documented incidents and instances that support the claim. Key phrase: *"For example, on ___/___/___..."*
- **Interpretation**—A clear articulation of the consequences of the teacher's typical practice, e.g. on student learning, school culture, or other relevant outcomes. Key phrase: *"As a result..."*
- **Judgment**—The final rating of teacher's overall practice in specific area, using language and scale of evaluation framework. Key phrase: *"Therefore, ___'s practice in domain ___ is best described as Level ___."*

CEIJ Argument

- Revised **Claim**: Mr. Johnson's instruction is characterized by heavy reliance on lecture, displaying a minimal understanding of how students learn.* Student learning activities consist primarily of notetaking, completing work-sheets, and taking paper-and-pencil quizzes, offering little variety or active intellectual engagement.**
- **Evidence**: For example, on 1/31, Mr. Johnson lectured for 27 continuous minutes, during which students were expected to listen and take notes. During this time, three students fell asleep, and one student poked the student in front of him with a pencil eight times. Seven students took no notes at all during this lecture. During another observation, on 10/17, Mr. Johnson admonished the class for doing poorly on a recent exam, and stated that if more students took notes like they were supposed to, they would do better on exams.
- **Interpretation**: As a result of Mr. Johnson's heavy reliance on lecture as an instructional strategy, students experience a low level of intellectual engagement and a high rate of course failure in Mr. Johnson's classes. For the fall semester, Mr. Johnson's course pass rate of 72% was significantly below the school average of 91%, raising concerns about student engagement and instructional effectiveness. While Mr. Johnson is clearly passionate about his subject matter, the lack of variety and engaging instructional strategies undermines his goals for student learning.
- **Judgment**: Therefore, Mr. Johnson's practice in Domain 1, Planning and Preparation, is best rated as Level 1, Unsatisfactory. This evaluation will be followed by a Plan of Improvement and support from a district instructional coach.
- Danielson 1b, Demonstrating Knowledge of Students, Unsatisfactory column
- **Danielson 1e, Designing Coherent Instruction, Unsatisfactory column

CEIJ for Improvement Plans

TPC Employee Improvement Plans 2021-01-17 ☆ 📁 ☁

File Edit View Insert Format Tools Add-ons Help Last edit was on January 19

100% Heading 1 Arial - 20 + B I U A 🔗 📎 📄 ...

1 1 2 3 4 5 6 7

Pre-Work:
Employee Name & Assignment

First Draft—what is bothering me, and why?

5e Analysis—ask "why" five times, to get to the core issue.

➔ #1 issue to focus on now?

INSTRUCTIONAL
LEADERSHIP
ASSOCIATION

The
Instructional
Leadership
Show

Episode #92

Developing Employee
Improvement Plans

THE PRINCIPAL CENTER



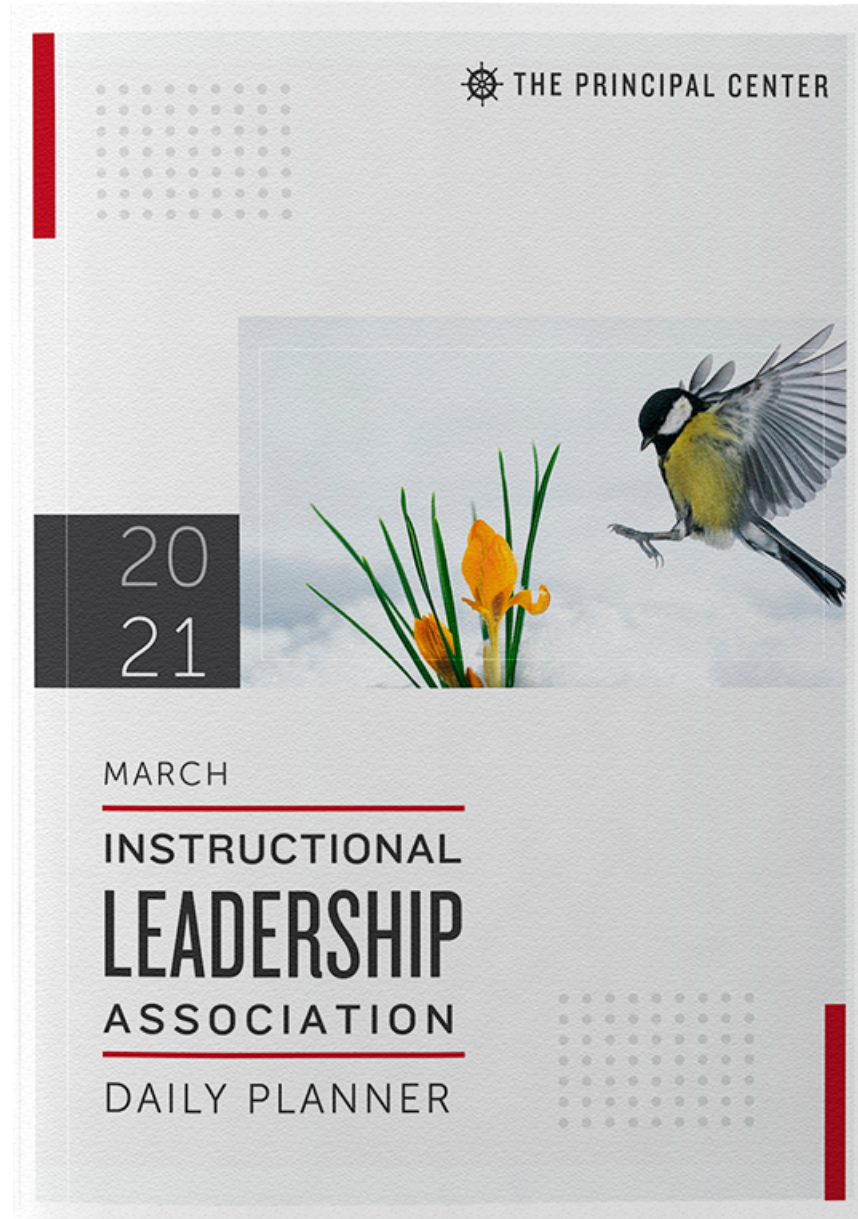
Takeaways

- Don't defer judgment until the end of the year
- Be honest with yourself about your current assessments of teacher practice—develop *working hypotheses*
- Articulate and interrogate your working hypotheses with CEIJ:
 - Claim
 - Evidence
 - Interpretation
 - Judgment
- Keep updating your working hypotheses as you gather new evidence
- Start using the Evaluation Organizer Spreadsheet

March Planner

PrincipalCenter.com/ILA-Planner-March-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