



Instructional Vision Forum
with Justin Baeder, PhD

 THE PRINCIPAL CENTER

September 23, 2020



Introductions

Please introduce yourself in the chat:

- Name
- Role(s)
- Location/District

Justin Baeder, Director, The Principal Center

Our Essential Question

How can we make time for instructional leadership, and what can instructional leaders do to improve teacher practice?

Our Focus Today

- Creating bandwidth for instructional leadership
 - + Systems for handling paperwork & email
- Evidence-Driven Leadership Philosophy
- The HPIL model for changing teacher practice



Instructional Vision Forum

Part 1

Creating Bandwidth for Instructional Leadership



Respond in chat:

**Instructional leaders
belong in classrooms.
(Why?)**

A Core Belief

Instructional leaders
belong in classrooms.

Recommended:

500 visits/year

The Problem

Job Descriptions for the [redacted] School District [redacted]

CODE: A-1

Job Title: Principal

Duties: The school principal is responsible for:

1. The safety and conduct of pupils. This includes the discipline of students while under the supervision of the schools, on school grounds, in school buildings, and on school buses.
2. The condition of the buildings, grounds, and equipment. This is a shared responsibility with the custodial staff.
3. The operation of the school's budget and distribution of supplies.
4. The entire school program.
5. Cooperation with staff members in planning the school program.
6. The conduct of students in the school, suspending serious offenders for not more than five school days when reasonable efforts to secure the compliance of the offenders have failed. The principal shall notify the parents of such suspensions.

- Notwithstanding the foregoing, the principal shall contain the reasons therefor.
7. **such other duties as may be assigned** to the principal.

Conduct: The principal shall provide a proper leadership and maintain a high standard of image for students and teachers.

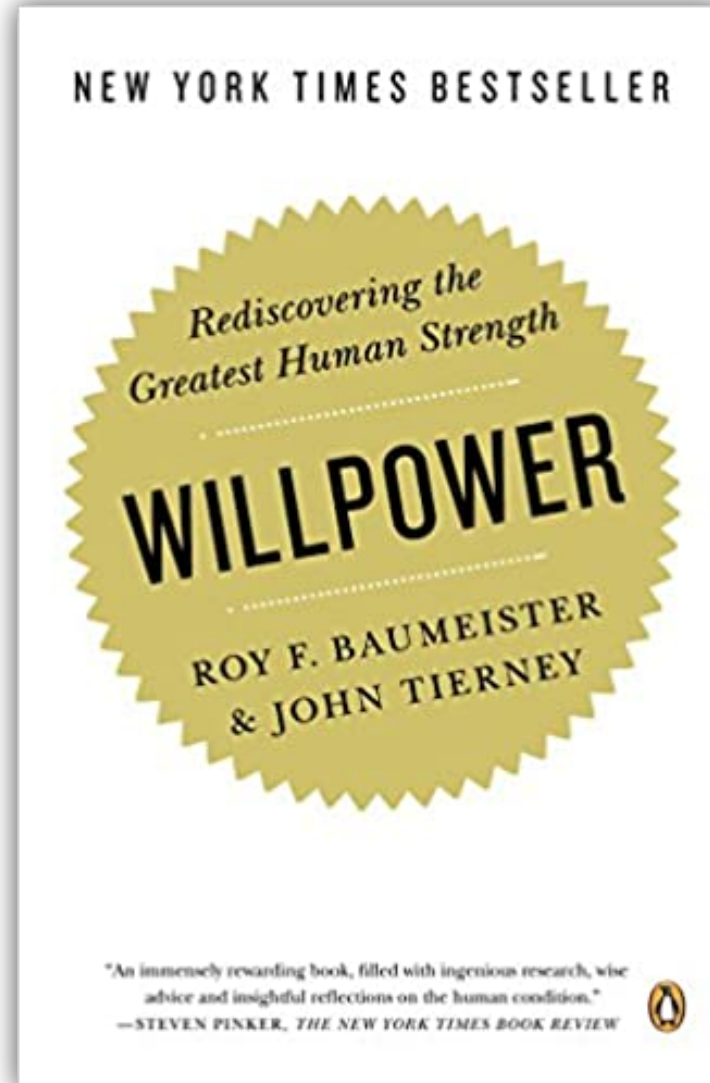
The Problem

There aren't enough hours in the day...

...but the bigger constraint is **mental energy**.

“Mental Energy”

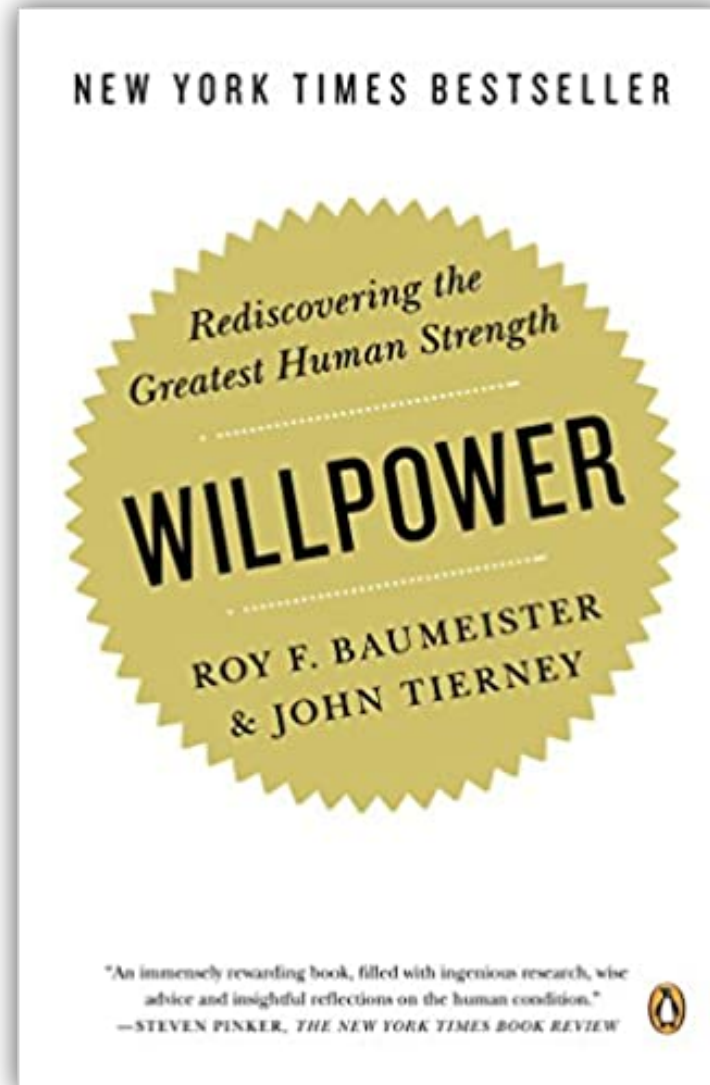
- Physiological—glucose
- Limited supply each day
- Can be replenished partially by snacks, rest
- Tends to fade as the day wears on



“Mental Energy”

Depleted by:

- Physical exertion
- Emotional self-regulation
- Sleep deprivation
- Hunger/low blood sugar
- Repeated decisions



Decisional Minimalism

To get more done
with less stress, make
fewer decisions.

Respond in Chat:

What are some things you DO make decisions about every day?

What are some things you do every day, but WITHOUT making a separate decision?

First, Get A Box



Habits

What are some ways you get through the day without making decisions that you'd have to make in an unfamiliar situation?



How To Avoid Making Decisions

- Procrastinate/ignore

How To Avoid Making Decisions

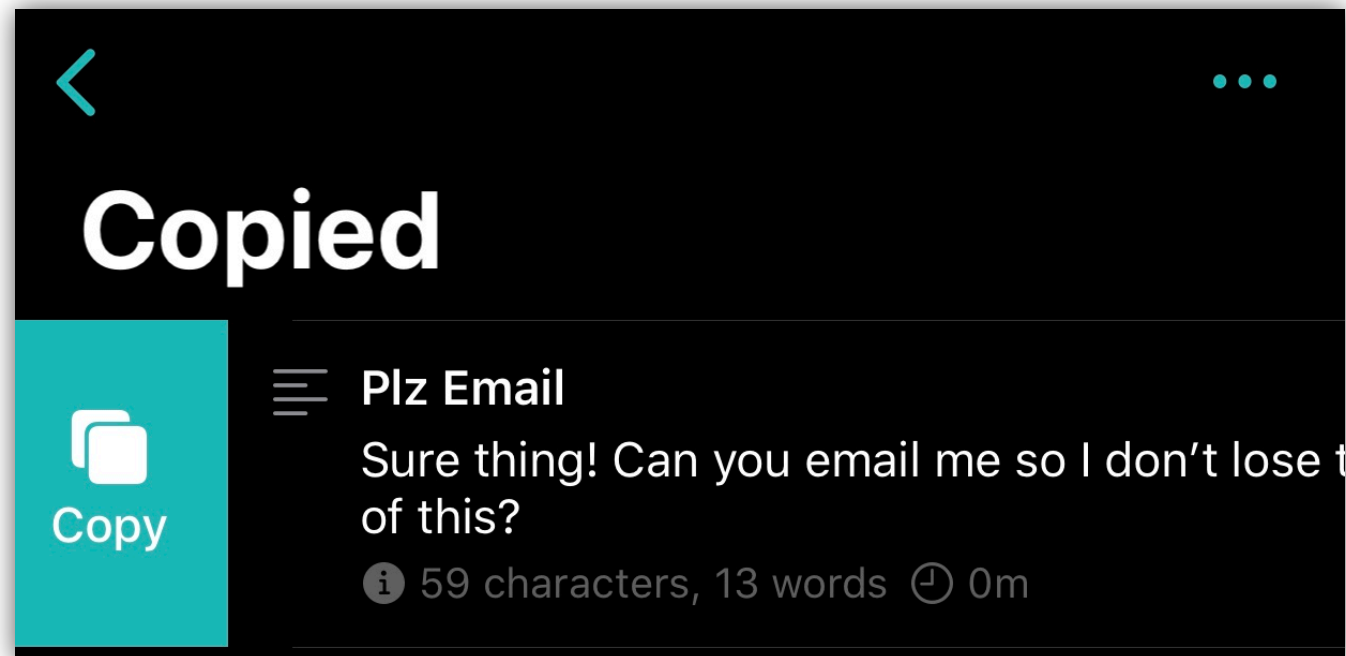
- ~~Procrastinate/ignore~~
- Follow habit or policy
- Use a saved reply or stock phrase
- Empower others
- Avoid needless categorizing

Example: Consistent Policy & Reply

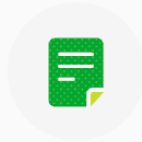
- Situation: parent has a concern about class/student
- Policy: parent must talk to teacher first
- Reply: “Thank you for letting me know about this. I’m happy to help, but I also know that if I get involved too early, that can make things worse. As a first step, could you talk to the teacher about this and follow up with me? I’m happy to help based on the outcome of that conversation.”

Saved Replies: Copied app

“Sure thing. Can you email me so I don’t lose track of this?”



Saved Replies: Evernote



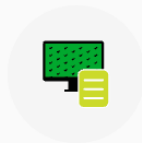
SYNC AND ORGANIZE

Keep your notes handy



SPACES

Bring your team together



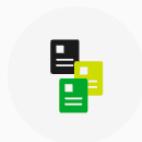
WEB CLIPPER

A save button for the web



SEARCH HANDWRITING

Find text in any note



TEMPLATES

Make better notes, faster



DOCUMENT SCANNING

Go paperless with Evernote



PDF & DOC SEARCH

Find information anywhere



INTEGRATIONS

Connect your favorite apps

Twice The Impact

Saved replies help in two ways:

- They reduce repeated work
- They encourage you to think systematically

Respond in Chat:

What questions do you tend to
get over and over again?

Example: Needless Categorizing

Sorting documents or messages into folders is “easy” but consumes a disproportionate amount of mental energy because it involves making many small decisions.

- Emails: Archive (no folders)
- Documents: Toss in “Chronological File” box

“Dresser Drawer” Categorization

Broad “this goes there” categorization can be done by habit, without consuming mental energy



Avoid Over-Organizing



Finding Uncategorized Items

- Email or computer files: search
- Chronological File: dig



Empower Others

- Do I need to be the one to make this decision?
- Can I share my criteria and empower others to follow them?
- How can I avoid being the bottleneck?

“You decide and let me know”

Empower Others: Field Trips

- Clear criteria
- Fill out the form yourself
- Give to secretary
- I sign when I see it in signature folder



In Your Personal Life

- Meal prep/planning
- Day-of-week chores/errands
- Preset outfits

How can I make decisions in advance to accomplish what I need to, without making so many decisions throughout each day?

Takeaways

- Follow habit or policy
- Use a saved reply or stock phrase
- Empower others
- Avoid needless categorizing



Instructional Vision Forum

Part 2

Systems for Handling Paperwork & Email

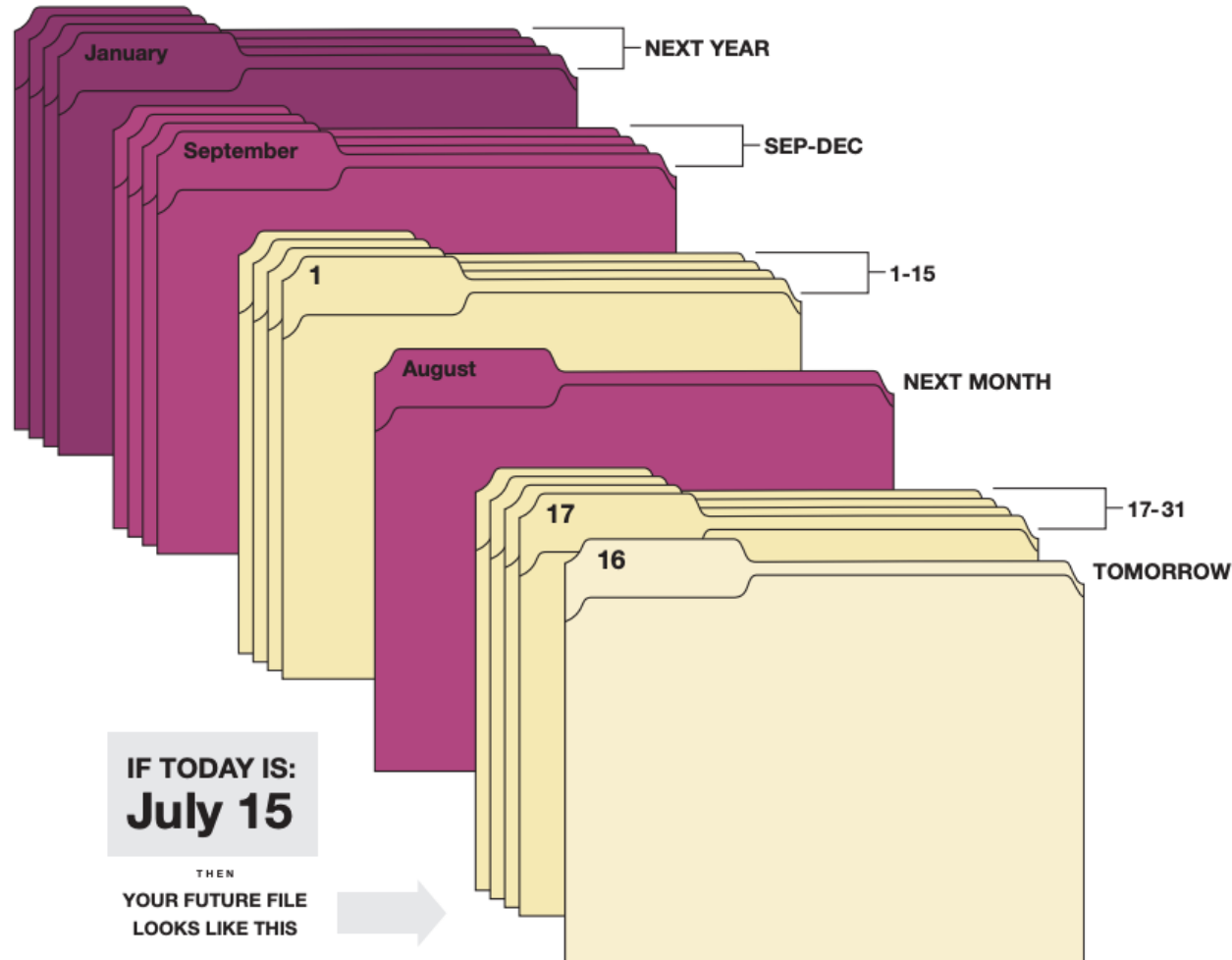


The Chronological File



The Future File

PrincipalCenter.com/future-pdf



The Cost of Email Clutter

- Clutter makes it impossible to have an accurate sense of what's lurking in your inbox—there is simply so much that you lose the ability to estimate well
- A cluttered inbox can lead to compulsive checking and re-checking email, reading the same messages over and over in the fear of missing something important
- Anxiety over an out-of-control inbox makes it harder to get into classrooms with confidence

You Don't Have To Do It All

You don't have to *do* all the work waiting in your inbox to get into classrooms with confidence, but it does help to *get current*

Getting Current

To get current, triage 100% of your inbox:

- Delete
- Delegate
- Defer
- Do

Triaging from Mobile

- Swipe-to-archive on mobile is a great way to cut down on the volume of messages waiting on your computer
- Resist the temptation to send long replies
- Go talk in person whenever possible

When In Doubt...Archive

- Deleting messages is far more stressful than simply archiving them
- Minimize the cognitive load by using a single “Archive” folder—no sub-folders
- Hit the Archive button in Gmail



3-2-1-Zero for An Empty Inbox

- Check email 3x/day
- Set a 21-minute timer
- Get to 0 message in inbox:
 - Do now if < 2 minutes
 - Done? Archive it.
 - Defer? Snooze it.



15 SECRETS SUCCESSFUL PEOPLE KNOW ABOUT TIME MANAGEMENT

THE PRODUCTIVITY HABITS OF 7 BILLIONAIRES,
13 OLYMPIC ATHLETES, 29 STRAIGHT-A STUDENTS,
AND 239 ENTREPRENEURS

NEW YORK TIMES BESTSELLING AUTHOR
KEVIN KRUSE

Unsubscribe

- Mailing lists and marketing contribute significantly to principals' email volume—more each year you're in the role
- Companies will usually honor unsubscribe requests

Defer: Snoozing Emails with FollowUpThen.com

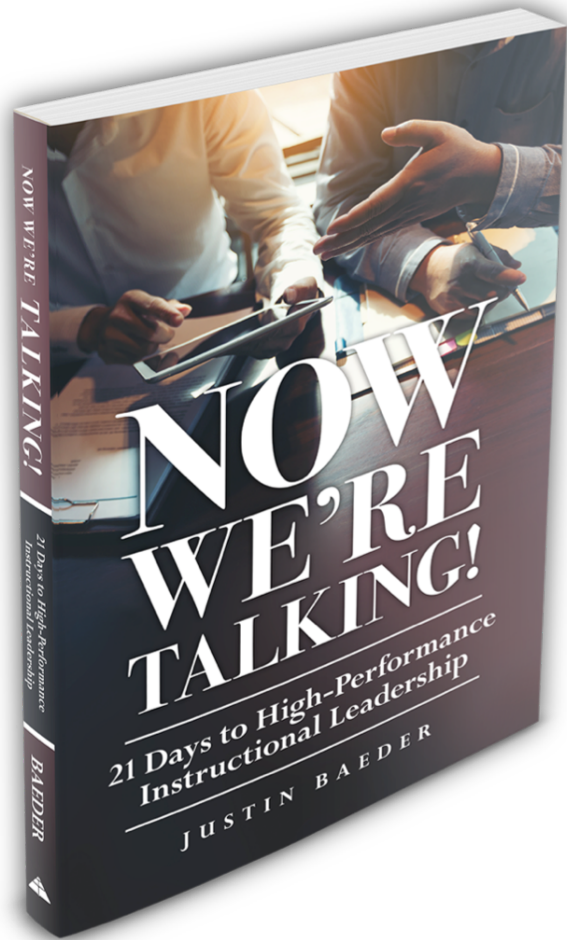
- tomorrow@followupthen.com
- 2weeks@followupthen.com
- Jan5@followupthen.com
- 2pm@followupthen.com

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

Side Benefits of Better Email Hygiene

- People will email you instead of interrupting you
- People will only email you once
- You'll meet more deadlines and miss fewer things
- You'll be less stressed and more in control of your day
- You can plan your time more realistically

More Help with Email

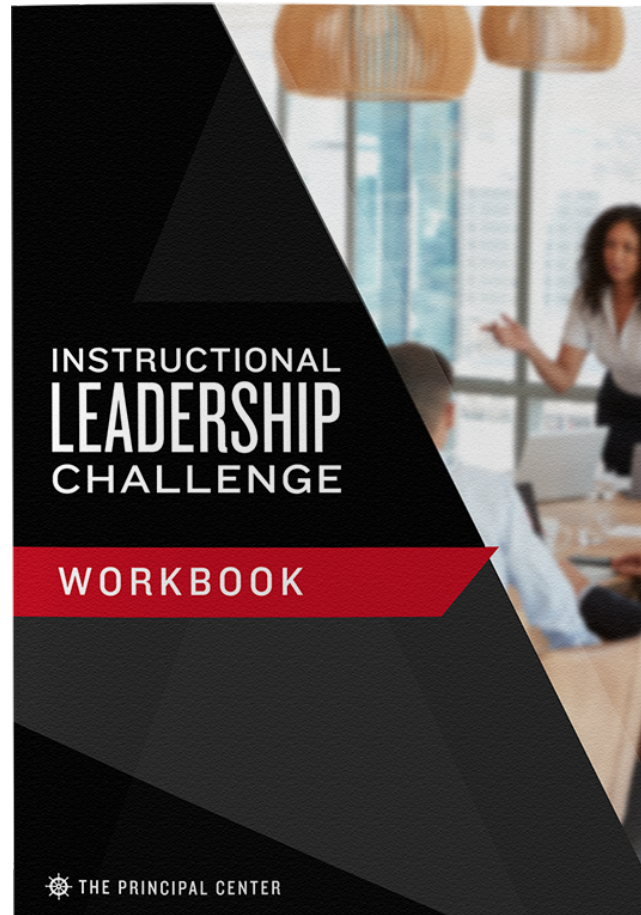


Chapter 7:
Keeping Your
Communication Channels
Under Control

More Help with Email



More Help Making Time To Get Into Classrooms





Instructional Vision Forum

Part 3

Evidence-Driven Instructional Leadership



Philosophy: Evidence-Driven Leadership



EVIDENCE
DRIVEN

Philosophy: Evidence-Driven Leadership

1. Leading learning is all about making decisions
2. To make sound decisions, leaders need high-quality, up-to-date, firsthand information
3. The best way to get this information is by visiting classrooms and talking with teachers
4. Teaching is professional work, and teacher practice changes through conversation
5. Shared expectations are an essential 3rd party in conversations about practice



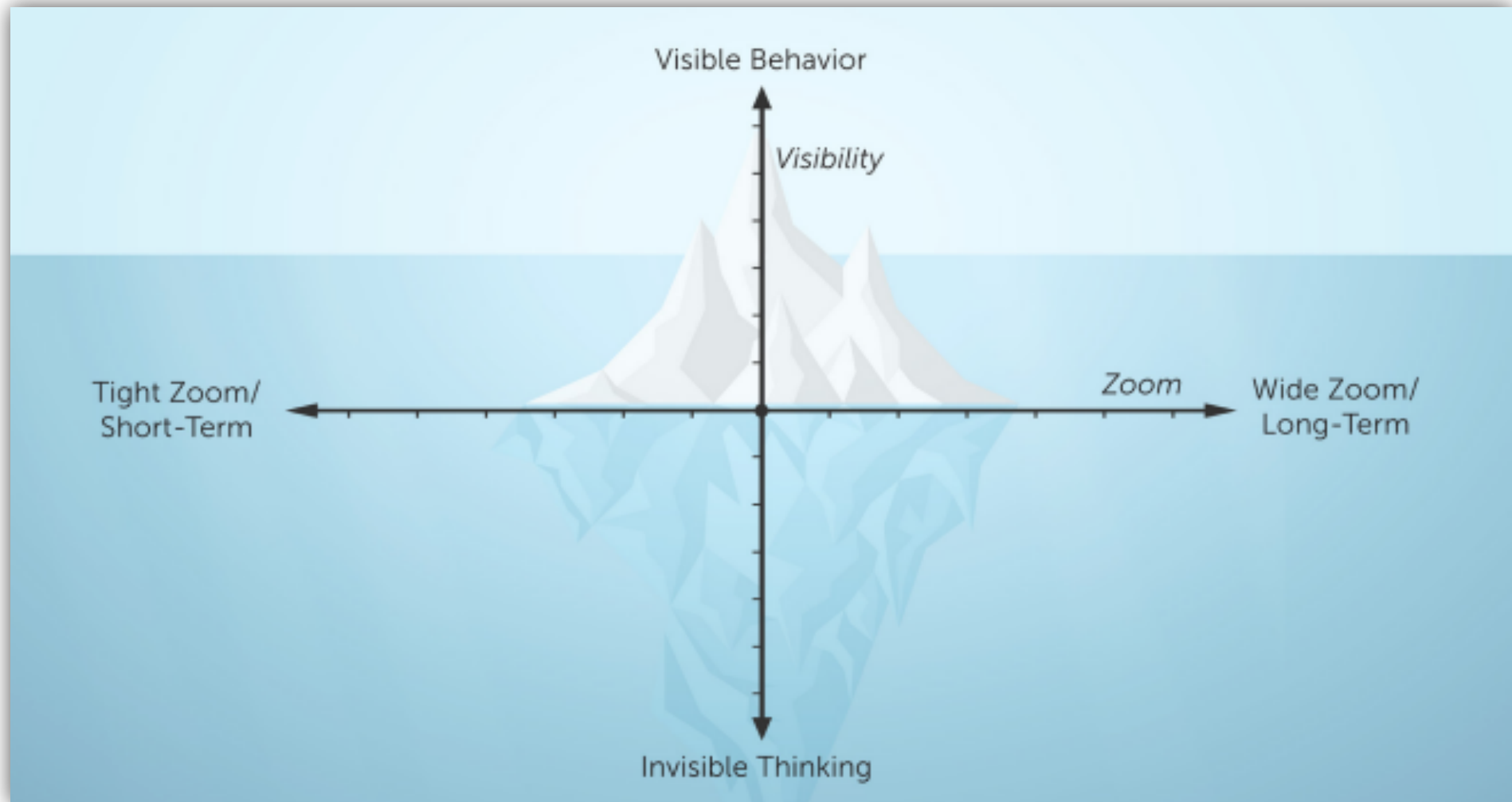
Two Levels of Teacher Practice

Behavior →

Thinking →



Seeing Deeper: Visibility & Zoom



A Definition of Instructional Leadership

Instructional leadership is the practice of making and implementing operational and improvement decisions in the service of student learning.

Respond in Chat:

What percentage of your time do
you spend on
operations/management
vs. instructional leadership?

Instructional Leadership vs. Building Management





Instructional Vision Forum

Part 4

Changing Teacher Practice: The HPIL Model



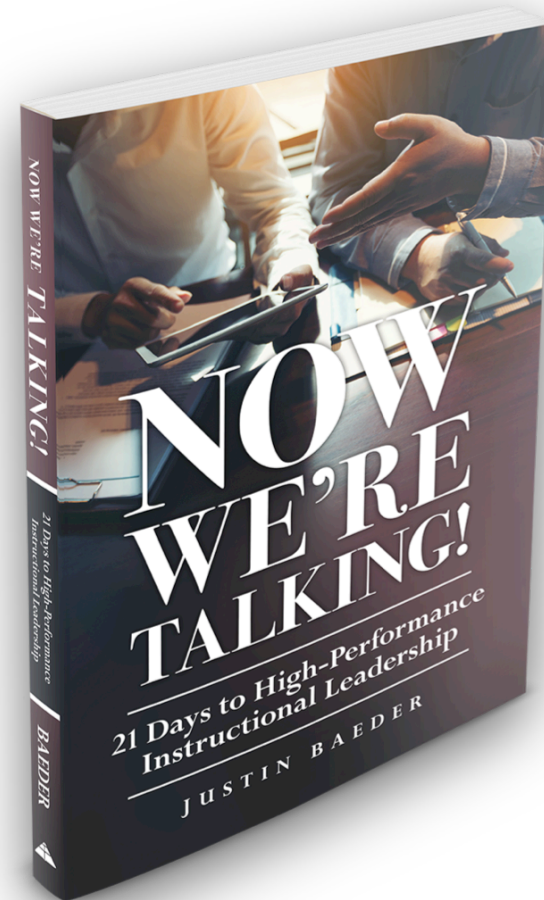
Executive Summary of the Instructional Leadership Challenge

- Visit 3 classrooms a day, every day, for 5-15 minutes each
- Make your visits frequent, brief, substantive, open-ended, evidence-based, and criterion-referenced, and conversation-oriented
- After each visit (on the spot or later), talk with the teacher—not coaching or fixing; just professional conversation
- Don't give compliments and suggestions; instead, use the 10 Questions for Evidence-Based Feedback on Teaching
- Track your visits with the Classroom Visit Notecards, so you have a record of your visits and don't skip anyone



7 Elements of the High-Performance Instructional Leadership Model

1. Frequent
2. Brief
3. Substantive
4. Open-Ended
5. Evidence-Based
6. Criterion-Referenced
7. Conversation-Oriented



7 Elements of the High-Performance Instructional Leadership Model

~~1. Frequent~~

2. Brief

3. Substantive

“HYPOTHETICAL”

4. Open-Ended

WALKTHROUGHS

5. Evidence-Based

6. Criterion-Referenced

7. Conversation-Oriented

Frequency

- 3 visits a day
- Every teacher every ~2 weeks
- 18 visits per teacher per year
- Consistent rotation
- Cluster by team/department/grade

7 Elements of the High-Performance Instructional Leadership Model

1. Frequent

~~2. Brief~~

3. Substantive

“UNSUSTAINABLE”

4. Open-Ended

WALKTHROUGHS

5. Evidence-Based

6. Criterion-Referenced

7. Conversation-Oriented

7 Elements of the High-Performance Instructional Leadership Model

1. Frequent
2. Brief
- ~~3. Substantive~~
4. Open-Ended
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“FLUFF”

WALKTHROUGHS



7 Elements of the High-Performance Instructional Leadership Model

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- ~~4. Open-Ended~~
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“FORM-AL”

WALKTHROUGHS

Forms & Attention



walkthrough form



ELD Coach Learning Walkthrough Observation Form

Number of classrooms observed: _____ Length of this walk in minutes: _____
 Number of ELL students observed: _____ Date of Day: MM / DD / YY

Teacher's Name: _____

Look For:

Student's Evidence	Class. Obj.	Lang. Obj.	SEL Skill	Walk Walk	SEL	SEL

SEI Walkthrough Observation Form by ...
teacherspayteachers.com

Classroom Walk-through Form

Teacher Name: _____

Observation Category	Yes	Partial	No
1. Instructional Strategies			
2. Student Engagement			
3. Classroom Management			
4. Instructional Environment			
5. Student Learning			

Walk-through Form by Cl...
teacherspayteachers.com

TEACHER FEEDBACK FORM (CONT.)

Teacher Name: _____

Observer Name: _____

Classroom: _____

Grade: _____

Subject: _____

Lesson Topic: _____

Observation Date: _____

Observer Signature: _____

Teacher Signature: _____

Instructional Coaching ...
pinterest.com

Ladder Walk-Through Guide

UNIVERSITY CENTER OF BETHLEHEM COLLEGE

Teacher Name: _____

Observer Name: _____

Category	Yes	No
1. Instructional Strategies		
2. Student Engagement		
3. Classroom Management		
4. Instructional Environment		
5. Student Learning		

Printable Rental Inspectio...
pdffiller.com

Walkthrough Form

Teacher Name: _____

Observer Name: _____

Classroom: _____

Grade: _____

Subject: _____

Lesson Topic: _____

Observation Date: _____

Observer Signature: _____

Teacher Signature: _____

Principal Walkthrough F...
teacherspayteachers.com

MOVE-IN/MOVE-OUT WALK-THROUGH CHECKLIST

Teacher Name: _____

Observer Name: _____

Category	Yes	No
1. Instructional Strategies		
2. Student Engagement		
3. Classroom Management		
4. Instructional Environment		
5. Student Learning		

Move-In/Move-Out Walk-...
pinterest.com

H.E.A.T. Walkthrough Form

Teacher Name: _____

Observer Name: _____

Classroom: _____

Grade: _____

Subject: _____

Lesson Topic: _____

Observation Date: _____

Observer Signature: _____

Teacher Signature: _____

H.E.A.T. ESL WALKTHR...
pdffiller.com

This is a this free

Teacher Name: _____

Observer Name: _____

Classroom: _____

Grade: _____

Subject: _____

Lesson Topic: _____

Observation Date: _____

Observer Signature: _____

Teacher Signature: _____

Clas
jotfo

H.E.A.T. (Danielson) Walkthrough Form

Teacher Name: _____

Observer Name: _____

Classroom: _____

Grade: _____

Subject: _____

Lesson Topic: _____

Observation Date: _____

Observer Signature: _____

Teacher Signature: _____

danielson walkthrough ...
classroom-weekly-report...

Observing Features of Effective Instruction

Feature	Yes	Partial	No
1. Instructional Strategies			
2. Student Engagement			
3. Classroom Management			
4. Instructional Environment			
5. Student Learning			

Instructional Walkthrough...
buildingrti.utexas.org

TPSS TAP Aligned Classroom Walkthrough Form B

Teacher Name: _____

Observer Name: _____

Classroom: _____

Grade: _____

Subject: _____

Lesson Topic: _____

Observation Date: _____

Observer Signature: _____

Teacher Signature: _____

TPSS TAP Aligned Clas...
yumpu.com

checklist for observing tea...

Teacher Name: _____

Observer Name: _____

Classroom: _____

Grade: _____

Subject: _____

Lesson Topic: _____

Observation Date: _____

Observer Signature: _____

Teacher Signature: _____

checklist for observing tea...
pinterest.com

3 Minute Focused Instructiona...

Teacher Name: _____

Observer Name: _____

Classroom: _____

Grade: _____

Subject: _____

Lesson Topic: _____

Observation Date: _____

Observer Signature: _____

Teacher Signature: _____

3 Minute Focused Instructiona...
educators caravan.com

TECHNOLOGY TOOLS AID WALK-THROUGH FORMS

The Administrative Observer

Classroom walk-through-form

Teacher Name: _____

Observer Name: _____

Classroom: _____

Grade: _____

Subject: _____

Lesson Topic: _____

Observation Date: _____

Observer Signature: _____

Teacher Signature: _____

The Three-Minute Classroom Walk-Through...
slideplayer.com

Differentiated Instruction Checklist

Teacher Name: _____

Observer Name: _____

Classroom: _____

Grade: _____

Subject: _____

Lesson Topic: _____

Observation Date: _____

Observer Signature: _____

Teacher Signature: _____

Instructional Walkthrough...
buildingrti.utexas.org

Condition of Essential Property Assessment and Review Form

Teacher Name: _____

Observer Name: _____

Classroom: _____

Grade: _____

Subject: _____

Lesson Topic: _____

Observation Date: _____

Observer Signature: _____

Teacher Signature: _____

3-MINUTE CLASSROOM WALK-THROUGH

Teacher Name: _____

Observer Name: _____

Classroom: _____

Grade: _____

Subject: _____

Lesson Topic: _____

Observation Date: _____

Observer Signature: _____

Teacher Signature: _____

Informal Walkthrough Observation

Teacher Name: _____

Observer Name: _____

Classroom: _____

Grade: _____

Subject: _____

Lesson Topic: _____

Observation Date: _____

Observer Signature: _____

Teacher Signature: _____

WPHS Quick Walkthrough

Teacher: keyTeacher

Observer: keyObserver

Date: keyDate

Time: keyTime

Was the lesson differentiated? keyDifferent

Were higher level questions asked? keyQuestions

Were a majority of the students engaged? keyEngagement

Was technology used? keyTechnology

Overall Strength: keyStrength

Overall Area for Improvement: keyWeakness

Scholarship Application Form

Teacher Name: _____

Observer Name: _____

Classroom: _____

Grade: _____

Subject: _____

Lesson Topic: _____

Observation Date: _____

Observer Signature: _____

Teacher Signature: _____

Google Forms Walk-through Observations

blog.mariventurino.com @MsVenturino

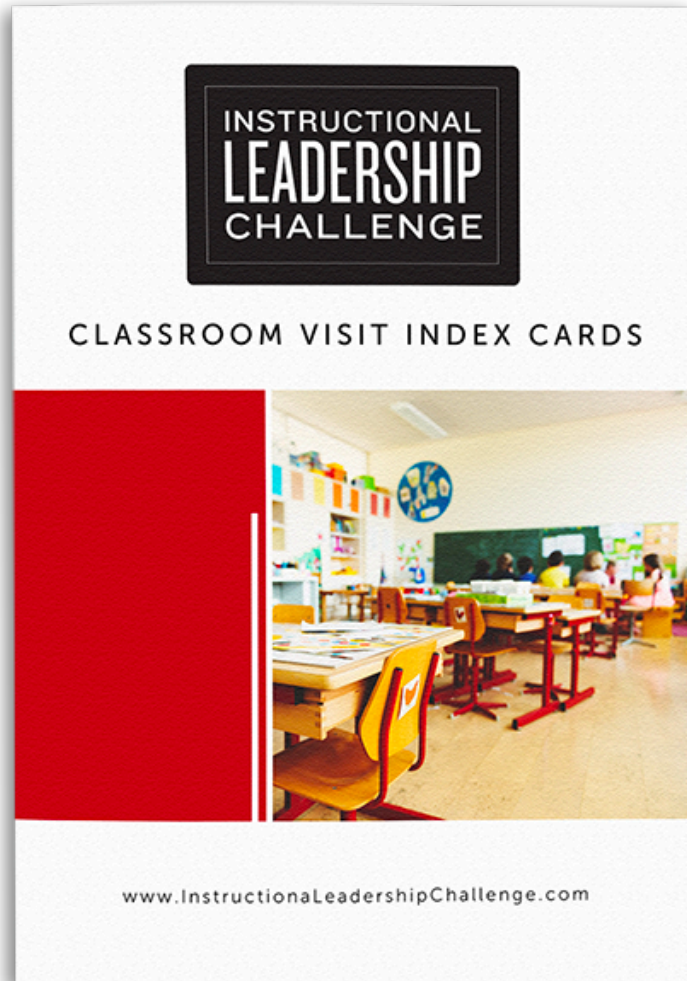
7 Elements of the High-Performance Instructional Leadership Model

1. Frequent
2. Brief
3. Substantive
4. Open-Ended
- ~~5. Evidence-Based~~
6. Criterion-Referenced
7. Conversation-Oriented

“CHIT-CHAT”

WALKTHROUGHS

Ask Evidence-Based Questions



PrincipalCenter.com/notecards-pdf

1. **Context:** I noticed that you []...could you talk to me about how that fits within this lesson or unit?
2. **Perception:** Here's what I saw students []...what were you thinking was happening at that time?
3. **Interpretation:** At one point in the lesson, it seemed like [] ...What was your take?
4. **Decision:** Tell me about when you [] ...what went into that choice?
5. **Comparison:** I noticed that students [] ...how did that compare with what you had expected to happen when you planned the lesson?
6. **Antecedent:** I noticed that [] ...could you tell me about what led up to that, perhaps in an earlier lesson?
7. **Adjustment:** I saw that [] ...what did you think of that, and what do you plan to do tomorrow?
8. **Intuition:** I noticed that [] ...how did you feel about how that went?
9. **Alignment:** I noticed that [] ...what links do you see to our instructional framework?
10. **Impact:** What effect did you think it had when you [] ?

7 Elements of the High-Performance Instructional Leadership Model

1. Frequent

2. Brief

3. Substantive

“2ND GUESSING”

4. Open-Ended

WALKTHROUGHS

5. Evidence-Based

~~6. Criterion-Referenced~~

7. Conversation-Oriented

7 Elements of the High-Performance Instructional Leadership Model

1. Frequent

2. Brief

3. Substantive

“FEEDBACK GAME”

4. Open-Ended

WALKTHROUGHS

5. Evidence-Based

6. Criterion-Referenced

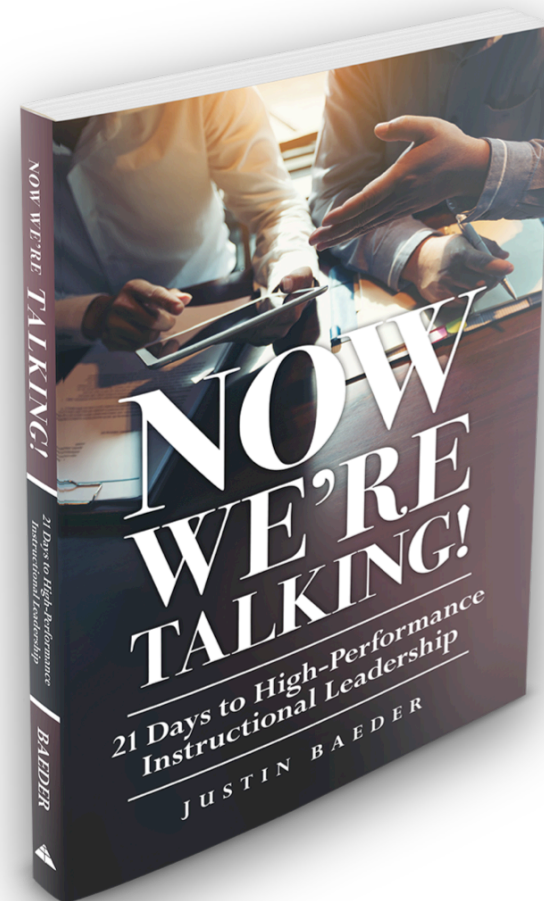
~~7. Conversation-Oriented~~

When The 7 Key Elements Are In Place...

- You are visible
- You know what's going on in each classroom
- You know each teacher's strengths and weaknesses
- You can make better improvement decisions
- You consistently strengthen your relationship with each teacher

Respond in chat: Which pairs of elements complement each other?

1. Frequent
2. Brief
3. Substantive
4. Open-Ended
5. Evidence-Based
6. Criterion-Referenced
7. Conversation-Oriented



Key Pairings

1. Frequent + Brief
2. Frequent + Conversation-Oriented
3. Substantive + Criterion-Referenced
4. Open-Ended + Conversation-Oriented
5. Open-Ended + Evidence-Based
6. Brief + Evidence-Based

Observability Bias





- Import evaluation criteria, e.g. Danielson
- Type keywords in snippet box
- Review criteria
- Focus on evidence related to criteria

Snippet Entry Box

intellec

{d2a} Teacher-student interactions are friendly and demonstrate general caring and respect students are generally polite and respectful, and students exhibit respect for the teacher. The respectful, and business-like, though students may be somewhat cautious about taking intell

{d3a} The instructional purpose of the lesson is clearly communicated to students, including teachers explanation of content is scaffolded, clear, and accurate and connects with students can use when working independently and invites student intellectual engagement. The teach academic vocabulary is precise and serves to extend student understanding.

Ramping Up



Cycle 1: No notes or feedback—present & pleasant

Cycle 2: No notes—verbal “noticing” feedback

Cycle 3 and beyond: Low-inference notes

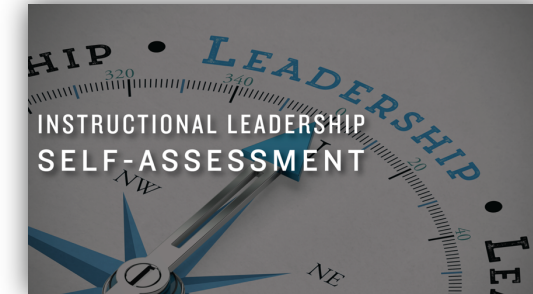
3 Roles for Changing Teacher Practice

PrincipalCenter.com/3roles

Role	Change	Feedback	Evidence
Boss	Behavior	Directive	Behavior
Coach	Thinking	Reflective	Impact
Leader	Circumstances	Reflexive	Constraint

High-Performance 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



PrincipalCenter.com
/ilsa

New Resource



PrincipalCenter.com/virtual-pdf