WALKTHROUGHS & FEEDBACK

HR EXCELLENCE
2023–2024 COHORT

Welcome!

Introduce yourself!
Where do you work?
What’s your role?

Our Essential Question

How can we use

walkthroughs

and

Feedback

to retain and develop staff?

Our Agenda

- What the evidence says about warm & cool feedback
- How to conduct walkthroughs that increase teachers' intrinsic motivation and commitment to your school
- A plan for resuming (or starting) walkthroughs in January
- The most important thing NOT to include in your classroom visits
- 7 keys to sustainability and impact with your walkthroughs

Warm & Cool Feedback

Common practices—and why they have a negative impact on retention

Warm & Cool Feedback

- Wows & Wonders
- Glow & Grow
- Kudos & Critique
- Commendations & Recommendations
- Great & Hate
- Cheers & Jeers
- Praise & Polish
- Rose & Thorn
- Noticing & Wondering
- Fireworks & Fizzles
- Strength & Growth
- Stars & Stairs
- Plus (+) & Delta (Δ)
- Yays & Nays
- Hot & Cold

The “Feedback Sandwich”

Compliment →
Suggestion →
Compliment →

Positive : Negative Ratio

Warm + Cool:
50/50 or 1 : 1

Feedback Sandwich:
2 : 1

The Walkthrough Research

The Washington Post

A terrific new study by Jason Grissom, Susanna Loeb, and Ben Master shed light on the role of instructional leadership.

The results showed that principals spent, on average, 12.6 percent of their time on activities related to instruction. The most common was classroom walkthroughs (5.4%) and the second was formal teacher evaluation (2.4%)...As to the primary question of the study, time spent on instructional leadership was NOT associated with student learning outcomes.

But once "instructional leadership" was made more fine-grained, the picture changed.

Time spent coaching teachers–especially in math–was associated with better student outcomes. So was time spent evaluating teachers and curriculum.

But informal classroom walkthroughs–the most common activity–were negatively associated with student achievement. This was especially true in high schools.

Grissom, J. A., Loeb, S., & Master, B. (2013). Effective instructional time use for school leaders: Longitudinal evidence from observations of principals. *Educational Researcher, 42,* 433-444.
Daniel Willingham, PhD, Washington Post

Negative Impact

What practices are typical in walkthroughs?

- Feedback forms
- Warm & cool feedback
- Rating & scoring

Immediate Recommendations

- Stop all rating/scoring of walkthroughs & observations
- Stop all warm/cool feedback in walkthroughs
- Limit discussion of areas for improvement to the goal-setting & evaluation process (+ PIPs)
- Primary goal: conversation

Are Extrinsic Motivators Enough?

- Compensation, i.e. salary
- Benefits, e.g. health insurance
- Perks, e.g. summers off
- Status, e.g. respect of society & friends

Retention & Intrinsic Motivation

- Retention depends on a combination of **intrinsic** & **extrinsic** factors
- The extrinsic factors…aren't great
- Intrinsic factors are a major point of leverage

Self-Determination Theory

What creates intrinsic motivation

Principal Leadership March 2024

NASSP Article - Recruiting and Retaining Rock Star Staff - Justin Baeder

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Creating the Working Conditions the Best Teachers Want

Justin Baeder | The Principal Center

Staffing your school with world-class educators isn't just a matter of recruiting and hiring well when you have a vacancy—it's an ongoing challenge to create the kind of working conditions that professionals need.

Before diving into what actions school leaders can take to attract and retain talented staff, it's important to acknowledge the structural challenges of recruitment and retention facing the education profession. These include:

- Fewer people entering teacher preparation programs
- Stagnating salaries that haven't kept pace with inflation
- Competition from other industries, which may offer compensation and perks, like remote work, that schools can't match

As an individual school leader, you can't solve these large-scale challenges, but you can take action to attract talent to your school—and keep people on the job long-term. The key is to give teachers the working conditions that produce intrinsic motivation.

Understanding Intrinsic Motivation

First, let's consider the basic psychological forces: What makes people leave their jobs, and what makes them stay?

Self-determination theory, pioneered by Edward Deci and Richard Ryan, identifies three basic psychological needs driving intrinsic motivation:

1. Autonomy—the ability to make meaningful decisions for oneself, without being micromanaged
2. Competence—a sense of accomplishment and self-efficacy
3. Relatedness—a sense of connectedness to others

Intrinsic Motivation

Deci & Ryan's Self-Determination Theory identifies three drivers:

- Autonomy
- Competence
- Relatedness

Addressing Competence

- If a teacher is not competent, we must address it
- However, constantly criticizing teachers with “cool” feedback is unlikely to improve their skills…
- …and very likely to lead to turnover

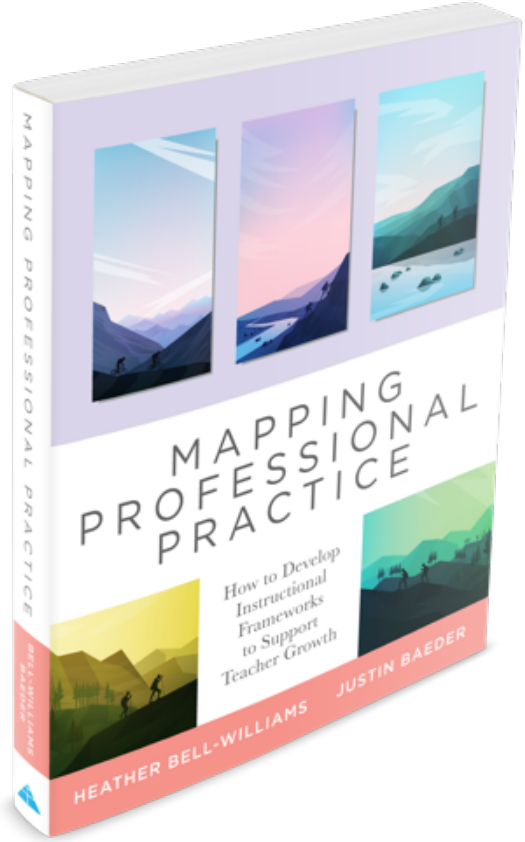
Traditional Feedback

How might traditional feedback practices affect teachers' sense of:

- Autonomy
- Competence
- Relatedness

?

Instead of Criticizing…



- What does effective practice look like—from the insider's perspective?
- What is the current state of this teacher's practice?
- How can we close the gap?
- What do the transitional stages look like?

7 KEYS TO

SUSTAINABLE IMPACT

7 KEYS TO SUSTAINABLE IMPACT

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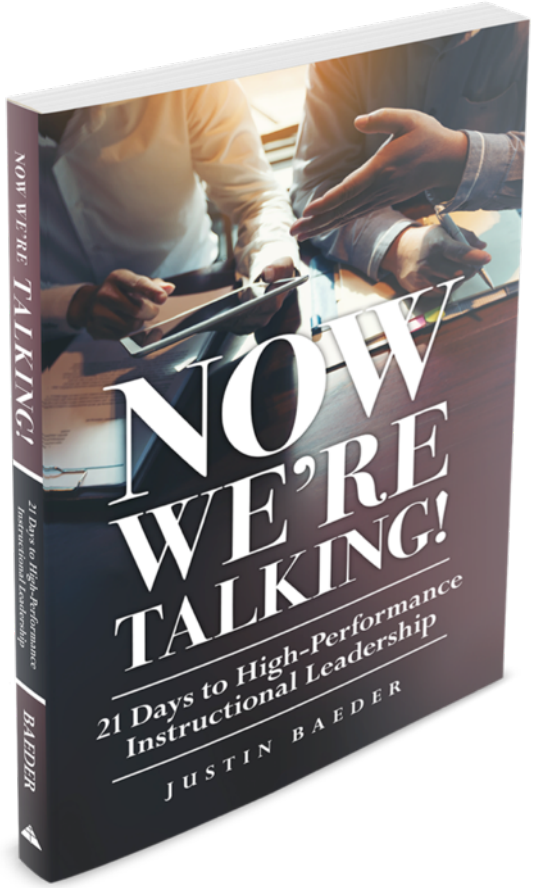
1. Frequent
2. Brief
3. Substantive
4. Open-Ended
5. Evidence-Based
6. Criterion-Referenced
7. Conversation-Oriented



1. Frequent

Every teacher you support
Every two weeks

KEYS TO
SUSTAINABLE IMPACT

~~1. Frequent~~ "HYPOTHETICAL" WALKTHROUGHS

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Every teacher you support
Every two weeks

7 KEYS TO SUSTAINABLE IMPACT

2. Brief

5-15 minutes per visit

KEYS TO
SUSTAINABLE IMPACT

~~2. Brief~~

"UNSUSTAINABLE" WALKTHROUGHS

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5-15 minutes per visit

7 KEYS TO SUSTAINABLE IMPACT

3. Substantive

Deep conversation—more than just "making an appearance"

KEYS TO
SUSTAINABLE IMPACT

~~3. Substantive~~

"FLUFF" WALKTHROUGHS

Deep conversation—more than just "making an appearance"

KEYS TO SUSTAINABLE IMPACT

4. Open-Ended

Focused on the teacher's thinking & instructional decision-making

KEYS TO
SUSTAINABLE IMPACT

~~4. Open-Ended~~

"FORM-AL" WALKTHROUGHS

Focused on the teacher's thinking & instructional decision-making

KEYS TO SUSTAINABLE IMPACT

Forms as Blinders

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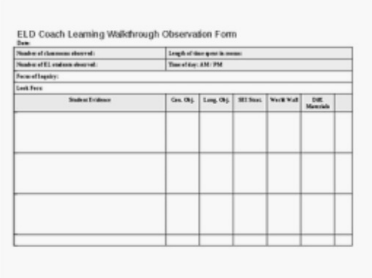
Google walkthrough form



SEI Walkthrough Observation Form by ...
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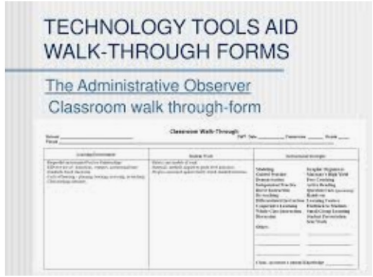
checklist for observing tea...
pinterest.com

3 Minute Focused Instructiona...
educatorscaravan.com



The Three-Minute Classroom Walk-Throug...
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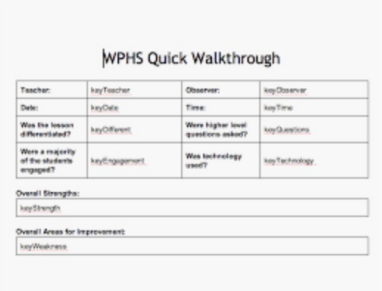

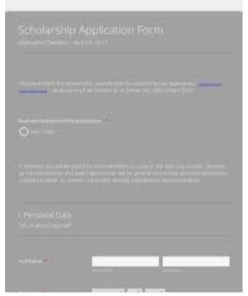

5. Evidence-Based

Centered on what actually happened in the classroom

KEYS TO
SUSTAINABLE IMPACT

~~5. Evidence-Based~~

"CHIT-CHAT" WALKTHROUGHS

Centered on what actually happened in the classroom

KEYS TO SUSTAINABLE IMPACT

6. Criterion-Referenced

Linked to a shared
set of expectations

KEYS TO
SUSTAINABLE IMPACT

~~6. Criterion-Referenced~~

"2ND GUESSING" WALKTHROUGHS

Linked to a shared set of expectations

KEYS TO SUSTAINABLE IMPACT

7. Conversation-Oriented

Designed to lead to rich conversations

KEYS TO SUSTAINABLE IMPACT

~~7. Conversation-Oriented~~

"FEEDBACK GAME" WALKTHROUGHS

Designed to lead to rich conversations

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7 KEYS TO SUSTAINABLE IMPACT

The Fake Feedback Game

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Our Goal: Real Professional Conversation

Starting In January

Build momentum without scaring anyone—including yourself

Your First Three Cycles

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Ramping Up with 3 Cycles

Cycle 1	Every teacher you supervise	1-2 minute visits, back to back	☒ Notes	☒ Chat
Cycle 2	3 a day	5-10 minutes each	☒ Notes	☑ Chat
Cycle 3	3 a day	10-15 minutes each	☑ Notes	☑ Chat

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CLASSROOM WALKTHROUGH TRACKER

WALKTHROUGH TRACKER

acher you supervise | 1-2 minute visits, back to back | Notes | Chat

Date	Teacher Name	Date	Teacher Name	Date	Teacher Name

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CLASSROOM WALKTHROUGH TRACKER

Cycle 2 | 3 a day | 5-10 minutes each | Notes | Chat

	M		T		W		Th		F	
	Visit	Chat	Visit	Chat	Visit	Chat	Visit	Chat	Visit	Chat
WEEK 1										
WEEK 2										
EXTRA										

Cycle 3 | 3 a day | 10-15 minutes each | Notes | Chat

	M			T			W			Th			F		
	Visit	Chat	Notes	Visit	Chat	Notes	Visit	Chat	Notes	Visit	Chat	Notes	Visit	Chat	Notes
WEEK 1															
WEEK 2															
EXTRA															

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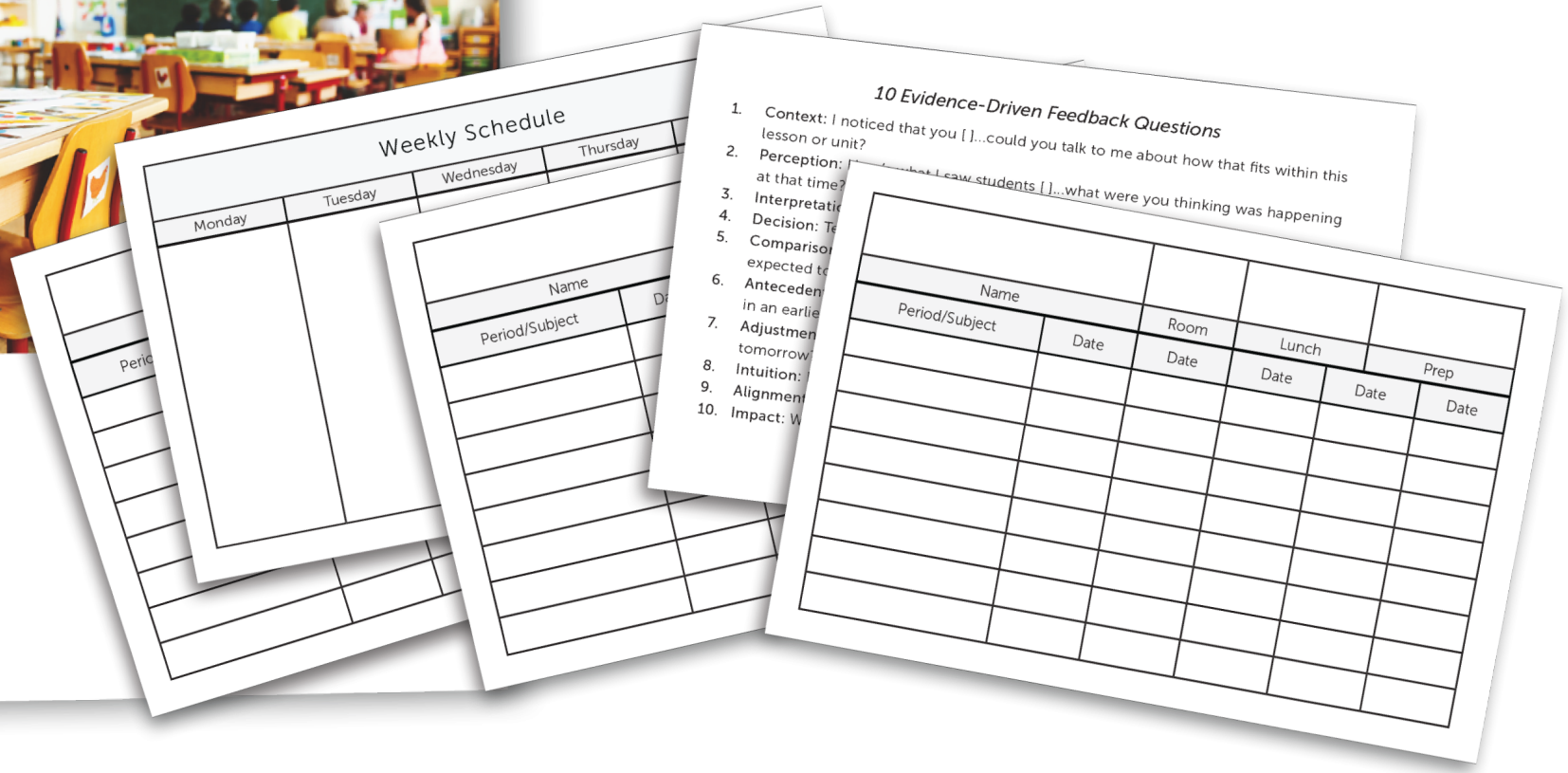
TEACHER SCHEDULE & VISIT RECORD INDEX CARDS



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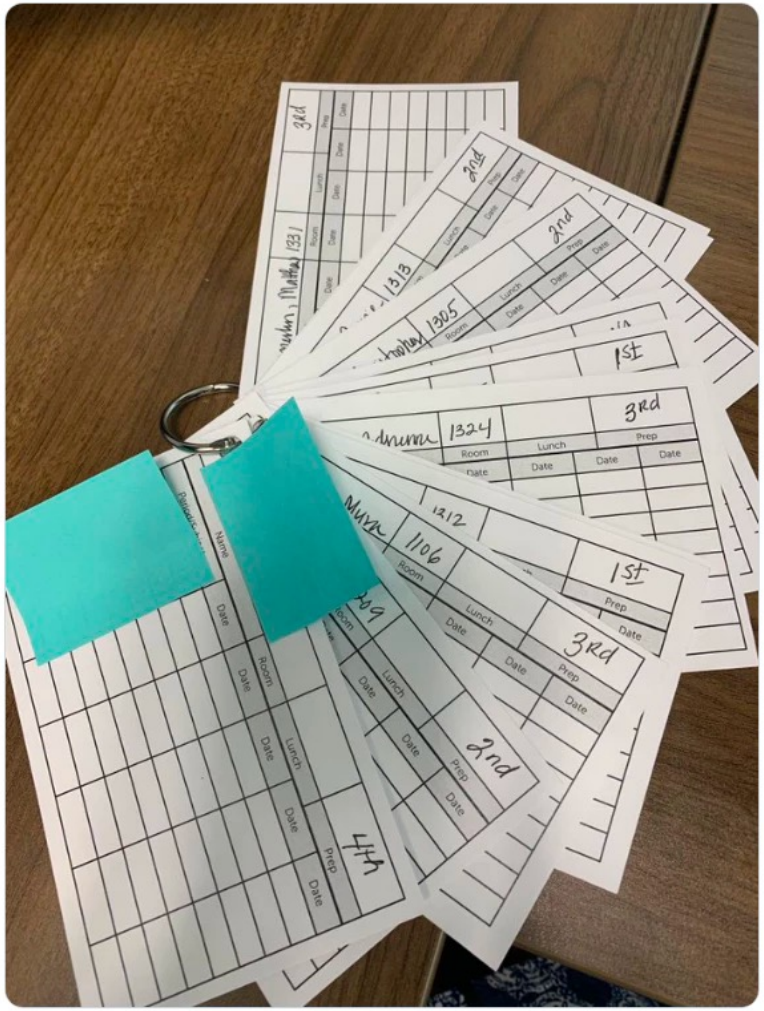
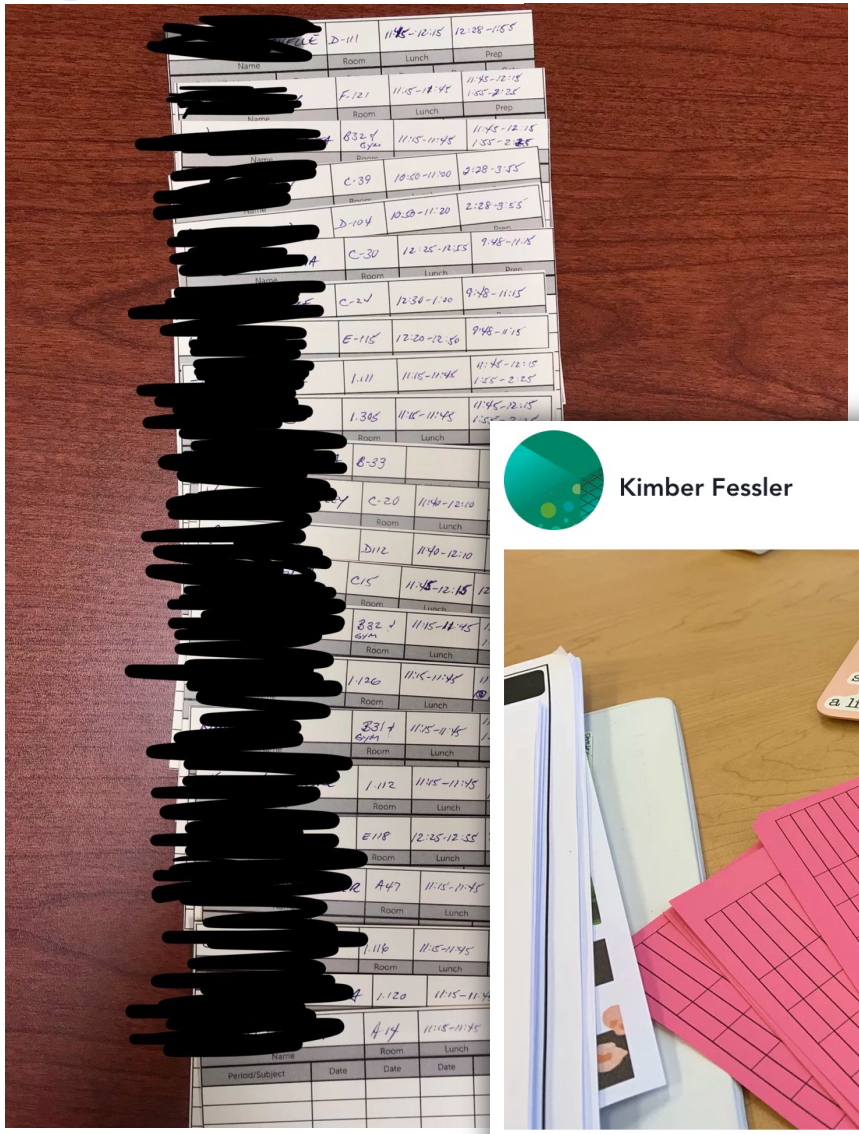
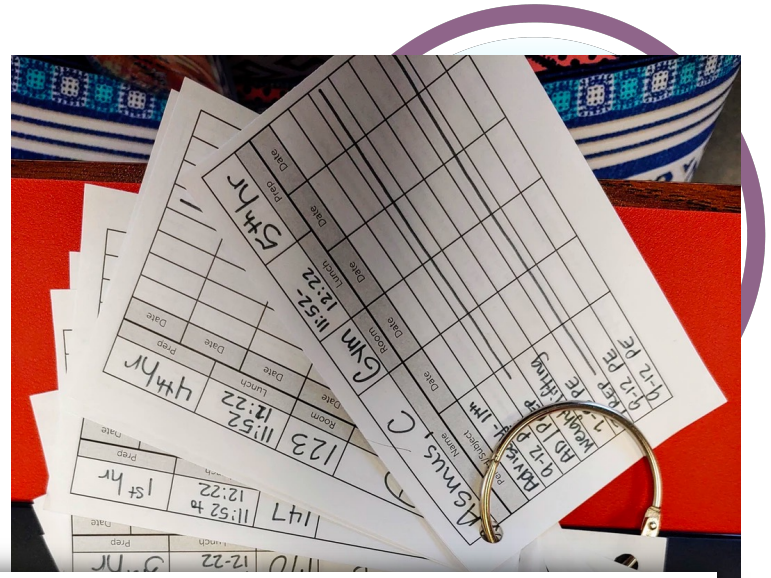
Shannon Pignato
@ahsprincipal

Classroom walk-through cards are ready to go! It's going to be a great year of learning at AHS.
#AHSclearvision2020 @eduleadership

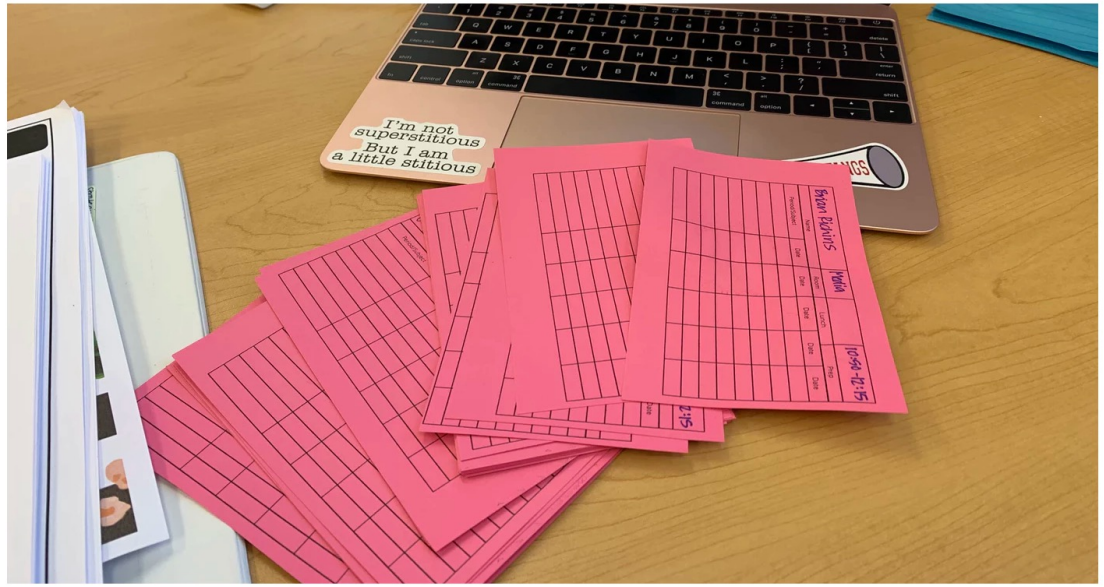


Brian Travis yesterday
Assistant Principal





Kimber Fessler



I'm ready!

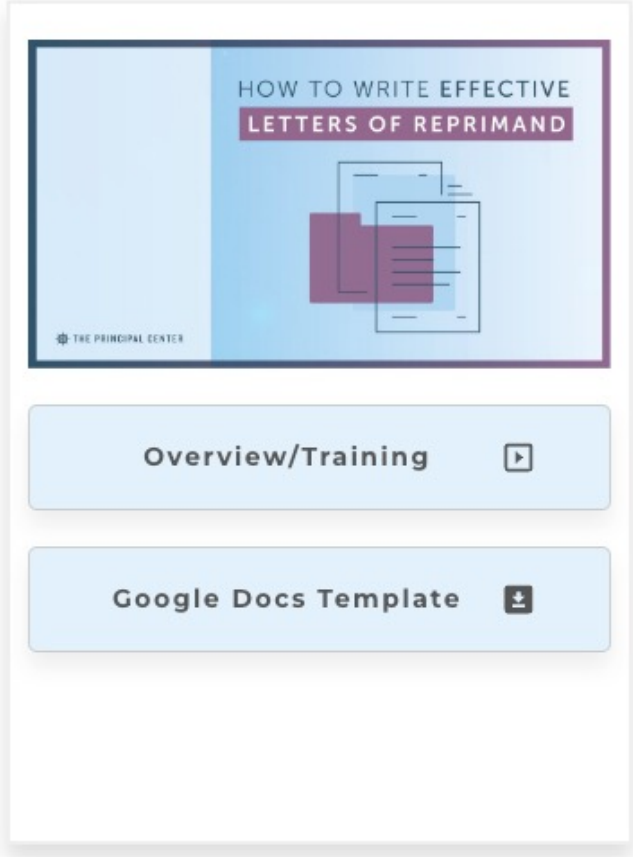
Serious Concerns

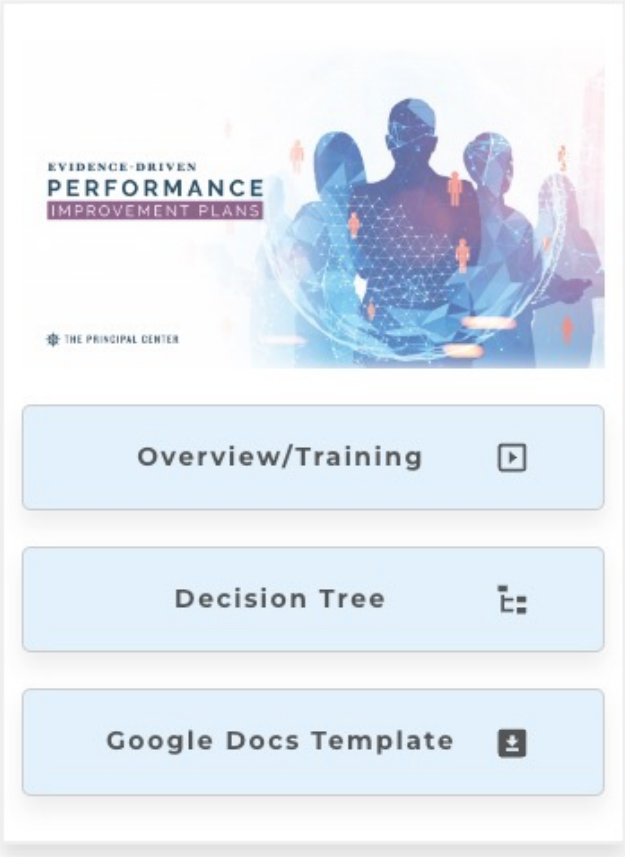
How to think about & deal with major teacher performance issues

Three Types of Accountability In Teacher Evaluation

1. Process Accountability
2. **Performance Accountability**
3. Outcome Accountability

HR Toolkit





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PIP vs. LOR

- Relevant evaluation criteria? → PIP
- Misconduct? → LOR
- Consider informal efforts as well

PIP Template

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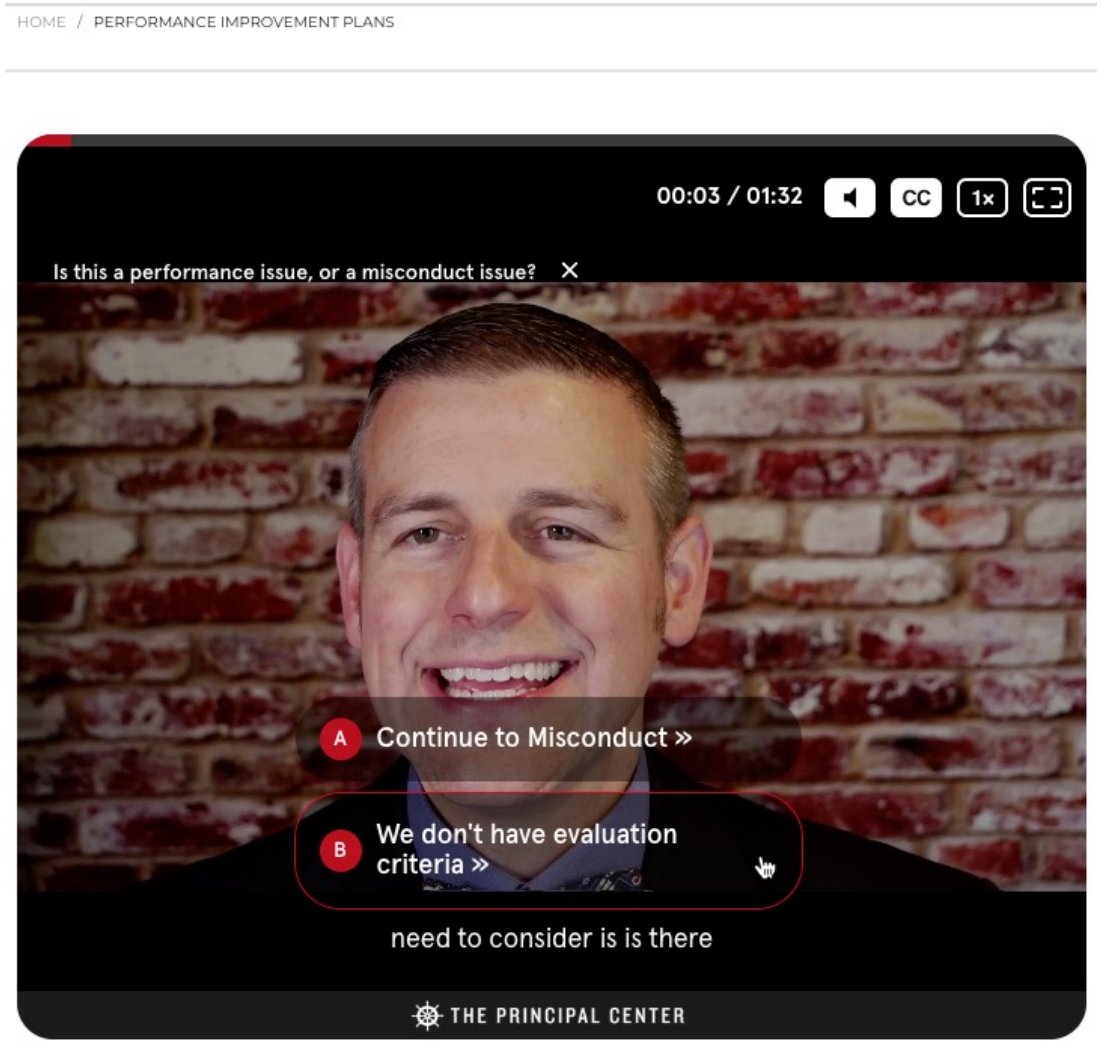
PIP Decision Tree

PIP Decision Tree



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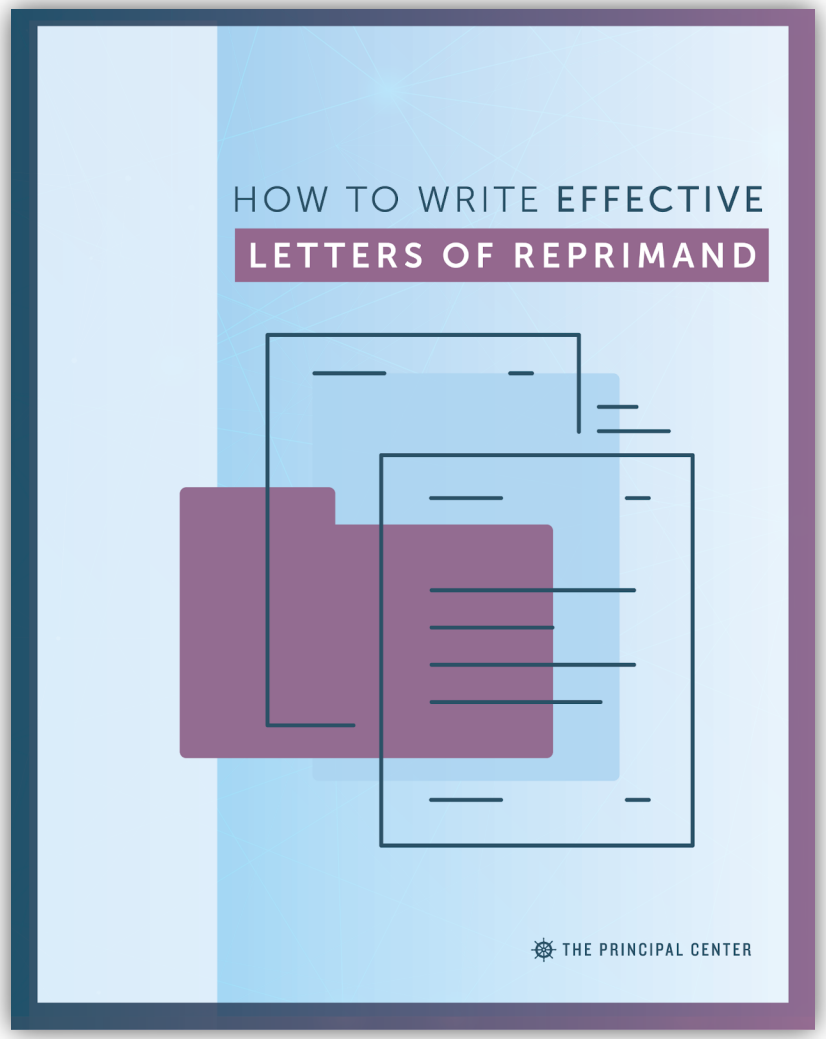
LoR Template



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For Now

- Smile and wave
- Write handwritten notes to teachers
- NO “cool” feedback
- Think deeply about serious concerns
- Reach out: http://JustinsCalendar.com

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The 8 Pillars of Human Resources Excellence

- Safety & Order
- Recruiting & Hiring
- Onboarding & Induction
- Professionalism & Autonomy
- Workload & Resources
- Goal-Setting & Professional Growth
- Walkthroughs & Feedback
- Observations & Evaluations

Book A Consultation?

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justin@principalcenter.com

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