

TEACHER SCHEDULE & VISIT RECORD INDEX CARDS



How can you ensure that you visit every teacher you supervise on a regular basis? It's easy when you have a good system.

Too often, we visit classrooms at random, and this results in over-visiting the most pleasant teachers and those whose classrooms are most easily accessible.

Meanwhile, we unintentionally avoid the less-welcoming teachers and those whose classrooms or schedules are less convenient.

Especially with teachers who have unusual schedules, such as part-time teachers and specialists who may work in different locations, it can be tough to regularly visit everyone you supervise.

In my book *Now We're Talking! 21 Days to High-Performance Instructional Leadership* (Solution Tree), I recommend visiting teachers in the same order each time to the greatest extent possible, to ensure that you don't miss anyone.

But it's not always possible to visit teachers in exactly the same order, because a teacher may be absent on the day you intend to visit their classroom, or they may have their prep period when you try to visit.

Apps like Repertoire Content Creator are great for keeping details observation records, but many people also find it helpful to use index cards or notecards that they can carry as a physical reminder to visit specific teachers before the end of the day.

We've also found that it's easier to plan both your visit and a follow-up conversation if you have the teacher's schedule handy. While this information could easily be looked up on a master schedule, the convenience of having this information on an index card for each teacher makes an enormous difference.

Continue to visit three teachers a day, every day, and you'll have a dramatically greater impact on student learning! To get a free copy of our Evidence-Driven Instructional Leadership Roadmap rubric, visit PrincipalCenter.com/roadmap

Enjoy!

Sincerely,
Justin Baeder, PhD



Director, The Principal Center



INDEX CARD SETUP INSTRUCTIONS

Here's how to use these cards:

- Review the pages in this document, and decide which option to include on the back of your notecards. For the front, you'll want to print the Period/Subject template, and for the back, you can choose either the 10 Evidence-Driven Feedback Questions, or the Weekly Schedule template.
- Note: For staff who have different schedules on different days of the week, print the Period/Subject template on the front of your notecards, and the Weekly Schedule template on the back. Then, you can refer to the weekly schedule to find the best time to visit and talk with each teacher, but track your visits by subject on the other side.
- Print this entire document on paper, then copy the templates double-sided on heavy card stock.
- Have your office staff write out one card per teacher, noting the teacher's name, room number, lunch and prep times, and daily schedule.
- Note: for teachers with complex schedules, it may be preferable to ask them to write their own schedules and return the card to you.
- Have a trusted member of your office staff keep these cards and hand you the top three cards every day.
- Review the cards you're handed, and decide on the best times to visit each teacher—keeping in mind each teacher's schedule, so you have time to talk when they're free.
- At some point during the school day, visit each teacher whose card you've been given, and note the date of your visit on the card.
- Talk briefly with each teacher—as I describe in my book *Now We're Talking! 21 Days to High-Performance Instructional Leadership*—either before leaving the classroom, or when the teacher is free later in the day.
- Return the cards to the BOTTOM of the stack at the end of the day. If you weren't able to get to one of the teachers, put the card on TOP of the stack so you can try again tomorrow. This will keep your visits in roughly the same order and ensure that you don't miss anyone.

10 Evidence-Driven Feedback Questions

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 [] ?

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BACK SIDE, OPTION A: 10 EVIDENCE-DRIVEN FEEDBACK QUESTIONS

Weekly Schedule				
Monday	Tuesday	Wednesday	Thursday	Friday

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BACK SIDE, OPTION B: WEEKLY SCHEDULE TEMPLATE