

INSTRUCTIONAL LEADERSHIP CHALLENGE

CLASSROOM VISIT INDEX CARDS



How can you ensure that you visit every teacher you supervise on a regular basis? It's possible, but it's much easier 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 job-share or part-time teachers, and specialists who may work in different locations around campus, 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. My electronic feedback and documentation app, Repertoire (visit PrincipalCenter.com/repertoire to learn more), automatically keeps track of the order of your visits, suggests the next teacher to visit, and allows you to temporarily skip teachers who are unavailable. This has been a popular feature of the app, because it continues to suggest teachers you've skipped until you make it to them.

But as part of the Instructional Leadership Challenge, we've discovered that many people prefer 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.

Here's how to use these cards:

Print them double-sided on heavy cardstock, so the 10 Questions for Better Feedback are on the back of each card

Have your office staff write out one card per teacher, noting the teacher's name, room number, lunch and prep times, and daily schedule

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 the Instructional Leadership Challenge and *Now We're Talking!*—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.

Continue to visit three teachers a day, every day, and you'll have a dramatically greater impact on student learning!

For more information on the High-Performance Instructional Leadership model, see the full Instructional Leadership Challenge program at <http://www.InstructionalLeadershipChallenge.com>

To learn more about the Repertoire app, visit <http://www.principalcenter.com/repertoire>



—Justin Baeder, PhD

A handwritten signature in black ink, which appears to read "Justin Baeder".

Director, The Principal Center



10 Questions for Better Feedback On Teaching

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 [] ?



10 Questions for Better Feedback On Teaching

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 [] ?



10 Questions for Better Feedback On Teaching

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 [] ?



10 Questions for Better Feedback On Teaching

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 [] ?