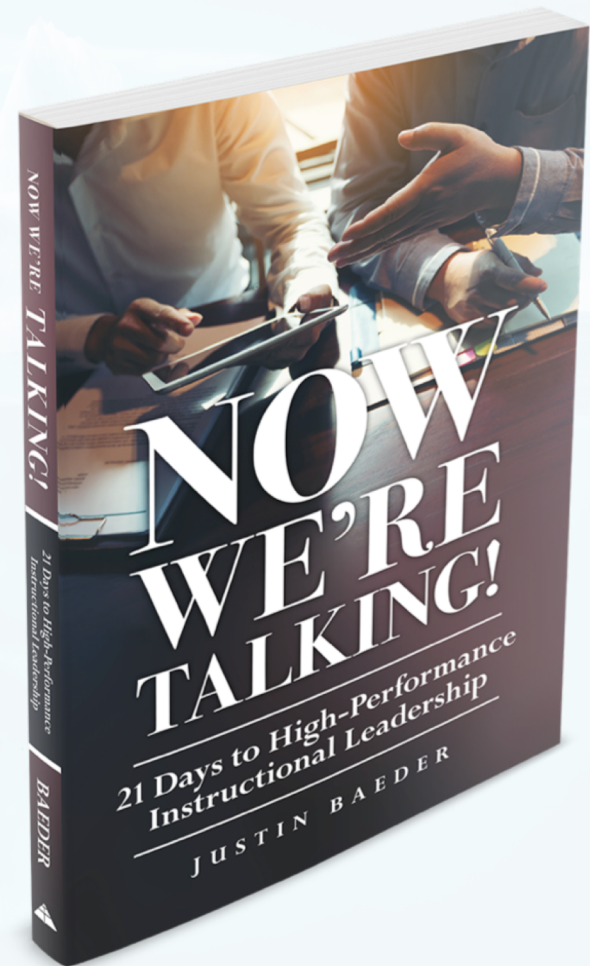


High Performance Instructional Leadership

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The High-Performance Instructional Leadership Model

Discuss: What Principals “Should” Do

What are all the things you “should” do as a principal to help teachers improve?

The High-Performance Instructional Leadership Model

- Visit classroom for ~10 minutes
- Pay attention to lesson, teacher, & students
- Take notes, but do not criticize or give advice in notes
- Share notes with teacher
- Talk with the teacher to learn more
- Repeat every 2 weeks
- Purpose: understand the teacher's practice

How This Model Is Different

- No score/evaluation of lesson
- Focus on teacher's goals
- Hear teacher's thinking
- Share evidence/notes with teacher
- Learn about new practices like PBL with teachers



What Is Practice?

What teachers do when they teach, and how to help them improve

Entenderemos por “Mejor Práctica” un **PROCESO** que contempla las siguientes características:

1. Soluciona una **necesidad** o situación problemática o identificada en el Centro ¡Supérate!
2. Presenta **resultados** o **evidencia** de cambio (antes – después)
3. Parte de una experiencia o idea y la **mejora** (innovación)
4. Puede **ser replicable** por otros docentes o Centro ¡Supérate!
5. Responde a uno o los tres elementos clave del **enfoque curricular** del Programa: a) es con base al aprendizaje por competencias (aprendizaje situado en un contexto empresarial y/o laboral); b) es un aprendizaje orientado a la acción; y c) promueve la integralidad y cohesión: descansa en la práctica de valores.



We will understand by “Best Practice” a PROCESS that contemplates the following characteristics:

1. Solve a need or situation that is problematic or identified in the Center.
2. Presents results or evidence of change (before - after)
3. Part of an experience or idea and improvement (innovation)
4. It can be replicable by other teachers or Center ¡Supérate!
5. Responds to one or all three key elements of the program's curricular approach: a) it is based on learning by competences (learning located in a business and / or work context); b) it is action-oriented learning; and c) promotes integrality and cohesion: it rests on the practice of values.



Discuss: Best Practice

What are some best practices that you want to your teachers to use?

A Definition of Teaching Practice

A **teaching practice** is a specific area of professional responsibility that repeatedly requires teachers to make and implement *decisions* about curriculum, instruction, and student learning, using their professional *judgment*.

A teaching practice is more than a *technique* or *activity*.

A Definition of Instructional Leadership

Instructional leadership is the practice of making and implementing school *operational* and *improvement* decisions.

Linking Operations & Learning

Principals who are instructional leaders are more effective operations managers, too.



How To Change Teacher Practice

3 roles for instructional leaders

Matching Role & Goal

Goal	Role	Feedback
Change behavior	Boss	Directive
Change thinking	Coach	Reflective
Change systems	Leader	Reflexive

The Boss Role—Directive

- Teacher knows what to do, but is not doing it
- Teacher behavior is what needs to change
- May be other problems, but can't see them until teacher takes action

The Coach Role—Reflective

- Teacher is taking action
- Teacher is not always sure what to do
- Improvement comes from better thinking
- Share ideas, identify problems, decide on solutions
- Learning together

The Leader Role—Reflexive

- Reflexive—two-way listening
- Teacher is taking action & making good decisions
- Improvement may require risks & resources
- Teacher/students need permission, time, materials, support, etc.
- Leader listens & provides what is needed

When A Role Is Missing

- When we fail to play the **boss** role, teachers don't implement new approaches (and leaders don't learn why they are hesitant)
- When we fail to play the **coach** role, teachers must solve problems on their own, and we won't understand their decisions
- When we fail to play the **leader** role, teachers won't have what they need for success

When We Play The Wrong Role

- Playing the **boss** role when teachers need a **coach** makes teachers afraid to share their thinking or ask questions
- Playing the **coach** role when teachers need a **boss** allows teachers to bluff or pretend, and not really implement change
- Playing the **leader** role when teachers need a **boss** or a **coach** allows teachers to play the victim and blame circumstances for their failure to change

Discuss: Teacher Needs

Every teacher needs us to play all 3 roles at different times:

- Which teachers need you to play the boss role most often?
- Which teachers need you to usually play the coach role?
- When have teachers needed you to play the leader role?
What issue did you resolve for them?



Evidence-Based Feedback Conversations

3 factors for changing teacher practice

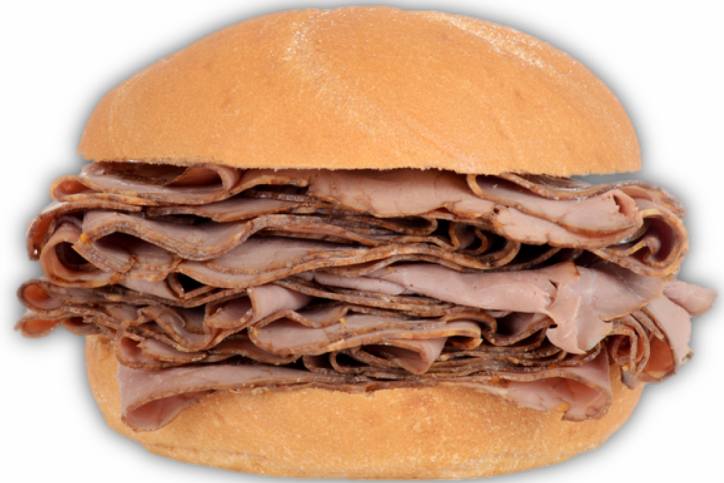
Observing & Talking Don't Always Change Teacher Practice!

- Smile
- Nod
- Answer questions
- “OK, great idea!”
- Wait for leader to leave
- Not really change



The Typical “Feedback Sandwich”

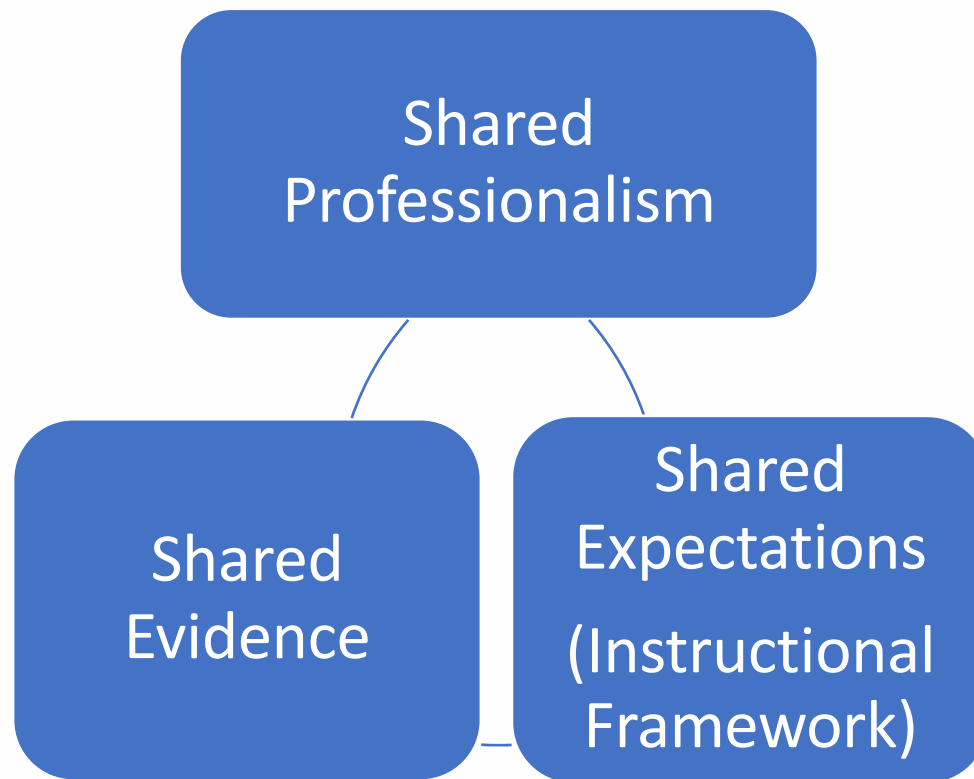
- Compliment:
“Good job ____!”
- Suggestion:
“You should ____.”
- Compliment:
“Good job ____, too!”



Why The Feedback Sandwich Doesn't Change Teacher Practice

- It doesn't address the teacher's thinking/decision-making
- It relies on the principal's opinion
- It doesn't treat the teacher as a professional

Three Factors in Practice-Changing Feedback Conversations



1. Shared Professionalism

- The teacher is a professional who makes decisions
- Leader upholds expectations, but doesn't make decisions for the teacher
- Both do their job—leader leads, teacher teaches
- Principal doesn't “micromanage” teacher

Micromanagement & Second-Guessing

- “Why didn’t you ____?”
- “You should have ____.”
- “In this lesson, I would have ____.”
- “Have you thought about doing _____ instead?”

These all focus on what did NOT happen.

2. Shared Evidence

- Take notes about what actually happened during the lesson
- Share these notes with the teacher & discuss
- What were the properties and qualities of the observed teaching practice?
- How can we use the language of our *shared expectations* to describe that practice?

3. Shared Expectations

- Shared expectations for teaching practice—not just principal's judgment
- Not just jargon or buzzwords
- Specific descriptions of the teaching practice
- To help teachers make instructional decisions, not to rate/score teacher

Conversations That Change Practice

- Professionals (teacher + principal)
- Talk about the evidence
- Using the language of shared expectations
- Principal adjusts role (boss, coach, leader) based on teacher's needs



Visiting Classrooms

How to get started & make a habit

Visiting Each Teacher

- Visit each teacher every 1-2 weeks (1-2 teachers a day)
- Visit classroom for about 10 minutes
- Take notes about what happens, and give them to the teacher
- Later, talk with the teacher about what you saw
- Use the Evidence-Based Questions

Evidence-Based Questions

- **Context:** I noticed that you []...could you talk to me about how that fits within this lesson or unit?
- **Perception:** Here's what I saw students []...what were you thinking was happening at that time?
- **Interpretation:** At one point in the lesson, it seemed like [] ...What was your take?
- **Decision:** Tell me about when you [] ...what went into that choice?
- **Comparison:** I noticed that students [] ...how did that compare with what you had expected to happen when you planned the lesson?

Evidence-Based Questions

- **Antecedent:** I noticed that [] ...could you tell me about what led up to that, perhaps in an earlier lesson?
- **Adjustment:** I saw that [] ...what did you think of that, and what do you plan to do tomorrow?
- **Intuition:** I noticed that [] ...how did you feel about how that went?
- **Alignment:** I noticed that [] ...what links do you see to our instructional framework?
- **Impact:** What effect did you think it had when you [] ?

About These Questions

- The focus is always on what actually happened, not what could/should have happened instead
- Only the teacher knows the answers
- There's not always a clear action item like "Next time, do ____."
- The goal is to improve teacher decision-making

Example Conversation

Dave, 8th Grade Social Studies
American international school in Costa Rica





Instructional Frameworks

Turning expectations into rubrics

Shared Expectations, Not Principal's Opinion

Feedback based on the principal's opinion is not very useful:

- The teacher may not understand the expectations
- The teacher may not agree with the expectations
- The principal may not be clear on own expectations
- They may conflict with other expectations

Levels of Detail in Expectations

- Broad expectations, such as “rigor” or “engagement” or “using assessment” or “PBL”
- Detailed checklists with sub-items
- Rubrics with scores (frequency/extent)—“Not at all / A little / Somewhat / Very”
- Leveled rubrics with clear differences between levels

Broad Expectations

- Example: “Do PBL” or “Use assessment”
- Typically a yes/no answer—are they doing it?
- May be useful for “boss” role—is teacher trying?
- Does not distinguish between poor & good
- Does not create growth pathway or identify next level

Detailed Checklists

Student Engagement/Rapport with students	
Interacts with students appropriately	
Maintains climate of courtesy with positive rapport and without direct or implied sarcasm / Shows an interest in student needs	
Solicits student participation	
Challenges students / Encourages reluctant students	
Organization and Learning Environment	
Classroom arrangement is effective and safe	
Is organized and has materials ready	
General appearance and grooming <u>is</u> professional (teacher)	

Problems with Detailed Checklists

- May not be relevant to the lesson
- Example: In PBL, students are often working on their projects, so teacher is not lecturing in traditional ways very often
- Does not distinguish between poor & good

Rubrics with Scores

Unsatisfactory	Basic	Proficient	Distinguished
<i>NEVER uses formative assessment to monitor student progress toward instructional outcomes.</i>	<i>SOMETIMES uses formative assessment to monitor student progress toward instructional outcomes.</i>	<i>CONSISTENTLY uses formative assessment to monitor student progress toward instructional outcomes.</i>	<i>ALWAYS uses formative assessment to monitor student progress toward instructional outcomes.</i>

Leveled Rubrics

Danielson 1f, Designing Student Assessments (excerpt)

Unsatisfactory	Basic	Proficient	Distinguished
<p>Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.</p>	<p>Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.</p>	<p>All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p>	<p>All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.</p>

Leveled Rubrics

- Clear difference between levels
- About quality, not amount/frequency
- When observing, one level's description should "fit" better than the other levels
- Not every aspect of good practice is directly "observable"

A Rubric for “Authenticity” in PBL

- Authenticity is important, but not very observable:
 - Authentic problem
 - Authentic product
 - Authentic audience
 - Authentic driving question

From Opinion to Rubric

- Opinion: “The problem in a PBL unit should be authentic.”
- Brainstorm characteristics of an authentic problem:
 - A real-world problem
 - A problem with local relevance/impact
 - A problem students would care about
 - A problem students can do something about



Getting Started with Informal Classroom Visits

Your first 3 cycles

What To Do

- 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 (see Chapter 2 of *Now We're Talking*)
- 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

How To Start

- Cycle 1: Visit every teacher very briefly, for 1-5 minutes, just to break the ice. No notes, no feedback—just make an appearance to get yourself started and get past teachers' and students' initial reaction. Try to do this all in one day.
- Cycle 2: Start visiting 3 teachers a day, every day, for 5-15 minutes. No notes or feedback, but briefly acknowledge something positive and chat for a minute if you can. Be pleasant. Document on notecards.
- Cycle 3: Continue visiting 3 teachers a day, on the same rotation as cycle 2, but this time start to take notes and share them with the teacher. Use the 10 Questions.

How To Schedule

- Expect to be interrupted—plan more timeslots than you'll actually need. plan visits adjacent to other interruptions throughout the day, e.g. lunch, recess, etc.
- Don't block off a single time for all visits—this will interfere with office work, and if you get interrupted, it's hard to get back on track. Talk with your office staff about when it's OK to interrupt you vs. keep people waiting a few minutes.
- Make your visits when you're already out of the office on your way to/from other commitments. Don't be afraid of seeing the beginning/end of class—you'll learn a lot.

Don't Worry About...

- Seeing something really noteworthy—it won't always happen. Just have a conversation about what you see, even if you don't have any compliments or suggestions (and if you do, don't share them).
- Written feedback—save it for your face-to-face conversation. Limit your writing to low-inference, descriptive notes; written questions and suggestions will result in extreme reactions from some teachers.
- Rating or scoring what you see in informal visits—that'll come later, in your final evaluation.
- Being the expert—differentiate your approach using the three roles (boss, coach, leader) based on what each teacher needs.



Making Time for Classroom Visits

Organization & time management strategies for principals

Making Time

- It doesn't take much time to visit classrooms and talk with teachers, but there is never any "extra" time—you must plan for it
- Recommended: 1 visit in AM, and 1 in PM
- Visit teachers of the same subject close together
- Plan time to talk later
- Use notecards

Tracking Notecards

- One for each teacher
- Write out schedule
- Write out free times

Name		Room	Lunch		Prep
Period/Subject	Date	Date	Date	Date	Date

Download PDF:

<https://www.PrincipalCenter.com/notecards-pdf>

Dealing with Email

- Email will take all day if you allow it to
- Use 321Zero to spend less time on email:
 - Answer email 3 times a day
 - Set a timer for 21 minutes
 - Deal with all emails in that time
 - Empty inbox (to “zero”) completely



Evidence-Based Annual Evaluations

Evaluating teachers based on informal visits

Are Short Visits Evaluative?

- The purpose of visiting classrooms is learning and growth, not scoring or evaluation
- However, do not tell teachers “this is non-evaluative”
- Everything you know factors into the final evaluation

More Visits = Lower Stress

- When each teacher is observed only 1-2 times a year, the pressure is high, because teachers may not have another chance to look good
- The more you visit classrooms, the more you will get a sense of each teacher's typical practice
- It's better for teachers if you have more opportunities to see them at their best

The Instructional Leadership Challenge

PrincipalCenter.com/instructional-leadership-challenge