

# THE CLASSROOM VISIT PRIORITIES SHEET

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**Section 1. Let's start with your leadership goals.  
Take a few moments to reflect on the following questions:**

1. What do I hope to accomplish through my feedback?
2. How does getting into classrooms help me help teachers significantly improve their practice?
3. How does getting into classrooms fit into my overall philosophy and style?
4. Why is getting into classrooms important TO ME?
5. What might be currently keeping me from getting into more classrooms?  
(Hint: go beyond the constant interruptions to your day and the discipline demands you face.  
What are some OTHER reasons? More paperwork? Not sure what to say?  
Intimidated by teachers who do not welcome you?  
Don't see the importance? Dig deep and get to some of the root concerns.)

## Section 2: What is your personal feedback flow?

Now that you've identified your leadership priorities, let's connect them to your schedule. Let's start by understanding the 3 different types of classroom visits.

Walk Throughs (less than 10 minutes) can take the form of a quick visit or a walk-through. They are great for a quick check. They allow you to get a general sense of a teacher's practice. They also help you follow up with teachers to see how they are progressing on the goals you've worked with them to identify during other observations. And, they help you see how teachers are implementing school-wide goals or areas of focus (i.e. questioning strategies, using centers, increasing rigor, differentiating instruction, etc.) Feedback can be verbal, written, or both but usually takes on more of an informal tone.

Informal Observations (10-20 minutes usually) are a lot like formative assessments. They allow you to give teachers feedback on their progress in between formal observations. They are also great for giving teachers feedback if they are not in an evaluation year. Feedback should be written and verbal.

Formal Observations (30 minutes or more) are like summative assessments. They give teachers formal written and verbal feedback that assesses how well they are performing relative to your districts' standards. Feedback should be verbal and written according to your district's evaluation process.

Think about the purpose of each of the 3 types of classroom visits and how can you leverage them to help you accomplish your leadership goals this year?

Use the chart below to identify how each type of classroom visit will help you reach your leadership goals this year.

Goal	Classroom Visits	Informal Observations	Formal Observations

## Section 3: Create a Realistic Classroom Visit Schedule.

Now that you understand how you will use each type of visit, the next step is to figure out your feedback schedule. A couple of caveats here. Don't imitate schedules you may have seen in workshops or on line. Create a schedule that makes sense to you and is consistent with how your day REALLY looks.

### **Step One: Think through your current daily rhythm.**

When do you tend to get interrupted the most?

When do discipline issues typically show up?

What do you HAVE to do each day and when do you have to do it?

Map out a typical day below:

**Step Two: Look for opportunities during your schedule to get into classrooms.** Remember, for short visits you need to set aside 10 minutes per visit. For Informal observations 15-30 mins, and for formal observations 45 minutes. Or, you can just block out 45 minutes at a time and break them up as follows (3 classroom visits, 2 informal observations, or 1 formal observation).



### Step Three: Make your schedule work for you

Scheduling Hacks are ways to make your schedule work for you. Here are a couple you can try:

- Keep a spreadsheet or google doc with each teacher's current ONE thing, notes from your last visit, and any supports the teacher needs. Use this to plan what classrooms you need to visit each week.
- Not every teacher needs to see you each week. Try to get to each teacher at least monthly but prioritize your visits based on your differentiated support for teachers.
- Always, always, always start (and potentially complete) post-observation write ups in the classroom. Your ideas are fresh, you are less likely to be disturbed, and when you leave the classroom, you're finished.
- Share verbal feedback during duty times.
- Chunk your visits so that you block off an hour per day to get into classrooms and complete post-observation write ups.
- Use ONE thing feedback. You'll spend less time on your write ups and your feedback will be much more powerful.
- If you set aside a morning one day, set aside an afternoon the following day. That way, if something interrupts your morning visit the day before, you can make it up the next day and vice, versa.
- Leverage technology. You can take notes in programs such as evernote (which is searchable for key terms later on), email your comments to the teacher and BCC your evernote account, or even use evernote to color-code your notes later on. There are also other applications that can make your feedback quicker.
- Send verbal rather than written feedback. You can create a quick audio file on your cell phone that you can use to record quick verbal feedback to the teacher. You can also save this file as part of your records.
- You may also develop your own scheduling hacks. List the ones you will use below.