

## Reflections on How I Strengthen Classroom Instruction

How often am I in classrooms? What are the barriers that interfere? How can I rearrange my priorities during the school day?	
What evidence do I see of good teaching and high levels of learning? How do I reinforce this?	
What kinds of feedback do I share with teachers after informal observations and classroom visits?	
How do I keep data so that I can aggregate what I see and share it with all staff to reinforce and increase practice?	
Does my feedback focus on the teacher's methods of instruction—aligned with a common instructional framework?	
To what degree does my feedback focus on the extent of student talk and action?	
To what degree does my feedback focus on evidence that learning is occurring? Did occur?	
How do I engage teachers in individual and small group discussions of their students' results on formative and large-scale assessments?	
How sure am I that less successful teachers realize their students are not doing as well?	
How do I use what I learn from students and student work to help teachers improve their practice?	
Do I know my staff well enough to recognize how their backgrounds may lead to differences in ability and approach? How do I use this understanding to shape the way I supervise and support them?	