EPISODE 341

Observing With
Instructional
Purpose In Mind

INSTRUCTIONAL
LEADERSHIP SHOW

Essential Question

How can we observe teachers with their instructional purpose in mind, rather than treat all lessons as if they should be the same?

From Evaluation to Observation

- Teacher evaluation rubrics like Danielson are written to cover areas of responsibility very broadly—all teachers K-12

- They were not designed for rating specific lessons or activities in observations or walkthroughs

- Using inappropriate criteria results in meaningless or misleading scores

INSTRUCTIONAL LEADERSHIP SHOW

Example: Danielson

Domain 1: Planning and Preparation

Demonstrating Knowledge of Content and
    Pedagogy
Demonstrating Knowledge of Students
Setting Instructional Outcomes
Demonstrating Knowledge of Resources
Designing Coherent Instruction
Designing Student Assessments

Domain 2: The Classroom Environment

Creating an Environment of Respect and
    Rapport
Establishing a Culture for Learning
Managing Classroom Procedures
Managing Student Behavior
Organizing Physical Space

Domain 3: Instruction

Communicating with Students
Using Questioning and Discussion Techniques
Engaging Students in Learning
Using Assessment in Instruction
Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

Reflecting on Teaching
Maintaining Accurate Records
Communicating with Families
Participating in a Professional Community
Growing and Developing Professionally
Showing Professionalism

Visibility Problems

- Teachers can't do everything all the time
- We see only a small, unscientific sample
- Many practices are mutually exclusive
- Many teacher practices are inherently non-observable

Useful Feedback

Evidence-driven feedback is the only useful kind—based on what the teacher is doing, not what they're not doing but could/should be

Purpose & Temporal Location

Teachers' instructional purpose depends greatly on where students are in time—in the flow of:

- The school year

- The unit

- The class period

- The activity

Major Categories

- Management e.g. attendance
- Activating prior knowledge
- Review & retrieval practice
- Explanation & instruction

- Sensemaking/discussion
- Modeling
- Guided practice
- Independent practice
- Work time
- Assessment