NOW WE'RE TALKING!

21 Days to High-Performance Instructional Leadership

Week 4: High-Performance Instructional Leadership Enhancement

Our Agenda

- Chapter 16: Building Your Feedback Repertoire
- Chapter 17: Balancing Your Formal Evaluation Responsibilities
- Chapter 18: Identifying Improvements from Classroom Visits
- Chapter 19: Opening the Door to New Models of Professional Learning
- Chapter 20: Choosing an Instructional Focus for an Observation Cycle
- Chapter 21: Scaling Classroom Visits Across Your School and District

Discuss

How are your classroom visits going, in terms of consistency? What challenges are you facing?

Discuss

How are your feedback conversations going?

What kinds of issues are coming up in discussions about practice?

16

Building Your Feedback Repertoire

Chapter 16: Building Your Feedback Repertoire

- Write high-quality feedback
- Learn the vocabulary of your curriculum
- Keep your feedback repertoire accessible with a phrase database
- Structure your thinking with templates
- Build trust with consistency, not canned feedback
- Notice and document what matters most
- Use your feedback repertoire in conversation
- Action Challenge: Find Reusable Language

Learning the Language

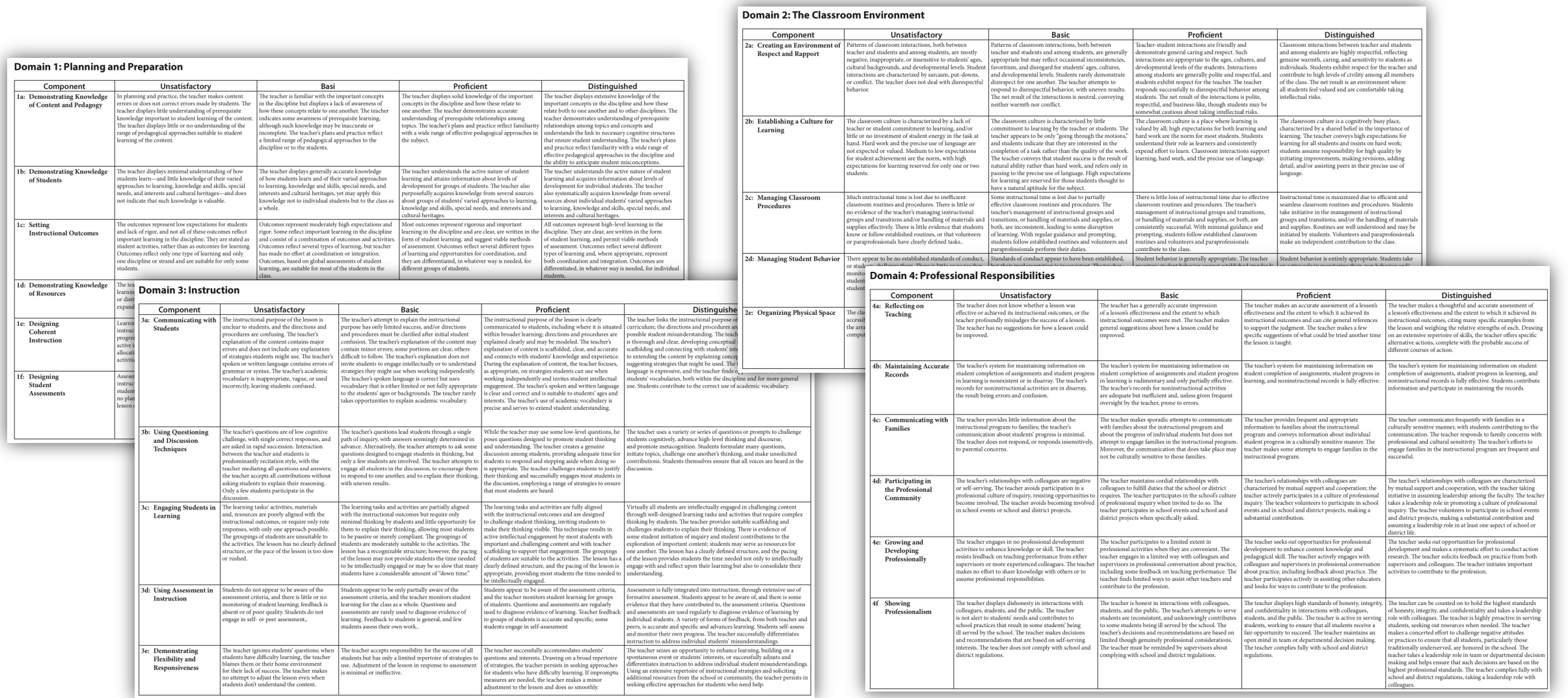
Shared Language

Sources:

- Danielson/Marzano/Marshall/Stronge Framework
- State/district evaluation criteria
- School-based & curriculum-based expectations

The more you use it, the more familiar it will become.

Too Much?



Domain 1: Planning and Preparation

Component	Unsatisfactory	Basi	Proficient	Distinguished
1a: Demonstrating Knowledge of Content and Pedagogy	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
1b: Demonstrating Knowledge of Students	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
1c: Setting Instructional Outcomes	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.
1d: Demonstrating Knowledge of Resources	The tea… learnin… or distr… expand…			
1e: Designing Coherent Instruction	Learni… instruc… progres… active … allocati… activiti…			
1f: Designing Student Assessments	Assess… instruc… student… no plan… lesson …			

Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.
2b: Establishing a Culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.
2c: Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers or paraprofessionals have clearly defined tasks..	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines and volunteers and paraprofessionals perform their duties.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines and volunteers and paraprofessionals contribute to the class.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.
2d: Managing Student Behavior	There appear to be no established standards of conduct, or stud…	Standards of conduct appear to have been established,	Student behavior is generally appropriate. The teacher	Student behavior is entirely appropriate. Students take
2e: Organizing Physical Space	The cla… accessib… the arra… comput…			

Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguishe…
3a: Communicating with Students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher links the instructional purpose o… curriculum; the directions and procedures are… possible student misunderstanding. The teach… is thorough and clear, developing conceptual … scaffolding and connecting with students' int… to extending the content by explaining concep… suggesting strategies that might be used. The … language is expressive, and the teacher finds o… students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.
3b: Using Questioning and Discussion Techniques	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
3c: Engaging Students in Learning	The learning tasks/ activities, materials and, resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "down time."	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.
3d: Using Assessment in Instruction	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment,.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work..	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.
3e: Demonstrating Flexibility and Responsiveness	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Teaching	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.
4b: Maintaining Accurate Records	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.
4c: Communicating with Families	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.
4d: Participating in the Professional Community	The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.
4e: Growing and Developing Professionally	The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.
4f Showing Professionalism	The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contributes to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.

Excerpt from *The Framework for Teaching Evaluation Instrument, 2013 Edition*. Copyright © 2013 The Danielson Group. All rights reserved.

Getting In More Reps

The more you use shared language, the more it will become second nature:

- Observation notes
- Written feedback
- Feedback conversations
- Meetings/committees
- Communications
- Professional development

Sources of Framework Language

- Teacher evaluation standards/criteria
- State education priority documents
- District/division/office initiatives
- Curricular programs
- Specific trainings/PD programs
- School—developed
- Team/department-developed

Framework Sources: Australian Professional Standards for Teachers

Standard 1: Know students and how they learn

Standard 2: Know the content and how to teach it

Standard 3: Plan for and implement effective teaching and learning

Standard 4: Create and maintain supportive and safe learning environments

Standard 5: Assess, provide feedback and report on student learning

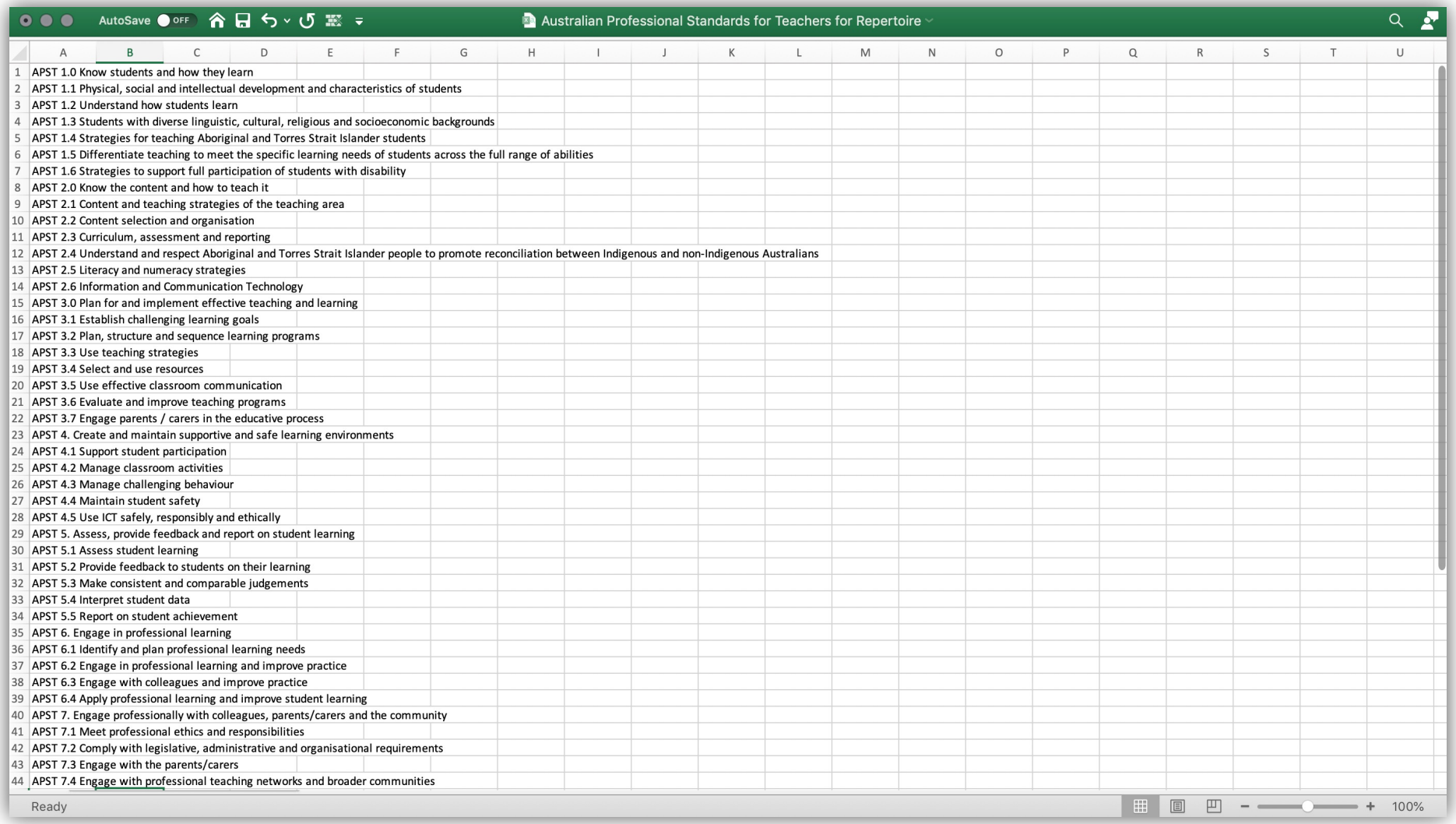
Standard 6: Engage in professional learning

Standard 7: Engage professionally with colleagues, parents/carers and the community

Discuss:

- What are some specific types of precise language you could use more often?
- What specific settings/contexts would you use this language in?

Import to Repertoire

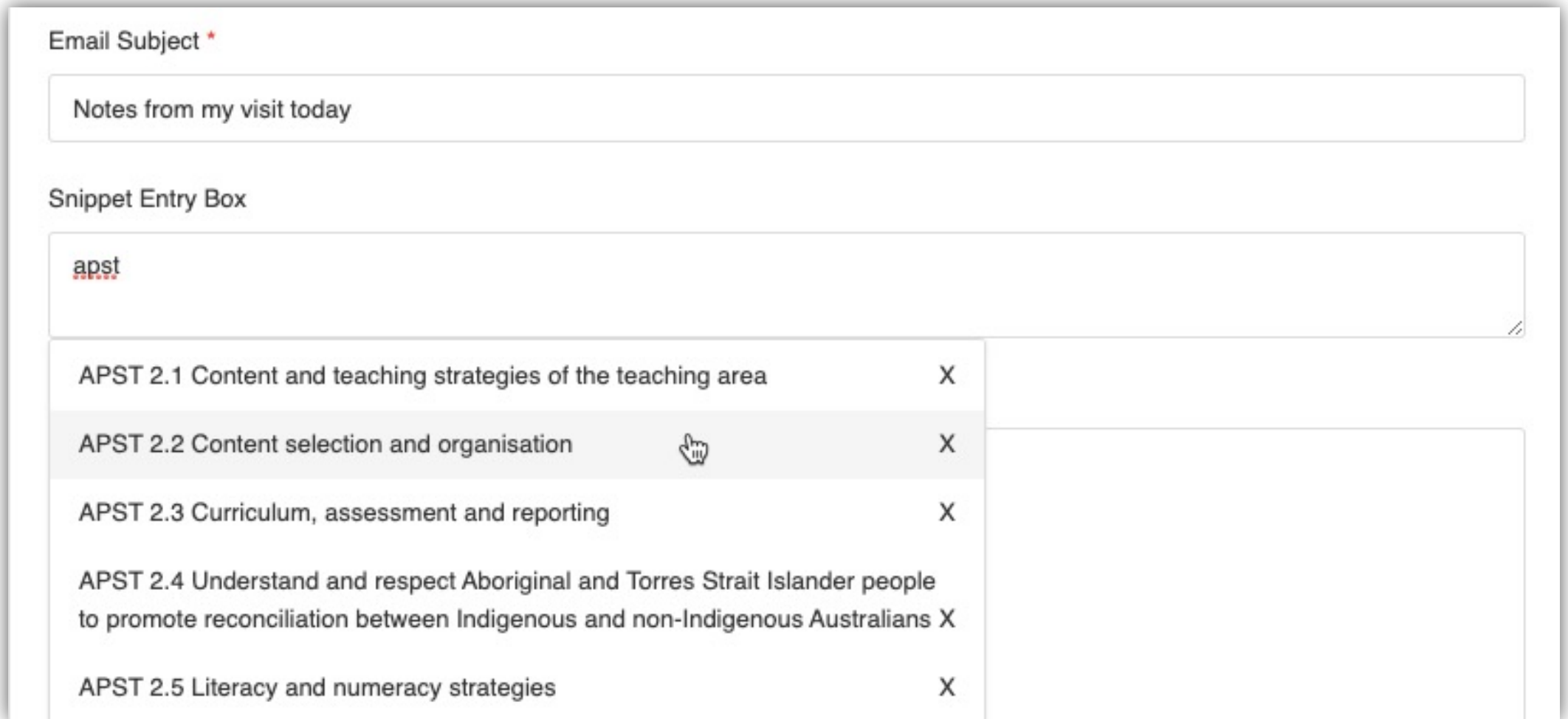


	A
1	APST 1.0 Know students and how they learn
2	APST 1.1 Physical, social and intellectual development and characteristics of students
3	APST 1.2 Understand how students learn
4	APST 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
5	APST 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students
6	APST 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
7	APST 1.6 Strategies to support full participation of students with disability
8	APST 2.0 Know the content and how to teach it
9	APST 2.1 Content and teaching strategies of the teaching area
10	APST 2.2 Content selection and organisation
11	APST 2.3 Curriculum, assessment and reporting
12	APST 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians
13	APST 2.5 Literacy and numeracy strategies
14	APST 2.6 Information and Communication Technology
15	APST 3.0 Plan for and implement effective teaching and learning
16	APST 3.1 Establish challenging learning goals
17	APST 3.2 Plan, structure and sequence learning programs
18	APST 3.3 Use teaching strategies
19	APST 3.4 Select and use resources
20	APST 3.5 Use effective classroom communication
21	APST 3.6 Evaluate and improve teaching programs
22	APST 3.7 Engage parents / carers in the educative process
23	APST 4. Create and maintain supportive and safe learning environments
24	APST 4.1 Support student participation
25	APST 4.2 Manage classroom activities
26	APST 4.3 Manage challenging behaviour
27	APST 4.4 Maintain student safety
28	APST 4.5 Use ICT safely, responsibly and ethically
29	APST 5. Assess, provide feedback and report on student learning
30	APST 5.1 Assess student learning
31	APST 5.2 Provide feedback to students on their learning
32	APST 5.3 Make consistent and comparable judgements
33	APST 5.4 Interpret student data
34	APST 5.5 Report on student achievement
35	APST 6. Engage in professional learning
36	APST 6.1 Identify and plan professional learning needs
37	APST 6.2 Engage in professional learning and improve practice
38	APST 6.3 Engage with colleagues and improve practice
39	APST 6.4 Apply professional learning and improve student learning
40	APST 7. Engage professionally with colleagues, parents/carers and the community
41	APST 7.1 Meet professional ethics and responsibilities
42	APST 7.2 Comply with legislative, administrative and organisational requirements
43	APST 7.3 Engage with the parents/carers
44	APST 7.4 Engage with professional teaching networks and broader communities

Building Your Repertoire

REPERTOIRE

CONTENT CREATOR



REPERTOIRE

CONTENT CREATOR

Email Subject *

Notes from my visit today

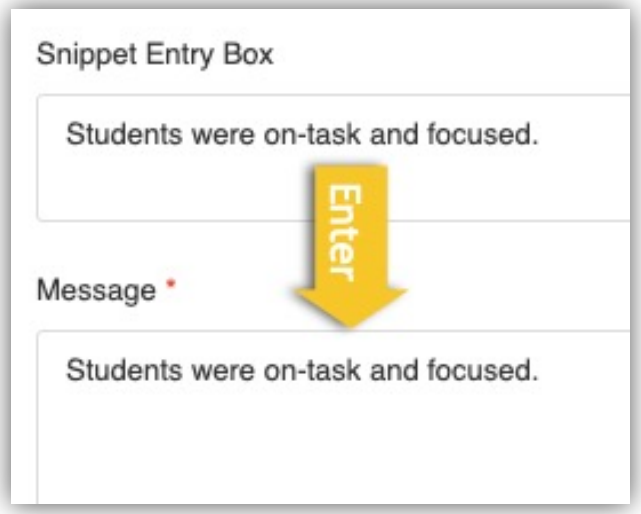
Snippet Entry Box

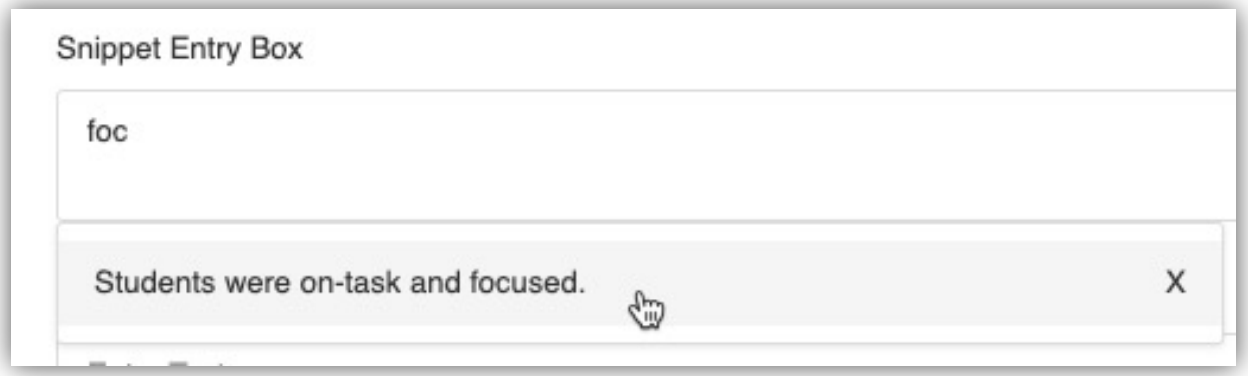
sequence

APST 3.2 Plan, structure and sequence learning programs X

How Snippets Work

- Type in Snippet box
- Press enter
- Phrase is added to Message
- Phrase is saved to database
- Phrase suggested when matching





REPERTOIRE
CONTENT CREATOR

Using Shared Language Offline

- Keep hardcopy & PDF handy
- Use in writing
- Use in conversation

Discuss

- What shared language would you use in Repertoire?
- What shared language would you use offline?

17

Balancing Your Formal Evaluation Responsibilities

Chapter 17: Balancing Your Formal Evaluation Responsibilities

- Consider everything fair game
- Remember contractual restrictions on informal observations
- Differentiate high stakes and low stakes
- Allocate formal evaluation time with the 80:20 rule
- Close the high-stakes evidence gap
- Learn the Claim, Evidence, Interpretation, Judgment format for writing rock-solid evaluations
- Action Challenge: Identify High-Stakes Teachers

No Formal Evaluations?

If you don’t do formal evaluations,
think in terms of

uncertainty and risk

of problems arising.

When Parents Know Before the Principal

Discuss

What are some of the uncertainties and risks you face related to teacher performance?

Using Working Hypotheses

Using Working Hypotheses

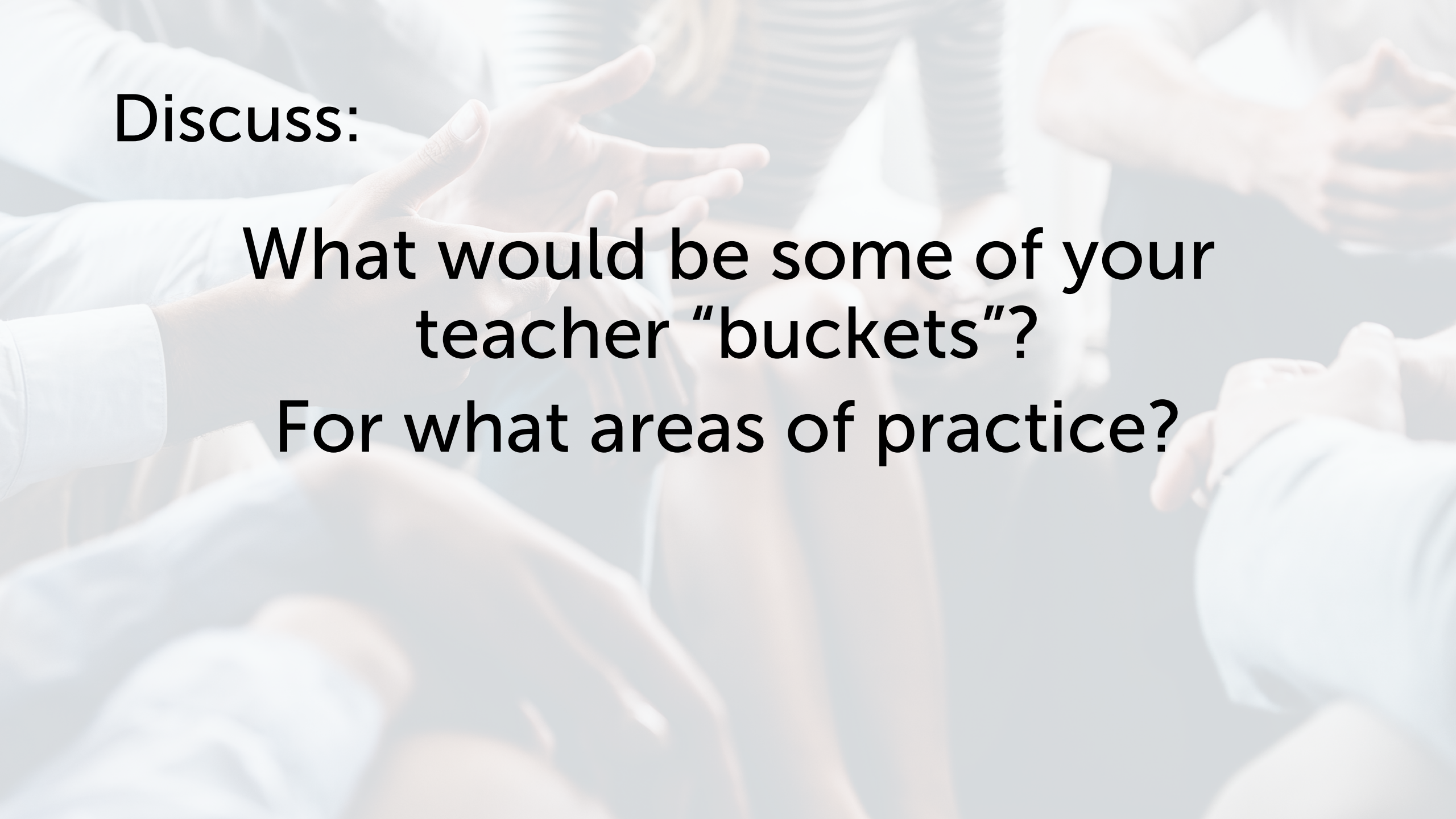
1. Articulate a judgment
2. Ask: Does evidence support this judgment?
3. Revise as you learn more

Overall Hunches

- Satisfactory/Unsatisfactory
- “Buckets” of similar teachers
- Areas of needed whole-staff PD

The “Working Hypothesis” Approach

- In a given domain, teachers fall into certain “buckets” or categories that you mentally lump together:
  - —Classroom Management: Warm, Loose, Strict, Student-Directed
  - —Instructional Skill: Growing, Skilled, PD Leader
  - —Reflective Practice: Self-directed, Collaborative, Introspective
- Decide which domains you’ll address
- Decide on initial “buckets” or “types” within each domain
- Re-use your writing when making the same claim about multiple teachers



Discuss:

What would be some of your teacher “buckets”?

For what areas of practice?

Risks

- Teaching quality
- “Employability” behaviors
- Parent satisfaction
- Relationships with students
- Student learning progress
- Curriculum/program quality

The 80:20 Approach

80% of your teachers are low-risk, so only spend 20% of your formal evaluation time and effort on this group.

20% of your teachers are high-risk, so spend 80% of your efforts on them.

The 80:20 Approach

Sample Math:

20 teachers = 16 low-risk + 4 high-risk

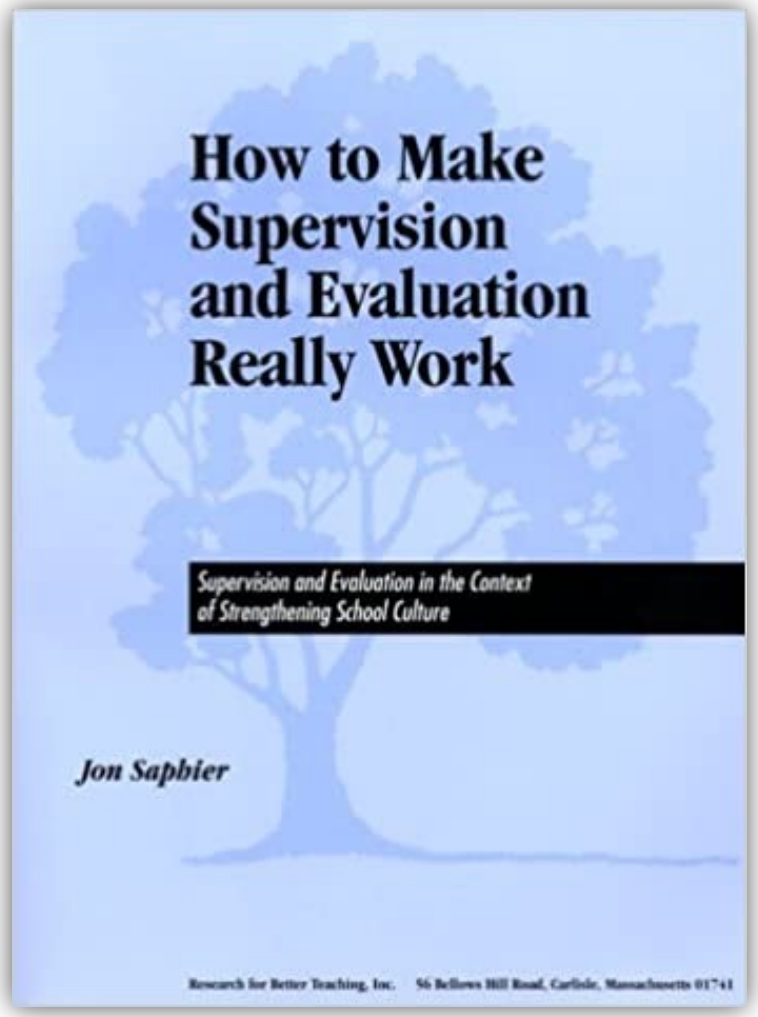
100 total hours working with teachers 1:1

20 hours total for 16 low-risk teachers = 1.25 hrs/teacher

80 total hours for 4 high-risk teachers = 20 hrs/teacher

CEIJ, by Jon Saphier

- Claim
- Evidence
- Interpretation
- Judgment



The Claim

A summary statement describing the teacher's typical practice in a given area.

Key phrase: "Is characterized by..."

- Is this just one isolated incident? Chance? One bad day? One exceptionally well-planned lesson?
- Or is this *typical* of the teacher's practice?

The Evidence

Multiple, specific, documented incidents and instances that support the claim.

Key phrase: "For example, on _/_/_..."

- Do I have multiple pieces of evidence to back my claim?
- If some evidence is informal (or hearsay), do I have firsthand evidence that supports or refutes it?

The Interpretation

A clear articulation of the consequences of the teacher's typical practice, e.g. on student learning, school culture, or other relevant outcomes.

Key phrase: "As a result..."

- Am I being arbitrary, or does this really matter?
- Is this a pet peeve of mine? Can the teacher be successful without doing what I think is best?
- What are the consequences for student learning? Do they flow directly from the teacher’s practice?

The Judgment

The final rating of teacher's overall practice in specific area, using language and scale of evaluation framework.

Key phrase: "Therefore, ___'s practice in domain ___ is best described as Level ___.”

- Specific rating on specific criteria
- If I’m not sure, now I know where I need more evidence
- If I don’t gather more evidence, the default will be “satisfactory”

Pinpointing the Problem

- Start with your hunch or “emotional first draft” of the problem—what is bothering you, and why?
- Gather more evidence
- Ask the “Five Whys” to uncover the root problem (e.g. poor classroom management due to unengaging lessons due to poor planning due to…)
- Translate your emotional first draft into professional language—what evaluation criteria address these concerns?

Emotional First Draft

Mr. Johnson's class is incredibly boring; he just lectures all the time. The stronger students take notes and do well on tests, but too many students fail or get bad grades because they don't have the study skills or motivation to succeed in this kind of class. He blames them for not being interested in his boring lessons, and resists ways to update his teaching.

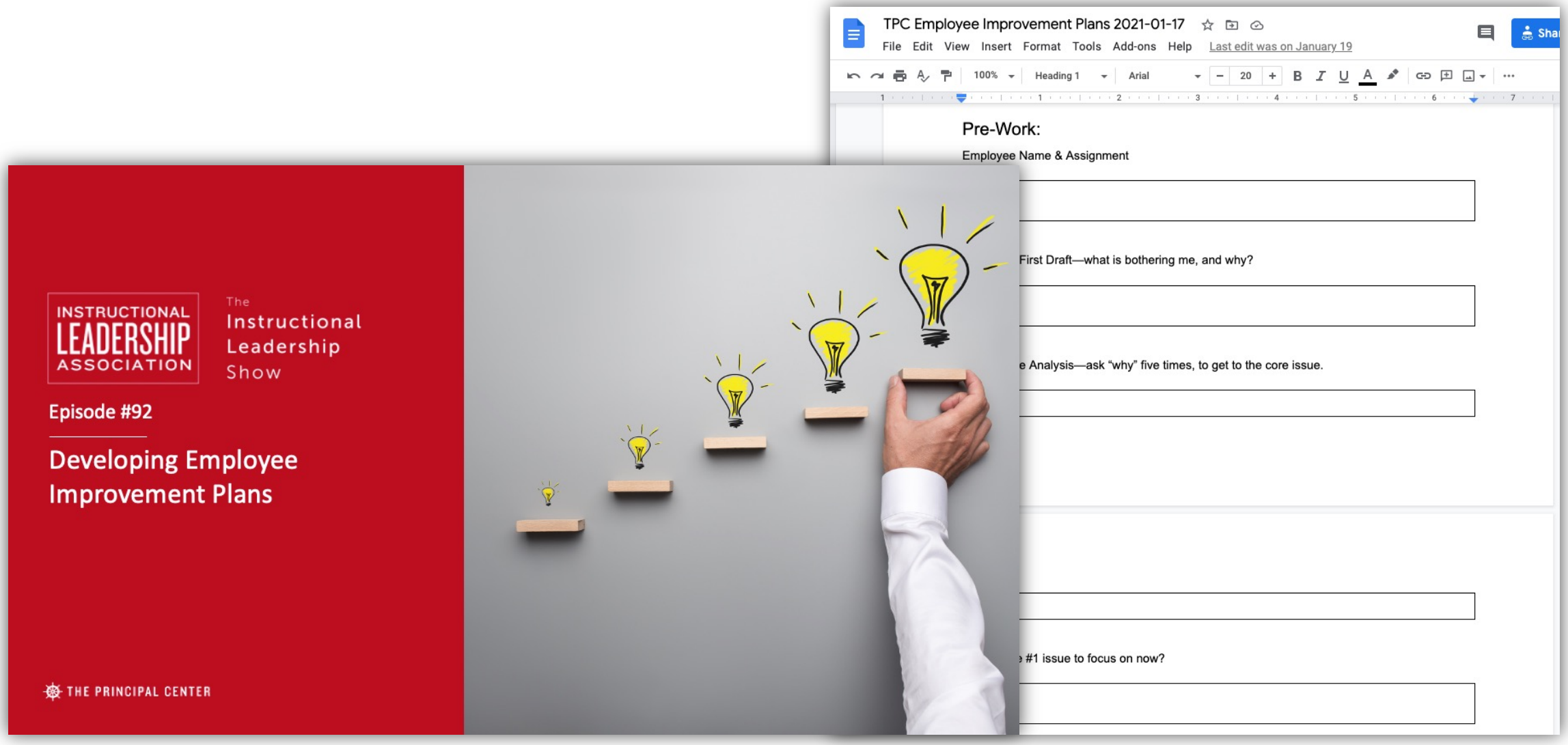
Construct a CEIJ Argument

- ***Claim***—A summary statement describing the teacher's typical practice in a given area. Key phrase: *"Is characterized by..."*
- ***Evidence***—Multiple, specific, documented incidents and instances that support the claim. Key phrase: *"For example, on _/_/_..."*
- ***Interpretation***—A clear articulation of the consequences of the teacher's typical practice, e.g. on student learning, school culture, or other relevant outcomes. Key phrase: *"As a result..."*
- ***Judgment***—The final rating of teacher's overall practice in specific area, using language and scale of evaluation framework. Key phrase: *"Therefore, ___'s practice in domain ___ is best described as Level ___."*

CEIJ Argument

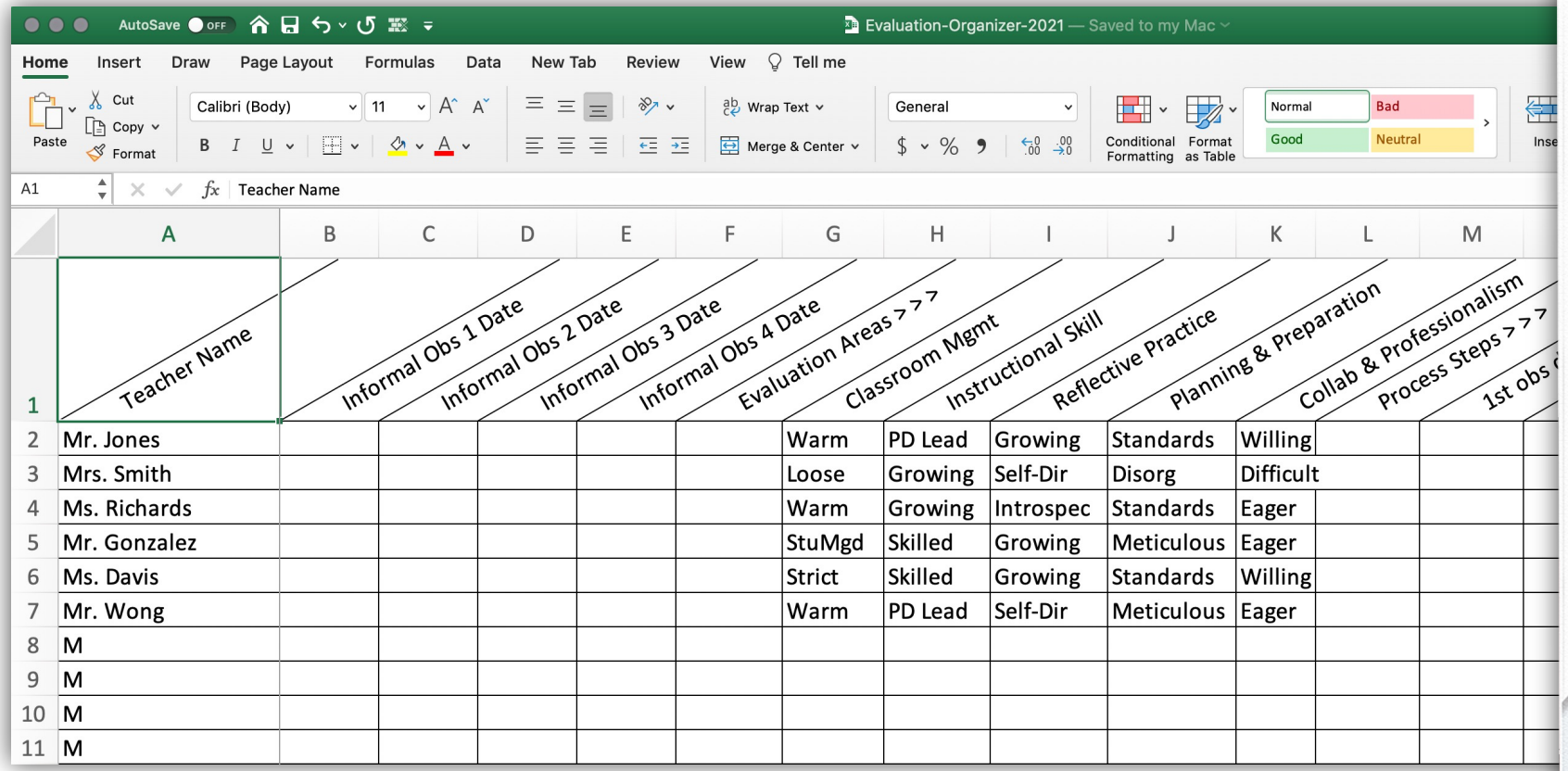
- Revised ***Claim***: Mr. Johnson's instruction is characterized by heavy reliance on lecture, displaying a minimal understanding of how students learn.* Student learning activities consist primarily of notetaking, completing work- sheets, and taking paper-and-pencil quizzes, offering little variety or active intellectual engagement.**
- ***Evidence***: For example, on 1/31, Mr. Johnson lectured for 27 continuous minutes, during which students were expected to listen and take notes. During this time, three students fell asleep, and one student poked the stu- dent in front of him with a pencil eight times. Seven students took no notes at all during this lecture. During another observation, on 10/17, Mr. Johnson admonished the class for doing poorly on a recent exam, and stated that if more students took notes like they were supposed to, they would do better on exams.
- ***Interpretation***: As a result of Mr. Johnson's heavy reliance on lecture as an instructional strategy, students experience a low level of intellectual engagement and a high rate of course failure in Mr. Johnson's classes. For the fall semester, Mr. Johnson's course pass rate of 72% was significantly below the school average of 91%, raising concerns about student engagement and instructional effectiveness. While Mr. Johnson is clearly passionate about his subject matter, the lack of variety and engaging instructional strategies undermines his goals for student learning.
- ***Judgment***: Therefore, Mr. Johnson's practice in Domain 1, Planning and Preparation, is best rated as Level 1, Unsatisfactory. This evaluation will be followed by a Plan of Improvement and support from a district instructional coach.
- Danielson 1b, Demonstrating Knowledge of Students, Unsatisfactory column
- **Danielson 1e, Designing Coherent Instruction, Unsatisfactory column

CEIJ for Improvement Plans

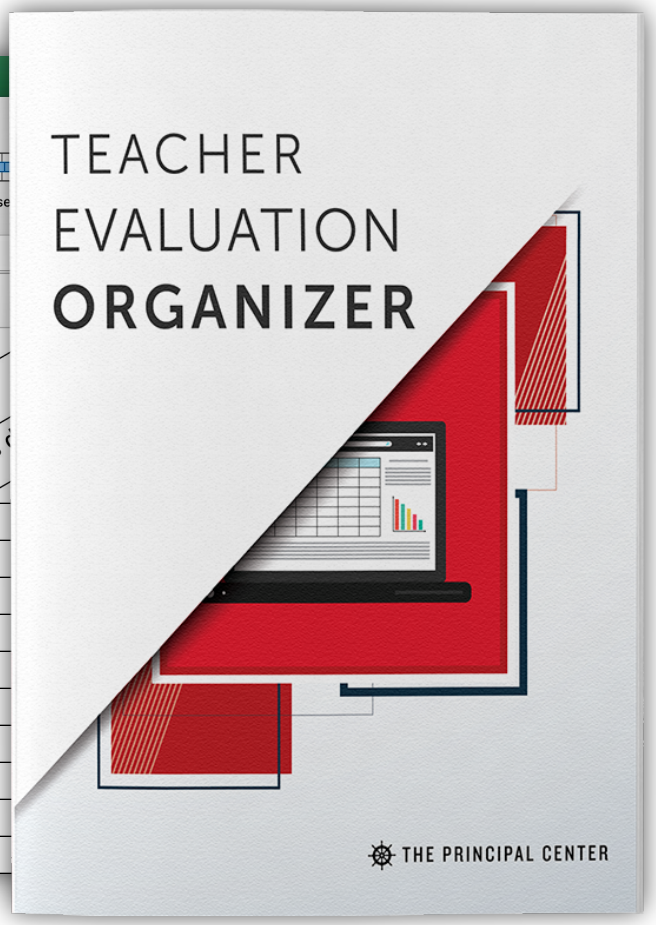


Evaluation Organizer Spreadsheet

PrincipalCenter.com/eval-thanks



	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Teacher Name	Informal Obs 1 Date	Informal Obs 2 Date	Informal Obs 3 Date	Informal Obs 4 Date	Evaluation Areas > > >	Classroom Mgmt	Instructional Skill	Reflective Practice	Planning & Preparation	Collab & Professionalism	Process Steps > > >	1st obs
2	Mr. Jones						Warm	PD Lead	Growing	Standards	Willing		
3	Mrs. Smith						Loose	Growing	Self-Dir	Disorg	Difficult		
4	Ms. Richards						Warm	Growing	Introspec	Standards	Eager		
5	Mr. Gonzalez						StuMgd	Skilled	Growing	Meticulous	Eager		
6	Ms. Davis						Strict	Skilled	Growing	Standards	Willing		
7	Mr. Wong						Warm	PD Lead	Self-Dir	Meticulous	Eager		
8	M												
9	M												
10	M												
11	M												



Takeaways

- Don’t defer judgment until the end of the year
- Be honest with yourself about your current assessments of teacher practice—develop *working hypotheses*
- Articulate and interrogate your working hypotheses with CEIJ:
  - Claim
  - Evidence
  - Interpretation
  - Judgment
- Keep updating your working hypotheses as you gather new evidence
- Start using the Evaluation Organizer Spreadsheet

Addressing Problems with CEIJ

- What claim could I make?
  - Blunt “emotional first draft”
  - Revise to professional language
- What evidence supports my claim?
- How is this impacting students? Other consequences?
- What’s my takeaway?

Positive Uses of CEIJ

- Reference letter
- Letter of commendation
- Nomination for award
- Newsletter article
- Positive rating/evaluation

18

Identifying Improvements From Classroom Visits

Chapter 18: Identifying Improvements from Classrooms Visits

- Build relational trust
- Use classroom visits to enable better decision-making
- Build a common vision
- Action Challenge: Identify your biggest insights from classroom visits

4 Benefits of Relational Trust

- Reduces the risk of change/innovation
- Easier decisions & conflict resolution
- Clear, shared expectations & self-monitoring
- Moral imperative to go above and beyond

A 3-Part Theory of Action

When you:

- Confidently get into classrooms every day, you can...
- Have feedback conversations that change teacher practice, and you'll...
- Discover your best opportunities for school improvement

Patterns, Not Data

- The data you gather in classroom visits is qualitative
- Think of intuitive trends and patterns, not numbers

Discuss

- What “decisional” roles do you play?
- What information do you need to make these decisions?
- What patterns or trends have you seen so far in your visits?

19

Opening the Door to New Models of Professional Learning

Chapter 19: Opening the Door to New Models of Professional Learning

- Celebrate exemplary practice in meetings and in writing
- Share practice-focused video clips
- Facilitate instructional rounds
- Engage in student shadowing
- Action Challenge: Share the Highlights

Public Celebration

- Staff meetings—own learning
- Written updates to staff/community
- Use the language of your repertoire

Another Idea

Develop your own instructional frameworks—book coming soon

Opening Doors

- What ideas do you have for sharing teacher practice more broadly?
- What have you already tried?
- What might you try next?

20

Choosing an Instructional Focus for an Observation Cycle

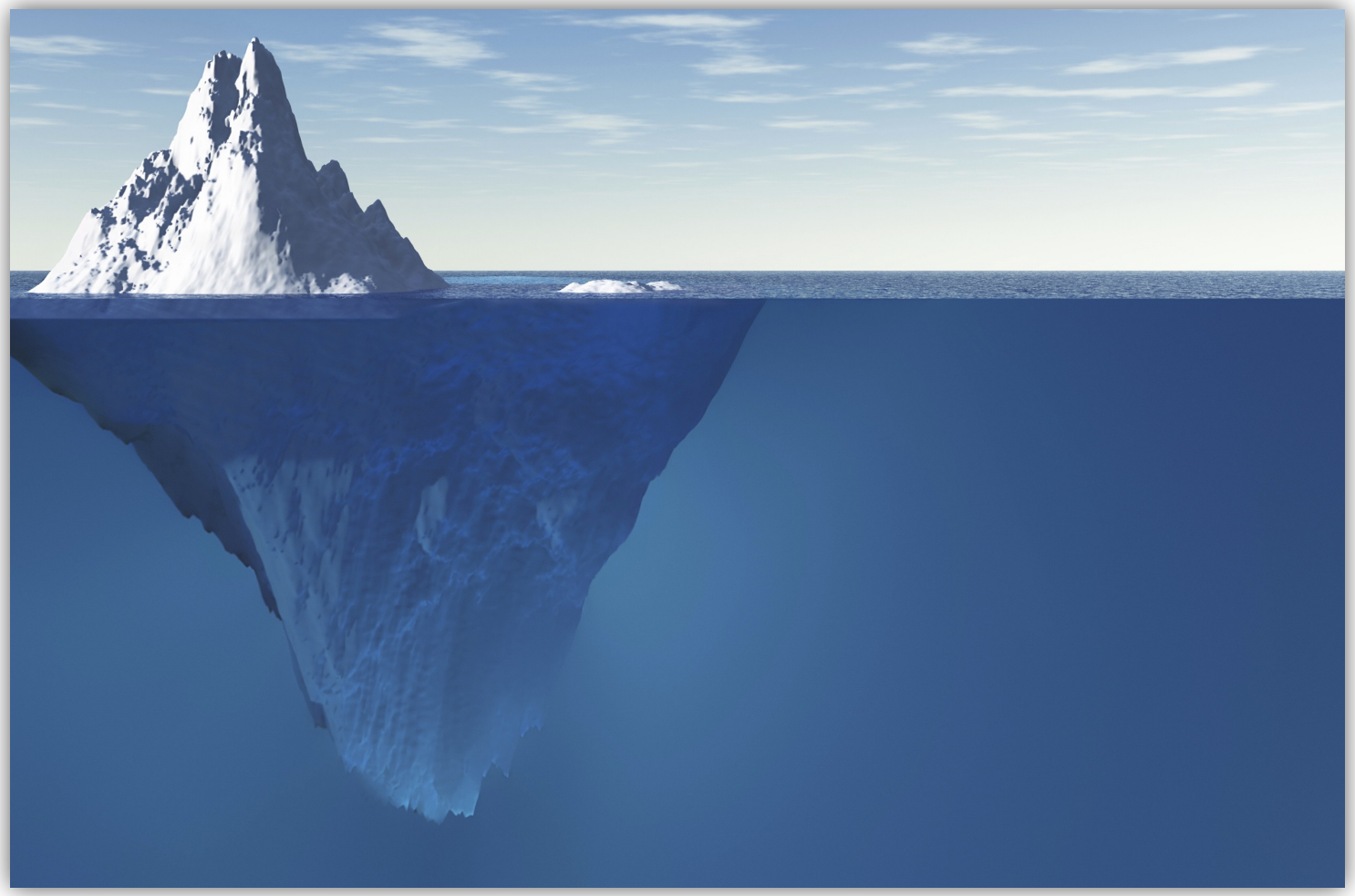
Chapter 20: Choosing an Instructional Focus for an Observation Cycle

- Ensure broad relevance
- Establish observability
- Confirm strategic impact
- A word of caution about instructional strategies
- Action Challenge: Choose a Focus for Cycle Three

Broad Relevance

- Will it include ALL teachers?
- All core academic subjects?
- Student Engagement
- Delivery/explanation
- Climate/culture
- Objective/learning target/success criteria

Observability



Evidence as a Landing Pad

Observability

- Can I see it, or does it happen behind the scenes?
- Is there enough of a “landing pad”?
- Will teachers just try to show me what they think I want to see?
- Could I be easily fooled by a dog-and-pony show?

Strategic Impact

- Does this align with our goals?

SIP		
Goal 1- Numeracy	**Goal 2- Writing**	**Feedback**
Teachers design Maths tasks focus on the proficiencies	Teachers teach writing, focusing on vocab, structure, punctuation and sentence structure	Teachers use fast, formative assessment strategies to check-in with student learning and inform teaching
Students can articulate a maths equation Students can explain how they solved a problem Students are using productive struggle language when problem solving in groups Students know their 'next steps'	Students will want to write Students use correct punctuation Students use compound and complex sentences Students use exact words in their writing Students know their 'next steps'	Students can explain the learning intentions and success criteria Students explain how they are feeling/ going to the teachers

ESR		
Direction 1	**Direction 2**	**Direction 3**
Continuously monitor the impact of **changes in classroom pedagogy** on student achievement through **collaborative practices** that build teacher commitment and accountability.	Improve student achievement by developing and implementing a consistent whole-school understanding of **high expectations, formative feedback** and **challenge** to maximise effective teaching and student learning.	Collaboratively develop a positive R-7 **culture of learning** and improvement through targeted professional learning, clear expectations, shared accountability and **agreed protocols.**

Specific Strategies

- Observability bias
- Putting on a show
- Ask how, not whether

21

Scaling Classroom Visits Across Your School and District

Chapter 21: Scaling Classroom Visits Across Your School and District

- Scale within your school
- Scale across your network
- Action Challenge: Scale Up Your Success

Involving More Staff

Who else could benefit from seeing other professionals at work?

- Cross-site visits
- Student shadowing
- Job swaps

EPILOGUE

Building Capacity for Instructional Leadership

Epilogue: Building Capacity for Instructional Leadership

- Continue visiting three classrooms a day, every day
- Use the information you gather to make and implement decisions more effectively
- Give feedback when requested; otherwise, engage teachers in evidence-based conversation using shared framework language
- The more we learn, the better we can lead
- Review Chapter 5 & each chapter's Action Challenge

The Plan: 500 Visits a Year

- 3 visits a day, ~10 minutes each
- Brief conversation afterward
- Every teacher every ~2 weeks
- 18 visits per teacher per year
- Consistent rotation
- Cluster by team/department/grade

Action Items

- Listen to Chapters 16-21 of *Now We're Talking*
- Set up notecards if not already done
- Send us your roster for Repertoire