Getting Into Classrooms & Triangulating Evidence with Framework Language
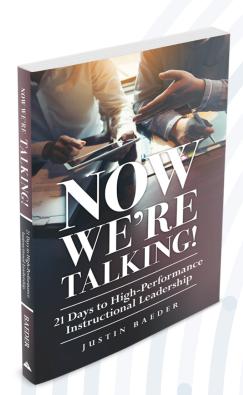
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Objectives for This Section

Participants will:
- Explore strategies to prioritize tasks to spend more time in classrooms
- Gain a specific model for getting into classrooms frequently
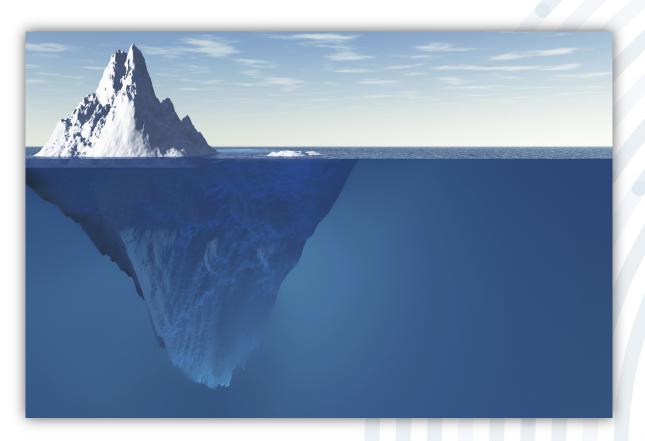- Understand how to triangulate evidence with an instructional framework

Resources from This Presentation

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The High-Performance Instructional Leadership Model

How Instructional Leaders Change Teacher Practice

The Iceberg of Teacher Practice

Visible vs. Invisible Aspects of Practice

FOCUS AREAS

1 Clarity & Accuracy
- Learning Outcomes
- Instructional Decision-Making
- Content Expertise

2 Learning Environment
- Positive Developmental Relationships
- Intellectual Challenge
- Support & Persistence

3 Classroom Management
- Routines & Procedures
- Collective Responsibility
- Physical Environment

4 Intellectual Engagement
- Lesson Structure & Flow
- Rich Learning Tasks
- Student Collaboration & Discourse

5 Successful Learning
- Equitable Access
- Assessment & Feedback
- Shared Accountability

6 Professionalism
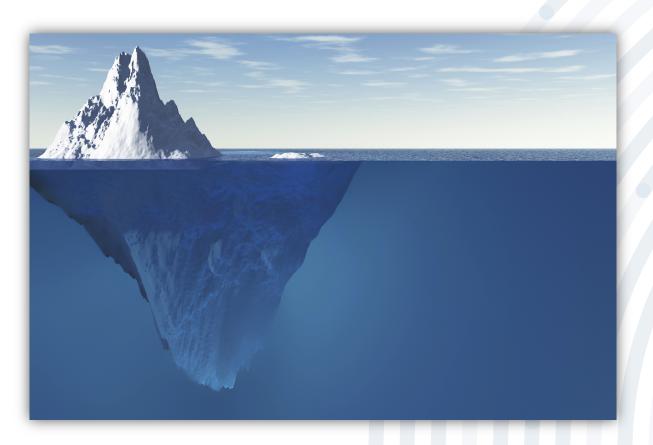- Continuous Professional Learning
- Collaboration
- Principled Decision-Making

- Which domains/clusters can you see?
- Which are difficult to see?
- How do we draw conclusions about teacher practice in hard-to-observe areas?

Visible Evidence as a Landing Pad

Evidence-Driven Conversation as the Window
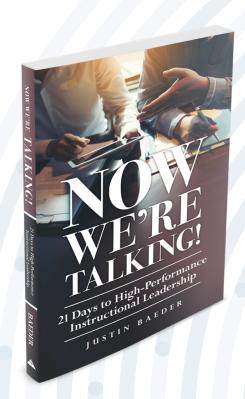
Informal Visits   vs.   Formal Observations

- Unscheduled
- "Normal" lesson
- One of many
- Low-stakes

- Prearranged
- "Special" lesson
- One of few
- High-stakes

7 Elements of the High-Performance Instructional Leadership Model
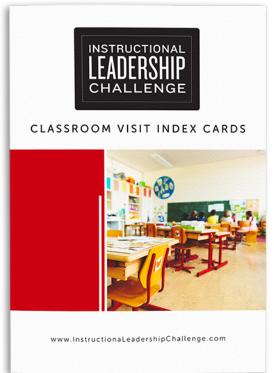
1. Frequent
2. Brief
3. Substantive
4. Open-Ended
5. Evidence-Based
6. Criterion-Referenced
7. Conversation-Oriented

NOW WE'RE TALKING!

21 Days to High-Performance Instructional Leadership

JUSTIN BAEDER

BAEDER

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

Keep Track to Stay On Track
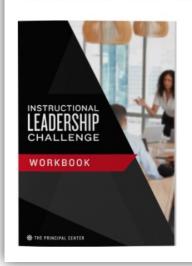
PrincipalCenter.com/notecards-pdf

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

Take the Instructional Leadership Challenge

Table Of Contents

Welcome & Introduction

Module 1: Get Current

Module 2: Get Into Classrooms

Module 3: Get Into Feedback Conversations

Module 4: Get Aligned and Specific

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How To Make Time to Get Into Classrooms

Making 3 Visits A Day Realistic & Sustainable

The Time Commitment

- You have large amounts of legitimate non-classroom work
- You don't need to spend half the day in classrooms to have an impact
- 5-15 minutes per visit x 3 = 15-45 minutes/day

Scheduling

- Identify specific times you'll visit classrooms
- Strive to stick to your plan, but expect interruptions
- Build in extra timeslots to account for interruptions

The "Block Off Time" Myth

- Interruptions are inevitable
- Exact visit times are flexible
- Most interruptions can wait a few minutes, but not a few hours
- No one interruption should ruin your day's plan

Use Big Blocks for Office Work

If you have long, uninterrupted blocks of time…use them for work!

Don't interrupt yourself when you're working. Use the natural breaks in the day.

Scheduling Around Natural Breaks

Elementary

Time	Event
8 AM	Dropoff, 7:30am
	Classroom Walkthroughs, 8am
9 AM	Office Work 8:30 – 9:30am
	First Recess Duty, 9:30am
10 AM	Classroom Walkthroughs, 10am
	Second Recess Duty, 10:30am
11 AM	Classroom Walkthroughs, 11am
	Mtg in office, 11:30am
12 PM	Lunchroom, 12pm
	Lunch recess, 12:30pm
1 PM	Classroom Walkthroughs, 1pm
	Mtg in office, 1:30pm
2 PM	Classroom Walkthroughs, 2pm
	Afternoon Recess, 2:15pm
	Classroom Walkthroughs, 2:30pm
3 PM	Work in office, 3pm
	Dismissal, 3:30pm
4 PM	

Secondary Periods

- 8:00 Supervise in hall
  - 8:05 Start of class
  - 8:20 Office work
  - 8:40 End of class

- 8:55 Supervise in hall
  - 9:00 Start of class
  - 9:15 Office work
  - 9:35 End of class

- 9:50 Supervise in hall
  - 3 visits, whole period

…etc

Schedule Extra Time Slots

- 75% success rate: 4 timeslots → 3 visits
- 60% success rate: 5 timeslots → 3 visits
- 50% success rate: 6 timeslots → 3 visits
- 33% success rate: 9 timeslots → 3 visits

Discuss

- When am I already out of the office?
- When are the best specific times to visit classrooms?
- How many total timeslots do I need to reach 3 teachers a day?

Triangulating Evidence with Expectations

Using An Instructional Framework in Feedback Conversations
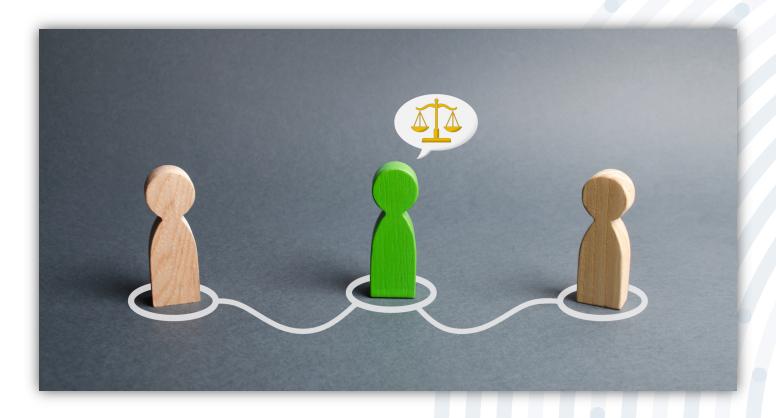
The Battle of Opinions

Discuss: A Disagreement Over Teacher Performance

- When has a teacher disagreed with your assessment of their performance?
- What evidence led to your assessment?
- What did the teacher say in self-defense?
- How did you resolve the disagreement?

Framework as Arbiter
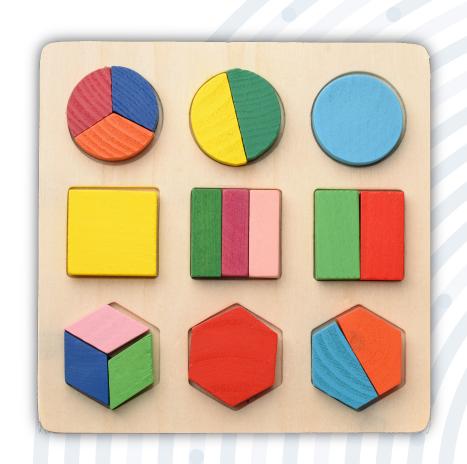
Teacher Evaluation Frameworks

- Danielson Framework for Teaching
- Danielson Clusters
- Marzano Focused Evaluation Model
- State evaluation criteria
- District-developed criteria

Triangulating

- What language does the framework use to describe practice in this area?
- At what level of performance does the evidence best align with the framework?

Triangulation: Finding Language That Fits

Rich descriptions of practice with *qualitative* distinctions between levels of performance make it easier to triangulate than:

- "Evident" Rating scales
- Checklists/Look-fors
- Frequency/extent rubrics

"Evident" Rating Scales

A. Equitable Learning Environment:
1. Learners engage in differentiated learning opportunities and/or activities that meet their needs
2. Learners have equal access to classroom discussions, activities, resources, technology, and support
3. Learners are treated in a fair, clear and consistent manner
4. Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions

B. High Expectations Environment:
1. Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher
2. Learners engage in activities and learning that are challenging but attainable
3. Learners demonstrate and/or are able to describe high quality work
4. Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)
5. Learners take responsibility for and are self-directed in their learning
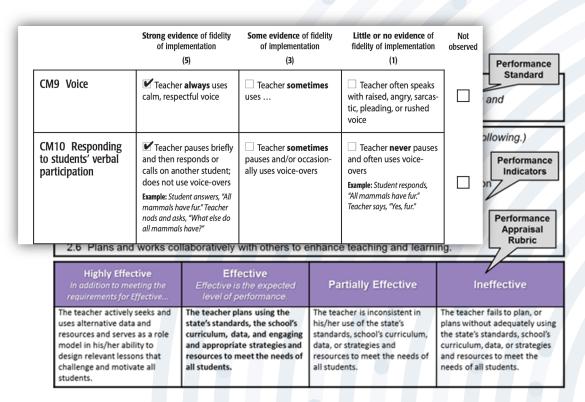
C. Supportive Learning Environment:
1. Learners demonstrate a sense of community that is positive, cohesive, engaged, an...
2. Learners take risks in learning (without fear of negative feedback)
3. Learners are supported by the teacher, their peers and/or other resources to unde...
4. Learners demonstrate a congenial and supportive relationship with their teacher

Very Evident	Evident	Somewhat Evident	Not Observed
4	3	2	1
4	3	2	1
4	3	2	1

Effective Learning Environments Observation Tool (ELEOT 2.0)

Frequency/Extent Rubrics

Many rubrics' levels of performance differ only in:

- The extent to which an expectation is met
- How often the expectation is met/the practice is used
- How many characteristics are expected ("Distinguished: Everything in proficient plus…")

	Strong evidence of fidelity of implementation (5)	Some evidence of fidelity of implementation (3)	Little or no evidence of fidelity of implementation (1)	Not observed
CM9 Voice	☑ Teacher **always** uses calm, respectful voice	☐ Teacher **sometimes** uses …	☐ Teacher often speaks with raised, angry, sarcastic, pleading, or rushed voice	☐
CM10 Responding to students' verbal participation	☑ Teacher pauses briefly and then responds or calls on another student; does not use voice-overs **Example:** Student answers, "All mammals have fur." Teacher nods and asks, "What else do all mammals have?"	☐ Teacher **sometimes** pauses and/or occasionally uses voice-overs	☐ Teacher **never** pauses and often uses voice-overs **Example:** Student responds, "All mammals have fur." Teacher says, "Yes, fur."	☐

Performance Standard

Performance Indicators

Performance Appraisal Rubric

2.6 Plans and works collaboratively with others to enhance teaching and learning.

Highly Effective In addition to meeting the requirements for Effective…	Effective Effective is the expected level of performance.	Partially Effective	Ineffective
The teacher actively seeks and uses alternative data and resources and serves as a role model in his/her ability to design relevant lessons that challenge and motivate all students.	The teacher plans using the state's standards, the school's curriculum, data, and engaging and appropriate strategies and resources to meet the needs of all students.	The teacher is inconsistent in his/her use of the state's standards, school's curriculum, data, or strategies and resources to meet the needs of all students.	The teacher fails to plan, or plans without adequately using the state's standards, school's curriculum, data, or strategies and resources to meet the needs of all students.

True Qualitative Rubrics

Cluster 4 – Intellectual Engagement

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
The level of student intellectual engagement is low, through some combination of the following:	The level of student intellectual engagement is modest, through some combination of the following:	The classroom is a cognitively busy place, with students encouraged to use their minds, through some combination of the following:	The classroom is a cognitively vibrant place, with students encouraged to use their minds, through some combination of the following, in addition to elements listed under Proficient:
The teacher conveys no energy for the importance of the learning goals and assignments.	The teacher displays little energy for the lesson's purpose or assignments.	The teacher exhibits energy for the topic and conveys its importance.	The students exhibit energy for and interest in the topic and associated tasks; they push their classmates' thinking with extended questions.
The teacher's questions are rapid-fire and convergent, with a single correct answer, and do not invite student thinking.	The teacher's questions are a mix of those with a single correct answer and methodology and other questions inviting student thinking.	Many of the teacher's questions are open-ended, or have multiple correct answers, inviting students to think. (When low-level questions are used, they provide scaffolding for new learning.)	Students initiate higher-order questions; they invite comments from their classmates during a discussion and push their classmates with extended questions in both small group and whole class contexts.

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

When To Use Framework Language

- When paying attention
- When taking notes/documenting
- When asking questions
- When giving feedback
- When writing observation reports
- When writing evaluations

Scenario

- 4th year teacher
- Comfortable with classroom management
- Lessons seem to lack a focus on important learning targets
- Students do not seem intellectually engaged
- Class time filled with activities for the sake of activities
- Activity: group poster project

Scenario—Roles
Cluster 1: Clarity & Accuracy

- Person A: Play the teacher

  - Explain the activity

  - Respond to questions

- Person B: Play the instructional leader

  - Use framework language

  - Get the teacher talking about own practice

Using Framework Language:
Cluster 1: Clarity & Accuracy

LEARNING OUTCOMES are clear and ambitious, reflect important content knowledge, and address the social, emotional, and intellectual development of students.

INSTRUCTIONAL DECISION-MAKING is guided by the instructional purpose and focused on student engagement in the intellectual work of learning.

CONTENT EXPERTISE is evident in the teacher's presentations, explanations, and responses to students.

Using Framework Language: Cluster 1: Clarity & Accuracy

LEARNING OUTCOMES are ==clear== and ==ambitious==, reflect ==important content knowledge==, and address the social, emotional, and intellectual development of students.

INSTRUCTIONAL DECISION-MAKING is guided by the ==instructional purpose== and focused on student engagement in the ==intellectual work== of learning.

CONTENT EXPERTISE is evident in the teacher's presentations, explanations, and responses to students.

Using Framework Language—Debrief
Cluster 1: Clarity & Accuracy

Person B:

- What framework/cluster language did you use?
- What questions did you ask?

Person A:

- What did you focus on in your response?
- How did the framework language shape your response?

Using Framework Language:
Cluster 4: Intellectual Engagement

LESSON STRUCTURE & FLOW allow for and support intellectual engagement and productive struggle; students are given time to think, develop ideas, and reflect on their learning.

RICH LEARNING TASKS engage students in important learning through well-designed activities, questions, and discussion.

STUDENT COLLABORATION & DISCOURSE invite higher-order thinking, develop reasoning skills, and create the opportunity to engage thoughtfully with others' thinking and ideas.

Scenario—Roles
Cluster 4: Intellectual Engagement

- Swap roles
- Person B: Play the teacher
  - Explain the activity
  - Respond to questions
- Person A: Play the instructional leader
  - Use framework language
  - Get the teacher talking about own practice

Using Framework Language—Debrief

Person A:
- What framework/cluster language did you use?
- What questions did you ask?

Person B:
- What did you focus on in your response?
- How did the framework language shape your response?

Asking Good Questions

- Present evidence—identify the landing pad
- Ask a question—suggest a direction
- Use framework language in both your description of the evidence and your question
- Zip it—let the teacher talk

Ask Evidence-Based Questions
PrincipalCenter.com/notecards-pdf

INSTRUCTIONAL LEADERSHIP CHALLENGE

CLASSROOM VISIT INDEX CARDS

www.InstructionaLeadershipChallenge.com

Name	Room	Lunch	Prep

Period/Subject	Date	Date	Date	Date	Date

1. **Context:** I noticed that you [ ]...could you talk to me about how that fits within this lesson or unit?
2. **Perception:** Here's what I saw students [ ]...what were you thinking was happening at that time?
3. **Interpretation:** At one point in the lesson, it seemed like [ ] ...What was your take?
4. **Decision:** Tell me about when you [ ] ...what went into that choice?
5. **Comparison:** I noticed that students [ ] ...how did that compare with what you had expected to happen when you planned the lesson?
6. **Antecedent:** I noticed that [ ] ...could you tell me about what led up to that, perhaps in an earlier lesson?
7. **Adjustment:** I saw that [ ] ...what did you think of that, and what do you plan to do tomorrow?
8. **Intuition:** I noticed that [ ] ...how did you feel about how that went?
9. **Alignment:** I noticed that [ ] ...what links do you see to our instructional framework?
10. **Impact:** What effect did you think it had when you [ ] ?

Resources from This Presentation

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