

HIGH-PERFORMANCE
instructional
LEADERSHIP
CERTIFICATION

MODULE 5

THE POWER OF A SHARED INSTRUCTIONAL
FRAMEWORK

A FRAMEWORK OF COMMON EXPECTATIONS

- When you use the language of teacher evaluation criteria in a conversation with a teacher, there's no argument about what the criteria say. Because it's not a matter of _____, you can build on that foundation and have a productive _____.
- When teachers are stuck in a competency trap it's really hard to pull them out by relying on personal _____ alone.
- The key is to use shared _____, the shared language of your instructional framework, to get crystal clear on what and how things are done in your school.
- By going through the process of being _____ about your expectations, and seeing, the extent that they are already shared, you'll discover exactly what you need to do to get everyone on the same page, so that you can have _____ with teachers that move their practice toward a shared _____.

SHARED EXPECTATIONS FOR PROFESSIONAL PRACTICE

- In most schools, there's a lot more clarity around the staff _____ kind of issues than there is about instructional _____.
- If you are focused on _____ teachers' _____ through school-wide expectations, you might not be giving teachers the _____ that they legitimately need to make instructional decisions that are in the best interests of their students.
- A best practice is only a good idea when it's guided by the teacher's _____.
- If we turn it into an _____-driven expectation, then teachers will implement that best practice rigidly, out of _____, rather than out of informed _____.
- _____—what teachers visibly do—is just the tip of the iceberg, and there's a lot more to professional practice.
- For most aspects of instructional practice, teacher _____ is essential. The more we try to replace it with cut-and-dried _____, the worse things are going to be for students.

FOUR SOURCES FOR YOUR INSTRUCTIONAL FRAMEWORK

- The first source is your own school-wide _____.
- Whatever is _____ about your school will likely show up in these school-wide expectations, perhaps at a _____ level.
- When we get into the details, though, we often find that our school-wide expectations aren't _____ or _____ enough to guide teachers' professional _____.
- We should consider school-wide expectations to be the _____-desirable source of shared expectations, because it's a lot harder to get them _____ enough to be helpful while remaining _____ enough to give teachers the latitude they need to exercise professional judgment.
- The next source is your teacher _____, which are already written down, and possibly even written into your teacher contract, or board policy, or state law, or all of the above.
- The third source we're going to draw on is _____-specific pedagogy. This is where we start to get away from documents that may have been created years or even decades ago, and focus on the instructional _____ that teachers are learning, right now, in professional development.
- Often, these are expectations that focus on _____, _____, and _____.

FOUR SOURCES FOR YOUR INSTRUCTIONAL FRAMEWORK

- The fourth source for your instructional framework is _____ - specific pedagogy.
- _____-specific expectations are often the most powerful, because they can go into so much depth about what students are learning and how they're learning it, but they're harder to learn and use because they're different for each subject or grade level.
- As instructional leaders, we face the steepest _____ when it comes to _____-specific expectations.
- If you want to be a high-performance instructional leader, it helps a great deal to know what and how teachers are being trained to teach, in their specific _____.

WHY YOUR FRAMEWORK ISN'T AN EVALUATION TOOL

- As you're compiling your instructional framework, you are NOT creating an _____ instrument in any way, shape, or form.
- Your instructional framework gives you _____ to talk about what's beneath the surface of a teacher's practice, but it doesn't give you an observation _____ that allows you to just walk in and check everything off.
- Your _____ rubric is NOT an _____ rubric.
- An _____ checklist is only appropriate for those cut-and-dried, staff handbook-style expectations.
- Your instructional framework will give you a clear set of shared _____, but the way you use them is as _____, NOT as a list of observable indicators, or look-fors.
- When you do this right, your framework will describe teachers' overall _____, not the structure or features of any particular lesson.
- Nearly all of the opportunity for improvement lies in improving teachers' professional _____, and the only way we can do that is through _____.
- Your instructional framework describes the _____, across the entire school year, of teacher _____.

FIND YOUR TEACHER EVALUATION CRITERIA

- If you have a true _____ rubric, where each level of performance is described _____ and _____, you're probably in pretty good shape. Your rubric covers a number of areas of practice, and in each of those areas, there should be four, or maybe even five, levels of performance.
- Almost as good, but not quite, is a _____ rubric. A _____ rubric also has multiple areas of _____, and multiple levels of _____ for each area, but if you look closely, a frequency rubric really only has descriptions of one level of _____, the "proficient" level, and the other three are just variations in the frequency or consistency of that performance.
- Frequency rubrics are still useful, because they provide you with plenty of _____ for talking about teacher _____, and that's what we really want.
- Be aware that there's a risk when focusing on frequency, or quantity, rather than quality, and that makes it much harder to be accurate in your final evaluation, at the end of the year.
- If the only difference between " _____ " and " _____ " is how often the teacher does something, teachers have an incentive to try to convince you they do it all the time.

FIND YOUR TEACHER EVALUATION CRITERIA

- Frequency rubrics also encourage teachers to be _____ rather than _____ when they're talking about their practice.
- The best-case scenario is to have a truly _____ rubric, with qualitatively different levels of _____ for each of your teacher evaluation criteria.
- If you have a different kind of evaluation criteria, that doesn't add much to your instructional framework, that's OK. Work with what you've got, and look for more specific _____ in your _____-specific expectations, _____-specific expectations, and _____-specific expectations.

ACTION ITEM:

Upload and evaluate your Teacher Evaluation Criteria, using the survey form at <http://members.principalcenter.com/lessons/find-your-teacher-evaluation-criteria/>

LIST TRAINING-SPECIFIC PEDAGOGY

- The first criterion for training-specific pedagogy to become part of your instructional framework is that all relevant staff must thoroughly trained in a clear set of _____.
- Ongoing training, plus _____ training for new staff, is essential if something's going to become part of your instructional framework.
- Second, there needs to be clear _____ for using those strategies, set at the _____ or _____ level.
- Third, we need _____ performance indicators, and this is usually where we have the most work to do.
- If we don't have _____ performance indicators, or _____, we'll tend to focus on _____ over _____.
- You don't want your staff to use as _____ strategies as possible, as _____ as possible. You want them to use the _____ strategies at the _____ time, as _____ as possible.

ACTION ITEM:

Make a list of the current expectations you have for some or all of your staff that are taken from trainings or professional development that your staff has experienced. Divide this list up into sections based on the topic or the training, and list a few expectations for each topic.

Submit your work via the survey form at <http://members.principalcenter.com/lessons/list-training-specific-pedagogy/>

LIST CURRICULUM-SPECIFIC PEDAGOGY

- By definition, _____-specific expectations aren't going to apply uniformly to all staff.
- Because they're so specific to what teachers are actually teaching, they're among the most _____ types of shared _____ that will appear in your instructional framework.
- Unlike _____ criteria and _____-specific pedagogy, these are going to vary widely from subject to subject, and they may even _____ with school-wide expectations, but for good and specific reasons.

ACTION ITEM:

Generate an initial list of curriculum-specific pedagogy expectations and upload it via the survey form at <http://members.principalcenter.com/lessons/list-curriculum-specific-pedagogy/>

LIST SCHOOL-SPECIFIC EXPECTATIONS

- What you don't want to include in your instructional framework is anything that belongs in your staff _____, anything that's a _____ expectation.
- The kind of _____-specific expectations that you want to include in your instructional framework are those that touch on teachers' instructional _____.
- You will want to include any shared expectations that touch on teachers' instructional _____ that are _____ to your school in your instructional framework.

ACTION ITEM:

Make a list of school wide expectations that are already widely shared among your staff and upload it via the survey form at <http://members.principalcenter.com/lessons/list-school-specific-expectations/>

TURN LISTS INTO RUBRICS

- Over the long term, we want to shift away from having _____ - or _____ -based lists of expectations, and upgrade those lists to full-on leveled rubrics that give clear descriptions of your expectations for teaching practice.
- A good rubric might mention _____ or _____, but overall, there should be major qualitative differences between the descriptions in each column.
- As an instructional leader, you can't really judge the _____ or _____ of what teachers are doing if you only see a tiny fraction of teachers' total instruction, but you can _____ what you see with what your rubric says if each column in the rubric is qualitatively different.
- The power of an instructional framework is that it allows you to take an _____ and _____ look at teacher practice, without making the _____ the focus.

ACTION ITEM:

Take one expectation from your instructional framework and turn it into a leveled rubric. Write out four different leveled descriptors, specifying what unsatisfactory, basic, proficient, and distinguished - or level 1, level 2, level 3, and level 4 - practice would look like and upload it via the survey form at <http://members.principalcenter.com/lessons/turn-lists-into-rubrics/>

GET FEEDBACK FROM KEY STAFF

- An instructional framework is only useful if it's truly _____.
- Ultimately, you want to make sure your instructional framework isn't a document that you _____ as a leader, but that it's something your staff _____, that they really believe in, and buy into.
- This set of documents is going to serve as the arbiter in your _____ with staff.
- A clear, shared instructional framework will take away a lot of the power struggle that often exists between teachers and administrators. Instead of a battle of wills, or conflicting opinions, what you'll have is a set of _____, in the form of your notes, and a clear _____ for interpreting that evidence.

ACTION ITEM:

Set up a phone call with Justin to discuss your instructional framework at <http://www.JustinsCalendar.com>