



MODULE 6

GATHERING, DISCUSSING, AND USING EVIDENCE
FROM CLASSROOM OBSERVATIONS

WELCOME TO MODULE 6

- We generally think of evidence as something that we prepare for _____
_____. But there's another audience for evidence, and that is,
_____.
- When you make _____ a central part of your _____
_____ process, several important things happen in your instructional
leadership.
- First, you can be confident in your _____. When you've rated
a teacher as unsatisfactory, based on evidence and a rubric, you can be
confident that when other people review your evaluation of that teacher's
performance, they're going to agree with the conclusions you've drawn.
- Second, when you use evidence effectively, your evaluations largely _____
themselves.
- After you've _____ teacher practice, and aligned that
_____ with your evaluation rubric, your work is mostly done,
because you've done the hard work up front.
- Third, when you use evidence effectively, you build _____ with your staff.
You can have better relationships with the teachers you supervise when they
know you'll be _____ to them in the evaluation process.
- Fourth, when you consistently rely on evidence, you can
_____ your feedback, because it becomes about the
_____, not the _____.

WELCOME TO MODULE 6

- Finally, when you make classroom-based evidence a core focus of your work as an instructional leader, everything else you do becomes more _____.
- The decisions you make can be based on actual evidence, and not just _____ or teachers' self-reports about what's happening in classrooms.

GATHERING EVIDENCE: HOW TO TAKE NOTES DURING CLASSROOM VISITS

- First, I'm going to recommend that you avoid the term "_____ " when you're talking with teachers, because it sounds too formal and forensic. When you're referring to the _____ you've collected, don't call it _____. Just call it your _____ about what happened in the lesson.
- Second, when you are in your first two cycles of visits to classrooms, don't take any notes at all, but instead, focus on getting teachers and yourself _____ with your increased presence in classrooms.
- Third, when you do start taking notes, in your third cycle of informal visits, or in a formal observation, keep your notes low-_____.
- Keep your notes _____, with as many verbatim quotes, and factual _____, as possible. That way, whatever happens, and whatever your ultimate _____ are, you'll have the evidence to support them.
- Fourth, share your notes with the teacher _____. If you keep your notes to yourself, that's only going to increase the teacher's _____, and decrease the level of _____ teachers place in the process.
- Fifth, one way to increase the usefulness of your notes is to include _____.

GATHERING EVIDENCE: HOW TO TAKE NOTES DURING CLASSROOM VISITS

- It is much easier to reconstruct the play-by-play of a lesson when you're talking with the teacher if each of your verbatim quotes and factual descriptions is accompanied by a precise _____.

ACTION ITEM:

What is your honest feedback on the idea of taking verbatim, low-inference notes, and emailing them to the teacher? What do you think about leaving out the suggestions, and compliments, and reflective questions, and just focusing on the facts? What do you find valuable about your current practices?

Let us know using the survey form at <http://members.principalcenter.com/lessons/gathering-evidence-how-to-take-notes-during-classroom-visits/>

DEFERRING JUDGMENT AND CAPTURING BETTER EVIDENCE

- When you're visiting classrooms, either informally, or for a scheduled formal observation, and you take descriptive notes, you're capturing what actually _____ in the classroom, not your _____ or _____ about it.
- In the _____ term, it's best to share these notes with teachers without any _____ applied, so you can have a chance, through conversation, to make sense of what you saw.
- Over the long term, you'll start to draw conclusions about the _____ you're seeing, so you can give the required rating of each teacher's performance at the end of the year.
- We need to get away from this short-term _____ mindset, because we're evaluating teachers' overall _____, not their _____ in the moment.
- When it comes to capturing verbatim, low-inference evidence, there's an interesting twist: sometimes you'll have evidence about a teacher's performance that you don't realize is evidence at the time, because you can't see the _____ yet.
- As you gain familiarity with your instructional framework, you'll be able to write your low-inference notes using the _____ of your _____.

DEFERRING JUDGMENT AND CAPTURING BETTER EVIDENCE

- The way to use this language in your low-inference notes is as your _____, as the way you write, and what you pay _____ to.
- There are two keys to making the most of this approach. First, take _____ notes only, and don't try to apply _____, or rate that evidence, in the moment.
- Second, look at your instructional framework, and use its _____ in your _____ notes. Not all of it will fit, but if you strive to use whatever does fit, you'll develop a much sharper eye for what good instruction looks like.
- It's hard to master the precise language of 20 or more criteria from your teacher evaluation system alone, not to mention the other aspects of your instructional framework, so I want to encourage you to use _____ to make that language easy to access as you write.

USING REPERTOIRE TO GATHER RICH EVIDENCE

- When you are taking notes, whatever tools are involved, you're essentially doing two things: you're paying _____, and you're writing down _____.
- Repertoire's number one feature is the _____ box, which works the same way the Google search box does. Only rather than returning search results from Google, Repertoire will return _____ from your instructional framework that you've imported.
- There are a number of different ways you can get your instructional framework's language into Repertoire. The simplest is just to _____ from another document into the Snippet box. Anything you type or paste into that box will be saved to your database as soon as you hit enter.

ACTION ITEM:

Send us any documents you're thinking about importing into your Repertoire account. Then, set up a phone call with Justin to get set up.

Send us your documents by using the form at <http://members.principalcenter.com/lessons/using-repertoire-to-gather-rich-evidence/>

TRIANGULATING EVIDENCE WITH YOUR INSTRUCTIONAL FRAMEWORK

- Triangulation is the name of the game here, because we can't just _____ an observation, unless we're using a _____-based rubric that's very specific about one particular aspect of teaching.
- If you have a well-defined _____ that teachers are expected to always approach the same way, and you've set expectations for how that particular aspect of instruction should look, then it's OK to score what you're seeing using that ultra-specific rubric.
- Usually, though, some of these essentials are missing, such as a clear _____. Or, more importantly, what you're seeing during your visit isn't what you're actually evaluating. It's the wrong _____ of _____.
- The bottom line is that we've got to get our unit of analysis right, and usually _____ is not our immediate goal. A better goal, that's useful in almost every classroom visit, is _____.
- Triangulating is the _____ and _____ of finding the right _____ to describe the _____ in front of you, drawing your vocabulary and expectations from your shared instructional framework.
- We're not just trying to _____ our teachers. We are evaluating them, yes, but we're also trying to lead them to continuously improve, and that means a lot of the value is in the _____.
- The conversation is where we establish agreement about the relationship between the _____ and the _____.

TRIANGULATING EVIDENCE WITH YOUR INSTRUCTIONAL FRAMEWORK

- We aren't trying to evaluate teachers in the moment. Evaluation will come later, as _____ emerge.
- Our immediate goal is _____, to use the language of our instructional framework to talk about the evidence, usually in the form of our notes we took during the observation, with the teacher, to establish mutual _____ and _____.
- We're much more likely to arrive at judgments that are defensible and reasonable to teachers if we first _____ the evidence with our instructional _____.

TRIANGULATION EXAMPLE: DAVE

ACTION ITEM:

Keeping your own instructional framework in mind, what teacher evaluation criteria, or school-specific expectations, come to mind? What descriptors, or specific terms, would you use as your vocabulary for talking about instruction with Dave?

Let us know using the survey form at <http://members.principalcenter.com/lessons/triangulation-example-dave/>

PREVENTING DISAGREEMENT ABOUT LEVELS OF PERFORMANCE

- When it comes to the high-stakes final _____, it's understandable that teachers want to end up with the highest possible rating, and if their views of their own practice don't line up with the _____ you've collected, you've got to make a decision about how to handle that.
- We know that every teacher has room to grow, so I'm glad we're using better rubrics that give us more detailed information about teacher practice, but the fact is that many teachers still think in _____, "Am I OK, or am I not OK?" terms.
- How can we change this outdated way of thinking, and get teachers to see themselves more _____, so they recognize the areas where they have room for _____, and stop pretending they're _____ at everything?
- A great starting point is to get teachers to actually look at the _____, to carefully read through their _____ criteria.
- Second, we've got to give teachers a sense of _____ by creating a culture of _____-based evaluation, so teachers know the final rating they receive will match the _____.
- Evidence-based evaluations protect teachers from getting bad ratings based on the unfounded _____ of their _____.
- Get teachers to highlight the words in your evaluation criteria that currently apply to their own _____, so that they'll read the rubric carefully

PREVENTING DISAGREEMENT ABOUT LEVELS OF PERFORMANCE

and think about where they stand. Then, let teachers know that unless there's evidence to the contrary, they're _____ by default.

- If your teachers want to be rated as _____, or _____, or highly effective, or whatever your top category is, they need to provide _____ of that.

BUILDING A CASE ABOUT POOR PERFORMANCE

- There's one particular type of evidence that you may need to compile very carefully, and that's evidence supporting a _____ evaluation.
- Teachers deserve to know where they stand, and deserve every opportunity to _____. They also deserve to know what _____ you have about them.
- If you follow the model that is taught this program, you can build a _____ case about a teacher's performance, without the teacher _____ what you're doing.
- The _____ your case is before the teacher _____ how much evidence they're up against, the _____ your job is during most of what can be a very challenging process.
- This is also better for the teacher, because they're not in _____ mode, and people are much more open to _____ when they don't feel like they're under _____.
- We evaluate _____, not their individual _____. So a single _____ is just a chance to collect _____. It's not the time to give a _____.
- Every time you're in a classroom, you're discovering another piece of the puzzle of that teacher's _____, but just like with a jigsaw puzzle, any one piece doesn't tell you what the rest of it looks like.

BUILDING A CASE ABOUT POOR PERFORMANCE

- If, after every one of your classroom visits, you've _____ your notes with the teacher, _____ with the teacher, and they've had a chance to fill you in on the things that you aren't always able to see, then you're in great shape. You and the teacher both have an enormous amount of _____.
- If you're truly keeping an open mind, and just _____ everything so you can see where the pattern of evidence takes you, and you're doing everything you can to help the teacher get better, there's nothing wrong with allowing that case to _____ without putting the teacher on notice until you have something pretty solid.
- But if you've already decided that this teacher is going to be _____, and you're not going to do anything to help them, that is _____.
- If you pull vocabulary from the "unsatisfactory" column of your rubric, but don't say "This is unsatisfactory," there's a good chance the teacher won't notice, because you're describing what they're _____, not what they're _____. That's what it means to have low-_____, _____-rich notes.
- You can still communicate your _____. You can still provide _____. You can still share those notes with the teacher immediately, so there are no secrets. But lying dormant in those notes is _____

BUILDING A CASE ABOUT POOR PERFORMANCE

that you can activate later, like a seed that sprouts when you water it.

- If the teacher does improve, and is truly in the _____ column by evaluation time, you don't ever have to water those seeds. And the teacher doesn't ever have to know that you planted them, which is much better for your _____.
- But if things don't _____, you'll have acres and acres of seeds that you've planted, and they'll be ready to sprout at _____ time.