

INSTRUCTIONAL
LEADERSHIP
ASSOCIATION

The
Instructional
Leadership
Show

Episode #2

Finishing Evidence-Driven Teacher Evaluations Fast



Our Focus

The Instructional Leadership Show exists to help you:

- Confidently get into classrooms every day
- Have feedback conversations that change teacher practice
- Discover your best opportunities for school improvement



Welcome!

Introduce yourself in the comments:

- Where are you?
- How's the weather today?
- **How many teachers do you evaluate?**

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Today's Topic

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Finishing Evidence-Driven Teacher Evaluations Fast

Two Goals for Evals



1. Accurate rating of each teacher's performance
2. Initiation of appropriate next steps

Evaluation vs. Growth



Though they're often lumped together...
teacher growth and evaluation are separate
and mutually exclusive processes.

It's Not OK To...

- Miss deadlines
- Skip required observations
- Copy and paste when the evidence doesn't fit

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It's OK Not To...

- Provide meaningful, insightful feedback
- Give the teacher something to work on
- Write a unique “love letter” to every teacher
- Address every criterion in detail

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The “Pareto Principle” or “80/20 Rule”

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80% of your teachers will take 20% of your time

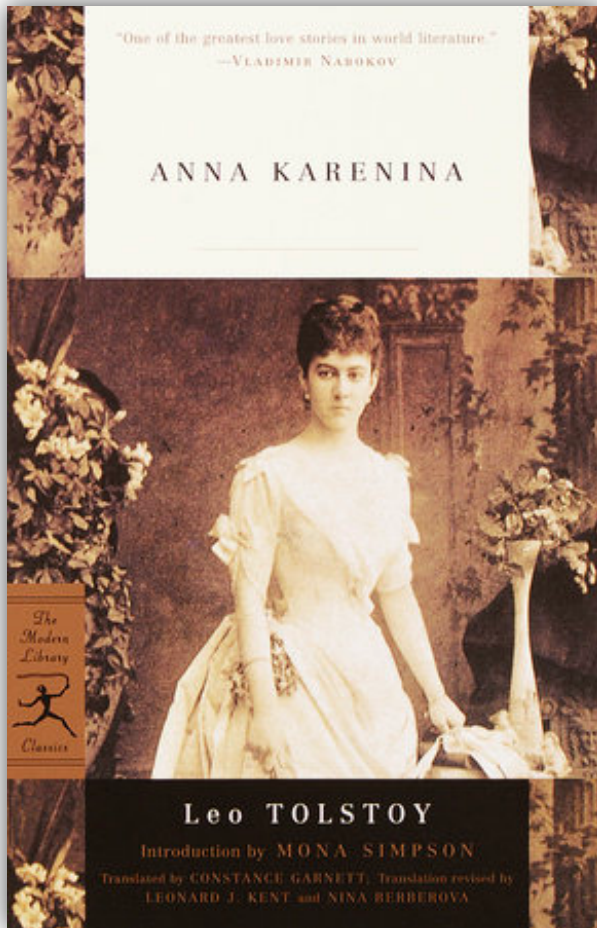
20% of your teachers will take 80% of your time

Unsats: 20% of the 20% will take 80% of the 80%

The *Anna Karenina* Principle

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“Happy families are all alike; every unhappy family is unhappy in its own way.”

Saving Time with the Anna Karenina Principle



- When the same descriptions apply to multiple teachers...re-use them!
- Provide teacher-specific evidence from your notes
- Don't strive for 100% unique language in every evaluation—strive for reasonable fit & specific evidence

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

Heather, New Brunswick

“Categorizing my evals into the folks who are all proficient and distinguished (we use Danielson framework) and simply using the language of the rubric repeatedly – I add some examples from walkthrough notes and it’s pretty quick and painless!

That frees up more time for the ones I need to spend more time on – the ones that could be challenged or could lead to disciplinary action down the road – still use the language of the framework but I have to be way more careful that my examples support the language.”

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Luther, Georgia



I generate a spreadsheet with feedback from each observation conducted during the school year, organized by standards. When writing a summative (annual) evaluation for a teacher, I use elements of the actual evidence and feedback from their classroom observations and combine them into concise statements. This makes the feedback on the annual evaluation meaningful and familiar.

Luther McDaniel, Ph.D.

Principal, Whitehead Road Elementary School, Athens, GA

Download: Evaluation Organizer Spreadsheet

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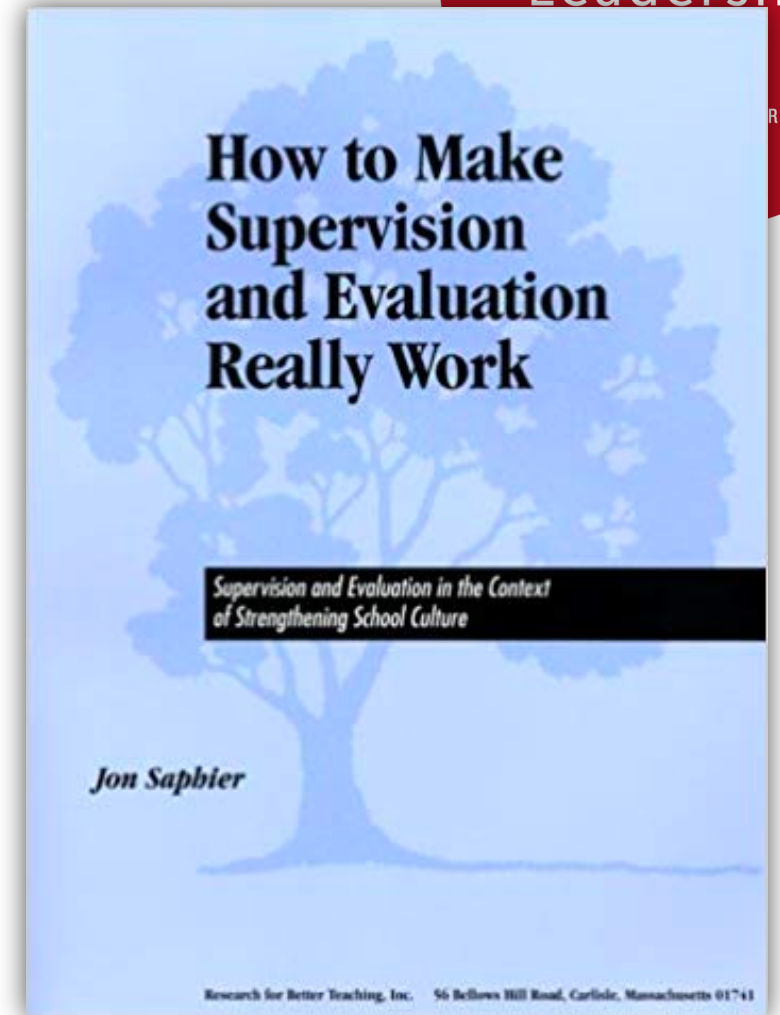
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
1	Teacher Name	Informal Obs 1 Date	Informal Obs 2 Date	Informal Obs 3 Date	Informal Obs 4 Date	Evaluation Areas >>>	Classroom Mgmt	Instructional Skill	Reflective Practice	Planning & Preparation	Collab & Professionalism	Process Steps >>>	1st obs date	1st obs postconf	1st obs report done	2nd obs date	2nd obs postconf	2nd obs report done	Final eval mgt date	Final eval done	
2	Mr. Jones					Warm	PD Lead	Growing	Standards	Willing			9/24/18								
3	Mrs. Smith					Loose	Growing	Self-Dir	Disorg	Difficult			9/30/18								
4	Ms. Richards					Warm	Growing	Introspec	Standards	Eager			10/2/18								
5	Mr. Gonzalez					StuMgd	Skilled	Growing	Meticulous	Eager			10/17/18								
6	Ms. Davis					Strict	Skilled	Growing	Standards	Willing			10/22/18								
7	Mr. Wong					Warm	PD Lead	Self-Dir	Meticulous	Eager			10/22/18								
8	M																				
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11	M																				
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13	M																				
14	M																				
15	M																				

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CEIJ, by Jon Saphier

- Claim
- Evidence
- Interpretation
- Judgment

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CEIJ: The Claim



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

Key phrase: "Is characterized by..."

CEIJ: The Evidence



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

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

CEIJ: 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..."

CEIJ: 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 ___."

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High-Performance Instructional Leadership™ Roadmap

Stage	Productivity	Walkthroughs	Conversations	Framework	500 Classrooms	High-Performance Instructional Leadership
Focus	Get Current!	Get Into Classrooms!	Get Into Feedback Conversations!	Get Aligned & Specific!	Get Consistent & Impactful!	Get Strategic!
Level 1	I'm overwhelmed and can't even think about getting into classrooms	I rarely get into classrooms for informal visits, and do only the minimum required formal observations	I give teachers feedback only in the annual evaluation process or when I see something out of the ordinary	I evaluate teachers as satisfactory or unsatisfactory based on my professional judgment	I'm afraid to visit classrooms because I don't know what I'll see, and neither teachers nor students expect to see me	I know only what I see during formal observations, and don't have any sense of teachers' typical practice or how it relates to our school's goals or strategic plan
Level 2	I'm keeping my head above water, but can't get into classrooms consistently	I get into classrooms a few times a week, but I'm inconsistent and don't make it around to everyone	I give teachers written feedback from my informal visits, without having a conversation	I evaluate teachers according to a leveled rubric based on the evidence I've collected	I get into classrooms as I'm able, but I'm often thrown off-track by having to deal with unpleasant surprises; my visits catch teachers and students off-guard	I have a general sense of each teacher's practice, but am unclear how it relates to our school's goals and strategic plan
Level 3	I'm staying on top of my work so I can get into classrooms regularly	I get into three classrooms a day, every day, so I see every teacher on a 2-week rotation	I share my written evidence with the teacher immediately, and have an evidence-based feedback conversation on the spot or soon after my visit	I have regular, evidence-based conversations with teachers using the language of our instructional framework	I visit three classrooms a day, every day, so teachers and students are used to seeing me, and my feedback conversations are having an impact on teacher practice	I have a good sense of each teacher's practice in specific areas and how it relates to our school's goals and strategic plan
Level 4	I have well-optimized systems to keep me organized so I can confidently get into classrooms every day, without worrying about my other work	I visit every classroom every two weeks, and rotate my visits so I see each teacher at different times of day	I differentiate my feedback conversations using the boss (directive), coach (reflective), or leader (reflexive) roles depending on each teacher's needs, always sharing my written evidence immediately	I gather evidence of teacher practice using the language of our instructional framework, and have discipline-specific conversations with each teacher	Teachers and students expect to see me in classrooms, and I can see the impact it's having on students and on teacher practice in specific areas of our instructional framework	I have a clear sense of each teacher's level of performance in specific areas of our instructional framework and how it relates to our school's goals and strategic plan, so I can identify our biggest opportunities for school improvement

More on Evidence-Driven Evaluation



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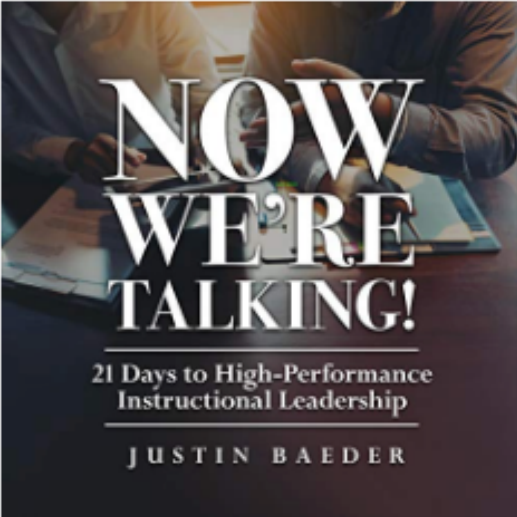
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Sample

Now We're Talking!

21 Days to High-Performance Instructional Leadership

By: [Justin Baeder](#)
Narrated by: [Justin Baeder](#)
Length: 5 hrs and 1 min
Unabridged Audiobook
Release date: 04-22-19
Language: English
Publisher: [Solution Tree Press](#)

Whispersync for Voice-ready

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