

INSTRUCTIONAL
LEADERSHIP
ASSOCIATION

The
Instructional
Leadership
Show

Episode #49

Using Shared Framework Language to Discuss Evidence



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

March Focus



PRODUCTIVITY Get Current!

I have well-optimized systems to keep me organized so I can confidently get into classrooms every day, without worrying about my other work



WALKTHROUGHS Get Into Classrooms!

I visit every classroom every two weeks, and rotate my visits so I see each teacher at different times of day



CONVERSATIONS Get Into Feedback Conversations!

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



FRAMEWORK Get Aligned & Specific!

I gather evidence of teacher practice using the language of our instructional framework, and have discipline-specific conversations with each teacher



500 CLASSROOMS Get Consistent & Impactful!

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



HIGH-PERFORMANCE INSTRUCTIONAL LEADERSHIP™ Get Strategic!

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



CONVERSATIONS Get Into Feedback Conversations!

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

Our Essential Question

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How can we use framework language as a shared vocabulary in evidence-based feedback conversations?



The Problem

- We often *have* plenty of shared framework language, but...
- Bringing it to mind and *using* it in taking notes and having conversations is difficult
- As a result, we under-use this language formatively, and over-use it summatively

Sources of Shared Framework Language

- Teacher evaluation criteria
- School-wide practices
- Curriculum-specific practices
- Training-specific practices

Checklist < Definition < Leveled Rubric



3 Key Moments to Use Shared Framework Language



- Review relevant language while observing
- Use relevant language to document
- Use relevant language in conversation

Key Moment #1: Review Relevant Language While Observing



- What are the key dimensions of this practice?
- What do I need to pay attention to?
- What do different levels of performance look like?
- What might I be missing?

Key Moment #2: Use Relevant Language to Document



- How can I help the teacher self-assess accurately?
- What's the best specific language to describe what I'm seeing?
- What phrases need to be in my notes?
- What level(s) of performance match what I'm seeing?

Key Moment #3: Use Relevant Language in Conversation

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- What dimensions of practice do I want to bring to the teacher's attention?
- What level(s) of performance do I want the teacher to recognize?
- What's the next step for this teacher?

Where To Get Shared Framework Language



1. Use your teacher evaluation criteria

Shared Framework Language

Example: Danielson Framework

2a—Creating an Environment of Respect & Rapport

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PROFICIENT • LEVEL 3

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.

DISTINGUISHED • LEVEL 4

Classroom interactions between the 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.

Shared Framework Language

Example: Danielson Framework



2a—Creating an Environment of Respect & Rapport

UNSATISFACTORY • LEVEL 1

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.

BASIC • LEVEL 2

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.

Where To Get Shared Framework Language

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2. Use adopted curriculum/systems

Shared Framework Language

Example: Responsive Classroom

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MM11—Reinforcing Language:

Teacher uses reinforcing language rather than general praise to notice and name positive behaviors

Snippet Entry Box

reinfo

{MM11} Teacher uses reinforcing language rather than general praise to notice and name positive behaviors X

Where To Get Shared Framework Language



3. Develop your own

Shared Framework Language

Example: Ed Assistants by Heather



EA Domain 3—Demonstrates Flexibility

Proficient:

EA is consistently flexible (approaches change with positive body language, maintains a positive attitude and positive tone of voice and accepts explanations for why decisions have been made). EA initiates/suggests changes that are in the student's best interest and in line with policy. EA is able to exercise judgement to problem-solve with peers around new schedules, changes in student assignment or new approaches and routines.

Shared Framework Language

Example: Ed Assistants by Heather



EA Domain 3—Demonstrates Flexibility

Unsatisfactory:

EA is unsettled about changes (approaches change with negative tone of voice, body language and attitude), may share negativity by discussing feelings with others. EA refuses new schedule, new student assignment, new approaches and /or new routines. EA gets stuck on an issue and repeatedly brings it back for discussion.

Where To Get Shared Framework Language



4. Get teachers to develop rubrics

INSTRUCTIONAL FRAMEWORK DEVELOPMENT PROGRAM



Cue Yourself with REPERTOIRE



Snippet Entry Box

feedback

[P03]The teacher explains their own thinking while modelling specific strategies for thinking about learning, in order to develop students' metacognitive skills. The teacher uses a variety of assessment activities to help students assess their progress. They support students to provide peer feedback that progresses learning, aligned to the success criteria. X

[HA04]The teacher checks student understanding while modelling specific strategies for thinking about learning. They provide feedback on how students monitor and regulate their actions to achieve learning goals and develop procedures for students to collaboratively evaluate and adjust peer assessment processes to identify next steps for growth. X

A Caution: No Scoring



- Individual lessons should not be scored
- Practice overall—not individual lessons—is the unit of analysis
- Using framework language in notes and conversations, and summative levels of performance will be obvious

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