

Instructional Leadership
Show

Episode #51

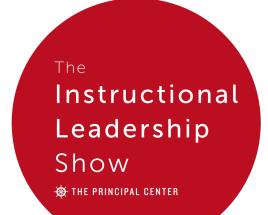
Teacher Evaluation During School Closures



Our Focus (Normally)

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



Our Focus (For Now)

The Instructional Leadership Show exists to help you:

- Navigate uncertain times with wisdom
- Lead when there's no perfect solution
- Model compassion and self-care
- Prioritize the needs of our most vulnerable



A Detour From Our Roadmap

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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



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



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



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



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



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

Our Essential Question



How can we complete the teacher evaluation process with integrity if we're out of school through the end of the year?



1.

This isn't the job people signed up to do.



2.

We can't pretend personal circumstances don't matter.



3.

Most of what we normally do simply isn't possible online.



4.

We're stuck with the evidence we already have.



5.

Focus on connection with students, not skill or time on the computer/phone.



6.

Prioritize impact, not "thud factor" or hours on Zoom.



7.

Focus on the base of Maslow's Hierarchy of Needs.

Maslow's Hierarchy



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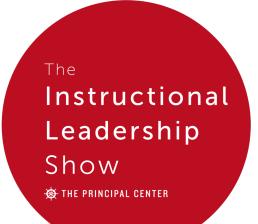
8.

Keep other staff on the payroll with student support work



9.

Don't burden people with documentation work.



10.
Check in with people individually.

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