

INSTRUCTIONAL
LEADERSHIP
ASSOCIATION

The
Instructional
Leadership
Show

Episode #54

Making The Decisions You Can with the Evidence You Have



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

The Instructional Leadership Show

THE PRINCIPAL CENTER



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

Framework: Get Aligned & Specific



Level 1: I evaluate teachers as satisfactory or unsatisfactory based on my professional judgment

Level 2: I evaluate teachers according to a leveled rubric based on the evidence I've collected

Level 3: I have regular, evidence-based conversations with teachers using the language of our instructional framework

Level 4: I gather evidence of teacher practice using the language of our instructional framework, and have discipline-specific conversations with each teacher

Our Essential Question

The
Instructional
Leadership
Show

 THE PRINCIPAL CENTER

How can we make evidence-based teacher evaluation decisions when we have less evidence than usual?

The Usual Decisions We Make



For each teacher, we usually:

- Conduct multiple observations and take detailed notes
- Evaluate the teacher on dozens of specific criteria within overall categories
- Rate the teacher's performance level in each overall category, or even on each specific criterion

Normal vs. Now

Most administrators are short on evidence—under NORMAL circumstances.

We have even less with school closures.

The
Instructional
Leadership
Show

 THE PRINCIPAL CENTER

Keeping It In Proportion

- Old-school evaluations: Low evidence, low specificity, low stakes
- Modern evaluations: Moderate evidence, high specificity, moderate stakes
- Coaching & walkthroughs: High evidence, high specificity, low stakes

What's your current situation?

What Decision Do You Really Have To Make?



- Most teachers—no decision; rate as satisfactory
- Non-tenured—grant, deny, or delay tenure decision
- At-will—ask back or not
- Serious concerns—probation next year

How Can I Make Granular Ratings If I Don't Have Enough Evidence?



- The typical evaluation process is not designed to produce enough evidence for 24+ criteria anyway
- This year, you likely have less than usual
- Plan A: Get into classrooms 500x/year
- Plan B: Default to satisfactory

What Can I Do With My Hunches?

- If you have hunches that you want to pursue...
- But don't have solid evidence...
- Pursue them conversationally, outside the eval process
- Use your insights to draft a rubric to refine next year

The
Instructional
Leadership
Show

 THE PRINCIPAL CENTER

Drafting A Rubric

- Note what the best people are doing
- Note what people are commonly doing that you aren't impressed with
- “Operationalize common sense” to make it doable and make it normal

The
Instructional
Leadership
Show

 THE PRINCIPAL CENTER

Example Rubric for Checking In with Non-Responsive Students

The
**Instructional
Leadership
Show**

 THE PRINCIPAL CENTER

Unsatisfactory	Basic	Proficient	Distinguished
I post and grade assignments, and send general reminders to do the work, but don't follow up with non-responsive students beyond a single attempt.	I attempt to contact non-responsive students using a series of messages in a single communication channel.	I work with my colleagues to make persistent attempts to contact non-responsive students using all available communication channels, including phone, email, and text.	I work with my team and outside agencies to implement an RTI-like system of escalating contacts from multiple people who have a relationship with the student/family, using phone, email, text, mail, and, when necessary, in-person safety checks

Get Teachers Working Together To Craft Shared Expectations

The
**Instructional
Leadership
Show**

THE PRINCIPAL CENTER



PrincipalCenter.com/quarterly



The
**Instructional
Leadership
Show**

 THE PRINCIPAL CENTER

Thursday, April 23



The
Instructional
Leadership
Show

 THE PRINCIPAL CENTER