

INSTRUCTIONAL
LEADERSHIP
ASSOCIATION

The
Instructional
Leadership
Show

Episode #55

Assessing Teacher Practice: Performance, Skill, & Behavior



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

The High-Performance Instructional Leadership 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



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

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How can we make evidence-based appraisals of teacher behavior, skill, and performance, without mixing them up?

Constant Themes

- Frequent informal classroom visits
- Shared expectations via instructional frameworks
- Evidence-driven leadership

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Performance

- We are ultimately accountable for staff performance, which is a result of skill applied through behavior over time.
- Performance should be assessed based on more than a single performance—the more evidence, the better.
- Teachers are ultimately evaluated on their performance, not their skill or behavior

Skill



- Skill is what people are capable of
- Some aspects of skill aren't evident during class time
- At a given level of skill, performance can be higher or lower depending on environment
- Skill changes over time, and is NOT what we hold teachers accountable for in evaluation.

Behavior

- Behavior is what people do
- It's visible, above the surface
- It's not necessarily an indicator of skill or practice
- Compliance—apart from performance—is not what we evaluate teachers on.



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What Is Teacher Practice?

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Teacher practice is *the exercise of professional judgment and skill in the service of student learning.*

Caution: A Common Problem

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Too often, specific expectations for teaching practice are really expectations for teacher *behavior*.

When we bypass teacher judgment, we're missing the opportunity to impact *practice*.

How Do We Gather Evidence?

- In-depth observation
 - Richly descriptive documentation
 - Meaning-making post-observation conversation
 - Post-conversation writeup of the observation
- ...using the shared language of an instructional framework at every stage.

What We Can Do Now

- Talk about practice
- Develop/refine shared expectations
- Skill up

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Get Teachers Working Together To Craft Shared Expectations

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Thursday, April 23



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Changing Teacher Practice



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