

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



## 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

# 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

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# 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

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# 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.

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# 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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# Changing Teacher Practice



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