

INSTRUCTIONAL
LEADERSHIP
ASSOCIATION

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Leadership
Show



EVIDENCE DRIVEN

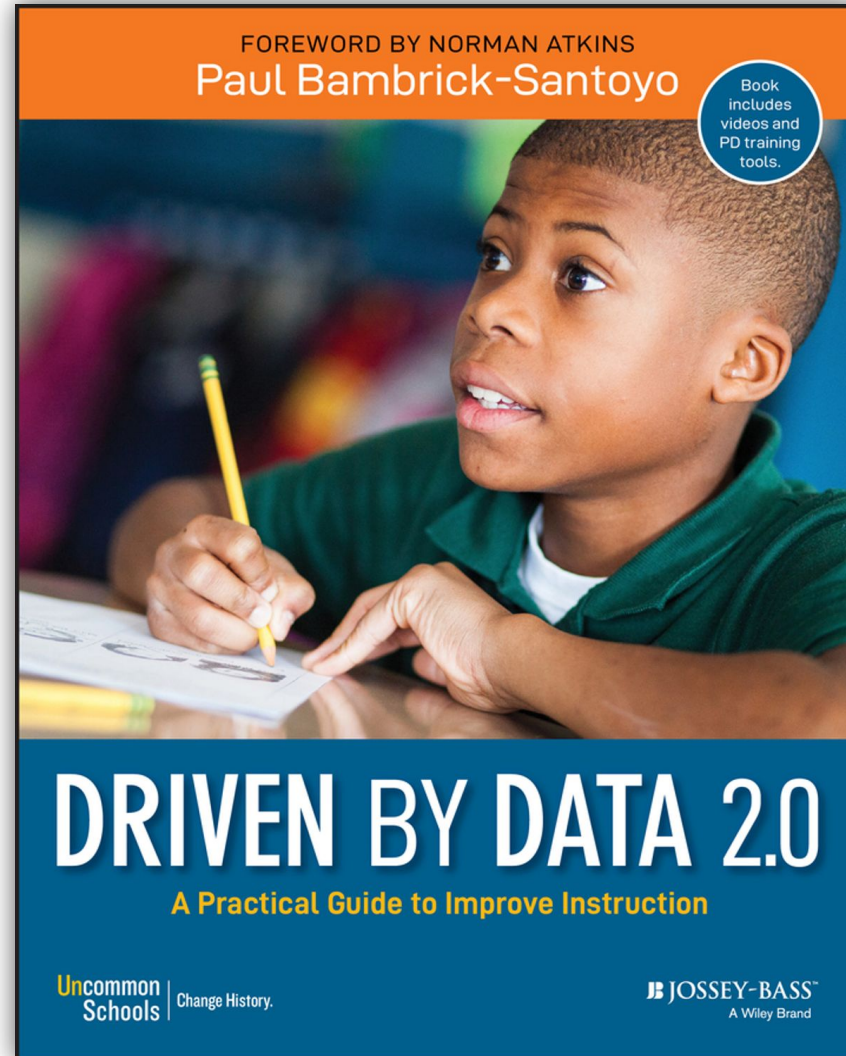


Our Essential Question



What does it mean to practice
evidence-driven instructional
leadership?

Why Not “Data-Driven”?



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The Limits of Data-Driven

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The impact of data-driven decisions is limited by the availability of data and the *quality* of the questions we're asking.

To ask better questions, we must look beyond data.

Data vs. Evidence

- Individual decisions can be driven by data
- Practice must be driven by the best available evidence

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Types of Evidence

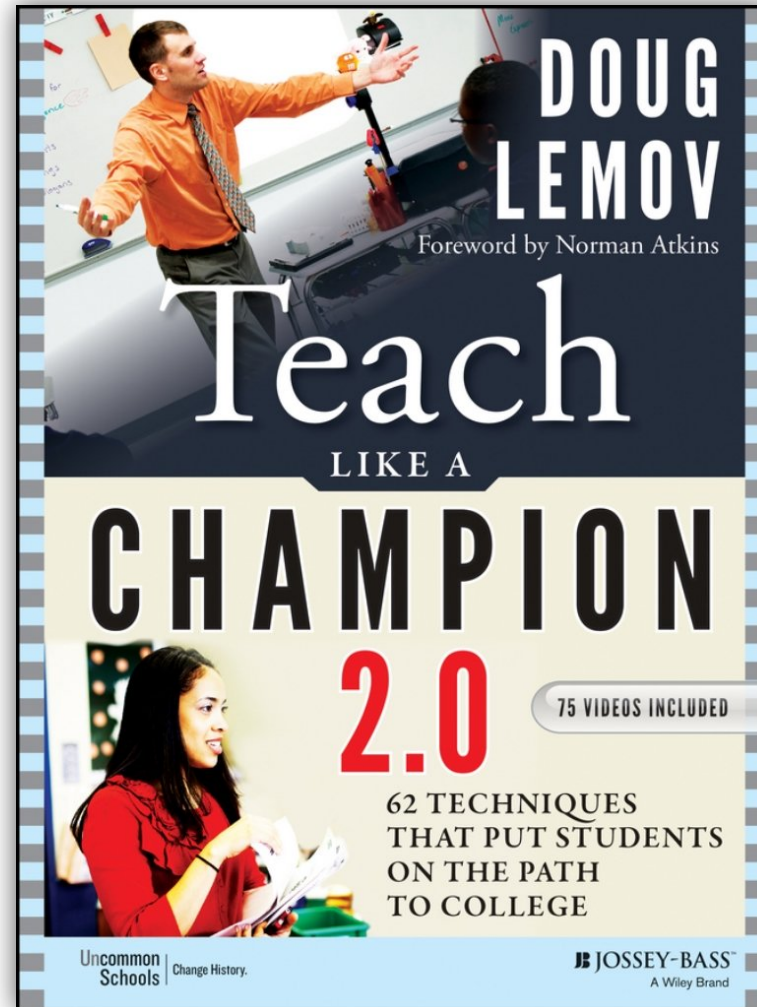


- Evidence about best practices—research
- Evidence of teacher practice—observations
- Evidence of teacher thinking—conversations
- Evidence of student thinking—student work
- Evidence of student learning—assessments

Instructional Frameworks: Crystallized Evidence of Best Practice

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Instructional Frameworks: Crystallized Evidence of Best Practice

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THE FRAMEWORK FOR TEACHING

DOMAIN 1: PLANNING AND PREPARATION	DOMAIN 2: THE CLASSROOM ENVIRONMENT
<p>1a Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> Content and the structure of the discipline Prerequisite relationships Content-related pedagogy <p>1b Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> Child and adolescent development Learning process Students' skills, knowledge, and language proficiency Students' interests and cultural heritage Students' special need <p>1c Setting Instructional Outcomes</p> <ul style="list-style-type: none"> Value, sequence, and alignment Clarity Balance Suitability for diverse students <p>1d Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> For classroom use To extend content knowledge and pedagogy Resources for students <p>1e Designing Coherent Instruction</p> <ul style="list-style-type: none"> Learning activities Instructional materials and resources Instructional groups Lesson and unit structure <p>1f Designing Student Assessments</p> <ul style="list-style-type: none"> Congruence with instructional outcomes Criteria and standards Design of formative assessments Use for planning 	<p>2a Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> Teacher interactions with students, including both words and actions Student interactions with other students, including both words and action <p>2b Establishing a Culture for Learning</p> <ul style="list-style-type: none"> Importance of content and of learning Expectations for learning and achievement Student pride in work <p>2c Managing Classroom Procedures</p> <ul style="list-style-type: none"> Instructional groups Transitions Materials and supplies Performance of classroom routines Supervision of volunteers and paraprofessionals <p>2d Managing Student Behavior</p> <ul style="list-style-type: none"> Expectations Monitoring of student behavior Response to student misbehavior <p>2e Organizing Physical Space</p> <ul style="list-style-type: none"> Safety and accessibility Arrangement of furniture and use of physical resources
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES	DOMAIN 3: INSTRUCTION
<p>4a Reflecting on Teaching</p> <ul style="list-style-type: none"> Accuracy Use in future teaching <p>4b Maintaining Accurate Records</p> <ul style="list-style-type: none"> Student completion of assignments Student progress in learning Non-instructional records <p>4c Communicating with Families</p> <ul style="list-style-type: none"> Information about the instructional program Information about individual students Engagement of families in the instructional program <p>4d Participating in a Professional Community</p> <ul style="list-style-type: none"> Relationships with colleagues Involvement in culture of professional inquiry Service to the school Participation in school and district projects <p>4e Growing and Developing Professionally</p> <ul style="list-style-type: none"> Enhancement of content knowledge and pedagogical skill Receptivity to feedback from colleagues Service to the profession <p>4f Showing Professionalism</p> <ul style="list-style-type: none"> Integrity and ethical conduct Service to students Advocacy Decision-making Compliance with school and district regulations 	<p>3a Communicating With Students</p> <ul style="list-style-type: none"> Expectations for learning Directions for activities Explanations of content Use of oral and written language <p>3b Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> Quality of questions/prompts Discussion techniques Student participation <p>3c Engaging Students in Learning</p> <ul style="list-style-type: none"> Activities and assignments Grouping of students Instructional materials and resources Structure and pacing <p>3d Using Assessment in Instruction</p> <ul style="list-style-type: none"> Assessment criteria Monitoring of student learning Feedback to students Student self-assessment and monitoring of progress <p>3e Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> Lesson adjustment Response to students Persistence

Evidence of Teacher Practice: Observations & Artifacts

- In-person classroom observation
- Video-based observation
(live or pre-recorded)
- Teacher-created artifacts
- Teacher-curated artifacts

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Feedback on Alternate Forms of Evidence of Practice

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Evidence of Teacher Thinking: Conversations

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Behavior →

Thinking →

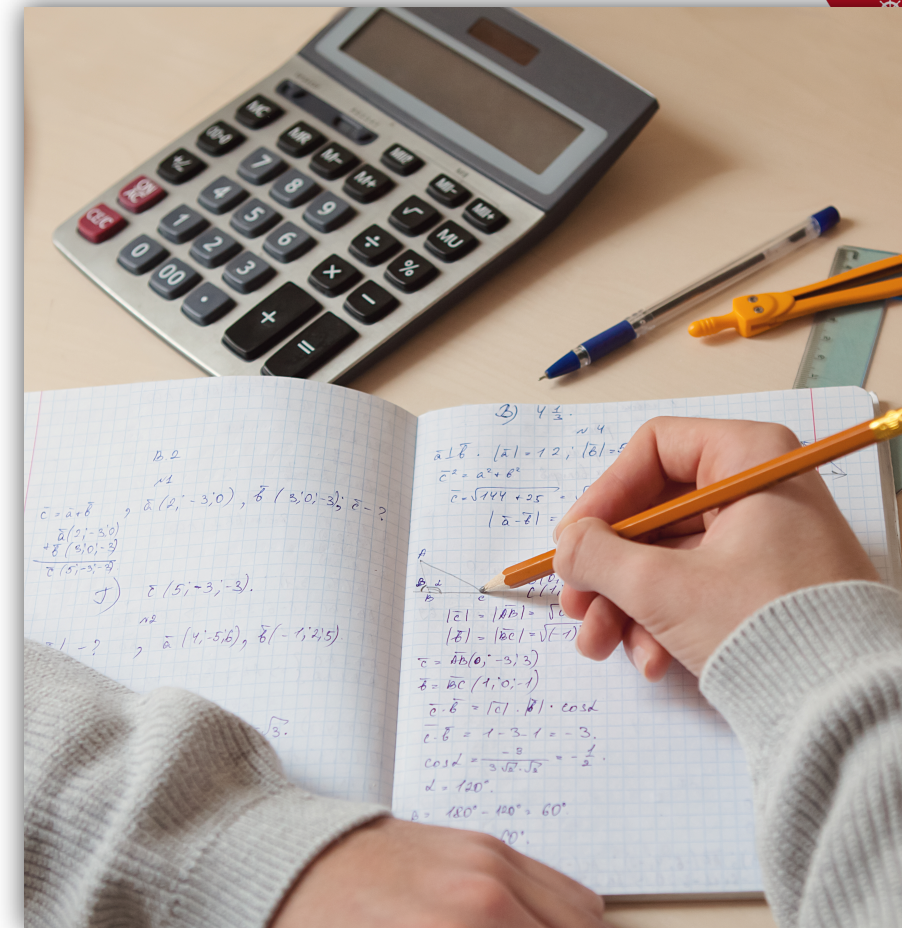


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Evidence of Student Thinking: Student Work

Identify instructional gaps such as:

- Misconceptions
- Errors
- Skill deficits
- Opportunities to improve

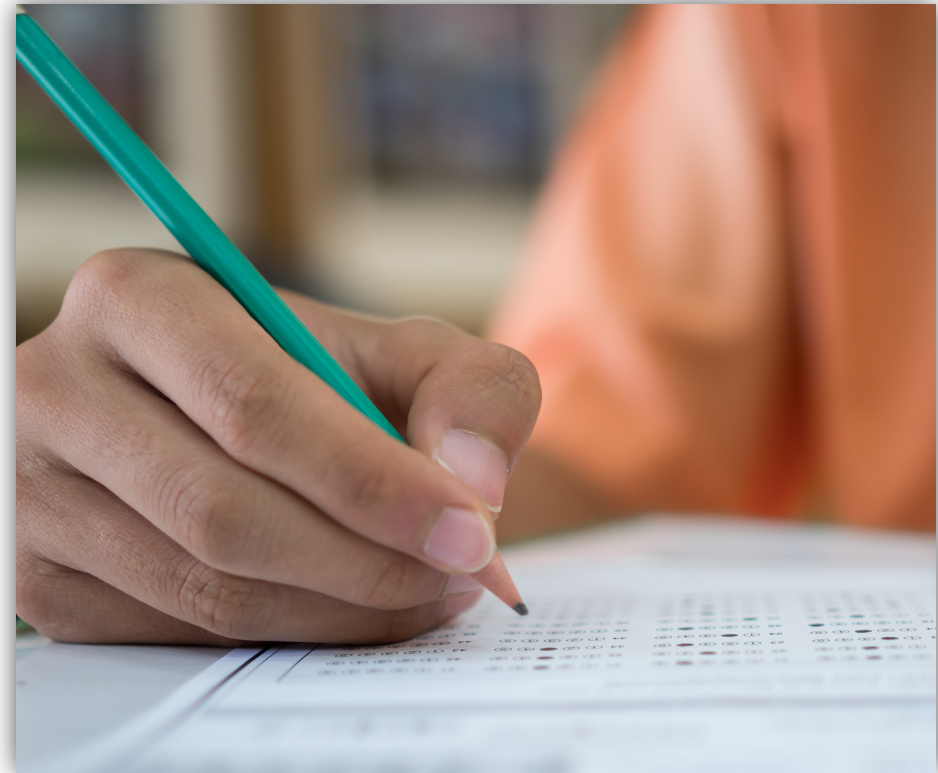


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Evidence of Student Learning: Assessments

- Patterns/trends
- Individual needs
- Curriculum gaps
- Grouping ideas



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Evidence-Driven As A Philosophy

- Teaching and leadership are largely about making decisions
- We make better decisions when we have better evidence
- We need to talk about evidence to make sense of it
- Conversation is at the heart of improvement



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**INSTRUCTIONAL LEADERSHIP
SELF-ASSESSMENT**

The Roadmap

High-Performance Instructional Leadership™ Roadmap



Stage	Productivity	Walkthroughs	Conversations	Framework	500 Classrooms	High-Performance Instructional Leadership
Focus	Get Current!	Get Into Classrooms!	Get Into Feedback Conversations!	Get Aligned & Specific!	Get Consistent & Impactful!	Get Strategic!
Level 1	I'm overwhelmed and can't even think about getting into classrooms	I rarely get into classrooms for informal visits, and do only the minimum required formal observations	I give teachers feedback only in the annual evaluation process or when I see something out of the ordinary	I evaluate teachers as satisfactory or unsatisfactory based on my professional judgment	I'm afraid to visit classrooms because I don't know what I'll see, and neither teachers nor students expect to see me	I know only what I see during formal observations, and don't have any sense of teachers' typical practice or how it relates to our school's goals or strategic plan
Level 2	I'm keeping my head above water, but can't get into classrooms consistently	I get into classrooms a few times a week, but I'm inconsistent and don't make it around to everyone	I give teachers written feedback from my informal visits, without having a conversation	I evaluate teachers according to a leveled rubric based on the evidence I've collected	I get into classrooms as I'm able, but I'm often thrown off-track by having to deal with unpleasant surprises; my visits catch teachers and students off-guard	I have a general sense of each teacher's practice, but am unclear how it relates to our school's goals and strategic plan
Level 3	I'm staying on top of my work so I can get into classrooms regularly	I get into three classrooms a day, every day, so I see every teacher on a 2-week rotation	I share my written evidence with the teacher immediately, and have an evidence-based feedback conversation on the spot or soon after my visit	I have regular, evidence-based conversations with teachers using the language of our instructional framework	I visit three classrooms a day, every day, so teachers and students are used to seeing me, and my feedback conversations are having an impact on teacher practice	I have a good sense of each teacher's practice in specific areas and how it relates to our school's goals and strategic plan
Level 4	I have well-optimized systems to keep me organized so I can confidently get into classrooms every day, without worrying about my other work	I visit every classroom every two weeks, and rotate my visits so I see each teacher at different times of day	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	I gather evidence of teacher practice using the language of our instructional framework, and have discipline-specific conversations with each teacher	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	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