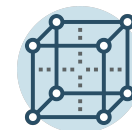


Instructional Framework
Development Institute

Outcomes for the Institute

- Guide teacher leaders in developing 1 or more Team Instructional Frameworks (TIFs)
- Begin using TIF(s) in Repertoire to provide more specific feedback
- Gain an “insider’s view” of 1 or more areas of practice



What We'll Explore in Week 4

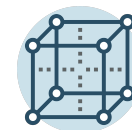
- Recap each week's action steps
- How to finalize your rubric for one practice
- Calibrating your 4 levels of performance
- Validating the “insider's view” of the practice
- Engaging teacher teams in developing TIFs

Recap—Week 1 Action Steps

- Identify one person to go first
- Have an initial conversation
- Get agreement

And for extra credit...

- Observe the practice
- Talk with the teacher



Recap—Week 2 Action Steps

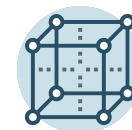
- Finalize commitment from one person
- Have a conversation about what practice to develop a TIF for
- Observe that practice in 2 or more classrooms
- Confirm or revise focus

Recap—Week 3 Action Steps

- Observability bias—and how to avoid it to gain an “insider’s view” of practice
- Why it’s so important to establish context—clarifying the instructional situations in which the teacher uses the practice of focus
- How to establish specificity, and clarify the key characteristics of the practice

The Process of Drafting a Framework

1. Select a practice
2. Draft a list of key characteristics (NOT steps)
3. Plot each characteristic on the Evidence of Practice Grid
4. For each characteristic, draft descriptions of 4 levels of performance
5. Use in conversation + revise



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1. PRACTICE NAME _____

2. KEY CHARACTERISTICS OF THE PRACTICE:

a. _____ e. _____

b. _____ f. _____

c. _____ g. _____

d. _____ h. _____

3. EVIDENCE OF PRACTICE GRID

Plot each characteristic by letter

Visible Behavior

Visibility

Zoom

Invisible Thinking

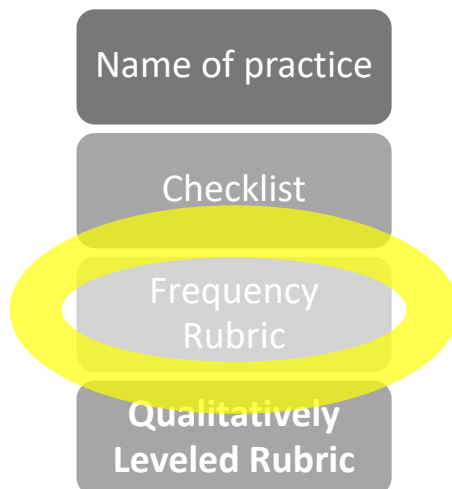
Tight Zoom/Short-Term

Wide Zoom/Long-Term

Not Specific Enough: Frequency Rubric

| Level 1 | Level 2 | Level 3 | Level 4 |
|--|--|---|---|
| <i>Never</i> uses formative assessment | <i>Sometimes</i> uses formative assessment | <i>Frequently</i> uses formative assessment | <i>Always</i> uses formative assessment |

Frequency and consistency aren't always at the heart of effective practice.



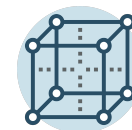
Specific Enough: Qualitatively Leveled Rubric

| Level 1 | Level 2 | Level 3 | Level 4 |
|--|--|--|---|
| <i>Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.</i> | <i>Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.</i> | <i>All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</i> | <i>All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.</i> |

From Danielson 2013, Framework for Teaching 1f, Designing Student Assessments

4 Levels of Performance

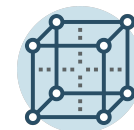
1. Apprenticeship of Observation—how we were taught as students; very basic; would never be taught as a good approach
2. Taking Action—making an effort to use the practice; going through the motions; still a little rough
3. Local Best—the strongest example present in your school; what we all aspire to as a team
4. Professional Model—the best we've ever heard of; not an expectation, but an aspiration



Beware the Lucretius Underestimation

“A little river seems to him, who has never seen a larger river, a mighty stream; and so with other things—a tree, a man—anything appears greatest to him that never knew a greater.”

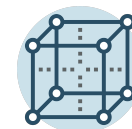
—Lucretius, Epicurean poet & philosopher, 99-55BCE



Example from Peg Foster, HPILC: *Using Appropriate Instructional Groupings*

Components:

- *b. The grouping method is purposeful (heterogeneous, differentiated, leveled, etc.)*
- *c. Groupings are based on assessment data*



Instructional Framework
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4. For Each Characteristic, Draft Descriptions of 4 Levels of Performance

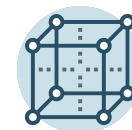
Using Appropriate Instructional Groupings

b. The grouping method is purposeful (heterogeneous, differentiated, leveled, etc.)

| Level 1 | Level 2 | Level 3 | Level 4 |
|--|--|--|---------|
| Students are not grouped purposefully, and work in whatever groupings they choose or were already in prior to the learning activity. As a result, students miss out on much of their opportunity for learning. | Students work in purposeful but problematic groupings, missing opportunities for learning due to the composition of their group. | Students are grouped according to the teacher's instructional purpose, resulting in ideal levels of engagement and support. The teacher changes the grouping structure as needed to match the instructional purpose and students' needs. | |

4 Levels of Performance

1. Apprenticeship of Observation—how we were taught as students; very basic; would never be taught as a good approach
2. Taking Action—making an effort to use the practice; going through the motions; still a little rough
3. Local Best—the strongest example present in your school; what we all aspire to as a team
4. Professional Model—the best we've ever heard of; not an expectation, but an aspiration



4. For Each Characteristic, Draft Descriptions of 4 Levels of Performance

Qualitatively Leveled Rubric, by Peg Foster, HPILC

c. Groupings are based on assessment data

| Level 1 | Level 2 | Level 3 | Level 4 |
|--|---|---|--|
| Assessment is not used to determine instructional groupings. Students are not aware of the criteria that are used to evaluate their progress, and as a result, do not receive feedback regarding how to improve their performance. | Assessment with single measure is used for the teacher alone to determine instructional groupings. Students receive end-of-unit feedback or progress monitoring and are aware of some assessment criteria that are used to evaluate their progress. | Assessment with multiple measures and data points is used for the teacher and students to determine instructional groupings. Students receive formative feedback and are aware of all the assessment criteria that are used to evaluate their progress. | Assessment is used in a sophisticated manner with multiple measures and data points that are analyzed and reviewed with students to determine instructional groupings. Students self-monitor progress and student-teacher conferences are used to evaluate their progress. |

Example from Heather Bell-Williams, HPILC: *Balanced Literacy*

Component:

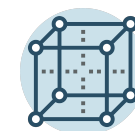
- Scheduling time for all 9 elements of balanced literacy program



Instructional Framework
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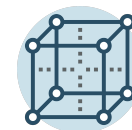
Example from Heather Bell-Williams, HPILC: *Balanced Literacy*

| Unsatisfactory | Basic | Proficient | Distinguished |
|--|---|--|---|
| There is no evidence of a schedule or attempts at a schedule have failed to result in implementation of all nine components on some sort of routine basis. | Teacher creates a schedule for every two weeks of classes that includes all nine components of balanced literacy. Some weeks the schedule is followed and some weeks certain elements are postponed or condensed. | Teacher creates a schedule for every week that includes all nine components of balanced literacy and integrates these components into other subject areas. The schedule is followed consistently and the teacher uses the needs assessment to find areas where he/she can improve. | Teacher creates and diligently and consistently follows a schedule that includes all nine components of balanced literacy as well as integration into other subject areas. The teacher seeks to support other teachers in implementation of a balanced literacy approach and actively seeks the help of literacy mentor in order to constantly improve. |



Recap—Drafting Your Rubric

- Work with one teacher
- One practice
- Key components
- 4 levels of performance

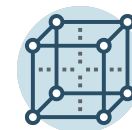


Validating Your Rubric

1. Use for another observation of the practice
2. Discuss with the teacher: does this truly reflect the “insider’s view” of the practice?
 - Instructional situation
 - Instructional decisions
 - Truly key components

4 Levels of Performance

1. Apprenticeship of Observation—how we were taught as students; very basic; would never be taught as a good approach
2. Taking Action—making an effort to use the practice; going through the motions; still a little rough
3. Local Best—the strongest example present in your school; what we all aspire to as a team
4. Professional Model—the best we've ever heard of; not an expectation, but an aspiration



Week 4 Action Steps

- Work with the teacher to draft a rubric with 3 levels of performance for each component of the practice
- Calibrate the levels of performance, and begin researching Level 4
- Use draft rubric in another observation
- Discuss and revise
- When ready, share with team

If You're Just Getting Started

- Review these 4 Institute trainings
- Review the full teacher-facing Instructional Framework Development Program in your dashboard
- Start talking with teachers who would be good candidates to go first with this process
- Jot down your thoughts when you start noticing differences between teachers—be specific

