



VIRTUAL

INSTRUCTIONAL
LEADERSHIP
CHALLENGE

JOURNAL

MODULE 2

Why “Evidence-Driven” Instructional Leadership?

WHEN HAS A CONVERSATION LED TO A CHANGE IN PRACTICE?

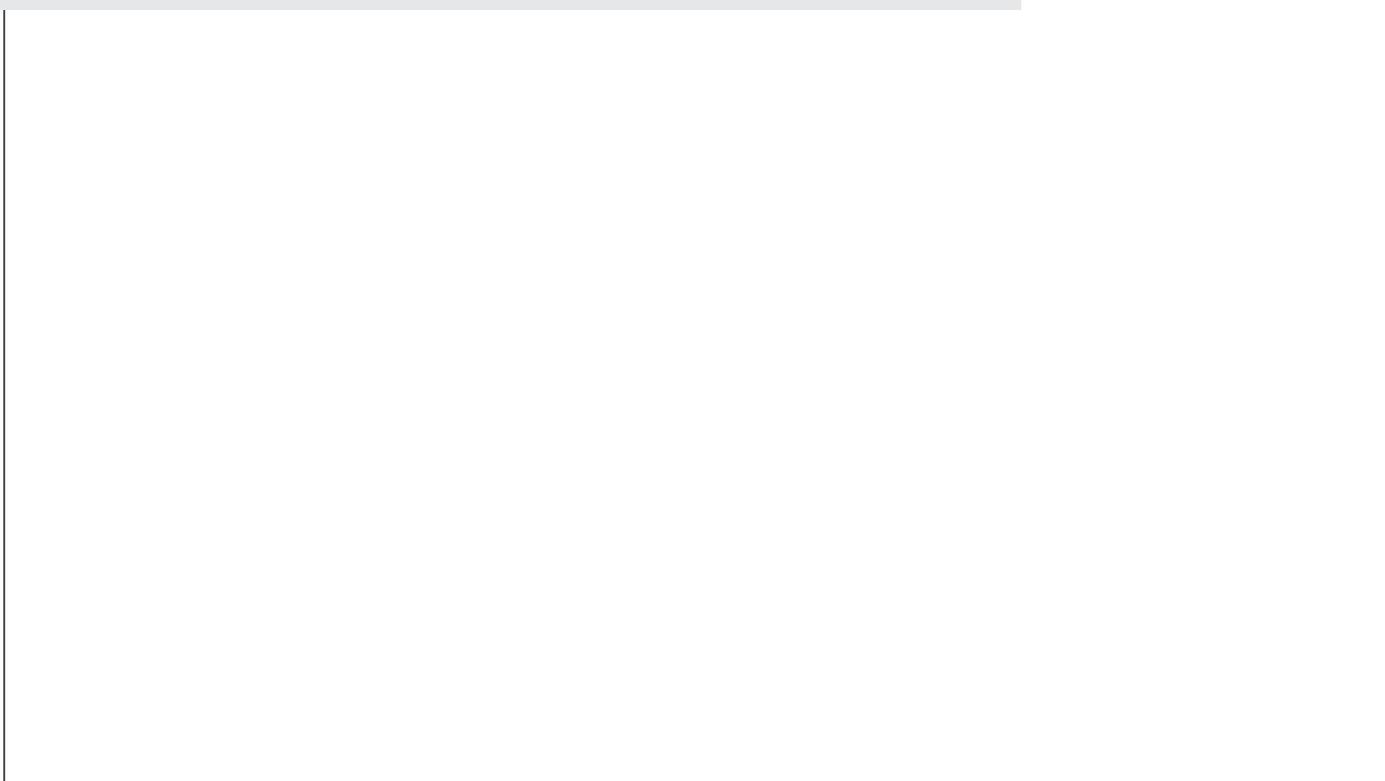
HOW DID EVIDENCE FACTOR INTO THIS CONVERSATION?

Drawing on Richer Sources of Evidence

WHAT SOURCES OF EVIDENCE DO TEACHERS RELY ON WHEN TALKING WITH THEIR COLLEAGUES, E.G. IN PLCS?



WHAT SOURCES OF EVIDENCE ARE AVAILABLE TO ME CURRENTLY?



The Iceberg: Visible & Hidden Aspects of Teacher Practice

WHEN YOU VISIT A CLASSROOM: WHAT ASPECTS OF TEACHER PRACTICE ARE EASY TO OBSERVE?

WHAT ASPECTS OF TEACHER PRACTICE ARE HARD TO OBSERVE?

WHAT OBSERVABLE EVIDENCE GIVES YOU INSIGHT INTO TEACHER THINKING?

Observability Bias

WHEN IN MY CAREER HAVE I BEEN THE VICTIM OF OBSERVABILITY BIAS?

Empty response box for the first question.

WHEN I HAVE I MADE THE MISTAKE OF GIVING A TEACHER FEEDBACK INFLUENCED BY OBSERVABILITY BIAS?

Empty response box for the second question.

Curator, Docent, and Other New Roles for Teachers

HOW ARE TEACHERS WORKING TOGETHER IN NEW WAYS, AND WHAT ASPECTS OF THE DIVISION OF LABOR AMONG TEACHERS ARE RELEVANT FOR OUR FEEDBACK CONVERSATIONS?

HOW ARE TEACHERS ENACTING THE CURATOR, DOCENT, COACH, AND TEAMMATE ROLES?

15 Questions for Evidence-Based Feedback on Virtual Teaching

THINK ABOUT A PAST FEEDBACK CONVERSATION IN WHICH AN ARTIFACT-BASED QUESTION WOULD HAVE BEEN MORE USEFUL THAN AN OBSERVATION-BASED QUESTION. WHAT ASPECTS OF TEACHER DECISION-MAKING COULD YOU HAVE ZEROED IN ON?