VIRTUAL

INSTRUCTIONAL
LEADERSHIP
CHALLENGE

JOURNAL

MODULE 4

What Are Instructional Frameworks?

WHAT BROAD FRAMEWORKS ARE USED IN YOUR ORGANIZATION?

WHAT NARROW FRAMEWORKS HAVE YOU ENCOUNTERED IN YOUR CAREER?

WHICH PROBLEMS—SPECIFICITY, DESIGN, USAGE—COME TO MIND FOR THE FRAMEWORKS?

Qualitative Rubrics & Their Inferior Substitutes

IS OUR TEACHER EVALUATION INSTRUMENT A QUALITATIVE RUBRIC, A FREQUENCY/ EXTENT RUBRIC, A CHECKLIST, OR A RATING SCALE?

WHAT OTHER SHARED EXPECTATIONS DO WE USE THAT FIT THESE DESCRIPTIONS?

Making Frameworks More Specific

HOW HAVE GOALS SUCH AS SCORING, OBSERVABILITY, AND INTER-RATER RELIABILITY PREVENTED US FROM GETTING AT THE "INSIDER'S VIEW" OF PRACTICE?

THINK OF A CURRENT PRIORITY—HOW SPECIFIC ARE OUR SHARED EXPECTATIONS RIGHT NOW?

1. *Pure buzzword—no shared understanding*
2. *Shared meaning without an explicit definition*
3. *Shared, written definition*
4. *Rubric describing levels of performance*
5. *True rubric describing qualitative differences between levels of performance*

Levels of Performance In Instructional Frameworks

IN WHAT AREAS OF PRACTICE DO WE NEED TO RE-CALIBRATE OUR EXPECTATIONS FOR WHAT LEVEL 4 PERFORMANCE LOOKS LIKE?

WHERE MIGHT TEACHERS HAVE INFLATED VIEWS OF THEIR OWN PERFORMANCE? HOW COULD THEY DEVELOP A MORE AMBITIOUS A VISION?

3 Key Moments to Use Framework Language

WHEN DO I TYPICALLY USE FRAMEWORK LANGUAGE THE MOST?

WHERE SHOULD I START USING FRAMEWORK LANGUAGE MORE?

HOW CAN I SHIFT MY USE OF FRAMEWORK LANGUAGE FROM SUMMATIVE TO FORMATIVE?

Finding the Best Opportunities To Use & Develop Frameworks

WHAT ARE MY BEST OPPORTUNITIES FOR DEVELOPING INSTRUCTIONAL FRAME-WORKS RIGHT NOW?

WHAT WOULD BE THE MOST HIGH-FREQUENCY, HIGH-IMPACT, AND HIGH-VARIABILITY PRACTICES TO BUILD SHARED EXPECTATIONS AROUND?

The Instructional Framework Development Program

WHICH TEAMS WOULD BE MOST RECEPTIVE TO GOING THROUGH THE INSTRUCTIONAL FRAMEWORK DEVELOPMENT PROGRAM FIRST?

WHAT MIGHT THEY WANT TO WORK ON?