

A large tablet is shown at an angle, displaying a video conference. The screen is divided into four quadrants, each showing a different person. The top-left quadrant shows a man with short brown hair and a white shirt. The top-right quadrant shows a man with glasses and a beard, wearing a blue shirt. The bottom-left quadrant shows a woman with dark hair. The bottom-right quadrant shows a woman with blonde hair. The tablet is set against a background of a blurred green plant and a white wall. The overall image has a modern, professional feel with geometric shapes overlaid.

Module 2

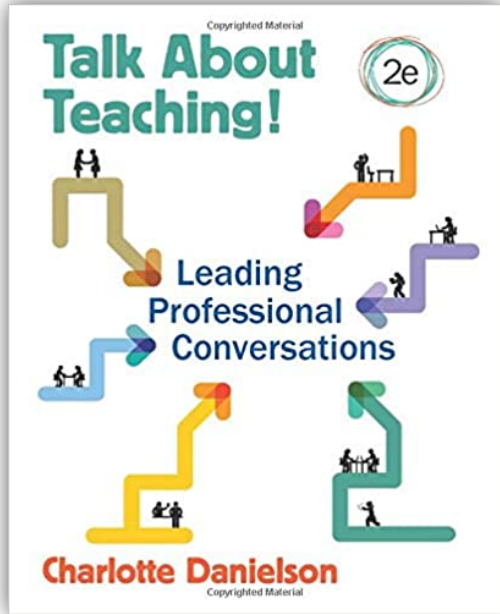
Evidence-Driven™ Instructional Leadership

VIRTUAL

INSTRUCTIONAL
LEADERSHIP
CHALLENGE

Why “Evidence-Driven”
Instructional Leadership?

Charlotte Danielson on Teaching as Cognitive Work



Why “Evidence-Driven”
Instructional Leadership?

Charlotte Danielson on Teaching as Cognitive Work

"Teaching entails expertise; like other professions, professionalism in teaching requires complex decision making in conditions of uncertainty.

...
If one acknowledges, as one must, the cognitive nature of teaching, then conversations about teaching must be about the cognition."

—*Talk About Teaching! Leading Professional Conversations*, pp. 6-7

Why “Evidence-Driven”
Instructional Leadership?



EVIDENCE DRIVEN



Why “Evidence-Driven”
Instructional Leadership?

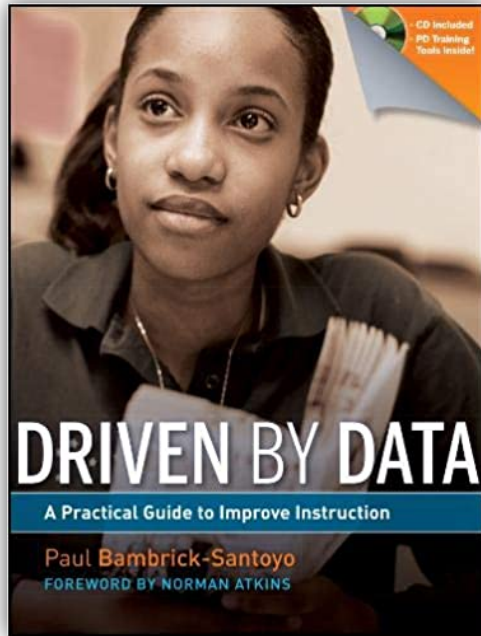
The Evidence-Driven Philosophy

- 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

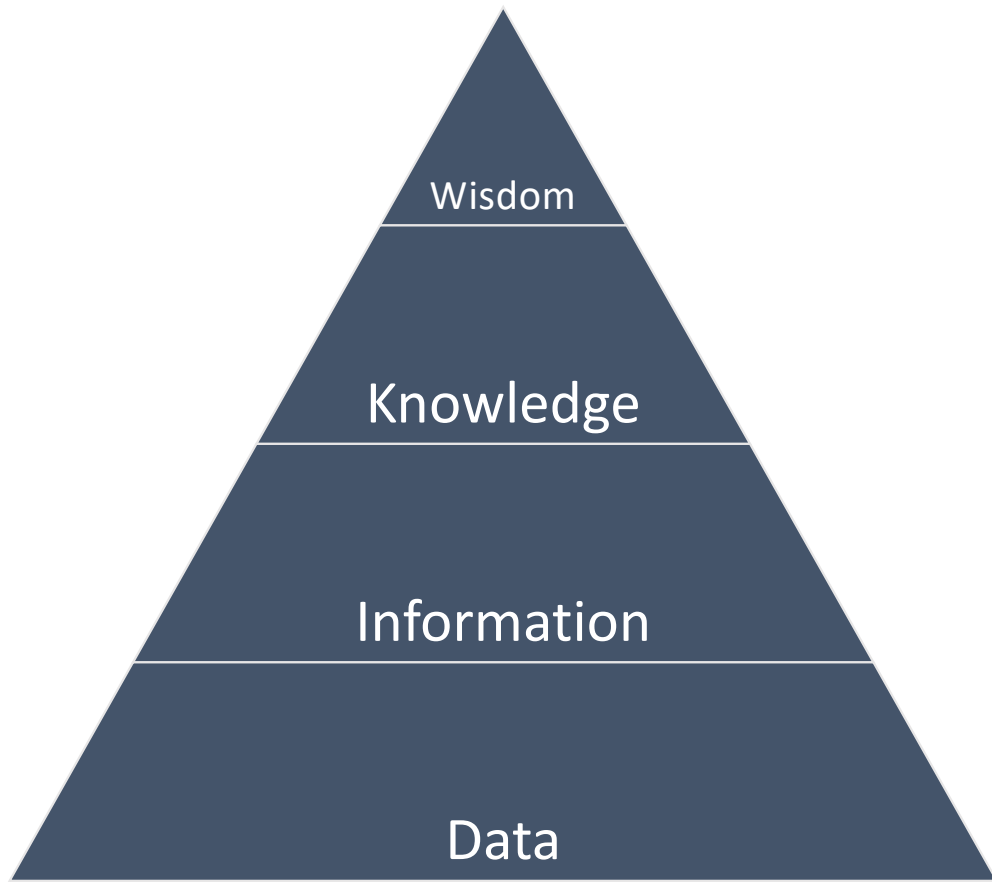
...so conversation is at the heart of improvement for teachers & leaders.

Why “Evidence-Driven”
Instructional Leadership?

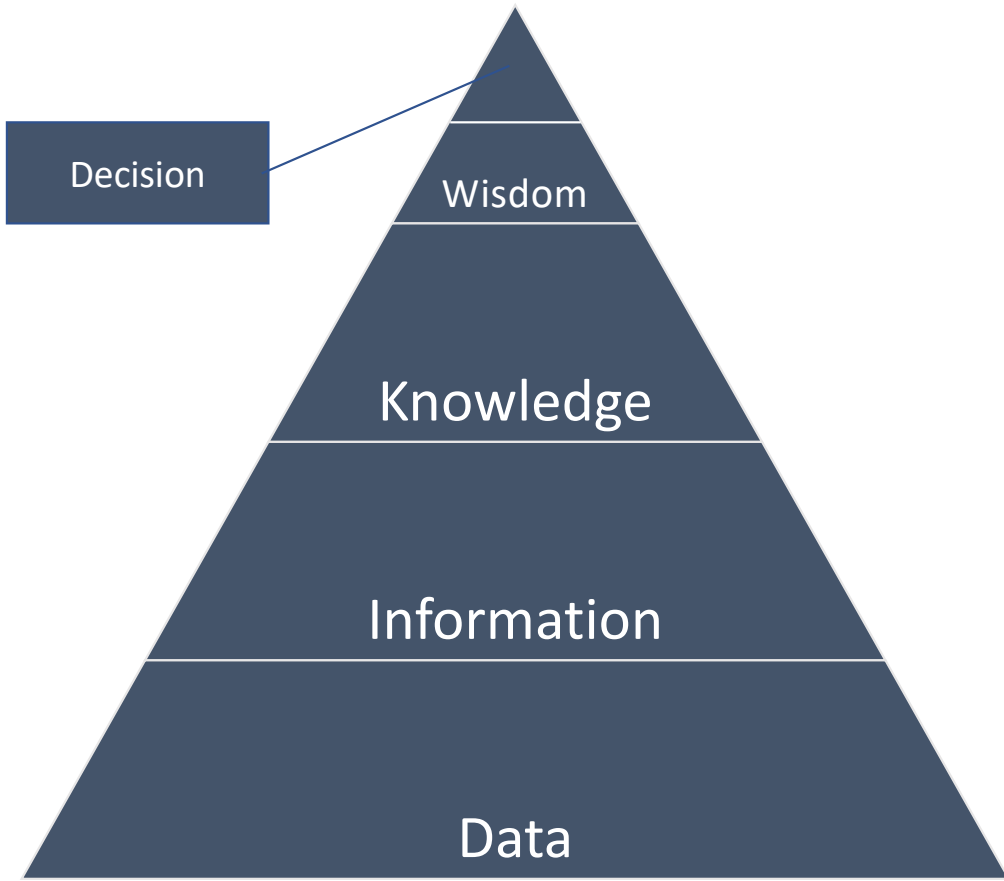
Data-Driven?



Why “Evidence-Driven”
Instructional Leadership?



Why “Evidence-Driven”
Instructional Leadership?



Why “Evidence-Driven”
Instructional Leadership?

Sensemaking

- As humans, we make sense of things by talking about them—a social activity
- Identity and retrospection are key parts of this ongoing process
- We use context clues and stories to arrive at plausible conclusions

See Karl E. Weick, *The Social Psychology of Organizing*, 1979

Why “Evidence-Driven”
Instructional Leadership?

Sensemaking and Change

- Teachers don't change their practice in response to *suggestions*
- They change as a result of sensemaking *conversations*

Why “Evidence-Driven”
Instructional Leadership?

Journal

An open notebook with a light blue cover and a silver pen lying on it, next to a white cup of coffee on a saucer, all on a light blue wooden surface.

- When has a conversation led to a change in practice?
- How did evidence factor into this conversation?

Why “Evidence-Driven”
Instructional Leadership?

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Drawing on Richer
Sources of Evidence

Why Evidence-Driven Instructional Leadership?

- Teaching is professional work
- It's primarily *cognitive* work—the work of making decisions
- Teachers make better decisions when they have better evidence, and have a chance to make sense of this evidence through conversation

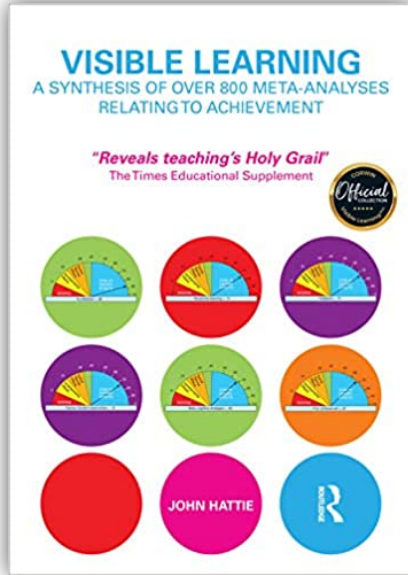
Drawing on Richer
Sources of Evidence

Types of Evidence

- Best practices—research
- Teacher practice—observations
- Teacher thinking—conversations
- Student thinking—student work
- Student learning—assessments

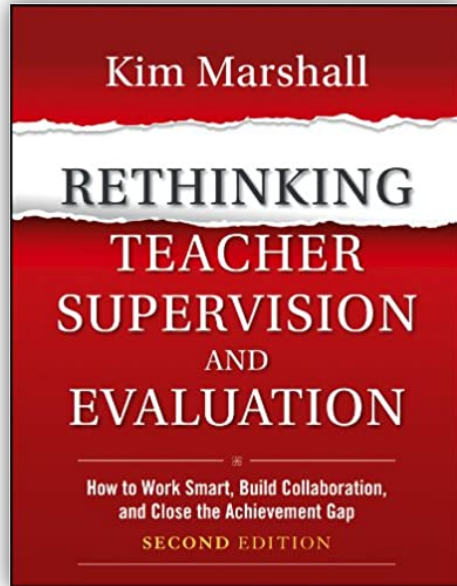
Drawing on Richer
Sources of Evidence

Evidence of Best Practice: Research



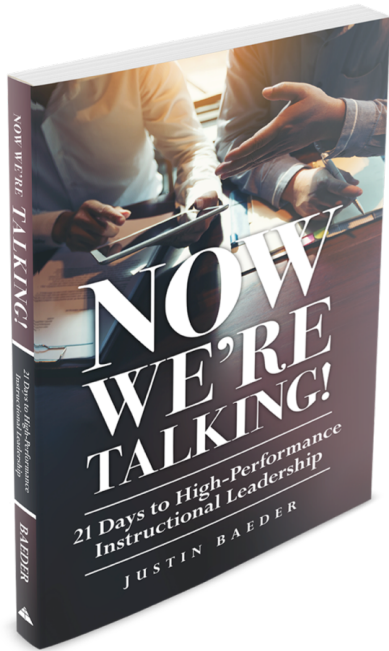
Drawing on Richer
Sources of Evidence

Evidence of Teacher Practice: Observation



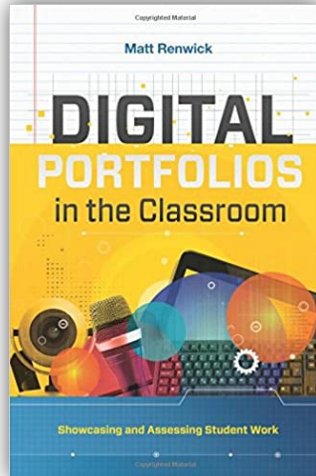
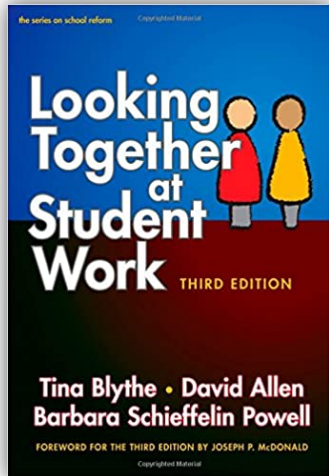
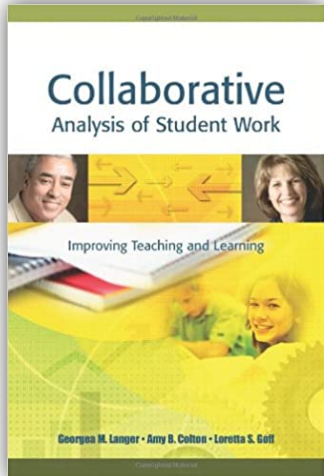
Drawing on Richer
Sources of Evidence

Evidence of Teacher Thinking: Conversation



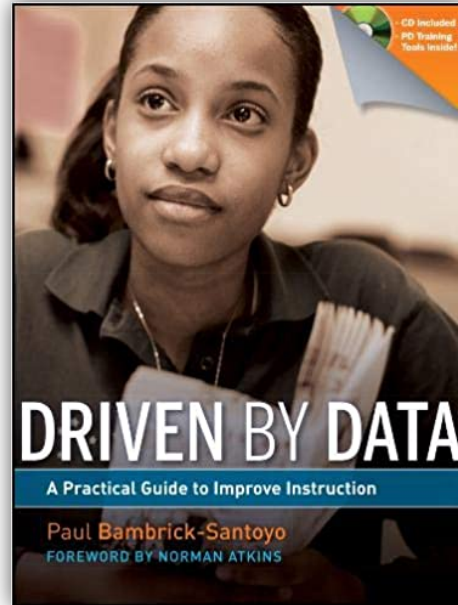
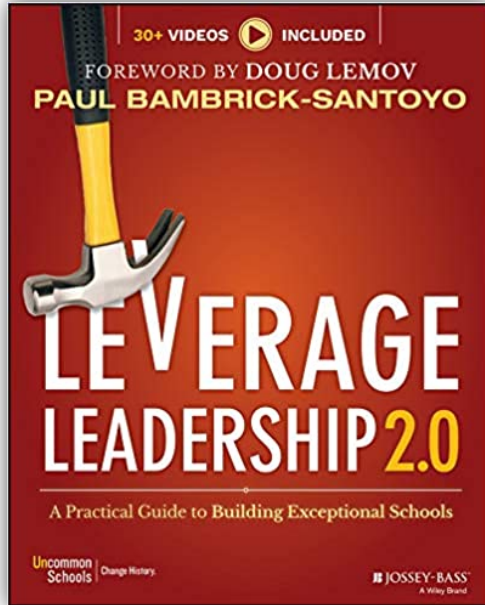
Drawing on Richer
Sources of Evidence

Evidence of Student Thinking: Student Work



Drawing on Richer Sources of Evidence

Evidence of Student Learning: Assessments



Drawing on Richer
Sources of Evidence

Types of Evidence

- Best practices—research
- Teacher practice—observations
- Teacher thinking—conversations
- Student thinking—student work
- Student learning—assessments

Drawing on Richer
Sources of Evidence

Evidence of Practice When We Can't Observe

How can we gather rich evidence of teacher practice when we can't physically get into classrooms?

- Conversations are a start, but
- We need evidence, and
- Video alone isn't enough

Drawing on Richer
Sources of Evidence

“Virtual” Observations Aren’t A True Substitute



Drawing on Richer
Sources of Evidence



Drawing on Richer Sources of Evidence

Journal

An open notebook with a light blue cover and a silver pen lies on a light blue wooden surface. To the right of the notebook, a white cup filled with orange liquid is partially visible. The background is a solid blue color.

- 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?

Drawing on Richer
Sources of Evidence

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The Iceberg: Visible & Hidden
Aspects of Teacher Practice



The Iceberg: Visible & Hidden Aspects of Teacher Practice



The Iceberg: Visible & Hidden Aspects of Teacher Practice

Behavior vs. Thinking

- Most feedback focuses on the visible behaviors of teaching
- There is some value in helping teachers improve their teaching behaviors

The Iceberg: Visible & Hidden
Aspects of Teacher Practice

Behavior vs. Thinking

- Most feedback focuses on the visible behaviors of teaching
- There is some value in helping teachers improve their teaching behaviors
- ...but this is mostly post-mortem second-guessing
- The big opportunity is in sharpening teacher thinking

The Iceberg: Visible & Hidden
Aspects of Teacher Practice

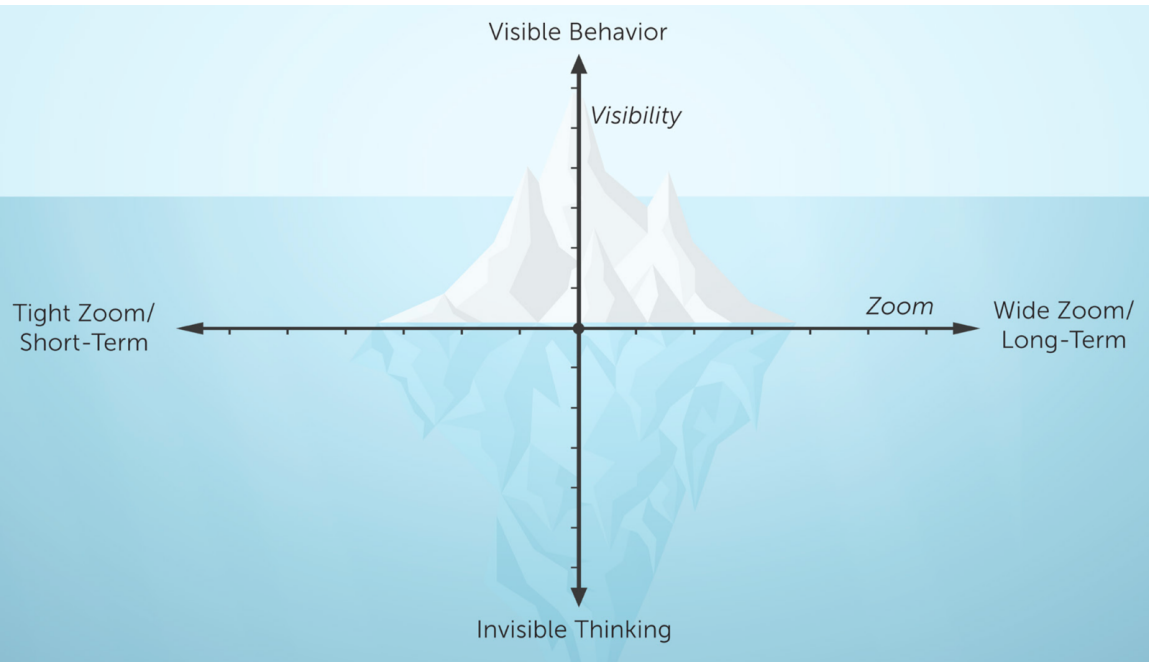


The Iceberg: Visible & Hidden Aspects of Teacher Practice



The Iceberg: Visible & Hidden Aspects of Teacher Practice

Visibility & Zoom



The Iceberg: Visible & Hidden
Aspects of Teacher Practice

Visibility & Zoom



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The Iceberg: Visible & Hidden Aspects of Teacher Practice

Journal



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?

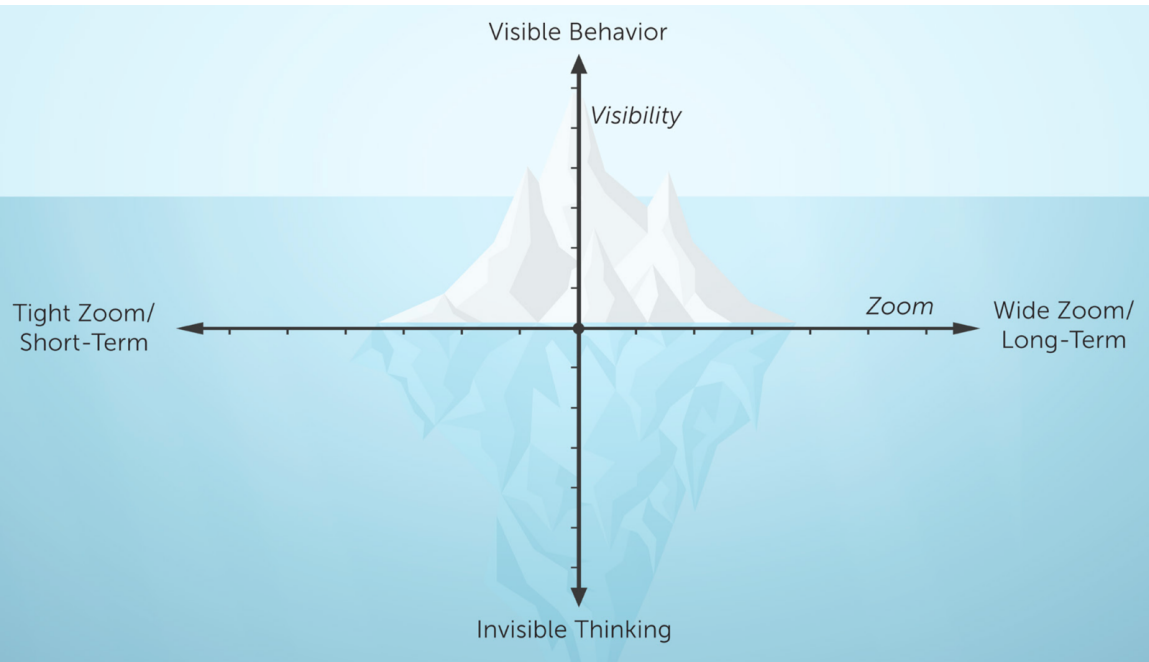
The Iceberg: Visible & Hidden
Aspects of Teacher Practice

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Observability Bias

Visibility & Zoom



Observability Bias

Observability Bias

Observability Bias is the tendency of instructional leaders to focus on what is easiest for them to observe, rather than the key decisions teachers are making.

Observability Bias

Example: The Iceberg & Observability Bias

- *Visible*: teacher is asking lower-level factual recall questions
- *Invisible*: teacher thinking about purpose of questioning, based on where class is in the unit and what students currently know and are able to do
- *Observability-biased instructional leadership*: note that teacher asked lower-level questions; advise to ask higher-order questions.
- *Whole-iceberg instructional leadership*: ask evidence-based questions to probe teacher thinking

Observability Bias



Observability Bias

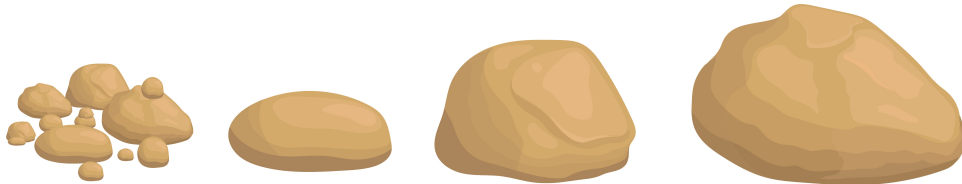
Degrees of Distortion

- Checklists
- Observation forms
- Inter-rater reliability

Observability Bias

Grain Size

Teacher evaluation criteria apply to practice overall, NOT an individual lesson or artifact



Observability Bias

The Iceberg & Inter-Rater Reliability

If 90% of teacher practice isn't visible on the surface...inter-rater reliability is the wrong focus.

Observability Bias

The Antidote to Observability Bias

To avoid observability bias, we must
seek out and adopt an

insider's view

of teacher practice.

Observability Bias

How Can We Shed Light on Teacher Thinking?

We can't directly see teacher thinking, but we can get teachers to talk about their thinking, if we have:

- Shared evidence
- Shared instructional framework

Observability Bias

Journal

An open notebook with a light blue cover and yellow pages is the central focus. A silver pen lies on the right page. To the right of the notebook, a white cup filled with orange liquid, likely coffee, is partially visible. The entire scene is set on a light blue wooden surface.

- When in my career have I been the victim of Observability Bias?
- When I have I made the mistake of giving a teacher feedback influenced by Observability Bias?

Observability Bias

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Curator, Docent, and Other
New Roles for Teachers

What Is “Teaching” In A Virtual Context?

Virtual learning casts teachers in dramatically different roles, such as:

- Curator
- Docent
- Coach
- Teammate

Curator, Docent, and Other
New Roles for Teachers

Curator & Docent

- Find, select, and arrange instructional materials & activities created by others
- Guide students through the experience
- Help students make sense of content

Curator, Docent, and Other
New Roles for Teachers

Coach

- Define “winning”
- Get students excited about “the game”
- Help students develop the skills they need to win
- Cheer them on and keep the process moving

Curator, Docent, and Other
New Roles for Teachers

Teammate

- New divisions of labor in teams
- Sharing of teacher-created resources across department or district
- Increased specialization
- Increased use of resources not personally chosen or created by teacher

Curator, Docent, and Other
New Roles for Teachers



PrincipalCenter.com/virtual-pdf

Curator, Docent, and Other
New Roles for Teachers

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Journal

An open notebook with a pen and a cup of coffee on a light blue surface. The notebook is open to a blank page, and the pen is lying on it. The cup of coffee is partially visible on the right side of the notebook.

- 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?

Curator, Docent, and Other
New Roles for Teachers

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15 Evidence-Based Questions for
Feedback on Virtual Teaching



PrincipalCenter.com/virtual-pdf

15 Evidence-Based Questions for Feedback on Virtual Teaching

15 Questions for Feedback on Virtual Teaching



5 sources of evidence to discuss:

1. Standards/curriculum/pacing documents
2. Teacher-created artifacts
3. Teacher-curated artifacts
4. Student work artifacts
5. Data/assessment results

15 Evidence-Based Questions for Feedback on Virtual Teaching



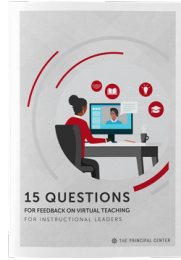
15 Evidence-Based Questions for Feedback on Virtual Teaching

Concept: The “Instructional Gap”

- Knowledge
- Skill
- Attitude
- Misconception
- Draft work
- Computational error

15 Evidence-Based Questions for
Feedback on Virtual Teaching

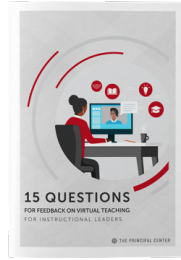
Standards/Curriculum/Pacing Document-Based Questions



- Where are you within the standards/curriculum/pacing document, and what instructional gap(s) do you see as most relevant for your students right now?
- What difficulties do students typically have with this content, and what may be especially challenging for remote learners?
- What aspects of student thinking will be especially difficult to assess and engage with remotely, and how are you thinking about doing so?

15 Evidence-Based Questions for Feedback on Virtual Teaching

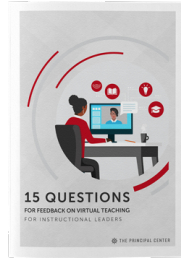
Questions for Starting with Teacher-Created Artifacts



- What instructional gap(s) did you create this artifact to address, and how is it working so far?
- How did you determine that you needed to create something new, rather than use something that already existed?
- How did students experience it, and how did that compare with your expectations?

15 Evidence-Based Questions for Feedback on Virtual Teaching

Questions for Starting with Teacher-Curated Artifacts



- What instructional gap(s) did you intend for this artifact to address when you selected it, and how is it working so far?
- How did you choose this particular artifact over the alternatives and over creating something yourself?
- How did students experience it, and how did that compare with your expectations?

15 Evidence-Based Questions for Feedback on Virtual Teaching

Questions for Starting with Student Work Artifacts



- What specific instructional gap(s) did you intend for this assignment to address?
- What evidence does this response give you about the student's thinking, and what do you see as *their* next step?
- What do you see as *your* next step based on this and other student work samples you've reviewed?

15 Evidence-Based Questions for Feedback on Virtual Teaching

Questions for Starting with Student Data/Assessments



- What patterns in the data stood out to you as especially relevant, and what do they tell you about student thinking and remaining instructional gaps?
- How have student thinking and instructional gaps changed since last time you assessed?
- What instructional gaps remain, and how are you thinking about addressing them based on this data?

15 Evidence-Based Questions for Feedback on Virtual Teaching

Journal

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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?

15 Evidence-Based Questions for
Feedback on Virtual Teaching