

Module 4

# Developing Instructional Frameworks



**VIRTUAL**

INSTRUCTIONAL  
**LEADERSHIP**  
CHALLENGE

What Are Instructional Frameworks?

# Three Participants



What Are Instructional Frameworks?

# What Are Instructional Frameworks?

An instructional framework is a set of shared expectations serving as the basis for conversations about professional practice.

A good framework creates a roadmap for improving practice by articulating clear levels of performance in specific areas.

What Are Instructional Frameworks?



# What Are Instructional Frameworks?

At a minimum, an instructional framework provides shared

**vocabulary**

for talking about practice.

What Are Instructional Frameworks?



# Sources of Shared Framework Language

- Teacher evaluation criteria
- School-wide practices
- Curriculum-specific practices
- Training-specific practices

What Are Instructional Frameworks?

# Ideal Instructional Frameworks

- Rubrics describing teacher practice
- 4 levels of performance
- Rich, *qualitative* descriptions for each level in specific categories
- May or may not apply to all teachers, grade levels, & subjects

What Are Instructional Frameworks?

# Broad vs. Narrow Frameworks

- Some frameworks are useful for all subjects and grade levels
- Others are specific to certain subjects, grade levels, or even individual learning activities

What Are Instructional Frameworks?



# Broad vs. Narrow Frameworks

## **Narrower Focus**

More useful to teacher  
Less useful to leader

## **Broader Focus**

Less useful to teacher  
More useful to leader

What Are Instructional Frameworks?

# The Problem with Most Shared Expectations

- We *have* shared expectations...
  - But they often aren't written down...
  - And even when they are written down, they usually aren't specific enough...
- ...and may be little more than

**buzzwords.**

What Are Instructional Frameworks?

# 3 Problems with Most Shared Expectations

- *Design*: converted into a misguided instrument
- *Specificity*: not written down in enough detail
- *Usage*: used summatively without being used formatively—for scoring without feedback

What Are Instructional Frameworks?



# What Are Instructional Frameworks?

# The Design Problem

Too often...

- Expectations are converted into misguided instruments such as rating scales or checklists
- We use these in place of effective feedback conversations

What Are Instructional Frameworks?

# The Specificity Problem

Too often...

- We don't establish nearly enough shared expectations in writing
- When we do, we aren't specific enough
- We don't take the "insider's view" of practice

What Are Instructional Frameworks?

# The Usage Problem

Too often...

- We *under*-utilize our shared expectations formatively, e.g. in feedback conversations
- We *over*use them summatively, e.g. in final evaluations

What Are Instructional Frameworks?

# Journal

An open notebook with a light blue cover and a silver pen lies on a light blue wooden surface. A white cup of coffee is partially visible on the right side of the notebook.

- 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?

What Are Instructional Frameworks?



**VIRTUAL**

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CHALLENGE

Qualitative Rubrics &  
Their Inferior Substitutes

# What Is An Instructional Framework?

- Not a list of strategies
- Not a list of characteristics
- Not a set of buzzwords

Instructional frameworks are

# rubrics

Qualitative Rubrics &  
Their Inferior Substitutes

# 3 Problems with Most Shared Expectations

- **Design: converted into a misguided instrument**
- *Specificity*: not written down in enough detail
- *Usage*: used summatively without being used formatively—for scoring without feedback

Qualitative Rubrics &  
Their Inferior Substitutes

# Ways of Describing Shared Expectations

- **Qualitative rubric**
- Frequency/extent rubric
- Checklist
- Rating scale

Qualitative Rubrics &  
Their Inferior Substitutes

# Examples of High-Quality Instructional Frameworks

Broad frameworks:

- Danielson Framework
- Kim Marshall Teacher & Principal Evaluation Rubrics
- Stronge Effectiveness Performance Evaluation System

Qualitative Rubrics &  
Their Inferior Substitutes

# THE FRAMEWORK FOR TEACHING

## DOMAIN 1: PLANNING AND PREPARATION

### 1a Demonstrating Knowledge of Content and Pedagogy

- Content and the structure of the discipline
- Prerequisite relationships
- Content-related pedagogy

### 1b Demonstrating Knowledge of Students

- Child and adolescent development
- Learning process
- Students' skills, knowledge, and language proficiency
- Students' interests and cultural heritage
- Students' special need

### 1c Setting Instructional Outcomes

- Value, sequence, and alignment
- Clarity
- Balance
- Suitability for diverse students

### 1d Demonstrating Knowledge of Resources

- For classroom use
- To extend content knowledge and pedagogy
- Resources for students

### 1e Designing Coherent Instruction

- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

### 1f Designing Student Assessments

- Congruence with instructional outcomes
- Criteria and standards
- Design of formative assessments
- Use for planning

## DOMAIN 2: THE CLASSROOM ENVIRONMENT

### 2a Creating an Environment of Respect and Rapport

- Teacher interactions with students, including both words and actions
- Student interactions with other students, including both words and action

### 2b Establishing a Culture for Learning

- Importance of content and of learning
- Expectations for learning and achievement
- Student pride in work

### 2c Managing Classroom Procedures

- Instructional groups
- Transitions
- Materials and supplies
- Performance of classroom routines
- Supervision of volunteers and paraprofessionals

### 2d Managing Student Behavior

- Expectations
- Monitoring of student behavior
- Response to student misbehavior

### 2e Organizing Physical Space

- Safety and accessibility
- Arrangement of furniture and use of physical resources

## DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

### 4a Reflecting on Teaching

- Accuracy
- Use in future teaching

### 4b Maintaining Accurate Records

- Student completion of assignments
- Student progress in learning
- Non-instructional records

### 4c Communicating with Families

- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

### 4d Participating in a Professional Community

- Relationships with colleagues
- Involvement in culture of professional inquiry
- Service to the school
- Participation in school and district projects

### 4e Growing and Developing Professionally

- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession

### 4f Showing Professionalism

- Integrity and ethical conduct
- Service to students
- Advocacy
- Decision-making
- Compliance with school and district regulations

## DOMAIN 3: INSTRUCTION

### 3a Communicating With Students

- Expectations for learning
- Directions for activities
- Explanations of content
- Use of oral and written language

### 3b Using Questioning and Discussion Techniques

- Quality of questions/prompts
- Discussion techniques
- Student participation

### 3c Engaging Students in Learning

- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

### 3d Using Assessment in Instruction

- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

### 3e Demonstrating Flexibility and Responsiveness

- Lesson adjustment
- Response to students
- Persistence

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# Qualitative Rubrics & Their Inferior Substitutes

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**Domain 3: Instruction**

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>3a: Communicating with Students</b>	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.
<b>3b: Using Questioning and Discussion Techniques</b>	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
<b>3c: Engaging Students in Learning</b>	The learning tasks/ activities, materials and, resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "down time."	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.
<b>3d: Using Assessment in Instruction</b>	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.
<b>3e: Demonstrating Flexibility and Responsiveness</b>	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.

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# Qualitative Rubrics & Their Inferior Substitutes



# Levels of Performance: Qualitative Distinctions

- A high-quality instructional framework should describe **qualitatively different** levels of performance
- At higher levels of performance, teachers don't just do the same things better and/or more often—they actually engage in different practices

Qualitative Rubrics &  
Their Inferior Substitutes



## Component

### 3a: Communicating with Students

#### Proficient

The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses,

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#### Distinguished

The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written

# Qualitative Rubrics & Their Inferior Substitutes

# Qualitative Style Rubric for Necktie



Qualitative Rubrics &  
Their Inferior Substitutes

# Qualitative Style Rubric for Necktie

- **Unsatisfactory:** necktie is missing, improperly tied, badly out of style, stained, or does not match suit
- **Basic:** necktie is clean and tied correctly; may be out of style or slightly mismatched with suit; knot may be slightly too high, low, tight, or loose, and may not be the best knot for the tie
- **Proficient:** necktie is clean, properly tied, and of a modern style that matches the suit well; length and knot are appropriate.
- **Distinguished:** necktie is extremely stylish; knot is appropriate for the shirt collar and weight of the tie, and is perfectly tied; tie complements suit in both style and pattern; matching pocket square is folded perfectly.

Qualitative Rubrics &  
Their Inferior Substitutes

## A. Planning and Preparation for Learning

	<b>4</b> Highly Effective	<b>3</b> Effective	<b>2</b> Improvement Necessary	<b>1</b> Does Not Meet Standards
The teacher:				
<b>a.</b> Knowledge	Is expert in the subject area and up to date on authoritative research on child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
<b>b.</b> Standards	Has a detailed plan for the year that is tightly aligned with high standards and ensures success on standardized assessments.	Plans the year so students will meet high standards and be ready for standardized assessments.	Has done some thinking about how to cover high standards and test requirements this year.	Plans lesson by lesson and has little familiarity with state standards and tests.
<b>c.</b> Units	Plans almost all units with big ideas, essential questions, knowledge, skill, transfer, and non-cognitive goals covering most Bloom levels.	Plans most units with big ideas, essential questions, knowledge, skill, and non-cognitive goals.	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.	Teaches on an <i>ad hoc</i> basis with little or no consideration for long-range curriculum goals.
<b>d.</b> Assessments	Prepares diagnostic, on-the-spot, interim, and summative assessments to monitor student learning.	Plans on-the-spot and unit assessments to measure student learning.	Drafts unit tests as instruction proceeds.	Writes final tests shortly before they are given.

2014 by Kim Marshall. Open source, via MarshallMemo.com

# Qualitative Rubrics & Their Inferior Substitutes

# Ways of Describing Shared Expectations

- Qualitative rubric
- *Frequency/extent rubric*
- Checklist
- Rating scale

Qualitative Rubrics &  
Their Inferior Substitutes

# Frequency/Extent Rubrics

Many rubrics' levels of performance differ only in:

- The extent to which an expectation is met
- How often the expectation is met/the practice is used
- How many characteristics are expected (*"Distinguished: Everything in proficient plus..."*)

Qualitative Rubrics &  
Their Inferior Substitutes

Performance Standard

## Standard 2: Instructional Planning

The teacher plans using the state's standards, the school's curriculum, data, and engaging and appropriate strategies and resources to meet the learning needs of all students.

### Sample Performance Indicators (Examples may include, but are not limited to the following.)

#### The teacher:

- 2.1 Analyzes and uses multiple sources of student learning data to guide planning.
- 2.2 Plans accordingly for pacing, sequencing, content mastery, transitions, and application of knowledge.
- 2.3 Consistently plans for differentiated instruction.
- 2.4 Aligns lesson objectives to the school's curriculum and student learning needs.
- 2.5 Develops appropriate course, unit, and daily plans, and adapts plans when needed.
- 2.6 Plans and works collaboratively with others to enhance teaching and learning.

Performance Indicators

Performance Appraisal Rubric

Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
The teacher actively seeks and uses alternative data and resources and serves as a role model in his/her ability to design relevant lessons that challenge and motivate all students.	The teacher plans using the state's standards, the school's curriculum, data, and engaging and appropriate strategies and resources to meet the needs of all students.	The teacher is inconsistent in his/her use of the state's standards, school's curriculum, data, or strategies and resources to meet the needs of all students.	The teacher fails to plan, or plans without adequately using the state's standards, school's curriculum, data, or strategies and resources to meet the needs of all students.

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# Qualitative Rubrics & Their Inferior Substitutes

	Strong evidence of fidelity of implementation (5)	Some evidence of fidelity of implementation (3)	Little or no evidence of fidelity of implementation (1)	Not observed
CM9 Voice	<input checked="" type="checkbox"/> Teacher <b>always</b> uses calm, respectful voice	<input type="checkbox"/> Teacher <b>sometimes</b> uses ...	<input type="checkbox"/> Teacher often speaks with raised, angry, sarcastic, pleading, or rushed voice	<input type="checkbox"/>
CM10 Responding to students' verbal participation	<input checked="" type="checkbox"/> Teacher pauses briefly and then responds or calls on another student; does not use voice-overs <b>Example:</b> <i>Student answers, "All mammals have fur." Teacher nods and asks, "What else do all mammals have?"</i>	<input type="checkbox"/> Teacher <b>sometimes</b> pauses and/or occasionally uses voice-overs	<input type="checkbox"/> Teacher <b>never</b> pauses and often uses voice-overs <b>Example:</b> <i>Student responds, "All mammals have fur." Teacher says, "Yes, fur."</i>	<input type="checkbox"/>
CM11 Specificity when reinforcing	<input type="checkbox"/> When reinforcing students' appropriate behavior, teacher <b>describes</b> concrete, specific behaviors <b>Example:</b> <i>"I see lots of people who remembered to push in their chairs" or (privately) "Marisa, I notice that you cleaned up your materials faster today."</i>	<input checked="" type="checkbox"/> Teacher expresses <b>approval</b> for concrete, specific behaviors and/or uses language in manipulative way <b>Example:</b> <i>"I really like the way Marisa is cleaning up her materials today." (teacher shares this publicly)</i>	<input type="checkbox"/> Teacher expresses <b>general praise</b> <b>Example:</b> <i>"Good job, Marisa" or "Nice drawing, Antoine."</i>	<input type="checkbox"/>

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# Qualitative Rubrics & Their Inferior Substitutes



# Frequency/Extent Style Rubric for Necktie



Qualitative Rubrics &  
Their Inferior Substitutes

# Frequency/Extent Rubric for Necktie

1. Never wears a tie, or always wears a tie that is out of style, stained, or improperly tied
2. Sometimes wears a tie; tie is often stained, out of style, or improperly tied
3. Consistently wears an appropriately styled and tied tie; knot and length are appropriate; usually clean.
4. Always wears a very stylish tie; always tied correctly, with perfect length; always matches suit perfectly; always clean.

Qualitative Rubrics &  
Their Inferior Substitutes

# What's Wrong With Frequency/Extent Rubrics?

- Frequency/extent is very hard to document
- More is not always better
- Risk of missing the point
- No clear vision of improvement—what the next level looks like

Qualitative Rubrics &  
Their Inferior Substitutes

# Ways of Describing Shared Expectations

- Qualitative rubric
- Frequency/extent rubric
- *Checklist*
- Rating scale

Qualitative Rubrics &  
Their Inferior Substitutes

Teach Like a Champion  
Techniques

	PL-1 Develops student learning goals	PL-2 Collects, tracks, and uses student data to drive instruction	PL-3 Designs effective lesson plans, units, and assessments	I-1 Facilitates organized, student-centered, objective-driven lessons	I-2 Checks for student understanding and responds to student misunderstanding	I-3 Differentiates instruction for student needs by employing a variety of instructional strategies	I-4 Engages students in work that develops higher-level thinking skills	I-5 Maximizes instructional time	I-6 Communicates content and concepts to students	I-7 Promotes high academic expectations for students	I-8 Students actively participating in lesson activities	I-9 Sets and implements discipline management procedures	I-10 Builds a positive and respectful classroom environment
24. Pepper					X			X			X		
25. Wait Time							X						
26. Everybody Writes					X		X				X		
27. Vegas				X					X				
28. Entry Routine												X	
29. Do Now												X	
30. Tight Transitions								X					
31. Binder Control								X					
32. SLANT												X	

# Qualitative Rubrics & Their Inferior Substitutes

# Necktie Checklist



Qualitative Rubrics &  
Their Inferior Substitutes

# Necktie Checklist

1. Wearing a tie
2. Clean
3. Knot tied correctly
4. Appropriate length
5. Stylish
6. Matches suit

Qualitative Rubrics &  
Their Inferior Substitutes

# What's Wrong With Checklists?

- *How* a teacher uses a practice matters more than *whether*
- No path to growth
- Not everything is observable all the time or needs to be used in every lesson
- Easily gamed with “box-ticking” behavior

Qualitative Rubrics &  
Their Inferior Substitutes



# Necktie Checklist, Arbitrary Edition

1. Wearing a tie
2. Clean
3. Half-windsor
4. Touches top of belt buckle
5. Black, narrow, silk

Qualitative Rubrics &  
Their Inferior Substitutes

# Ways of Describing Shared Expectations

- Qualitative rubric
- Frequency/extent rubric
- Checklist
- *Rating scale*

Qualitative Rubrics &  
Their Inferior Substitutes

<b>A. Equitable Learning Environment:</b>			
1. Learners engage in differentiated learning opportunities and/or activities that meet their needs			
2. Learners have equal access to classroom discussions, activities, resources, technology, and support			
3. Learners are treated in a fair, clear and consistent manner			
4. Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions			
<b>B. High Expectations Environment:</b>			
1. Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher			
2. Learners engage in activities and learning that are challenging but attainable			
3. Learners demonstrate and/or are able to describe high quality work			
4. Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)			
5. Learners take responsibility for and are self-directed in their learning			
<b>C. Supportive Learning Environment:</b>			
1. Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful			
2. Learners take responsibility in learning (without fear of negative feedback)			
3. Learners are able to accomplish tasks			
4. Learners demonstrate			

	<b>Very Evident</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Observed</b>
	4	3	2	1
	4	3	2	1
	4	3	2	1

Effective Learning Environments Observation Tool (ELEOT 2.0)

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# Qualitative Rubrics & Their Inferior Substitutes



# Necktie Rating Scale



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# Necktie Rating Scale

Criteria:	1	2	3	4
Cleanliness				
Knot choice				
Tied correctly				
Length				
Style				
Match w/Suit				

Qualitative Rubrics &  
Their Inferior Substitutes

# What's Wrong with Rating Scales?

- Specific areas or characteristics of practice
- No descriptions
- 1-4 possible points
- Unclear how evidence justifies score
- No path to growth

Qualitative Rubrics &  
Their Inferior Substitutes

# The Gold Standard

The best instructional frameworks are **leveled rubrics** with clear, qualitative differences between each level of performance—not just varying degrees of the same thing.

Qualitative Rubrics &  
Their Inferior Substitutes

# Journal

An open notebook with a pen and a cup of coffee on a light blue wooden surface. The notebook is open to a blank page, and the pen is resting on it. A cup of coffee is visible in the top right corner.

- 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?

Qualitative Rubrics &  
Their Inferior Substitutes



**VIRTUAL**

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CHALLENGE

Making Frameworks  
More Specific

# 3 Problems with Most Shared Expectations

- *Design*: converted into a misguided instrument
- **Specificity: not written down in enough detail**
- *Usage*: used summatively without being used formatively—for scoring without feedback

Levels of Performance  
In Instructional Frameworks

# Making Instructional Frameworks More Useful

To make your framework more useful in feedback conversations, make it more

**specific**

Making Frameworks  
More Specific



# Making Instructional Frameworks More Useful

“This year, we’re focusing on  
**engagement**  
in our walkthroughs.”

Making Frameworks  
More Specific



# Making Instructional Frameworks More Useful

“This year, we’re focusing on  
**assessment**  
in our walkthroughs.”

Making Frameworks  
More Specific



# Making Instructional Frameworks More Useful

“This year, we’re focusing on  
**purpose**  
in our walkthroughs.”

Making Frameworks  
More Specific



# Making Instructional Frameworks More Useful

Buzzword

Shared Definition

Leveled Rubric

Making Frameworks  
More Specific



# Rate Your Shared Expectations

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

Making Frameworks  
More Specific



# Making It Easier To Get More Specific

Don't worry about:

- Scoring
- Observability
- Inter-rater reliability

Making Frameworks More Specific



# Making Frameworks More Specific

# Get Specific About The Insider's View

Focus on teacher decision-making, not observability, and ask yourself:

- What does this practice look like from the inside?
- What are the key **dimensions** of this practice?
- What are the various **levels of performance** for each dimension?

Making Frameworks  
More Specific

# Example: Pacing

Outsider's view:

*“Teachers should keep up with the district pacing guide, while ensuring that each student masters essential content and skills.”*

Making Frameworks  
More Specific



# Example: Pacing

Insider's view:

*"I need to finish this unit by Friday, and finish this lesson by the end of the period, but if I move on from this activity right now, I'll lose a lot of students who aren't getting it yet."*

Making Frameworks  
More Specific

# Example: Pacing

Ask yourself:

- What are the key dimensions of teachers' decision-making when they're thinking about pacing?
- What are some examples of good and bad decisions in each area?

Making Frameworks  
More Specific

# Possible Dimensions

## Example: Pacing

- **Deadline:** when do I need to be done with this topic/lesson/activity?
- **Average:** overall, does the majority of the class seem to “get” what I need them to get at this point?
- **Exceptions:** who needs extra time/help to get it?
- **Interventions:** what can I do to specifically help the students who don’t get it yet?
- **Consequences:** what will happen if a student doesn’t get it before we move on?

Making Frameworks  
More Specific

# Example: Pacing

## Dimension: Deadline

Good and bad examples of teacher decision-making re: deadlines:

- Time runs out and teacher abruptly ends activity/lesson without checking for understanding ✘
- Teacher checks for understanding with 10 minutes remaining ✓
- Extends unit by a week because not all students have attained mastery ✘

Making Frameworks  
More Specific



# Example: Pacing

## Dimension: Average

Good and bad examples of teacher decision-making re: average understanding:

- Asks class if everyone understands; does not check for understanding ✗
- Uses quiz or other assessment to gauge overall understanding ✓
- Relies on “outlier” students to check for understanding ✗

Making Frameworks  
More Specific

# Example: Nonresponsive Students

Ask yourself:

- What are the key dimensions of teachers' decision-making when they're thinking about how to reach students who aren't participating in virtual learning?
- What are some examples of good and bad decisions in each area?

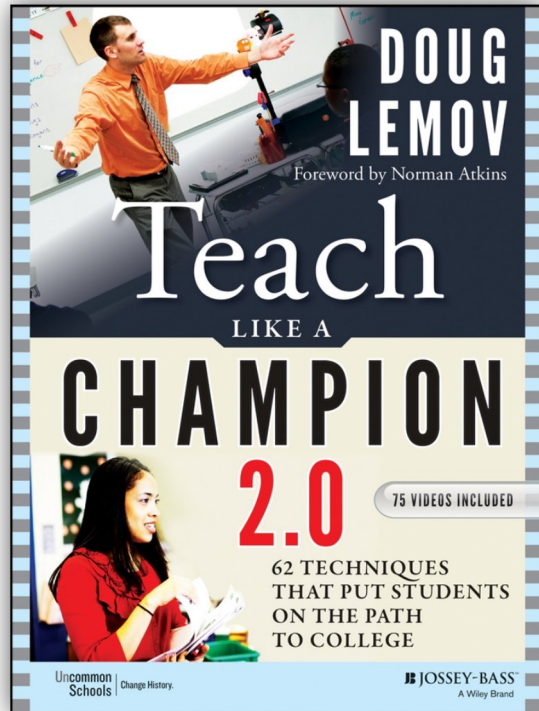
Making Frameworks  
More Specific

# A Caution About Specific Teaching Moves

- Be careful about identifying specific techniques as inherently good or bad
- Keep *context* and *quality* in mind
- Keep professional judgment at the forefront
- Remember: you can't assess frequency

Making Frameworks  
More Specific

# A Caution About “Pet” Techniques



Making Frameworks  
More Specific

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CHALLENGE

# A Caution About “Pet” Techniques

- Most instructional leaders have a repertoire of preferred strategies
- There is always more than one good way to accomplish a given instructional purpose

Making Frameworks  
More Specific

# Get Specific

- What does this practice look like from the inside?
- Focus on teacher decision-making, not observability
- What are the key dimensions of this practice?
- What are the various levels of performance for each dimension?

Making Frameworks  
More Specific

# Draft a List of Key Characteristics—NOT Steps

“Using appropriate instructional groupings”

- a. Grouping structure (e.g. pairs, triads) fits the instructional purpose
- b. The grouping method is purposeful (heterogeneous, differentiated, leveled, etc.)
- c. Groupings are based on assessment data
- d. Groupings are changed as student needs change
- e. Students are explicitly taught how to work in specific types of instructional groupings

Making Frameworks  
More Specific

# Journal

- 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

Making Frameworks  
More Specific



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Levels of Performance  
In Instructional Frameworks

# Levels of Performance

Each component in a high-quality framework should be broken into levels of performance, which allows teachers and leaders to:

- Locate current practice on a developmental continuum
- Align evidence with levels of performance
- Determine growth steps
- Ultimately rate/score teacher practice

Levels of Performance  
In Instructional Frameworks

# A Caution: No Scoring

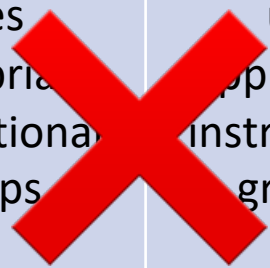
- Individual lessons should not be scored
- Practice overall—not individual lessons—is the unit of analysis
- Using framework language in notes and conversations, and summative levels of performance will be obvious

Levels of Performance  
In Instructional Frameworks

# Levels of Performance

Avoid reductive “frequency/extent” rubrics:

Level 1	Level 2	Level 3	Level 4
NEVER uses appropriate instructional groups.	SOMETIMES uses appropriate instructional groups.	Consistently uses appropriate instructional groups.	ALWAYS uses appropriate instructional groups.




Levels of Performance  
In Instructional Frameworks

# Levels of Performance

Avoid the temptation to enforce your pet strategies:

Level 1	Level 2	Level 3	Level 4
NEVER uses triads.	SOMETIMES uses triads.	CONSISTENTLY groups students in triads.	ALWAYS has students work in triads.



Levels of Performance  
In Instructional Frameworks

# Avoiding Rubric Inflation

- Teachers tend to rate their own practice as a 3 or 4 in almost everything
- What people are already doing is almost never truly level 4
- Goal: Create a growth pathway for everyone

Levels of Performance  
In Instructional Frameworks

# How To Think About Levels of Performance

- Level 1: Apprenticeship of Observation
- Level 2: Taking Action
- Level 3: Local Best
- Level 4: Professional Model

Levels of Performance  
In Instructional Frameworks



# Example Rubric: Nonresponsive Students

1. I post and grade assignments, and send general reminders to do the work, but don't follow up with non-responsive students beyond a single attempt.
2. I attempt to contact non-responsive students using a series of messages in a single communication channel.
3. I work with my colleagues to make persistent attempts to contact non-responsive students using all available communication channels, including phone, email, and text.
4. I work with my team and outside agencies to implement an RTI-like system of escalating contacts from multiple people who have a relationship with the student/family, using phone, email, text, mail, and, when necessary, in-person safety checks

Levels of Performance  
In Instructional Frameworks



# Journal



- 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?

Levels of Performance  
In Instructional Frameworks

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3 Key Moments to Use  
Framework Language

# 3 Problems with Most Shared Expectations

- *Design*: converted into a misguided instrument
- *Specificity*: not written down in enough detail
- **Usage**: **used summatively without being used formatively—for scoring without feedback**

3 Key Moments to Use  
Framework Language

# 3 Key Moments to Use Framework Language

- While *observing*—review to sharpen your perception
- While *documenting*—use specific language to document more precisely
- While *talking*—use to describe the evidence and make sense of what you saw in conversation

## 3 Key Moments to Use Framework Language

# Key Moment #1: Review Relevant Language While Observing

- What are the key dimensions of this practice?
- What do I need to pay attention to?
- What do different levels of performance look like?
- What might I be missing?

3 Key Moments to Use  
Framework Language



#### Snippet Entry Box

student|

{2.2g}Teacher consistently utilizes a gradual release of responsibility model (focused lesson, guided practice, collaborative learning, and independent tasks) when presenting content and supporting student learning. X

{2.2h}Teacher consistently uses examples, metaphors and analogies, or illustrations to link student experiences and understandings to new content. X

{2.2i}Teacher intentionally provides opportunities for students to suggest other strategies they might use in approaching a challenge or analysis. X

{2.3b}Teacher consistently paces instruction to provide students the time needed to be engaged in meaningful work and develop mastery. X

## 3 Key Moments to Use Framework Language

## Key Moment #2: Use Relevant Language to Document

- How can I help the teacher self-assess accurately?
- What's the best specific language to describe what I'm seeing?
- What phrases need to be in my notes?
- What level(s) of performance match what I'm seeing?

## 3 Key Moments to Use Framework Language

## Key Moment #3: Use Relevant Language in Conversation

- What dimensions of practice do I want to bring to the teacher's attention?
- What level(s) of performance do I want the teacher to recognize?
- What's the next step for this teacher?

3 Key Moments to Use  
Framework Language



# The “Insider’s View” of Practice

The more we use  
framework language in  
feedback conversations,  
the more aligned our  
expectations will become.

3 Key Moments to Use  
Framework Language

# The “Insider’s View” of Practice

Don’t worry about:

- Scoring
- Observability
- Inter-rater reliability

3 Key Moments to Use  
Framework Language

# Grain Size & Evaluation

- Formal observations usually treat one lesson or class period as the “unit” under examination
- However, we’re evaluating teacher practice overall, not individual lessons
- Individual observations are an important source of evidence for evaluations, but they should not be individually scored

3 Key Moments to Use  
Framework Language

# Journal

An open notebook with a light blue cover and a silver pen lies on a light blue wooden surface. A white cup of coffee is partially visible on the right side of the notebook.

- 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?

3 Key Moments to Use  
Framework Language

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CHALLENGE

Finding the Best Opportunities  
To Use & Develop Frameworks

# Finding The Biggest Opportunities

Develop shared expectations for practices that are:

- High-frequency
- High-impact
- High-variability

...to create a roadmap for growth.

Finding the Best Opportunities  
To Use & Develop Frameworks

# Finding The Biggest Opportunities

See Chapter 20 of  
***Now We're Talking!***  
*21 Days to High-  
Performance Instructional  
Leadership*



Finding the Best Opportunities  
To Use & Develop Frameworks

# Finding Opportunities: Visit Teachers by Team

- Same grade level
- Same subject
- Same course
- Close in time

Finding the Best Opportunities  
To Use & Develop Frameworks



# Don't Be Afraid of Curriculum

- Attend the teacher training
- Review the teacher's guide
- Strive to understand the internal logic
- Dig deep—and know when you're scraping the bottom
- If adding on, know what you're adding to

Finding the Best Opportunities  
To Use & Develop Frameworks

# What Do Students Need? First Things First



Finding the Best Opportunities  
To Use & Develop Frameworks

# What Do Students Need? First Things First

When students aren't showing up at all, consider:

- Basic physiological needs—shelter, food, electricity
- Conditions we control that could allow them to participate (e.g. webcam off)
- Learning worth logging on for

Finding the Best Opportunities  
To Use & Develop Frameworks

# Example Rubric: Nonresponsive Students

1. I post and grade assignments, and send general reminders to do the work, but don't follow up with non-responsive students beyond a single attempt.
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Finding the Best Opportunities  
To Use & Develop Frameworks

# Journal

An open notebook with a light blue cover and a silver pen lies on a light blue wooden surface. To the right, a white cup of coffee is partially visible. The background is a soft, light blue gradient.

What are my best opportunities for developing instructional frameworks right now? What would be the most high-frequency, high-impact, and high-variability practices to build shared expectations around?

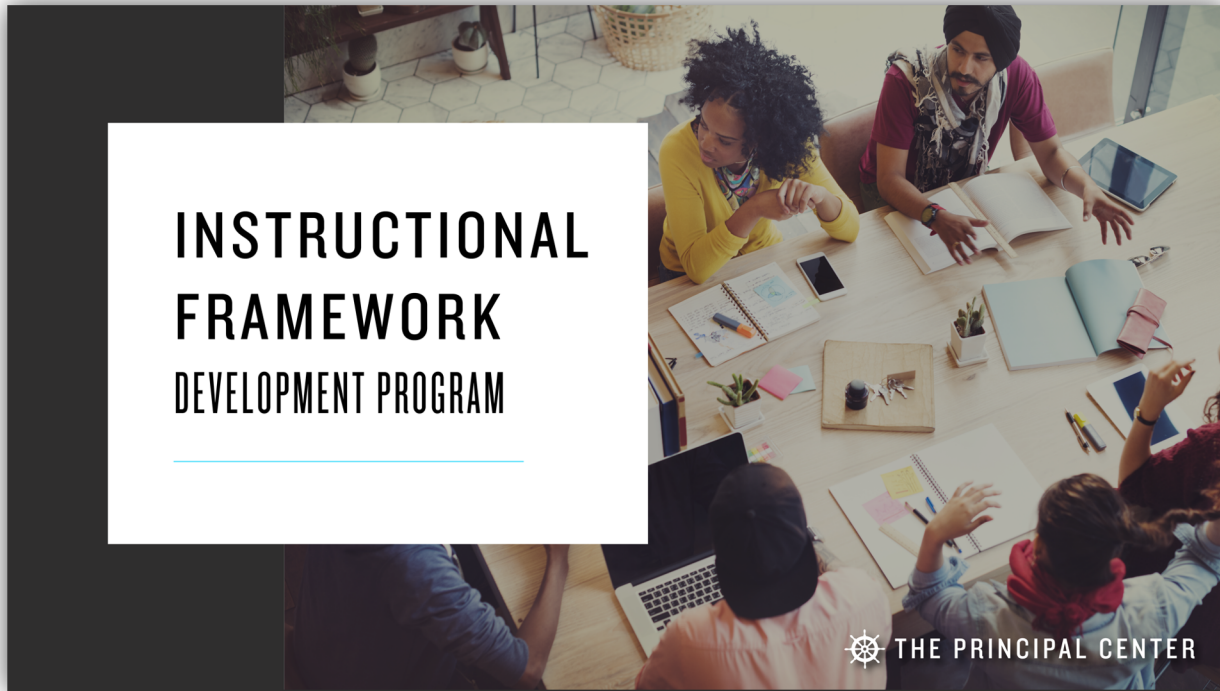
Finding the Best Opportunities  
To Use & Develop Frameworks

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CHALLENGE

The Instructional Framework  
Development Program

# Bonus Training



## The Instructional Framework Development Program



# Bonus Training

- For teachers to go through
- Have each team develop their own department- or grade-specific frameworks
- Use drafts in conversation
- Revise & repeat

The Instructional Framework  
Development Program





# Bonus Training



The Instructional Framework  
Development Program

**VIRTUAL**  
INSTRUCTIONAL  
LEADERSHIP  
CHALLENGE

# Bonus Training

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

DRAFT QUALITATIVELY LEVELED RUBRIC

CHARACTERISTIC \_\_\_\_\_

Level 1: Apprenticeship of Observation

Level 2: Taking Action








Level 3: Local Best

Level 4: Professional Model

The Instructional Framework  
Development Program

# Bonus Training

Table of Contents:

 <p>INSTRUCTIONAL FRAMEWORK DEVELOPMENT PROGRAM</p>	 <p>Welcome &amp; Overview what is an instructional framework?</p>	 <p>Specificity getting clear on the heart of practice</p>
<p>Introduction</p>	<p>Welcome &amp; Overview: What Is An Instructional Framework</p>	<p>Specificity: Getting Clear On The Heart Of Practice</p>
 <p>Context overcoming observability bias</p>	 <p>Choosing A Focus deciding where to start</p>	 <p>Drafting A Framework a 5-step process</p>
<p>Context: Overcoming Observability Bias</p>	<p>Choosing A Focus: Deciding Where To Start</p>	<p>Drafting A Framework: A 5-Step Process</p>
 <p>Drafting A Framework from buzzword to rubric</p>		
<p>Drafting A Framework: From Buzzword To Rubric</p>		

## The Instructional Framework Development Program

# Journal

An open notebook with a light blue cover and a silver pen lies on a light blue wooden surface. A white cup of coffee is partially visible on the right side of the notebook.

- Which teams would be most receptive to going through the Instructional Framework Development Program first?
- What might they want to work on?

The Instructional Framework  
Development Program