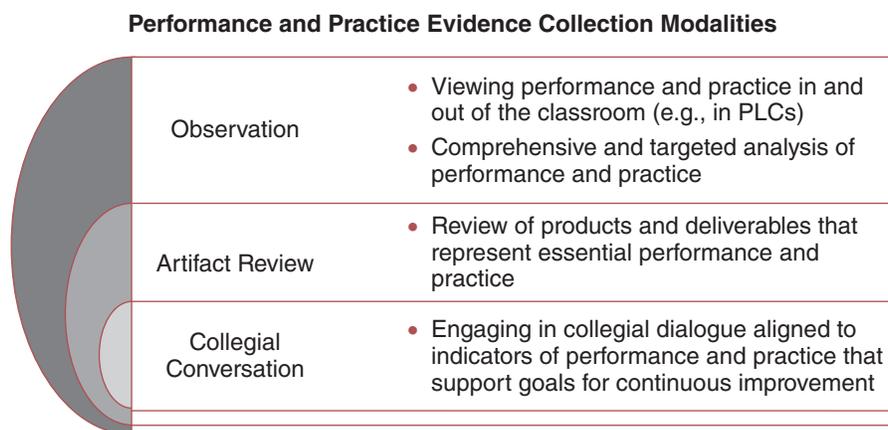# Resource 2.4

Using Evidence Collection Modalities to Understand and Determine Broad Impact

There are multiple methods for collecting evidence of teacher effectiveness that will broaden a leader's capacity to determine a teacher's impact on learners. Similar to how we assess students in the classroom, we can understand the performance level of a teacher by observing them engage in practice that is reflective of the standard (performance assessments/presentations), review artifacts (student work/formative assessments), and/or engage in a conversation that helps us to determine the level of performance (conferencing/whole and small group discussions). Each of these methods of collecting evidence provides a different vantage point and can serve to create a more comprehensive understanding of overall performance and practice.

Three Modalities of Evidence Collection

Performance and Practice Evidence Collection Modalities

Observation	• Viewing performance and practice in and out of the classroom (e.g., in PLCs)
	• Comprehensive and targeted analysis of performance and practice
Artifact Review	• Review of products and deliverables that represent essential performance and practice
Collegial Conversation	• Engaging in collegial dialogue aligned to indicators of performance and practice that support goals for continuous improvement

As we apply these methods, and to effectively support teacher growth when using a rubric, evaluators must "become one" with their rubric, going far beyond a cursory review or relying on a "learn as you go" approach. This depth of knowledge is achieved through a *behavioralization,* a process in which teams of evaluators (and oftentimes teachers) collaboratively discuss and reach consensus on what effective teaching looks like in a classroom. The *behavioralization* process (introduced in Chapter 2) allows evaluators to develop their skill in using the language of the rubric in their verbal and written feedback to teachers.

The *behavioralization* process as outlined here explicitly connects the rubric language with these additional opportunities for evidence collection by guiding you to:

- Identify specific dispositions, behaviors, and actions that exemplify "Effective" or "Proficient" teaching and learning based on the rubric, connecting these explicitly to the rubric indicators to understand where and how they align with *every* domain and indicator.
- Identify how a teacher's performance and practice can be documented through the collection of evidence.

The *Behavioralization* Template below serves as a guide for engaging in this process for not only observation but also artifact review and collegial conversations.

Behavioralization Template

Domain/Focus Area:			
What are the ongoing behaviors of the teacher and students (where appropriate) if that teacher is effective? How do you know? What evidence can you collect?			
	What might you see? What questions could you ask the students?	What products and deliverables could you collect?	What reflective and/or clarifying questions could you ask the teacher?
Indicator	Observation	Artifact	Collegial Conversation

You can modify this approach to support your own district, school, and community language with the basic steps outlined below using this graphic organizer. The table that follows provides a general example of some of the ways in which this *behavioralization* has been completed by other leaders.

Step 1: Answer the questions posed in the second row as a prethinking exercise (***What are the ongoing behaviors of the teacher and students (where appropriate) if that teacher is effective? How do you know? What evidence can you collect?***). You do not have to directly document anything here, just ask the question and reflect individually or collaboratively.

Step 2: Directly answer the questions in the columns by reviewing the "Proficient" and "Exemplary" descriptions in your rubric. Be as specific as you can in order to establish a quality list of the look-fors, artifacts, and questions you can use when examining the teaching and learning associated with each indicator.

Sample *Behavioralization*

Domain/Focus Area: Instruction for Active Learning			
What are the ongoing behaviors of the teacher and students (where appropriate) if that teacher is effective? How do you know? What evidence can you collect?			
	What might you see? What questions could you ask the students?	**What products and deliverables could you collect or could the teacher provide?**	**What reflective and/or clarifying questions could you ask the teacher?**
Indicator	**Observation**	**Artifact**	**Collegial Conversation**
Uses effective instructional strategies that lead students to construct and apply new learning	Notes of various questions at varying levels of complexity during the lesson and students' responses Various levels of materials used in class; students in groups with specific roles and responsibilities Students being asked to transfer knowledge to a new situation Variety of differentiated instructional strategies, tasks, products, and processes Students asked to defend their answer with details, accuracy, and specificity Students at stations **Questions for Students** What are you learning about today? How is today's lesson connected to yesterday's lesson? Why do you think you are learning this? Why is that important to know? How often do you get to work with your peers in this class? How are you using this strategy/skill?	List of questions for higher order thinking from lesson plans Copies of completed tasks/products/ Reflections that are open-ended and require students to transfer knowledge Copy of exit ticket and data collected Plans with differentiated questions and activities to meet the needs of various learners Station directions and student work; data about student needs	What did you want students to know, understand, and be able to do as a result of today's lesson? Were they successful? What questions did you purposefully plan for and use during the lesson to get students to transfer their learning about key concepts? What prior learning did you expect students to use to solve these new problems? What did you learn about students' understanding of key learning concepts from your ongoing checks/exit ticket? What are your next steps? Why? What are the specific learning needs of students in your class, and how did you incorporate them into your lesson today? How did you provide opportunities for students to explain their thinking and learning today? What strategies do you use to ensure that all students are engaged? How are you using stations to meet the needs of students?

It is important to note that this type of *behavioralization* is always evolving. Typically, we encourage instructional leaders to revisit this process throughout the year and as you work with teachers. This allows the individual or full staff completing the process to add to their knowledge base related to the indicators, thereby increasing their shared understanding and comfort level with the rubric and developing a common language about the rubric.