Evidence, Look-fors, & Affirmation: A Practical Guide to Observations and Feedback in the ELA Classroom

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Session Logistics

• **Handouts**: Session handouts are available for download in the handouts section on your screen and at [www.gadoe.org/sdeevents](http://www.gadoe.org/sdeevents)

• **Questions**: Use the question box to type questions or comments throughout the presentation

• **Feedback**: We ask all participants complete the pop-up feedback survey after the close of the session

• **Recording**: A link to the session recording and certificate of attendance will be emailed in 24-hours

• **On Demand**: All sessions will be available on-demand following the conference on the [SDE Events and Conference webpage](http://SDE Events and Conference webpage)
Agenda

1. EBPs & Look Fors in the ELA classroom
2. Equity & Look Fors
3. Look-fors & affirmative feedback
K-12 ELA Practices to Increase Literacy

• Make sense of text and persevere to understand it.
• Construct viable arguments and critique the arguments of others.
• Understand and use a variety of media.
• Look for and make use of literary features.

English Language Arts Practices
Ben Dickson (2018)
EBPs & Look-fors in the ELA Classrooms

Part 1
Roadmap for Implementing Evidence-Based Literacy Practices

1. Understand EBPs
2. Form implementation team
3. Create logic model for evaluation
4. Self-study of readiness
5. Select EBPs
6. Select assessments
7. Implement EBPs
8. Evaluate

Source
Evidence-based practice

- “statistically significant effect on improving student outcomes or other relevant outcomes” (ESSA)
  - Strong
  - Moderate
  - Promising

Source
Evidence-Based Practice

- Essentially, the instructional practice has a *sound record of success*.
- This record of success is *valid and reliable*.
- Accumulations of research mean that it has worked *over and over*.
- *Educational practices should be based upon appropriate, sound, accumulation of research.*

*Evidence-Based Literacy Improvement*
Timothy Shanahan  [www.shanahanonliteracy.com](http://www.shanahanonliteracy.com)  @ReadingShanahan
Limits of evidence-based teaching

• Evidence-based does not mean that something *will* work.
• It only means that it *has worked*.
• There are *no automatic gains* in education

• **Quality supervision**, sufficient time for instruction, high-quality & well-prepared teachers, and our daily commitment to meeting the literacy needs of our students is needed to make any “evidence-based” approach work.
Skill? Strategy? EBP?

- **Skills**: meant to be carried out quickly, easily and **without conscious attention**
  - Abilities **required** to answer questions about texts and perform tasks (automatic)
- **Strategies**: active thinking about **choices** for understanding & performing (meta-cognitive)
  - Intentional & complex
- **Evidence-based practices**: instructional practice with a sound record of success on improving student outcomes

*Comprehension Skills or Strategies: Is there a difference and does it matter?*
*10 Things Every Teacher Should Know About Reading Comprehension*
Timothy Shanahan  [www.shanahanonliteracy.com](http://www.shanahanonliteracy.com)  @ReadingShanahan
## Strategies vs. Skills

<table>
<thead>
<tr>
<th>Strategies:</th>
<th>Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intentional</td>
<td>Automatic</td>
</tr>
<tr>
<td>Metacognitive</td>
<td>Over-learning</td>
</tr>
<tr>
<td>Reflective</td>
<td>Immediate</td>
</tr>
<tr>
<td>Complex/multi-step</td>
<td>Simple/single step</td>
</tr>
<tr>
<td>Probability of success</td>
<td>Certainty of success</td>
</tr>
<tr>
<td>Approximation</td>
<td>Accuracy</td>
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</tbody>
</table>

10 Things Every Teacher Should Know About Reading Comprehension
Timothy Shanahan  [www.shanahanonliteracy.com](http://www.shanahanonliteracy.com)  @ReadingShanahan
Reading Comprehension Skills

• Cause and effect
• Classify and categorize
• Compare and contrast
• Draw conclusions
• Fact and opinion
• Main idea
• Important details
• Inferences
• Sequence
• Bias and propaganda

• Problem and solution
• Identify theme
• Literal recall
• Tone
• Mood
• Etc., etc., etc.

10 Things Every Teacher Should Know About Reading Comprehension
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Reading Comprehension Strategies

• Summarizing
• Questioning
• Story mapping
• Monitoring
• Question answering
• Graphic organizers
• Mental imagery
• Prior knowledge

Students need to know the
• what
• when
• how
• why
of strategies

10 Things Every Teacher Should Know About Reading Comprehension
Timothy Shanahan  www.shanahanonliteracy.com  @ReadingShanahan
Which do you find teachers teaching the most in your schools/districts?

A. Skills
B. Strategies
C. Both
6 High-impact EBPs

1. Using visuals in explanations

6 High-impact Teaching Strategies
Shaun Killian (2019)
6 High-impact EBPs

2. Concept mapping

6 High-impact Teaching Strategies
Shaun Killian (2019)
6 High-impact EBPs

3. Using worked examples

A worked example is a demonstration of the steps involved in solving a problem (i.e., modeling)

6 High-impact Teaching Strategies
Shaun Killian (2019)
4. Plenty of time to practice

Practice that is spaced out over time is more effective than what is done in one sitting (massed).

6 High-impact EBPs

6 High-impact Teaching Strategies
Shaun Killian (2019)
6 High-impact EBPs

5. Feedback

Feedback involves:
✓ Commenting on a student’s work
✓ Helping them see how they can improve their work

6 High-impact Teaching Strategies
Shaun Killian (2019)
6 High-impact EBPs

6. Class Discussions

- Instructional Conversation
- Questioning the Author
- Literature Circles
- Collaborative Reasoning

6 High-impact Teaching Strategies
Shaun Killian (2019)
Which EBP is/are least commonly used in your schools/districts?

A. Using visuals in explanations
B. Concept mapping
C. Using worked examples
D. Plenty of time to practice
E. Class discussions
Guides for Look-fors

GaDOE Instructional Framework

GaDOE Pervasive Practices in ELA
Resources for Look-fors

School Leader's
Literacy Walkthrough

Kindergarten, First, Second, and Third Grades

Introduction .................................................... 2
Overview of the Tool ........................................ 2
Using the Tool .................................................. 2
Pre-Walkthrough Meeting Guide ....................... 3
Post-Walkthrough Meeting Guide ....................... 4

This School Leader's literacy walkthrough was developed to support a statewide in-service training program (CIGS) in order to help the Department of Education, district leaders, and teachers more effectively design and implement reading instruction in Grades 4-12. The instrument was made available to any school system in Georgia on the Georgia Department of Education’s web site. It is hoped that the work presented here will help develop and improve the standards of educational programs in Georgia and throughout the United States.

Which tool(s) will be most helpful to your work moving forward?

A. Instructional Framework
B. Pervasive Practices in ELA
C. Literacy Walkthrough Checklists
D. All of the above
How to Make the Literacy and Equity Connection

Part 2
“Educational equity means that all students should have access to the right resources they need at the right moment in their education, regardless of their race, gender, sexual orientation, disability, ethnicity, language, religion, family background, or family income.”

The Aspen Institute
Which of the following is an example of an equitable instructional process?

A. Giving all students the same assignment

B. Assigning students different work based on their racial identification

C. Telling families that if classroom instruction is not working for their students, they should teach the materials at home

D. Letting students work toward the same outcome using different learning modalities
This document was created to assist in evaluating lessons for equity during the planning process.
Driving Practices & Unified Skillsets for ELA

This document contains holistic, standards-based skillsets for grades K-12. These unified skillsets support specific driving practices that are integral parts of meaningful and purposeful learning in English language arts.

<table>
<thead>
<tr>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA.GSE.6.Ri1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>ELA.GSE.7.Ri1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>ELA.GSE.8.Ri1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</td>
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<td>ELA.GSE.8.RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</td>
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<td>ELA.GSE.6.Ri9: Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography of the same person).</td>
<td>ELA.GSE.7.Ri9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.</td>
<td>ELA.GSE.8.Ri9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</td>
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How to Weave it All Together
Start with the Standards

Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future
### Big Ideas

#### Equity Instructional Planning Look Fors

<table>
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<tr>
<th>Big Ideas</th>
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<th>Student Supports</th>
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<td><strong>Content Standards</strong></td>
<td>This lesson aligns to the Georgia Standards of Excellence. This lesson addresses all parts of the Georgia Standards of Excellence (not just the content).</td>
<td>All our students should be working toward learning the content that is outlined in the Georgia Standards of Excellence. Making content more accessible for all students can be accomplished using High Leverage Practices. These high leverage practices can be used to in every classroom to assist students in learning the material. Some examples of high leverage practices are providing scaffolded supports, use explicit instruction, use flexible grouping and use strategies to promote active student engagement. More information is available on the CEEFAR-GA Project website. Use the following link to access that information: <a href="http://www.gdoe.org">Georgia Department of Education</a></td>
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<td><strong>Multiple Modalities</strong></td>
<td>This lesson utilizes the principles of Universal Design for Learning to assist ALL students in accessing, using and expressing the material.</td>
<td>Present materials in multiple ways. This could include using articles, videos, verbally explaining to the student, making the lesson tactile, making the lesson visual and having inquiry. The students should be able to show their knowledge in multiple formats. Some of these formats could include writing, verbally explaining, discussion, creating a play, drawing or creating a presentation.</td>
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<td><strong>Coherent Instruction</strong></td>
<td>This lesson considers the needs of students in the classroom and provides for the needs of these students using differentiated instruction to reach ALL students.</td>
<td>Providing equity in the classroom can take many forms depending on the student population which leads to the importance of differentiated instruction. The teacher should consider student needs and then differentiate instruction. A few examples of things to consider when differentiating are included below: • Add some time for students to process material. • Provide explicit instruction in using graphic organizers, other instructional materials and social-emotional behaviors. • Chunking the material. • Repetition may be required for some students. • Provide visual representations.</td>
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<td><strong>Individualized Education Program</strong></td>
<td>This lesson is providing Specially Designed Instruction for each student with disabilities in the classroom.</td>
<td>The IEP Team determines the individualized accommodations that each child requires to be successful in the general education classroom. Ensure that the lesson adapts content, methodology and delivery of instruction as part of Specially Designed Instruction to address each student's unique needs in the class based on their disability to ensure access of the child to the general curriculum so that students can meet the same education standards that apply to all children. More information is available at the following link: <a href="http://www.gdoe.org">Georgia Department of Education</a></td>
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## Content Standards

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Making content more accessible for all students can be accomplished using High Leverage Practices. These high leverage practices can be used to in every classroom to assist students in learning the material. Some examples of high leverage practices are providing scaffolded supports, use explicit instruction, use flexible grouping and use strategies to promote active student engagement. More information is available on the CEDAR-GA Project website. Use the following link to access that information: [Georgia Department of Education](https://www.gadoe.org).
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Coherent Instruction

This lesson considers the needs of students in the classroom and provides for the needs of those students using differentiated instruction to reach ALL students.

Providing equity in the classroom can take many forms depending on the student population which leads to the importance of differentiated instruction. The teacher should consider student needs and then differentiate instruction. A few examples of things to consider when differentiating are included below:

- Add some time for students to process material.
- Provide explicit instruction in using graphic organizers, other instructional materials and social-emotional behaviors.
- Chunking the material.
- Repetition may be required for some students.
- Provide visual representations.
| This lesson is providing Specially Designed Instruction for each student with disabilities in the classroom. | The IEP Team determines the individualized accommodations that each child requires to be successful in the general education classroom. |

Ensure that the lesson adapts content, methodology and delivery of instruction as part of Specially Designed Instruction to address each student’s unique needs in the class based on their disability to ensure access of the child to the general curriculum so that students can meet the same education standards that apply to all children. More information is available at the following link [Georgia Department of Education](https://www.gadoe.org).
Which section(s) of the Equity Instructional Look-fors document needs the most attention in your school/district?

A. Content Standards
B. Multiple Modalities
C. Coherent Instruction
D. Addressing the IEP
Equity Lesson Planning Look-fors
Walkthrough Tool Example

- Formative
- Can be used by school leaders, coaches, department chairs and teachers
- Can be used before or after instruction has occurred
- **Non-evaluative**
Let’s Do a Walkthrough

Where was I? Ohhh, yes, I was telling you about the benefits of walkthroughs!
In which section(s) do you find evidence of Content Standards?

A. Big idea/Topic  
B. Standard Alignment  
C. Instructional Design
### Multiple Modalities

In which section(s) do you find evidence of Multiple Modalities?

- **A. Standard Alignment**
- **B. Materials**
- **C. Transition to Work Session**
- **D. Work Session**
Coherent Instruction

In which section(s) do you find evidence of Coherent Instruction?

A. Opening
B. Transition to Work Session
C. Work Session
D. Closing
In which section(s) do you find evidence of Multiple Modalities?

A. Considerations for Online and Offline Learning
B. Student Learning Supports
C. Engaging Families
Circle of Viewpoints

I am thinking of equitable planning from the point of view of...

I think... (describe equitable planning from your viewpoint), because...

A question/concern I have from this viewpoint is...
Affirmative Feedback

Part 3
Effective Feedback

- Goal-referenced
- Tangible & transparent
- Actionable
- User-friendly
- Timely
- Ongoing
- Consistent

Seven Keys to Effective Feedback
Grant Wiggins
What Educational Leaders Can Do to Give Affirmative Feedback to Teachers

• Make time for teachers
• Outline expectations
• Encourage goal-setting
• Offer immediate feedback
• Identify strengths
• Positive environment

5 Strategies Principals Can Use to Give Feedback to Teachers
Elevator Pitch

If you could share only one piece of information from today’s presentation in an elevator pitch, which would you feel MOST comfortable discussing?

A. EBPs & Look-fors in the ELA Classrooms
B. How to Make the Literacy and Equity Connection
C. Affirmative Feedback
Instructional Videos

GaDOE - Best Practices: Coaching Session
https://vimeo.com/nightglass/review/262256003/725583f943

GaDOE - Best Practices: Luz Montanez, 2nd Grade
https://vimeo.com/nightglass/review/262261101/5f76028708

GaDOE - Best Practices: Tori Sinco, 5th Grade
https://vimeo.com/nightglass/review/262249626/9a97842f2d

GaDOE - Best Practices: Kayse Morris, 6th Grade
https://vimeo.com/nightglass/review/262257507/ae754832f5

GaDOE - Best Practices: Ashley Morris, 7th Grade
https://vimeo.com/nightglass/review/262267570/d55de2091f

GaDOE - Best Practices: Zackory Kirk, 11th Grade
https://vimeo.com/nightglass/review/262264475/f9d938d449
Q&A
Session Feedback

The Georgia Department of Education believes in continuous improvement and would appreciate your feedback to ensure the presentations we provide are of the highest quality and meet the needs of the specific audience.

Please take a moment after the session ends to complete the pop-up feedback survey.

Share your conference highlights now!

@GaDOESDE