Advancing School Leadership for Continuous Improvement

Supporting Teachers through Meaningful Feedback

Instructional Leadership Winter Conference

February 25, 2020

Alan Barge, Diana Baird, Ginger Starling

GaDOE
Georgia Department of Education

Session Norms

- Place electronics on silence/vibrate.

- Remain engaged in learning.

- Respectfully share opinions.

- Ask questions for clarification to avoid making assumptions.

Session Goals

- Understand the impact of meaningful feedback and how it relates to the improvement of classroom practice

- Understand the correlation of providing meaningful feedback to the evaluator's LKES ratings on multiple standards, especially Standard 2: School Climate.

- Look at examples of meaningful feedback and protocols

- Write meaningful feedback for three of the TKES standards from a video

Feedback

"The term feedback is often used to describe all kinds of comments made after the fact, including advice, praise, and evaluation. But none of these are feedback, strictly speaking. Basically, feedback is information about how we are doing in our efforts to reach a goal."

Grant Wiggins

"Seven Keys to Effective Feedback"

Educational Leadership **– September 2012**

Resource #1: Grant Wiggins' Research Reads

The A-B-Cs of Giving Feedback to a Colleague by Ashley Hurley

Please read this article and reflect on how you can use it to improve the quality of your feedback to teachers.

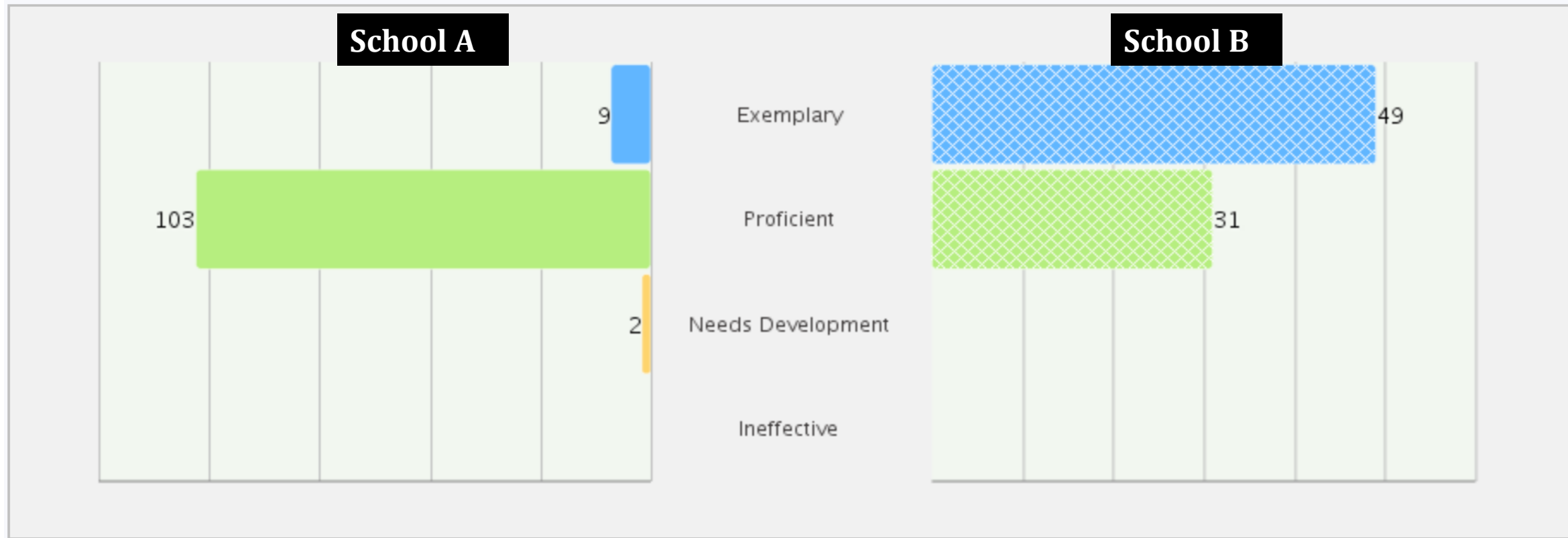**Resource #2: *The A-B-Cs of Giving Feedback to a Colleague***

https://learn.teachingchannel.com/blog/2014/09/04/the-a-b-cs-of-giving-feedback

Meaningful Feedback is Related to a Goal and Yes, it takes TIME!

"No time to give and use feedback" actually means "no time to cause learning".
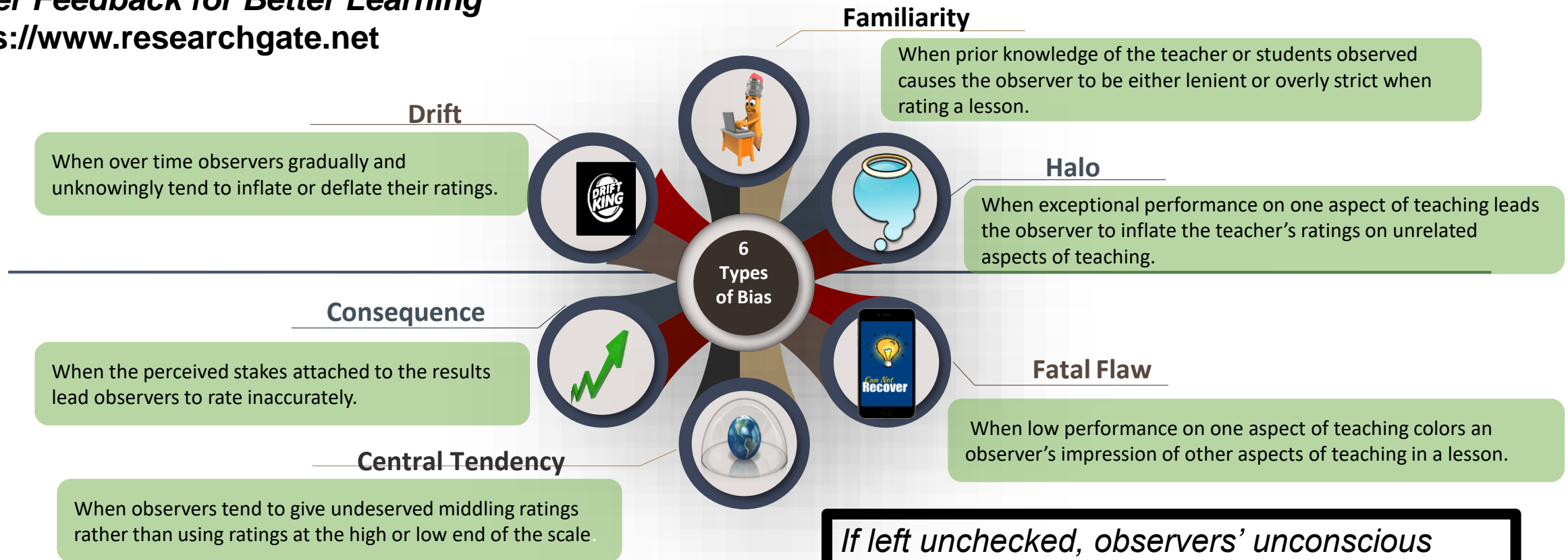
- Robyn Jackson

Starting the Conversation

In which school would you prefer to teach?

Six Most Common Types of Bias

Better Feedback for Better Learning
https://www.researchgate.net

Familiarity

When prior knowledge of the teacher or students observed causes the observer to be either lenient or overly strict when rating a lesson.

Drift

When over time observers gradually and unknowingly tend to inflate or deflate their ratings.

Halo

When exceptional performance on one aspect of teaching leads the observer to inflate the teacher's ratings on unrelated aspects of teaching.

6 Types of Bias

Consequence

When the perceived stakes attached to the results lead observers to rate inaccurately.

Fatal Flaw

When low performance on one aspect of teaching colors an observer's impression of other aspects of teaching in a lesson.

Central Tendency

When observers tend to give undeserved middling ratings rather than using ratings at the high or low end of the scale.

If left unchecked, observers' unconscious tendencies to favor or disfavor something pose a threat to fairness when rating instructional practice.

With permission from Dr. Kim McDermon
Chief Human Resources Officer in Rockdale County Schools

6 Most Common Types of Bias

- **DRIFT:** When over time observers gradually and unknowingly tend to inflate or deflate their ratings.

- **CONSEQUENCE:** When the perceived stakes attached to the results lead observers to rate inaccurately.

- **CENTRAL TENDENCY:** When observers tend to give undeserved middling ratings rather than using ratings at the high or low end of the scale.

- **FAMILIARITY:** When prior knowledge of the teacher or students observed causes the observer to be either lenient or overly strict when rating a lesson.

- **HALO:** When exceptional performance on one aspect of teaching leads the observer to inflate the teacher's ratings on unrelated aspects of teaching.

- **FATAL FLAW:** When low performance on one aspect of teaching colors an observer's impression of other aspects of teaching in a lesson.

Everyone has bias…. It's normal.

Bias, like beauty, is often in the eye of the beholder. Facts are your firewall against bias.
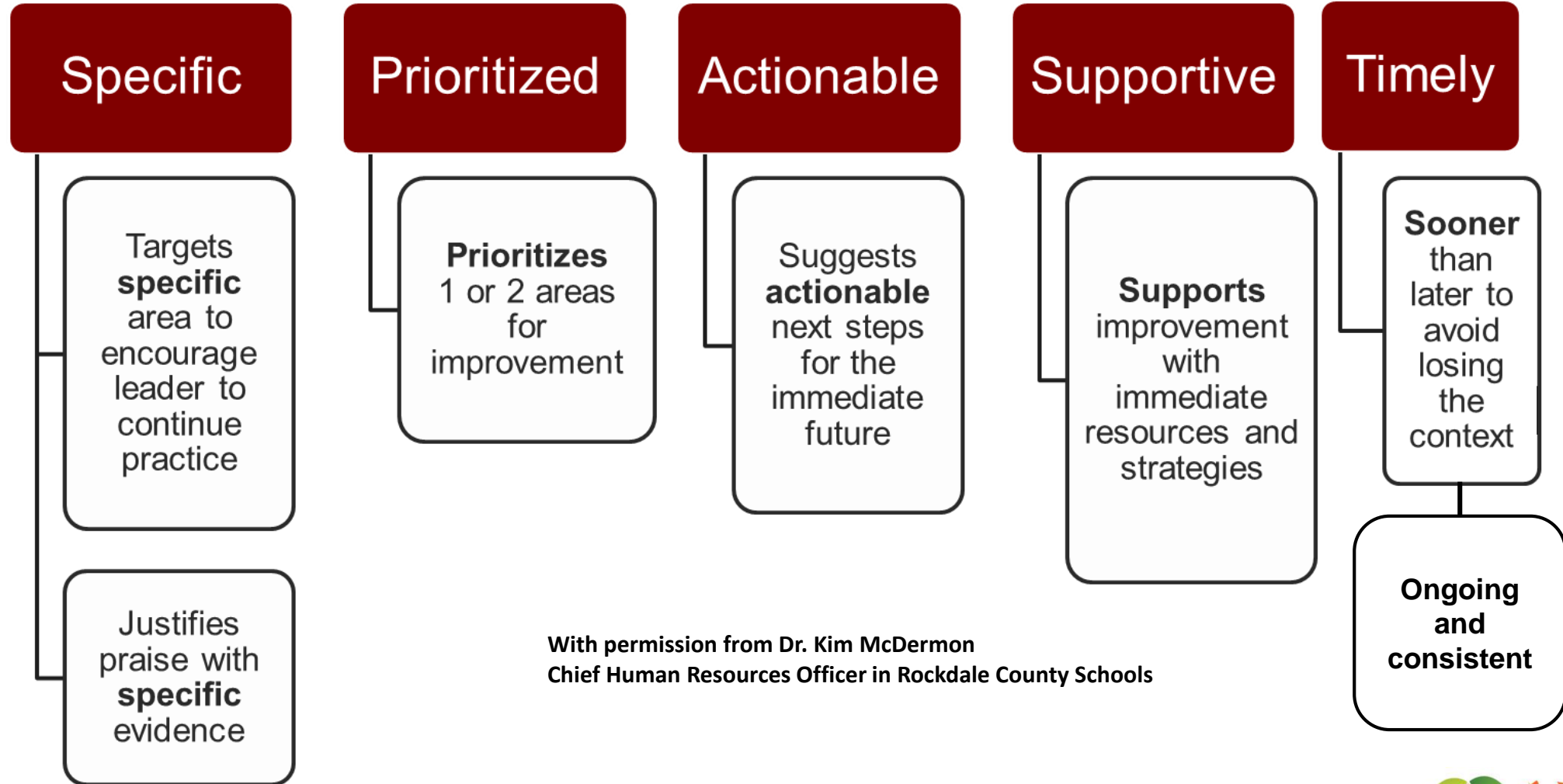
-Tom Brokaw

Meaningful Feedback

- Specific - goal referenced
- Prioritized - tangible and transparent
- Actionable
- Supportive - user-friendly
- Timely
- Ongoing
- Consistent

Resource #1: Grant Wiggins – Research Reads

What is effective feedback?

Specific	Prioritized	Actionable	Supportive	Timely
Targets **specific** area to encourage leader to continue practice	**Prioritizes** 1 or 2 areas for improvement	Suggests **actionable** next steps for the immediate future	**Supports** improvement with immediate resources and strategies	**Sooner** than later to avoid losing the context
Justifies praise with **specific** evidence				**Ongoing and consistent**

With permission from Dr. Kim McDermon
Chief Human Resources Officer in Rockdale County Schools

GaDOE
Georgia Department of Education

Examine the Feedback

√Specific √Prioritized √Actionable √Supportive √Timely

Performance Standard 8: Academically Challenging Environment

Rating	Strengths	Areas for Growth
Level II	Students were required to give an explanation with each answer to the questions citing evidence directly from the passage.	The process you used for the Bear Claw warm-up was effective. However, you were still doing the warm-up 30 minutes into the lesson. Warm-ups should not take this much time (5-10 mins). You did note this was good review for a Monday. It is always good to review expectations, but you need to move through this more quickly so that students are engaged in more rigorous learning much sooner in the lesson. Let's discuss opportunities to observe teachers maximizing instructional time.

With permission from Dr. Kim McDermon
Chief Human Resources Officer in Rockdale County Schools

GaDOE
Georgia Department of Education

Presenting Constructive Feedback Builds Capacity

- Too often when we are trying to find what to say to our teacher, we lead with what we liked or disliked. But it isn't about us…it's about the teacher's practice. Just start with the qualities we want to address and keep it focused.

  Starr Sackstein – EDWEEK – April 21, 2019

- Feedback requires purpose and action.

- Plan for strategic conversations with teachers.

Building Capacity and Sustainability with Feedback

Feedback should:

1. Be practiced daily;

2. Point people to the ONE or TWO things

   that are at the root of their practice;

3. Invite people to do things differently;

4. Show the recipient what will happen if they do it differently.

SchoolLeadershipReimagined.com/episode35 – Robyn Jackson

Feedback or Feedforward?

TRADITIONAL FEEDBACK

Affirms what the person already knows.
"You're really good at that."

Points out problems.
That idea won't work because...

Is an "information dump."
Think rubrics with 10-20 different measurements.

Tries not to be mean.
"Praise sandwiches" hide criticism inside gauzy praise.

Doesn't always offer a plan of action.
Focus is on measurement, not a plan for change.

Comes from the top down.
Delivered within a strict hierarchy, from people on the same team.

THE FEEDFORWARD APPROACH

Regenerates talent.
"Would you lead a training on that?

Expands possibilities.
What if we added this?

Is Particular.
Is ongoing, embedded in instruction, and focuses on just a few things.

Is Authentic.
Describes the problem and its impact, then prompts the person for a solution.

Has an Impact.
Has the person create a specific, step-by-step plan for improvement.

Refines group dynamics.
Rich, varied input comes from people with different viewpoints and skill sets.

From *The Feedback Fix: Dump the Past, Embrace the Future, and Lead the Way to Change,* by Joe Hirsch

CULT OF PEDAGOGY

**Reference #3:
FEEDBACK or FEEDFORWARD**

GaDOE
Georgia Department of Education

"All teachers, including superstars, are hungry for feedback. They spend most of their working days with students and are intensely curious about what other adults think—especially the boss."

Kim Marshall
Principal Coach

GaDOE
Georgia Department of Education

Keep Feedback Meaningful

"Choosing the right kind of feedback makes all the difference, as the goal of feedback is to inspire and motivate teachers to improve, not to provide ineffective information that will ultimately be ignored."

Robyn R. Jackson

Resource #4: Types of Feedback

Diagnostic Feedback

…identifies the root cause of why something is or is not working. It helps teachers understand more fully the reason for their struggle and clarifies for them the expectations for their future performance and core principles that should guide their work. This kind of feedback is best used with those who are struggling because they lack an understanding of the key concepts involved in the work they are doing.

When the rating for a performance standard is a Level I or Level II, Diagnostic Feedback is appropriate.

GaDOE
Georgia Department of Education

Diagnostic Feedback Example

"Your lesson was not related to or aligned to the standard that you introduced in the opening of instruction. So, even if you do teach an amazing lesson, you are not getting students any closer to mastery of the skills they need to master. In essence, you're wasting your time and energy and your students' time and energy."

Prescriptive Feedback

...is designed to help teachers understand what they should be doing differently to be more successful. This kind of feedback helps teachers understand what options they have to improve and what they should do next. Thus, it is best suited for those who have tried something unsuccessfully and need specific help or direction to improve.

When the rating for a performance standard is a Level I or Level II, prescriptive feedback is appropriate.

Prescriptive Feedback Example

"I noticed only 6 students contributed to the discussion. I've found if you don't call on students with raised hands, rather prompt all students to think/write and then discuss with a partner first, everyone is able to contribute – give that a go and see how it works for your students."

Descriptive Feedback

…is perhaps the most common feedback we give because it is what we have been trained to give. This kind of feedback, in which detailed descriptions of performance are provided, is like holding up a mirror and clearly showing teachers what they did well and where they need to improve. This feedback works well for those who have a good foundational understanding of the core expectations and principles that guide their work and have the capacity to be reflective and to make adjustments based on their reflection. However, this feedback will not be as effective for those who are still struggling to understand or implement the basics or for those who are not reflective.

When the rating for a performance standard is a Level III, descriptive feedback is appropriate.

Descriptive Feedback Example

"A tree map about bats had been previously completed and was referenced. A video about bats was viewed, stopping periodically, to learn more about bats. The tree map was updated. On the board, you modeled how you would take the facts found and noted could be written into sentences in order to create an informational writing on bats. Students were asked to select which facts to use. Students then transitioned to independently writing their piece."

Micro-Feedback

...works best with teachers who have already demonstrated a degree of expertise. Micro-feedback provides small nuances, tweaks, and minor adjustments that will significantly improve an already good performance. This kind of feedback not only adds value to effective teachers' performances but also keeps those teachers consistently improving and growing.

When the rating for a performance standard is a Level III or IV, micro-feedback is appropriate.

Micro-Feedback Example

"You've done a really good job at sequencing your lesson and I can see how the lesson fits in with the unit and how this unit fits into the year-long plan. The learning map you created for your students makes it clear how you plan to help your students meet or exceed this standard for the year. Not only does the learning map tie everything together, but you've used "kid-friendly" language. This map keeps your focus and the students' focus on the standards and how they will reach mastery."

Having a Protocol

Why is a protocol important in the feedback process?

Resource #5: Five Step Protocol: Pre-Populated Template (New Jersey Department of Ed)
Resource #6: "6 Step" Feedback Guide for Post-Observation Coaching (Paul Bambrick-Santoyo)

"Teaching is a sophisticated endeavor. So, how do Principals (school and district leaders) give feedback that is not just a rating, but is structured as a meaningful conversation related to what is happening in the classroom? How do they provide feedback so teachers are clear about what they are doing effectively and what they can do to improve their practice?"

Sheeba Jacob, Director of Programs at the University of Washington Center for Educational Leadership in Seattle

Descriptive Feedback and a Six-Step Protocol

Watch the following video and look for key characteristics of Descriptive Feedback:

https://www.youtube.com/watch?v=EBBlhoFfqwk#t=196.

Resource #4: Types of Feedback (Robyn Jackson)
Resource #5: Five Step Protocol: Pre-Populated Template (New Jersey Department of Ed)
Resource #6: "6 Step" Feedback Guide for Post-Observation Coaching
(Paul Bambrick-Santoyo)

Excerpt from *The Anatomy of a Good Feedback Conversation* by Robyn Jackson

Step One: Greeting

Step Two: Context

Step Three: Differentiated Feedback

Step Four: Next Steps

Using a Protocol in Face-to-Face Feedback

Next, consider:

- What is the benefit of following a specific set of steps when delivering descriptive feedback?

- What did you see in this video that differs from your current practice of giving feedback to teachers?

- Communicating the five/six-step process to teachers before conducting feedback conversations can help ensure the feedback is used. How will you communicate the process you use?

Remember!

✓The purpose of feedback is to improve instruction, inform professional development needs and enhance individual professional growth plans;

✓Keep the event (i.e. observation and gathering of data on performance) and the feedback/ tightly connected; it should be as immediate as possible;

✓Although documentation is important, feedback is not about forms; it's a conversation about the data/evidence presented;

✓Feedback is actionable information that motivates; it leads to something next;

✓Delivery of feedback is as important as content; it determines the degree of change;

✓Feedback should be given in digestible doses; it's not meaningful to drink from a firehose;

✓Feedback is two-way street: the receiver should have an opportunity to respond to his/her giver, while being able to share perceived strengths/weaknesses.

✓Understand the correlation between meaningful feedback and LKES Standards 2,5 and 6.

4th Grade Mathematics Video

It's time to conduct a TKES walkthrough with a 4th grade mathematics teacher. Watch the video, collect evidence and then rate the teacher on the following TKES Standards:

Standard - 4

Standard - 7

Standard - 8

https://youtu.be/5we3XNEO3Ps

Resource #13: 4th Grade Mathematics Lesson Plan

4th Grade Mathematics Video

Next, provide meaningful written feedback for two of the standards you rated.

Resources #3-12: Various Examples

Resource #13: Lesson Plan – 4th Grade Mathematics

Resource #14: TAPS Performance Appraisal Rubric

Resource #15: TAPS Standards Reference Sheet

GaDOE
Georgia Department of Education

Let's Role Play……

With a partner, develop a face-to-face feedback scenario to provide meaningful feedback from the 4th Grade Mathematics video. You should use either the 5 or 6 step protocol to guide your session.

Resource #4: **Types of Feedback (Robyn Jackson)**

Resource #5: **Five Step Protocol: Pre-Populated Template (New Jersey Department of Ed)**

Resource #5a: **Five Step Protocol: Blank Template**

Resource #6: **"6 Step" Feedback Guide for Post-Observation Coaching (Paul Bambrick- Santoyo)**

Resource #7: **Sentence Stems**

Resource #8: **Giving Negative or Growth Feedback that is Heard**

Resource #9: **10 Smart Rules for Giving Negative Feedback**

Resource #10: **Managing Classroom Procedures Example**

Resource #11: **Giving Constructive Feedback**

Resource #12: **Positive, Constructive Feedback**

Resource #13: **Lesson Plan – 4th Grade Mathematics**

Resource #14: **TAPS Performance Appraisal Rubric**

Resource #15: **TAPS Standards Reference Sheet**

Next Steps

There is a difference between evaluating a teacher and **developing** a teacher. The process of providing and receiving feedback is a professional dialogue (whether face-to-face or written) addressing the complex practice of teaching. It includes deep reflection and data-driven conversation with a focus on improving practice to better meet student needs.

Reflection Time!

- What structures do you have in place so that conversations about teaching and learning can occur regularly between teachers and instructional coaches?

- How will you support the instructional coach in delivering feedback that is effective and descriptive?

- What will you do to ensure teacher accountability for action steps determined as a result of feedback conversations?

- What will you do to support a school culture in which feedback is welcomed, encouraged, and accepted as a means of positively influencing student learning?

For further information contact:

mmoe@doe.k12.ga.us

Melinda Moe, Program Manager, TLSD – TKES and LKES Implementation

ktisdel@doe.k12.ga.us

Keisla Tisdel, Program Manager, TLSD - Evaluation, Data, & Documentation

swheeler@doe.k12.ga.us
Shauntice Wheeler, Program Manager, Title II Part A,
State Activities and Professional Learning

Session Feedback

Thank you for attending our session. Please take a moment to provide your feedback.

https://tinyurl.com/2020ILC

Share your conference highlights now!

@GaDOESDE

www.gadoe.org

@georgiadeptofed

youtube.com/c/GeorgiaDepartmentofEducation

Evaluation Systems Specialists
Division of Teacher and Leader
Support and Development

Alan Barge abarge@doe.k12.ga.us 404-580-5869

Diana Baird dbaird@doe.k12.ga.us 678-424-5673

Ginger Starling gstarling@doe.k12.ga.us 706-326-8594

GaDOE
Georgia Department of Education

EDUCATING GEORGIA'S FUTURE