

# *Visible Leaders Impact Learning*

SURN 2017-2018  
Principal Academy  
Central Office Leaders Workshop



William & Mary School of Education  
February 27, 2018

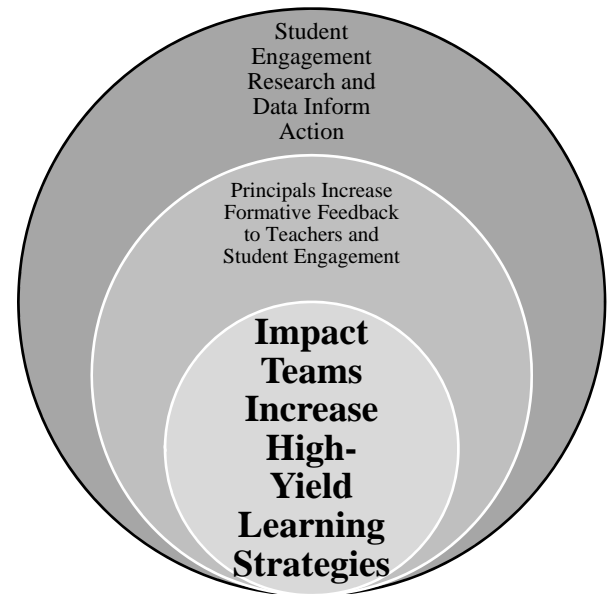
## Mission

---

The SURN Principal Academy is a leadership development program that increases principals' instructional knowledge and develops mentor principals to sustain the program. The SURN Principal Academy is designed to connect and empower principals to improve their instructional leadership and relationship-building skills. Such

professional development results in high-yield teaching and student learning by:

- Developing knowledge of effective teaching and learning strategies;
- Increasing formative feedback that supports teacher reflection;
- Nurturing distributive leadership in professional learning communities;
- Providing multiyear cohort support for participating principals;
- Recruiting a cadre of expert, veteran principals to mentor early-career principals; and
- Disseminating project findings through digital/electronic media and division, regional and state conferences



## Academy Activities

---

- Campus-based professional development sessions;
- School-based intersession activities designed to help principals take away strategies and materials for application in their schools;
- Networking;
- Support of a principal mentor;
- Job-alike meetings in schools to participate in collaborative classroom observations;
- Follow-up visits by an impact coach; and
- Design and presentation of an action research project to determine how current classroom practice aligns with high-yield teaching and learning.

*“We should not make the mistake, however, of thinking that because students look engaged and appear to be putting forth effort they are necessarily achieving, this is one of the myths that is held in too many classrooms—busy work in classrooms does not make a difference.”*

*“The greatest value for me was being introduced to research literature, networking with principals at my level, and using the observation form to collect data and improve instruction.”* (Principal Participant)



*Did you display your parking pass?*

## **Agenda**

- 9:00 **Welcome**  
Learning Intentions
- 9:15 **Collaborative Observation Debrief**  
Thoughts, Reflections, Observations on the Role of Central Office in Support of Principals
- 10:00 **Break**
- 10:10 **Effective Teacher Pedagogy**  
Sharing an Observation Protocol  
Observing Instruction  
Debriefing an Observation
- 11:10 **Post Observation Conferencing**
- 11:40 **Stop, Continue, Start**  
Visual Template
- 12:00 – 12:45 **Lunch**
- 12:45 **Feedback and Coaching**  
The Role of Central Office  
Feedback to Principals  
Collaboration
- 1:45 **Break**
- 1:55 **Principal Support Framework**
- 2:45 **Tangible Take Away**  
Vision for Principal Support  
Closure

*Please return your nametag on your way out of the workshop.*

## Learning Intentions

**By the end of the session(s), participants will . . .**

- Develop a vision of what it means to support principals.
- Understand SURN Principal Academy program components and expectations as goals for impacting teaching and learning.
- Examine the alignment of Profile of a VA Graduate’s leadership demands to competencies and skills developed in the SURN Principal Academy and role of central office support.
- Articulate how *Visible Learning* (Hattie, 2009, 2012) research can build the capacity of principals as instructional leaders.
- Understand the relationship between organizational culture, collective teacher efficacy, principal support, and collaboration as direct and visible impacts on learning.
- Increase knowledge of high-yield instructional strategies for student engagement and how to increase use across all classrooms.
- Increase understanding and application of a model of explicit instruction as a pedagogically strong and useful instructional design.
- Examine the role of feedback and coaching in their context and develop strategies for providing meaningful feedback.
- Consider your own work practices and reflect on how to develop a learning-focused partnership with principals.
- Assess and determine strengths and next steps in supporting principals as instructional leaders in their divisions.

## Success Criteria

Be prepared to reflect on your performance on our learning intentions. How would you rate yourself according to the following criteria?

Success Criteria: By the end of the workshop, you will:	1 I’m on my way!	2 I feel good!	3 I am ready to lead this!
1. Contribute to all reading, writing, and discussing tasks.			
2. Describe critical components of effective instructional leadership.			
3. Discuss Visible Learning research and implications for learning and leading.			
4. Define active student engagement, identify strategies that encourage engagement.			
5. Understand the relationship between organizational culture, collective teacher efficacy, principal support, and collaboration as direct and visible impacts on learning.			
6. Capture accurate observation evidence.			
7. Use a Principal Support Framework to assess and determine strengths and next steps in supporting principals as instructional leaders in my division.			
8. Draft a plan for transferring and applying demonstrated strategies.			





**What is your learning goal for today based on the learning intentions?**

# Collaborative Observation

## Reflection Capture Grid\*

Reread your notes and use this grid to organize your thoughts and reflections.

*What's going well in the school and classrooms you observed, what could be better, and what questions or ideas did the observation spark?*

 <b>Likes</b> <i>What did you feel good about?</i>	 <b>Wishes</b> <i>What would you like to change?</i>
 <i>What questions came up for you?</i> <b>Questions</b>	 <i>What new ideas did this experience spark?</i> <b>Ideas</b>

\*adapted from *School Retool*, licensed under Creative Commons Attribution 4.0

## Discussion Questions

1. What was inspiring about a collaborative observation?
2. What was the behavior of the principal? Identify similarities and differences across contexts.
3. Was there good quality conversation before, during, and after the observation?
4. What was challenging about completing a collaborative observation?
5. Are there common things that get in the way when we try to do this work?
6. What are other challenges to this work?
7. Did you find yourself wishing you knew more/wanting to know more over the course of the observation?
8. In your role, what could you do to support principals in the work they do?
9. Identify a way that your work/role is misinterpreted by principals and/or teachers. Given this collaborative observation, what can you do to address that misconception? Can we identify matches and mismatches between the work of central office and the work of principals?
10. What are some ways we as leaders can become more relevant to the building level leaders we seek to support? Where can we fit in? How can we fit in?

## Synthesis: Most Important Point (M.I.P.)

In your group, create a one sentence MIP for both a shared “Ah-ha!” of collaborative observations and an “Oh-no!” of collaborative observations. Write the “Ah-ha” on a green sentence strip and the “Oh-no” on a blue sentence strip. Be prepared to share and post.

## Visible Teaching

Examine the Crosswalk to Influences Identified by Hattie (2009) with Medium to High Effect Sizes	Effect Size	Read about it in <i>Visible Learning</i> (2009)
Teacher clarity	d = .75	pp. 125-126
Teacher-student relationships	d = .72	pp. 118-119
Vocabulary programs	d = .67	pp. 131-132
Teaching strategies	d = .60	pp. 200-203
Direct instruction	d = .59	pp. 204-205
Reading comprehension programs	d = .58	pp. 136-137
Mastery learning	d = .58	p. 170-171
Classroom cohesion	d = .53	p. 103
Classroom management	d = .52	p. 102
Small-group learning	d = .49	pp. 94-95
Questioning	d = .46	pp. 182-183
Teacher expectations	d = .43	pp. 121-122

### Direct Instruction (*d* = .59)

*The teacher decides the learning intentions and success criteria, makes them transparent to the students, demonstrates them by modeling, evaluates if they understand what they have been told by checking for understanding, and re-telling them what they have been told by tying it all together with closure.*

Hattie, J. (2010). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*, p. 49

### Teacher Clarity (*d* = .75)

*...defined as organization, explanation, examples and guided practice, and assessment of student learning.*

Hattie, J. (2010). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*, p. 126

### Rationale for Direct/Explicit Teaching

*The major message is simple—what teachers do matters. However, this has become a cliché that masks the fact that the greatest source of variance in our system relates to teachers—they can vary in major ways. The codicil is that what “some” teachers do matters—especially those who teach in a most deliberate and visible manner. When these professionals see learning occurring or not occurring, they intervene in calculated and meaningful ways to alter the direction of learning to attain various shared, specific, and challenging goals.*

Hattie, J. (2010). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*, p. 22

*...it is teachers using particular teaching methods, teachers with high expectations for all students, and teachers who have created positive student-teacher relationships that are more likely to have above average effects on student achievement.*

Hattie, J. (2010). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*, p. 126

## What Is Direct/Explicit Teaching?

**Direct/explicit teaching** involves directing student attention toward specific learning, occurs in a highly structured environment, and focuses on producing specific learning outcomes. Topics and contents are broken down into small parts and taught individually in a logical order. Direct/explicit teaching involves modeling skills and behaviors and modeling thinking. This involves the teacher thinking out loud when working through problems and demonstrating processes for students.

Direct/explicit instruction begins with setting the stage for learning, followed by a clear explanation of what to do (telling), followed by modeling of the process (showing), followed by multiple opportunities for practice (guiding) until independence is attained. Direct/explicit instruction moves systematically from extensive teacher input and little student responsibility initially to total student responsibility and minimal teacher involvement at the conclusion of the learning cycle.

### Components of Direct/Explicit Teaching

<b>Engage and Hook</b>	<ul style="list-style-type: none"> <li>• State learning intentions</li> <li>• Communicate success criteria</li> <li>• Access prior knowledge</li> <li>• Excite and invite learning</li> </ul>
<b>Explain and Model</b>	<ul style="list-style-type: none"> <li>• Explain and describe how to achieve learning intentions</li> <li>• Connect ideas within and across lessons</li> <li>• Model how to achieve learning intentions</li> </ul>
<b>Explore and Apply</b>	<ul style="list-style-type: none"> <li>• Engage students in applying what was explained and modeled</li> <li>• Provide guided practice</li> <li>• Release to independent practice</li> <li>• Monitor guided and independent practice</li> <li>• Conference and coach</li> <li>• Re-teach when necessary</li> </ul>
<b>Assess and Close</b>	<ul style="list-style-type: none"> <li>• Re-cap learning</li> <li>• Engage students in reflection and self-assessment</li> <li>• Engage students in goal-setting</li> <li>• Assess (collect assignments, exit tickets, graphic organizers, etc.)</li> <li>• Describe homework</li> </ul>

Gregory, V. H., & Rozzelle, J. (2010). *Terms of Engagement*. Williamsburg, VA: College of William and Mary.





## Effective Teacher Pedagogy Observation Protocol

Teacher Name \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_

Content \_\_\_\_\_ Date \_\_\_\_\_ Time In \_\_\_\_\_ Time Out \_\_\_\_\_ Observer Name \_\_\_\_\_

*Use this form to record elements of **Direct Instruction**, one of the highest impact strategies (Hattie, 2009). Place a check in the middle column if an item is observed. Indicators are not checked without evidence; not all items will be observed in a single observation. Write specific examples or non-examples in the far right column for feedback data and discussion with the teacher.*

OBSERVATION "LOOK-FORS"	Observed	SPECIFY EXAMPLES/NON-EXAMPLES
1. Clarifies and articulates specific, appropriately challenging learning objectives/learning intentions.	<input type="checkbox"/>	
2. Identifies and communicates challenging success criteria in checklists and rubrics.	<input type="checkbox"/>	
3. Assesses and builds upon students' existing knowledge and skills.	<input type="checkbox"/>	
4. Engages and hooks, builds commitment.	<input type="checkbox"/>	
5. Provides input, explains, and models.	<input type="checkbox"/>	
6. Guides practice: monitors, provides feedback, coaches and remediates as needed	<input type="checkbox"/>	
7. Provides closure and assesses lesson impact on students, engages students in reflection.	<input type="checkbox"/>	
8. Provides time for independent practice	<input type="checkbox"/>	
9. Develops vocabulary and connects concepts and ideas.	<input type="checkbox"/>	
10. Questions for high level thinking and deep learning, responds appropriately to students' queries, promotes student questioning.	<input type="checkbox"/>	

**Comments:**

## Let's observe a lesson:

**Notes:**

### **Follow up items:**

1. Discuss with your table team what you observed.
2. Spend a few moments and debrief the observation.
3. Where might you begin in terms of providing feedback to this teacher?
4. How might learning leaders use video in the feedback process?

## Conferencing Protocol\*

- Ask teacher to summarize his/her impressions of the time he/she was observed and share evidence to support those impressions.
- Analyze the observation evidence together (share data collected).
- Synthesize evidence and learnings, draw conclusions, set next steps.
- Reflect on the coaching process, propose refinements.

<b>CONFERENCE PLANNING TEMPLATE*</b>	
Teacher _____	Date _____
Grade/Class _____	Lesson _____
What did you observe? To what do you want to draw attention? What questions might you pose? What instructional coaching might you provide?	
Effective Practices Observed (Use Data):	Area of Growth (Use Data):
Outcomes for conference:	
Circumstances to consider:	
Questions to pose/instructional coaching to provide:	

\*New Teacher Center at the University of California, Santa Cruz

## SUPPORTIVE LANGUAGE FOR PROVIDING FEEDBACK\*

TOPIC	STEMS
<b>Mediational Questions</b>	<ul style="list-style-type: none"> <li>• What is the impact of...on students?</li> <li>• What criteria do you use to...?</li> <li>• How do you decide...? (come to a conclusion)</li> <li>• What happens when you...?</li> <li>• What do you think would happen if...?</li> <li>• What would it look like if...?</li> <li>• What might you see happening in you classroom if...?</li> <li>• How is...different from (like)...?</li> <li>• What's another way you might...?</li> </ul>
<b>Paraphrasing</b>	<ul style="list-style-type: none"> <li>• So...</li> <li>• Let me make sure I understand...</li> <li>• In other words...it sounds like...</li> <li>• What I'm hearing then...</li> <li>• From what I hear you say...</li> <li>• I'm hearing many things...</li> </ul>
<b>Clarifying</b>	<ul style="list-style-type: none"> <li>• Could you tell me more about?</li> <li>• Tell me what you mean by...</li> <li>• Let me see if I understand...</li> <li>• I'd be interested in hearing more about...</li> <li>• It'd help me understand if you'd give me an example of...</li> <li>• Tell me how that idea is like (different from)...</li> <li>• To what extent...?</li> </ul>
<b>Interpretation</b>	<ul style="list-style-type: none"> <li>• What you are describing could mean...</li> <li>• Could it be that what you're saying is...</li> <li>• Is it possible that...</li> </ul>
<b>Instructional</b>	<ul style="list-style-type: none"> <li>• Would you like more information; to review some options; some resources...</li> <li>• A couple of things to keep in mind are...</li> <li>• Research seems to indicate...</li> <li>• Sometimes it is helpful if...</li> </ul>
<b>Summarizing</b>	<ul style="list-style-type: none"> <li>• You have stated that your goal is...</li> <li>• Let's review the key points in our discussion...</li> <li>• Tell me you next steps...</li> <li>• So this is your homework...</li> </ul>
<b>Other Considerations</b>	<ul style="list-style-type: none"> <li>• Use an approachable voice</li> <li>• Communicate acceptance, empathy</li> <li>• Use open-ended questions</li> <li>• Use plural forms (goals, possibilities)</li> <li>• Use present tense (How do you...? instead of What did you...? OR How did you...?)</li> <li>• Reflect positive presuppositions               <ul style="list-style-type: none"> <li>✓ Presumes prior and ongoing thought</li> <li>✓ Nobility of purpose</li> <li>✓ Positive intentionality)</li> </ul> </li> <li>• Incorporate inquiries framed with tentativeness               <ul style="list-style-type: none"> <li>✓ <i>I'm curious about...</i></li> <li>✓ <i>Would you tell me more about..?</i></li> <li>✓ <i>I'm not sure I understand...</i></li> </ul> </li> </ul>

\*New Teacher Center at the University of California, Santa Cruz

## Conferencing Using ORID (Objective, Reflective, Interpretive, & Decisional) Questions\*

<p><b>Objective Questions</b> <i>(They are easy to answer. They get the <u>facts and information</u>. Their purpose is to relieve stress and invite active participation.)</i></p> <p><b>What?</b></p> <ul style="list-style-type: none"> <li>• What do you remember most vividly about _____?</li> <li>• What were the key points you noted about _____?</li> <li>• What did the _____ actually do during _____?</li> <li>• What did you/they accomplish?</li> <li>• What did you observe during the _____?</li> <li>• Which individuals did _____? What were the behaviors you observed?</li> <li>• Which actions or activities were addressed?</li> <li>• What body language did you notice in the participants?</li> <li>• How many different resources did you use in _____?</li> <li>• What are some innovation/trends that you noted?</li> <li>• Are there artifacts that I should examine?</li> <li>• What facts do we know about this situation?</li> </ul>	<p><b>Reflective Questions</b> <i>(They elicit emotional response and personal reactions. They invite a <u>deepened level</u> of participation: think, feel, believe, gauge.)</i></p> <p><b>What about “The What”?</b></p> <ul style="list-style-type: none"> <li>• How do you feel “it” went?</li> <li>• What was the most/least successful thing you noted?</li> <li>• What seemed to really work (or not work)?</li> <li>• What concerns you? Confuses you? Annoys you?</li> <li>• As you look at these artifacts, what concerns/pleases you?</li> <li>• As you reflect on the evidence on standards and criteria, what pleases/concerns you?</li> <li>• What one thing that you did made you feel most effective?</li> <li>• What was exciting, surprising, or frustrating about _____?</li> <li>• What part of the _____ was/will be hardest/easiest?</li> <li>• How did you feel as you were _____?</li> <li>• Where or when do you feel _____ had difficulty/will be difficult?</li> <li>• Which activities/actions do you think fostered high engagement?</li> </ul>
<p><b>Interpretive Questions</b> <i>(They invite sharing, and they build consciousness. They <u>generate options and possibilities</u>. Brainstorming and identification of possible solutions is the norm.)</i></p> <p><b>So What?</b></p> <ul style="list-style-type: none"> <li>• What did you learn about yourself through this experience?</li> <li>• What things could you have done/could you do to increase _____?</li> <li>• What things could you have done/could you do to extinguish the undesirable _____?</li> <li>• What are some examples of techniques or strategies that worked/could work for you in this _____?</li> <li>• What are things that you might have done/ could do in the beginning (or middle, or end) of this _____ that would have enhanced/could enhance the outcome?</li> <li>• What do these results mean to you in terms of future planning?</li> <li>• What other ways could you assess _____?</li> <li>• What insights have you gained about how you _____?</li> </ul>	<p><b>Decisional Questions</b> <i>(They develop opinions/options/solutions that <u>lead to future actions</u>. They clarify expectations for improvement or change.)</i></p> <p><b>Now What?</b></p> <ul style="list-style-type: none"> <li>• What things will you do differently?</li> <li>• What things will you do the same in the future?</li> <li>• Which of your skills will you further develop? And, what will you do to develop them?</li> <li>• What things will you do to increase _____?</li> <li>• What things will you do to ensure future success and/or prevent future failure?</li> <li>• What things will you do during _____ to sustain or extinguish _____?</li> <li>• What are your next steps? What actions/ideas has this triggered for you?</li> <li>• What supports will you need to continue to work on those areas of concern to you?</li> <li>• What goals have you set for yourself that are related to our conversation?</li> <li>• How can I support you in tangible ways?</li> </ul>

\*Adapted from coaching materials developed by School Administrators of Iowa

## Guidelines for Giving Feedback about Classroom Observations\*

### 1. Base your feedback on observable evidence.

Collect data during observations and share these with the teacher. Avoid sharing our perceptions, justifications or conclusions. By analyzing the data together—you help the teacher draw conclusions.

Opinion: *Students were unclear about what to do.*

Evidence: *When students were told to begin working, two left the classroom with passes; six walked around and chatted; five hands were raised; three approached the teacher with questions; ten got out papers and began working.*

### 2. Reinforce evidence of effective practices.

As much as possible, share specific evidence of success before sharing evidence of problems—as long as the evidence is sincere. By reinforcing effective practices, rather than giving advice, the teacher knows what skills she/he has that can be expanded or built upon.

Advice giving: *You should be more positive with the students.*

Positive reinforcement: *After you smiled and told J that his response was well thought out, he raised his hand enthusiastically to answer the rest of the questions posed. Your comments help create a positive learning environment in your class.*

### 3. Be specific rather than general.

Avoid labeling what was observed with general terms or educational jargon that may be interpreted differently. Rather describe what the student and the teacher were actually doing.

General: *You were teaching a phonics lesson.*

Specific: *Students were listing words they knew that began with the letter /b/.*

General: *Students were practicing grammar.*

Specific: *Students were identifying and circling nouns in a list of sentences.*

### 4. Describe rather than evaluate.

By avoiding evaluative language, positive or negative, the feedback will be more useful. If it's negative, it is less likely the teacher will react defensively. Avoiding evaluative language also encourages the teacher to evaluate her/his own effectiveness based on your observations.

Evaluative: *What a great lesson! Or Weak transition*

Descriptive: *You connected the theme of this book to students' personal lives during the transition then facilitated their small group discussions, helping them clarify their thinking with a probing question: 'How do you know...?'*

Descriptive: *10 minutes were provided for the transition. Most students answered the question in their journal in about 3 minutes. They spent the remainder of the time chatting or sitting.*

### 5. Note the impact of the teacher's behavior on the students.

Help the teacher see connections between his/her actions and the students' behavior or learning. This helps a teacher build an internal locus of control and their sense of efficacy. It also discourages blaming the students for what isn't working well.

Evaluative: *You need to develop a stronger presence.*

Descriptive: *When you stand at the front of the classroom and establish eye contact with the students, they focus on you as the teacher.*

### 6. Attend to the teacher's stated needs or area of focus.

Feedback can be more meaningful when the teacher has stated an area in which he/she wishes to improve. Build continuity by tying your observations to the teacher's goals, previous observations or other data. Assisting a teacher with his/her areas of focus helps reinforce reflective practices and builds trust.

*You've told me about your focus on establishing consistent routines. I observed that within two minutes of entering the classroom, students had checked the transition and were busy working quietly in their journals.*

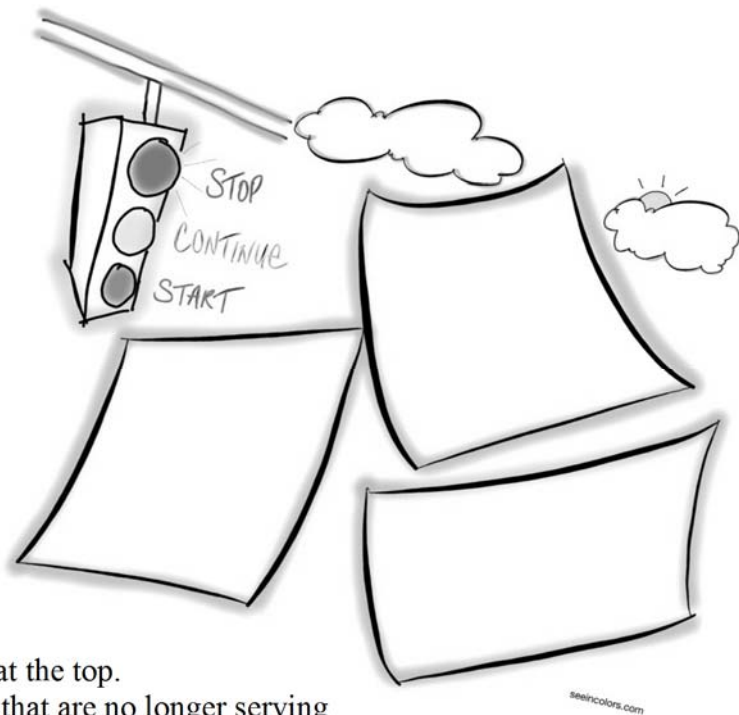
\*New Teacher Center @University of California, Santa Cruz

## Planning Strategically to Support Teachers

### *Stop, Continue, Start*

Create a visual template for taking stock of where you are and where you're going with your action research project and application and transfer of SURN Principal Academy principles and learnings. Focus in on three areas:

1. **Stop:** What are the things you need to STOP doing in order to meet your goals?
2. **Continue:** What activities have moved you closer to your goal? What will you continue to do to achieve your goal?
3. **Start:** What are the things you need to start doing to reach your goals?



### Let's get started!

- Pick one of the boxes and write the word STOP at the top. Now, list the activities that you have been doing that are no longer serving you. What are the things you need to STOP doing in order to meet your goals? Write them in the box.
- Pick another box and write the word CONTINUE at the top. Think about what has been working. What activities have moved you closer to your goal? What will you continue to do to achieve your goal? Write them in the box.
- In the last box, write the word START at the top. What are the things you need to start doing to reach your goals? Write them in the box.

Great work! Hang up your Stop, Continue, Start visual template where you can see it at work. Keep moving forward! Templates like this can be used with professional development as participants visualize and work through a process, goal or strategy. This activity is credited to Lisa Nelson (*Copyright © 2017 See In Colors*). Once again, SURN will be using her graphic recording services at the Leadership Conference this summer. For more ideas on sketchnotes and graphic representations, see her work and read the blog at [www.seeincolors.com](http://www.seeincolors.com).

**How might you use this activity with staff? With teams? At the beginning of the year? Mid-year?**

## Creating a Culture for Feedback

### Cultural Norms (Saphier & King, 1985)

- |                      |                                |                                  |
|----------------------|--------------------------------|----------------------------------|
| • Collegiality       | • Tangible support             | • Shared decisions               |
| • Experimentation    | • Seek the knowledge bases     | • Protection of what's important |
| • High expectations  | • Appreciation & recognition   | • Traditions                     |
| • Trust & confidence | • Caring, celebration, & humor | • Honest, open communication     |



## GROUP #1:

**Teachers give a lot of feedback, and not all of it is good. Here's how to ensure you're giving students powerful feedback they can use.**

Many years ago, I made a claim about the importance of giving students "dollops of feedback" (1999). This endorsement of giving great amounts of feedback was based on the finding that feedback is among the most powerful influences on how people learn.

The evidence comes from many sources. My synthesis of more than 900 meta-analyses (2009, 2012) shows that feedback has one of the highest effects on student learning. These meta-analyses focused on many different influences on learning—home, school, teacher, and curriculum—and were based on more than 50,000 individual studies, comprising more than 200 million students, from 4- to 20-year-olds, across all subjects. As an education researcher, I was seeking the underlying story about what separated those influences that had a greater effect on student learning from those that had a below-average effect. Feedback was a common denominator in many of the top influences. Moreover, Dylan Wiliam (2011) has argued that feedback can double the rate of learning, and an increasing number of scholars are researching this important notion (see Sutton, Hornsey, & Douglas, 2012).

I've come to regret my "dollops" claim because it ignores an important associated finding: The effects of feedback, although positive overall, are remarkably variable. There is as much ineffective as effective feedback. My work over the past years has concentrated on better understanding this variability and on clarifying what makes feedback effective—or not.

### Some Questions to Start With

When we ask teachers and students what feedback looks and sounds like, we need to consider three important questions. The first question is, *Where is the student going?* Feedback that answers this question describes what success would look like in the area in which the student is working and what it would look like when he or she masters the current objective. Such feedback also tells us what the student would need to improve to get from here to there. For example, in a science class, the answer to, *Where am I going?* might be to "understand that light and sound are types of energy that are detected by ears and eyes"; students know they're there when they can discuss how light and sound enable people to communicate.

The second question is, *How is the student going?* Feedback that answers this question tells where the student is on the voyage of learning. What are the student's gaps, strengths, and current achievement? During the unit on light and sound, the teacher might give pop quizzes and encourage student questions and class discussion to show both students and teacher how they're going.

The third question—*Where to next?*—is particularly important. When we ask teachers to describe feedback, they typically reply that it's about constructive comments, criticisms, corrections, content, and elaboration.

Students, however, value feedback that helps them know where they're supposed to go. The science teacher might point out,

"Now that you understand types of energy, you can start to see how each affects our listening skills." If this *Where to next* part is missing, students are likely to ignore, misinterpret, or fail to act on the feedback they hear. They need to know where to put their effort and attention. Of course, we want students to actively seek this feedback, but often a teacher's role is to provide resources, help, and direction when students don't know what to do. Simply put, students welcome feedback that is just in time, just for them, just for where they are in their learning process, and just what they need to move forward.

## **GROUP #2**

### **How to Make Feedback More Effective**

For feedback to be effective, teachers need to clarify the goal of the lesson or activity, ensure that students understand the feedback, and seek feedback from students about the effectiveness of their instruction.

#### **Clarify the Goal**

The aim of feedback is to reduce the gap between where students are and where they should be. The teacher, therefore, needs to know what students bring to each lesson at the start and to articulate what success looks like. The teacher might demonstrate success with a worked example, scoring rubrics, demonstrations of steps toward a successful product, or progress charts. With a clear goal in mind, students are more likely to actively seek and listen to feedback.

A good comparison is to video games. The game keeps tabs on the player's prior learning (past performance); sets a challenge sufficiently above this prior learning to encourage the user to work out how to achieve the challenge; and provides many forms of feedback (positive and negative) to help the learner get to the target. The learner typically finds this process attractive enough to continue moving through increasingly challenging levels of the game.

In the same manner, effective teaching requires having a clear understanding of what each student brings to the lesson (his or her prior understanding, strategies for engaging in the lesson, and expectations of success); setting appropriate challenges that exceed this prior knowledge; and providing much feedback to assist the learner in moving from the prior to the desired set of understandings.

#### **Ensure That Students Understand the Feedback**

Teachers and leaders often *give* a lot of feedback, but much of this feedback isn't *received*. For example, when a teacher gives feedback to the whole class, many students think it's not meant for them but for someone else. Or sometimes we ask students to react a day later to feedback that a teacher has provided on an assignment. Students typically miss the teacher messages, don't understand them, or can't recall the salient points.

When we monitor how much academic feedback students actually receive in a typical class, it's a small amount indeed. Students hear the social, management, and behavior feedback, but they hear little feedback about tasks and strategies. Teachers would be far more effective if they could confirm whether students received and understood the feedback. This may mean listening to students outline how they interpret teachers' written comments on their work and what they intend to do next.

## Seek Feedback from Students

When teachers enter their classrooms intending to seek and receive feedback from students about the effect of their teaching—both about their instruction, messages, and demands and about whether students need specific assistance, different strategies, or more or repetitions of particular information—the students are the major beneficiaries. These forms of feedback enable the teacher to adapt the flow of the lesson; to give needed directions or information to maximize students' chances of success; and to know whether it's necessary to reteach or offer different tasks, content, or strategies.

### GROUP #3

#### The Three Levels of Feedback

It's important to realize that feedback will look somewhat different at three separate levels:

##### Task Feedback

Feedback at this level describes how well the student performs a given task—such as distinguishing correct from incorrect answers, acquiring specific information, or building surface knowledge. The feedback clarifies what the student needs to do to improve his or her performance of that task. For example, let's suppose a teacher is teaching students how to narrate events in a story in chronological order. The feedback to one student might be as follows:

*Your learning goal was to structure your account in a way that the first action you described was the first thing you did. Then you were to write about the other things you did in the same order in which they happened.*

*You did write the first thing first—but after that it becomes muddled. You need to go through what you've written and number the order in which events happened and then rewrite them in that order.*

##### Process Feedback

Feedback at this level describes the processes underlying or related to tasks, such as strategies students might use to detect or learn from errors, cues for seeking information, or ways to establish relationships among ideas.

For example, a teacher might suggest the following to a reader who stumbles on an unfamiliar word:

*You're stuck on this word, and you've looked at me instead of trying to work it out. Can you see why you may have gotten it wrong? Perhaps you could sound out the word, look it up on your tablet, or infer its meaning from the other words in the paragraph.*

Alternatively, a teacher might guide a student who is having difficulty relating ideas in a text by saying, "I've asked you to compare these ideas—for example, you could start out by listing ways they're similar or different. This would give you information about how they relate to one another."

## **Self-Regulation Feedback**

This level of feedback describes how learners can monitor, direct, and regulate their own actions as they work toward the learning goal. Feedback at this level fosters the willingness and capability to seek and effectively deal with feedback, to self-assess and self-correct, to attribute success to effort more than to ability, and to develop effective help-seeking skills.

For example, when giving feedback to a proficient reader who is stumped by a vocabulary word, the teacher might say,

*I'm impressed you went back to the beginning of the sentence when you became stuck on this word. But in this case, this strategy didn't help. What else could you do? When you decide on what the word means, tell me how and why you know.*

A teacher might promote a student's help-seeking and error-detection skills by saying the following:

*You checked your answer with the resource book and found you got it wrong. Any idea why you got it wrong? What strategy did you use? Can you think of a different strategy to try? How will you know if your answer is correct?*

The power of feedback involves invoking the right level of feedback relative to whether the learner is a novice, somewhat proficient, or competent. Novices mostly need task feedback; those who are somewhat proficient mostly need process feedback; and competent students mostly need regulation or conceptual feedback. In addition to maximizing feedback at the appropriate level, teachers also need to be attentive to moving the student forward from mastery of content to mastery of strategies to mastery of conceptual understandings. For this to occur, teachers need to give students feedback that is *at and just above* their current level of learning.

## **GROUP #4**

### **Some Tips About What Works ...**

#### **Disconfirmation**

Students may come to class with incorrect or poorly developed understandings of the topic being taught, and such misconceptions can become a major barrier to learning. One of the more powerful forms of feedback is listening to these notions and providing disconfirming feedback. A teacher might say, "Let's assume what you said is correct for the moment" and then work through an implication of the error. Often such feedback is necessary to enable the student to go beyond simply attaining factual knowledge to developing a deeper conceptual understanding of the topic.

#### **Formative Assessment**

Because students often know how they'll do on a test, tests provide students with little feedback information. However, if teachers create and give assessments that aim to provide feedback about how they taught, what they taught, and whom they taught well or poorly, that information is powerful. At the same time, teaching

students how to receive such feedback can help the students see what they know (their strengths) and don't know (their gaps) and engage them more deeply in seeking feedback or additional learning.

### **Instruction First**

Feedback by itself rarely makes a difference because it doesn't occur in a vacuum. It needs to follow instruction. Teachers need to listen to the hum of student learning, welcoming quality student talk, structuring classroom discussions, inviting student questions, and openly discussing errors. If these reveal that students have misunderstood an important concept or failed to grasp the point of the lesson, sometimes the best approach is simply to reteach the material.

### **And Doesn't Work...**

#### **Praise**

The place of praise is an enigma in the feedback literature. Students welcome praise. Indeed, we all do. The problem is that when a teacher combines praise with other feedback information, the student typically only hears the praise. Evidence shows that praise can get in the way of students receiving feedback about the task and their performance. (Skipper & Douglas, 2011). When a student hears "Good girl! But you should have paid attention to underlining the nouns," she certainly hears the first part loud and clear—but this can be the end of the feedback message.

Some claim that praise encourages effort and diligence, but the evidence is not strong (Kamins & Dweck, 1999). The bottom line seems to be this: Give much praise, but do *not* mix it with other feedback because praise dilutes the power of that information.

#### **Peer Feedback**

Noted education researcher Graham Nuthall (2007) placed microphones on students during the school day and then listened to their talk. One of his most crucial findings was that most of the feedback that students receive about their classroom work is from other students—and that much of this feedback is incorrect!

There's some evidence of the value of providing students with a rubric of the lesson flow to help them give more appropriate feedback to their peers on an assignment (see Hattie, 2012, p. 133). Such a rubric would show potential pathways a student might take (both correct and incorrect) at the task, process, and self-regulation levels. Through a series of questions—such as, What went wrong and why? or How can the student evaluate the information provided?—the rubric would guide feedback so it's more likely to help the student improve his or her performance.

#### **Feedback for Life**

Right now in my own work, I'm examining the mind frames that seem to underpin successful teaching and learning—and the most crucial is "Know thy impact." Gathering and assessing feedback are really the only ways teachers can know the impact of their teaching.

Some cautions here. First, feedback thrives in conditions of error or not knowing—not in environments where we already know and understand. Thus, teachers need to welcome error and misunderstanding in their classrooms. This attitude, of course, invokes trust. Students learn most easily in an environment in

which they can get and use feedback about what they don't know without fearing negative reactions from their peers or their teacher.

Second, the simple act of giving feedback won't result in improved student learning—the feedback has to be effective. When teachers listen to their students' learning, they know what worked, what didn't, and what they need to change to foster student growth.

Using feedback isn't confined to a classroom. Consider its role in self-regulation and lifelong learning. We all stand to benefit from knowing when to seek feedback, how to seek it, and what to do with it when we get it.

## References

- Hattie, J. (1999). *Influences on student learning*. Inaugural professorial address, University of Auckland, New Zealand.
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Oxford, UK: Routledge.
- Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Oxford, UK: Routledge.
- Kamins, M. L., & Dweck, C. S. (1999). Person versus process praise and criticism: Implications for contingent self-worth and coping. *Developmental Psychology*, 35(3), 835–847.
- Nuthall, G. (2007). *The hidden lives of learners*. Wellington: New Zealand Council for Educational Research Press.
- Skipper, Y., & Douglas, K. (2011). Is no praise good praise? Effects of positive feedback on children's and university students' responses to subsequent failures. *British Journal of Educational Psychology*, 82(2), 327–339.
- Sutton, R., Hornsey, M. J., & Douglas, K. M. (Eds.). (2012). *Feedback: The communication of praise, criticism, and advice*. New York: Peter Lang.
- William, D. (2011). *Embedded formative assessment*. Bloomington, IN: Solution Tree.

John Hattie is professor of education and director of the Melbourne Education Research Institute at the University of Melbourne, Australia. He is the author of *Visible Learning for Teachers: Maximizing Impact on Learning* (Routledge, 2012).  
Copyright © 2012 by ASCD

**Golden Lines: *Know Thy Impact*, Hattie (2012)**

<b>Article Section</b>	<b>Golden Lines, Important Points, Connections</b>
<p><b>Group #1</b> Overview Some Questions to Start With</p>	
<p><b>Group #2</b> How to Make Feedback More Effective</p>	
<p><b>Group #3</b> The Three Levels of Feedback</p>	
<p><b>Group #4</b> Some Tips About What Works... And What Doesn't</p>	

## Feedback is Data

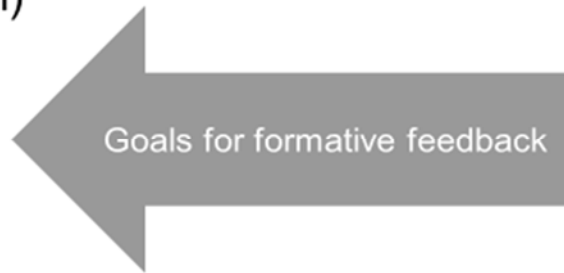
- Data collected during classroom observation that is used to help teachers identify and reflect upon discrepancies between their intended learning outcomes and actual observed outcomes.
- What data can observers collect to inform teachers about their impact on student learning?
- How are the data collected, and do teachers know what to do with the data?

---

### Collecting Data for Reflection

#### Evidence (supervision)

- Observable
- Objective
- Non-judgmental
- Specific
- Individualized
- Unambiguous



---

What's in your feedback toolbox when you observe?	What's missing from your toolbox? What needs improving or updating?



## **Difficult Conversations:** Identifying, Understanding, and Managing the Role of Conflict

*Hard conversations are about being true to oneself, doing what is right for students, and shaping an environment that supports learning (Abrams, 2016).*

### **Address the negative comment immediately:**

- ✓ Tell me more about what makes you say that
- ✓ I'm not willing to agree with that generalization
- ✓ Do you think that's true, generally? Do you have a specific student or example in mind?
- ✓ Some of the words you are using make me uncomfortable.
- ✓ I don't agree with what you just said. Could you please share more about what you mean?
- ✓ That seems unfair to me. Do you really feel that way?
- ✓ Could you explain it to me please?
- ✓ Tell me more about what makes you say that.
- ✓ I have a different opinion, but I'm willing to listen and share.
- ✓ Here's an example of how I feel differently. (Abrams, 2016)

### **Scripting Hard Conversations**

1. Opening statement showing positive intent
2. Frame the issue in professional language
3. Specific example that illustrates the behavior
4. Impact of behavior on others
5. Request for action
6. Invitation to dialogue

**Notes:**

## Problem Solve with Purpose: *Outcome Mapping*

**What is the problem?**

**What do you want to see instead?**

**What does it look/sound like?**

**Why might the person not be doing the behaviors?**

**What supports might you offer?**

**What supports do you need?**

(Garmston & Wellman, 1999)