

Feedback & Leadership

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WILLIAM & MARY

CHARTERED 1693

Who's here?

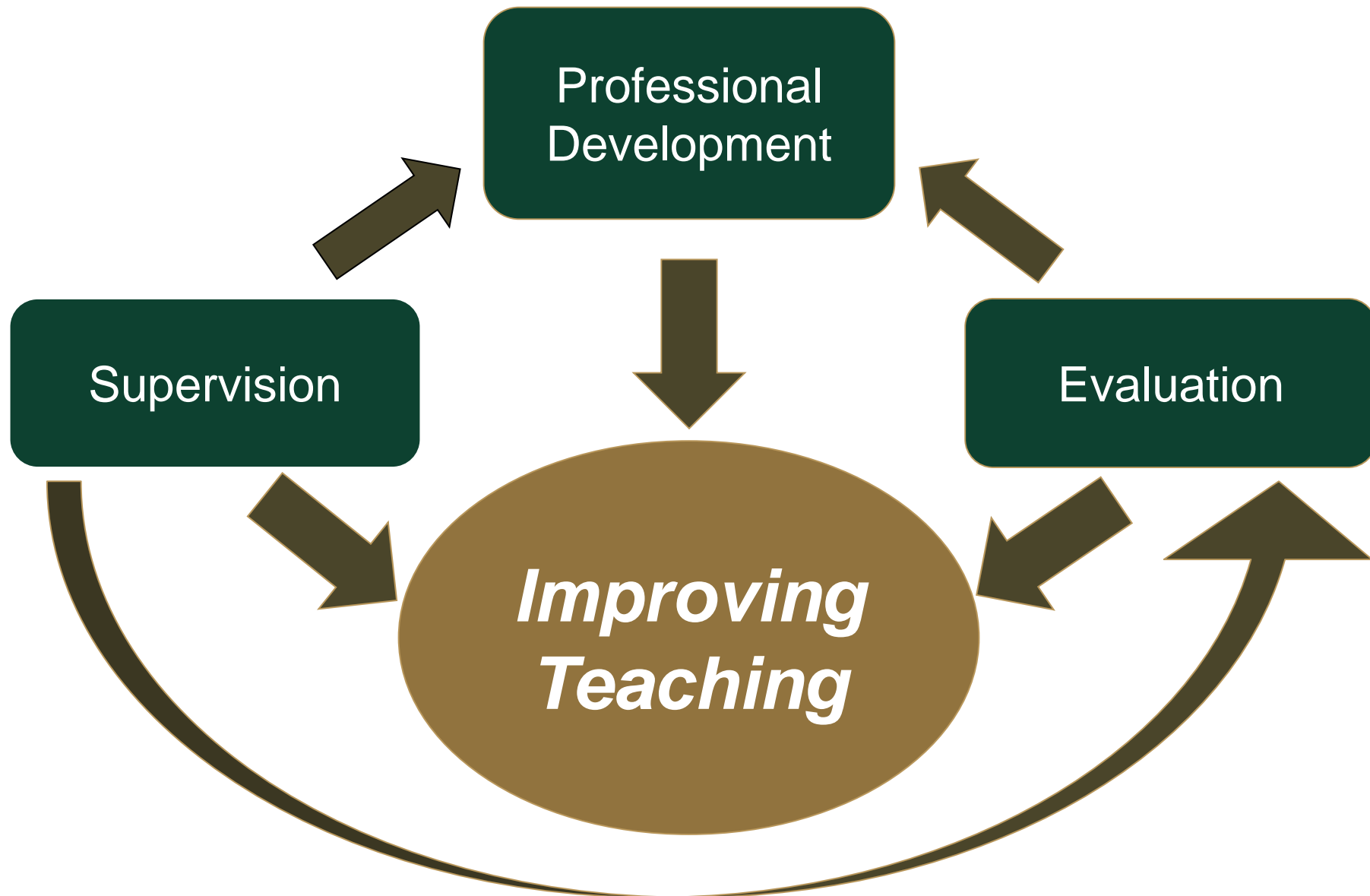
- Who are we?
- Who are you?
- Who's at your table?
 - Name, division, position
 - Why are you here?

Intended Learning Outcomes p.1

- Explain importance of providing formative feedback to teachers.
- Develop an understanding of the rationale for and the definition of learner-focused feedback
- Recognize that effective feedback requires new understanding of goals, roles, and process.
- Enhance professional learning and improve practice by applying feedback process to a classroom case study.

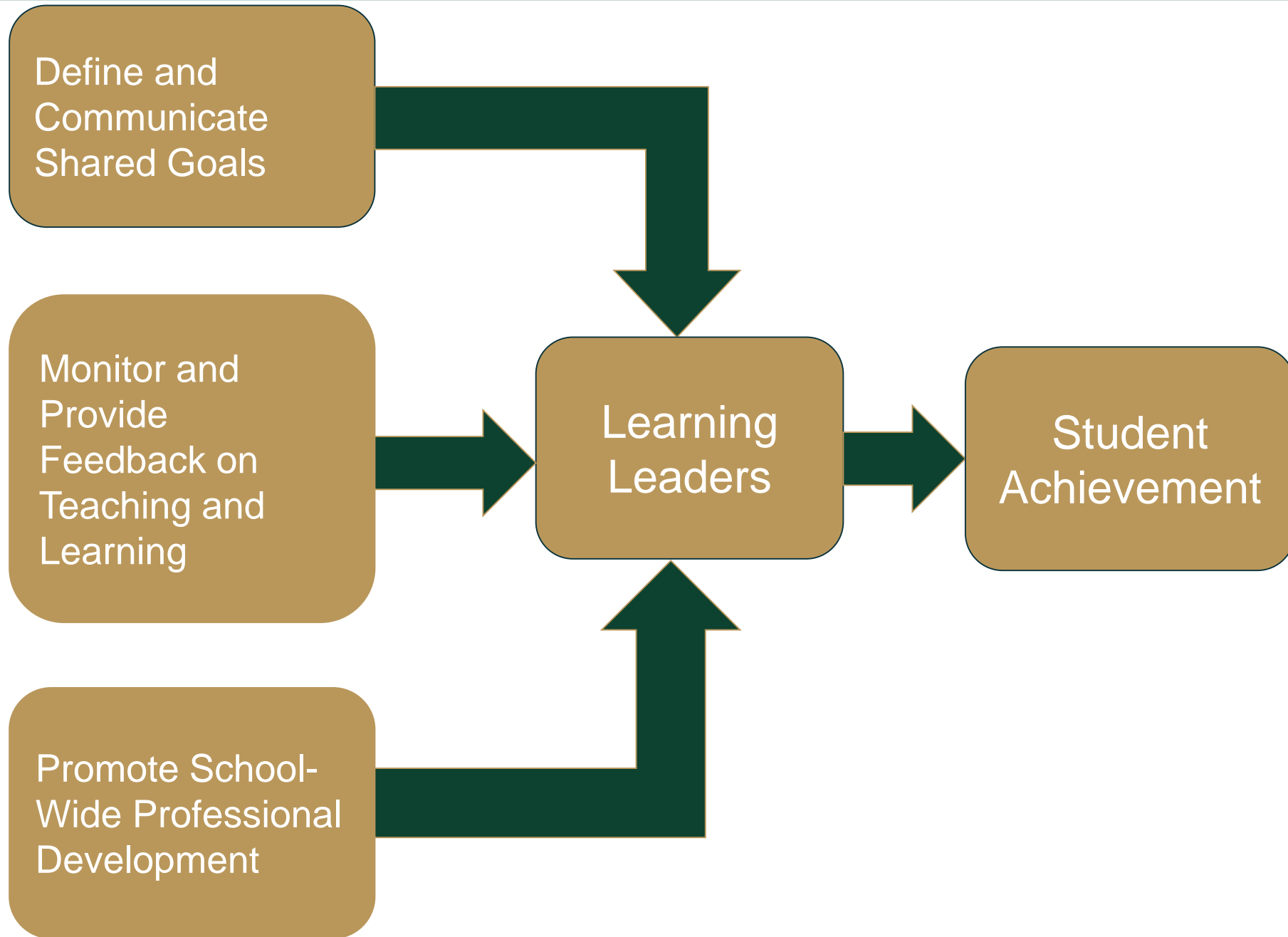
Learning Leadership

(DiPaola, 2014)

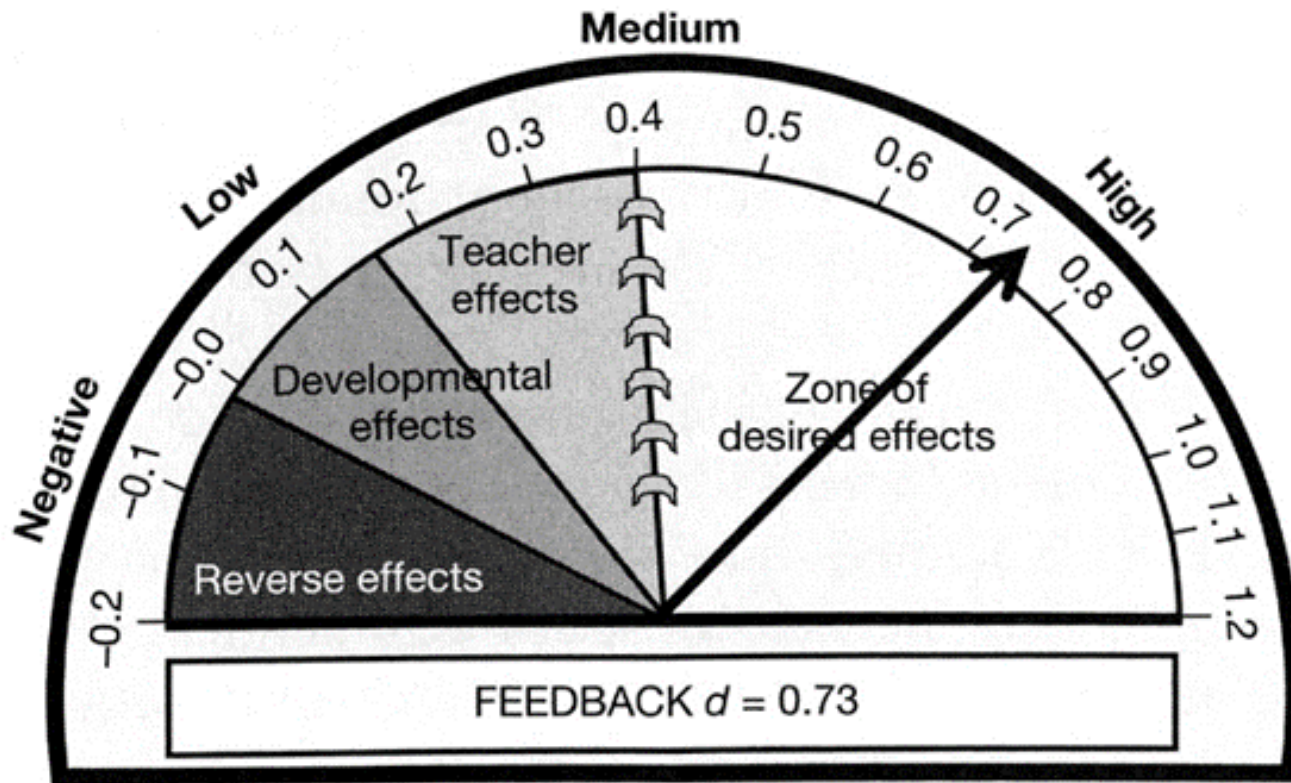


Learning Leadership

- Effective Learning Leaders:
 - Know effective instruction when they see it.
 - Know how to encourage it when it's absent.
 - Know how to set conditions for continuous learning among teachers.



The Power of Feedback p.3

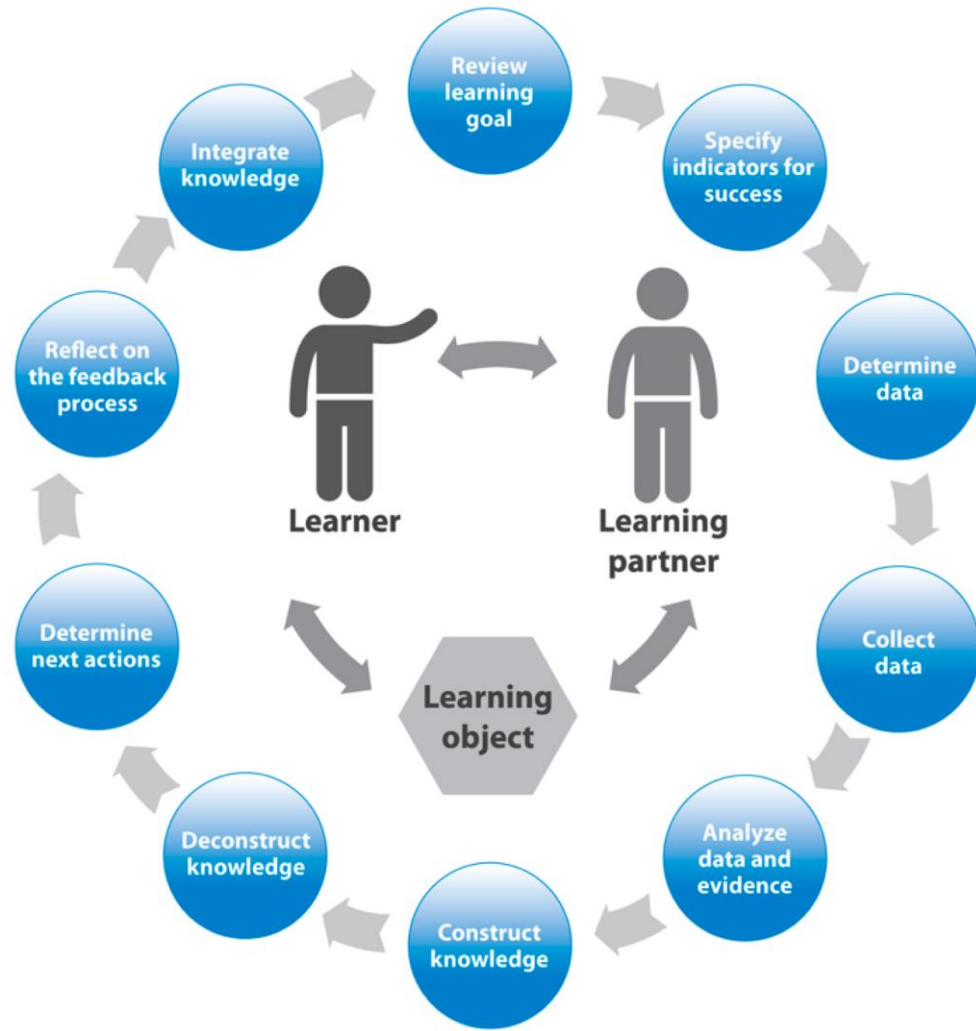


KEY	
Standard error	0.061 (Medium)
Rank	10th
Number of meta-analyses	23
Number of studies	1,287
Number of effects	2,050
Number of people (10)	67,931

Formative Feedback to Teachers

- Teachers **attending to** what happens to each student as a result of instruction.
- Is most **impactful** when teachers are provided specific **evidence** about student performance.
- Helps teachers determine the extent of their impact on the achievement of **specific learning intentions** for students.
- This **reflection** process enables teachers to decide necessary or **next steps** in their instruction.

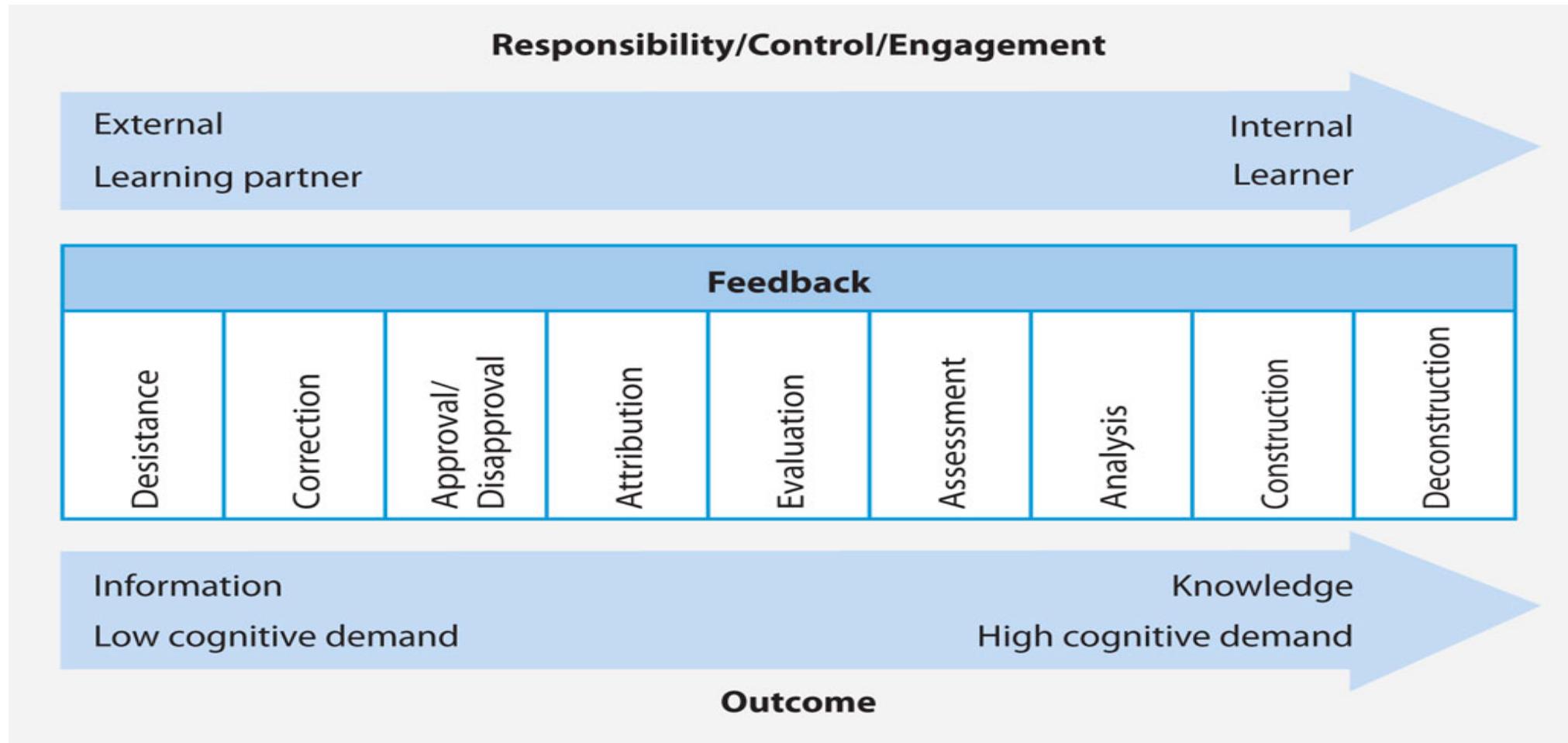
The Feedback Process, p.4



Characteristics of Feedback

- Feedback is a process, not a thing
- Learner carries the load (motivation)
- Learning partner facilitates, doesn't construct

Feedback Typology p. 5

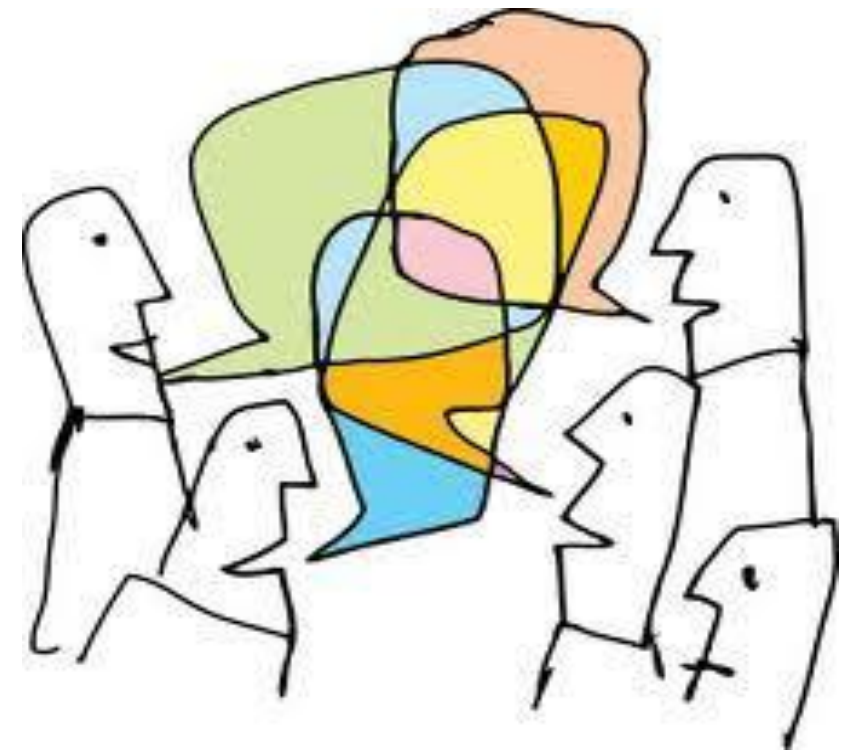


Killion, J. (2015). *The feedback process: Transforming feedback for professional learning*. Oxford, OH: Learning Forward, p. 47.

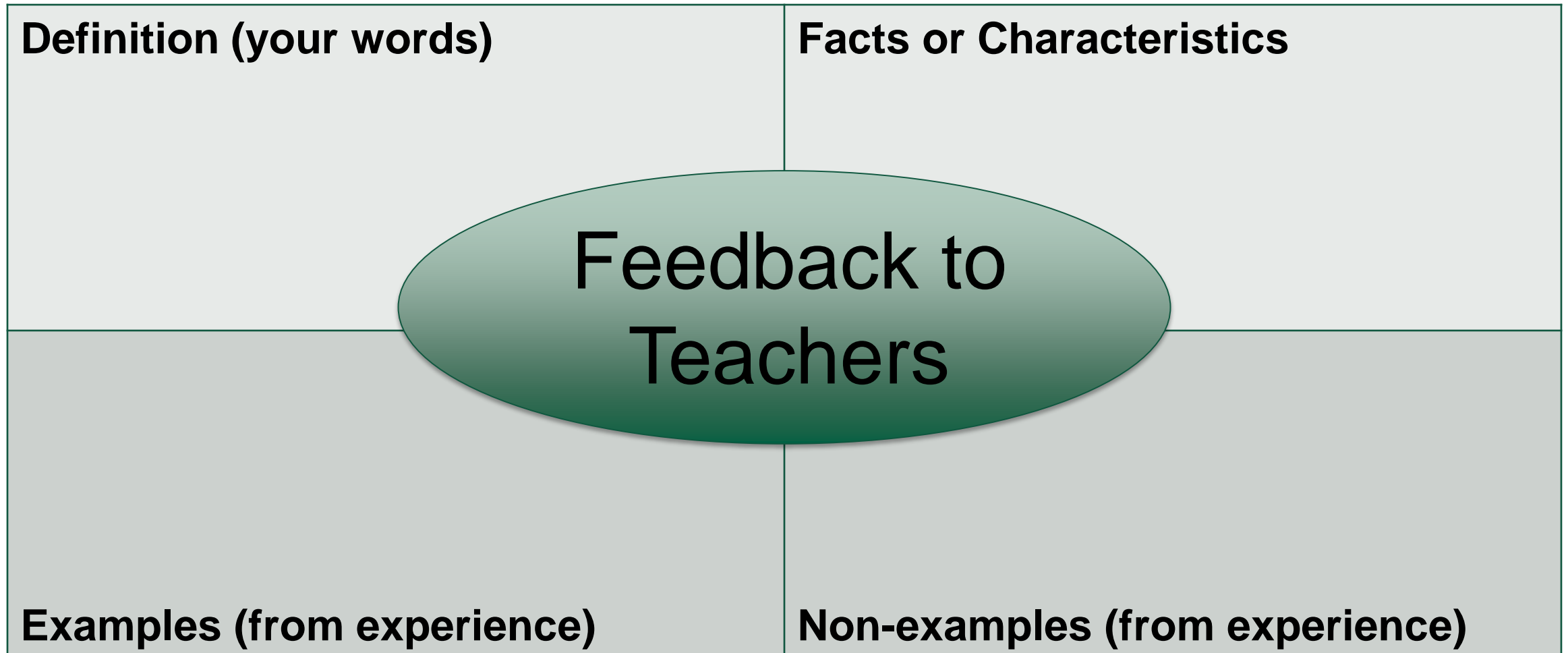


Effective vs Ineffective Feedback

- Think of a situation in which effective feedback helped you grow as a professional.
- Then think of another situation that wasn't as successful.
- What made the difference for you?



Frayer Model p. 7



What lesson does this video teach us about the value of observation?



Questions to Consider

- 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	Opinion
<ul style="list-style-type: none">• Observable• Objective• Non-judgmental• Specific• Unambiguous	<ul style="list-style-type: none">• Draws conclusions• Subjective• May include value judgments• Makes inferences

Collecting Data for Reflection p.8

Evidence (supervision)

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



Goals for formative feedback

Effective Feedback is NOT...



But should be...

- Tangible and transparent
- Actionable and accepted
- Specific and personalized
- Timely and goal-oriented



Goals, Roles, and Processes

- Is there a well-communicated process for feedback in your school/division?
 - Listen to these conversations ...
 - Starting the year
 - Pre-observation

What's in Your Feedback Toolbox when You Observe? p. 8

- Tools
 - Forms
 - Expectations and schedules
- Processes
 - Email
 - Face-to-face
- What's missing? Or, needs improving/updating?

Let's Observe p. 9

- Number off 1 & 2
 - 1s observe the students
 - 2s observe the teacher
- 8th grade mathematics

Post-observation

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

One Sentence Definition

- Write a one sentence definition of feedback on the sentence strip provided and post it before you leave for lunch.

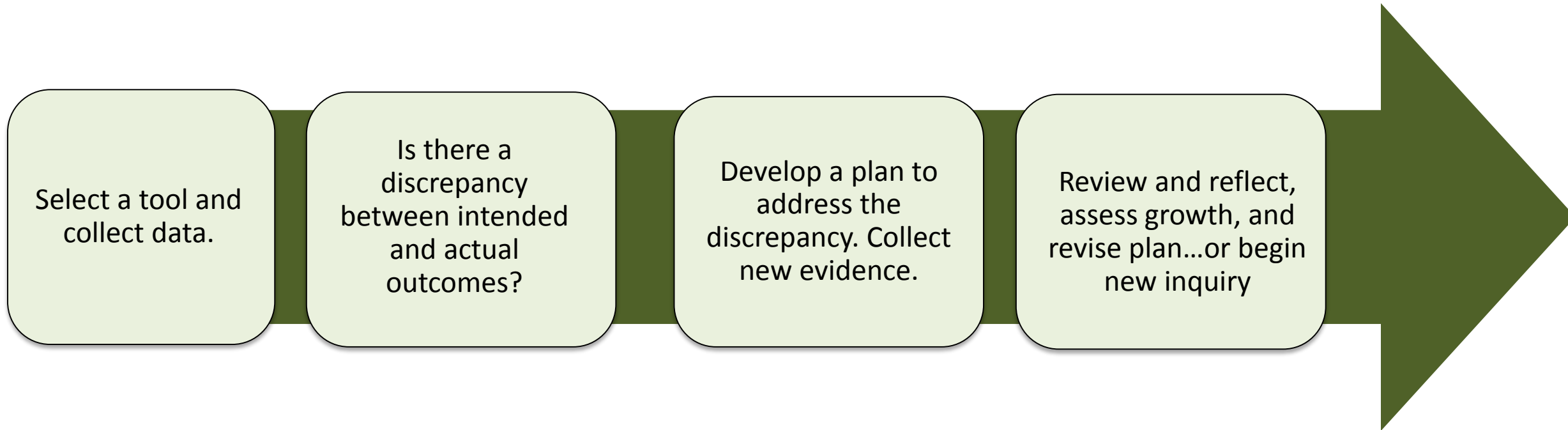


Partner Interview

- Grab the card clipped to your agenda
- Find a partner, preferably a “new” colleague



Reflective Feedback (Post observation Conference)



Conference Protocol p.12

Effective Practices Observed (Use Data):	Area of Growth (Use Data):
Desired outcomes for the conference:	
Circumstances to consider:	
Questions to pose/ Suggestions to make: ORID	

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

ORID* Questions p.14

In pairs

- Peruse the tool
 - Notice the categories
 - Select a question from each category for use with this teacher
 - Identify one way you can use this tool in your practice in your context to share at the table.
- Objective
 - Reflective
 - Interpretive
 - Decisional

*School Administrators of Iowa

Building a Culture of Feedback and Trust

RELATIONSHIPS MATTER

A decorative graphic on the right side of the slide. It features a vertical pole with a fleur-de-lis at the top. A banner is attached to the pole, displaying the year '1693' in a white serif font. The banner has a wavy, ribbon-like edge. The entire graphic is rendered in a light gray color.

1693

Cultural Norms

(Saphier & King, 1985)

1. Collegiality
2. Experimentation
3. High expectations
4. Trust & confidence
5. Tangible support
6. Reaching out to the knowledge bases
7. Appreciation & recognition
8. Caring, celebration, & humor
9. Involvement in decision making
10. Protection of what's important
11. Traditions
12. Honest, open communication

Strategies for Building a Culture of Feedback

(Drago-Severson & Blum-DeStefano, 2016)

1. Finding value in mistakes
2. Modeling vulnerability & openness
3. Attending to & caring for the interpersonal
4. Clarifying expectations
5. Sharing developmental ideas
6. Building an infrastructure for collaboration

Highlight, or:

! = agree, so true

? = not sure about this

△ = I'd change this

Read your section, annotate, & take a break – be back at 2:05 ready to go!

Front of Room

1

4

Go to Your Expert “Corner”

2

5

1 minute each to synthesize

3

6

Back of Room

Sharing with Your Table Team

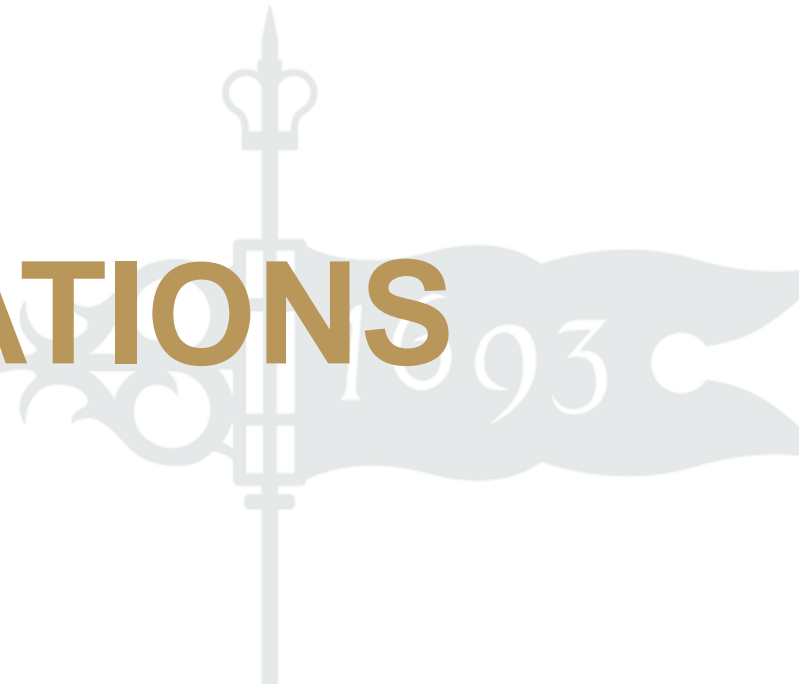
- Use a timekeeper.
- Take turns starting with #1 and share your section and connections (2 minutes each).
- Use the chapter or p. 15 to take notes while others are sharing.

Building a Culture of Feedback

- What feels most exciting to you about building a culture of feedback?
- Most challenging?
- What kinds of supports might you need to enhance the culture of feedback in your school or on your team?

When the feedback process takes a turn

DIFFICULT CONVERSATIONS



Sort Cards

- Use a different post it note for each example
- Write about difficult feedback conversations – be specific – what has a teacher actually said to you? Or done?
- Write as many as you can in the time allotted

Sort cards

- Sort at table into three categories
 - Add headings
 - Share out categories

When the Conversation Goes Awry:

Address it Now p. 16 (Abrams, 2016)

- 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?

Address it Now (Abrams, 2016)

- 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.

Outcome Mapping p. 17

(Garmston & Wellman, 1999)

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?

Hard Conversation Scripting

Template p.16 (Abrams, 2016)

- Opening statement showing positive intent
- Frame the issue in professional language
- Specific example that illustrates the behavior
- Impact of behavior on others
- Request for action
- Invitation to dialogue

Managing the schedule

TAMING TIME P 18



Scheduling Observations:

What gets measured gets done

1. **Share Responsibility:** Work with your leadership team to strategically divide up observation and feedback responsibilities allowing you to build relationships and a deeper understanding of each teacher's practice
2. **Prioritize Support:** Schedule observations based on need (i.e., new teachers, teachers that are up for tenure, tenured teachers, teachers with unsatisfactory performance/progress)
3. **Schedule Frequent Observations:** Plan ahead for frequent observations of all teachers
4. **Make Time for Feedback Conversations:** Schedule feedback conversations within 2 days of observations
5. **Plan Time for Follow Up:** Allow time in your schedule to assess the impact of the feedback you have delivered (e.g., follow up observations, reviewing lesson plans)
6. **Track and Monitor:** Establish systems to track and monitor which teachers have been observed, what feedback they have received, and whether the feedback has improved their practice

Scheduling, Observing, Feedback

p.19

- What's not working with your current practice?
- What incremental improvements have you made in the past?
- What one **BIG THING** can you do this year to improve your practice?

How do you feel?



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