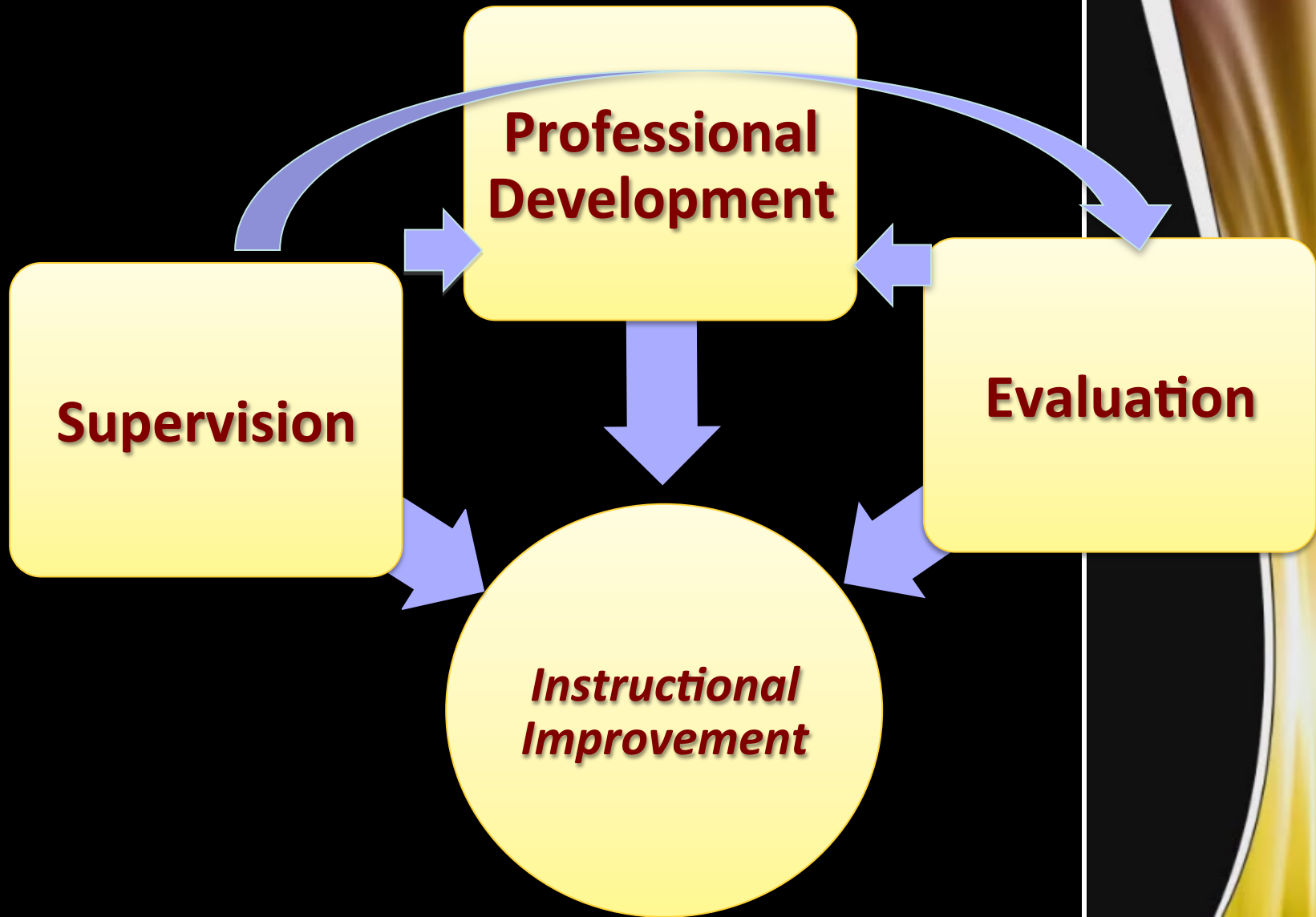


# ***PROVIDING EFFECTIVE FEEDBACK TO TEACHERS: A CRITICAL TASK OF INSTRUCTIONAL LEADERS***

Michael F DiPaola

The lower half of the slide features a large, abstract graphic. It consists of several overlapping, wavy bands of color. The top band is a dark, almost black, color. Below it is a bright, glowing golden-yellow band that transitions into a darker, brownish-gold band. The bottom-most band is a solid, dark brown color. The overall effect is one of dynamic movement and depth, with light reflecting off the curved surfaces of the waves.

# *Instructional Leadership*



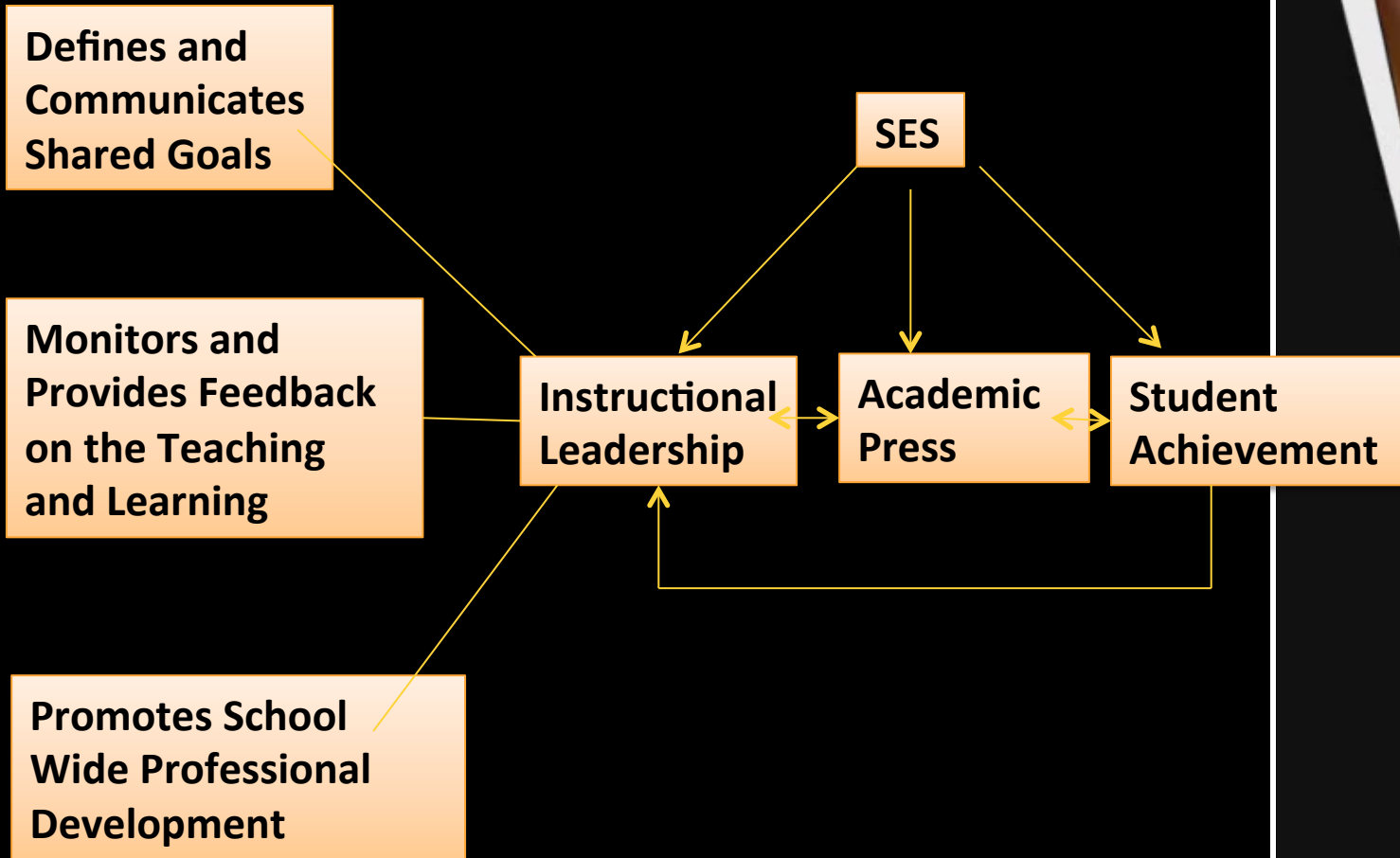
## *Effective Instructional Leaders:*

Know strong instruction when they see it.

Know how to encourage it when it is absent.

Know how to set the conditions for continuous academic learning among their teachers.

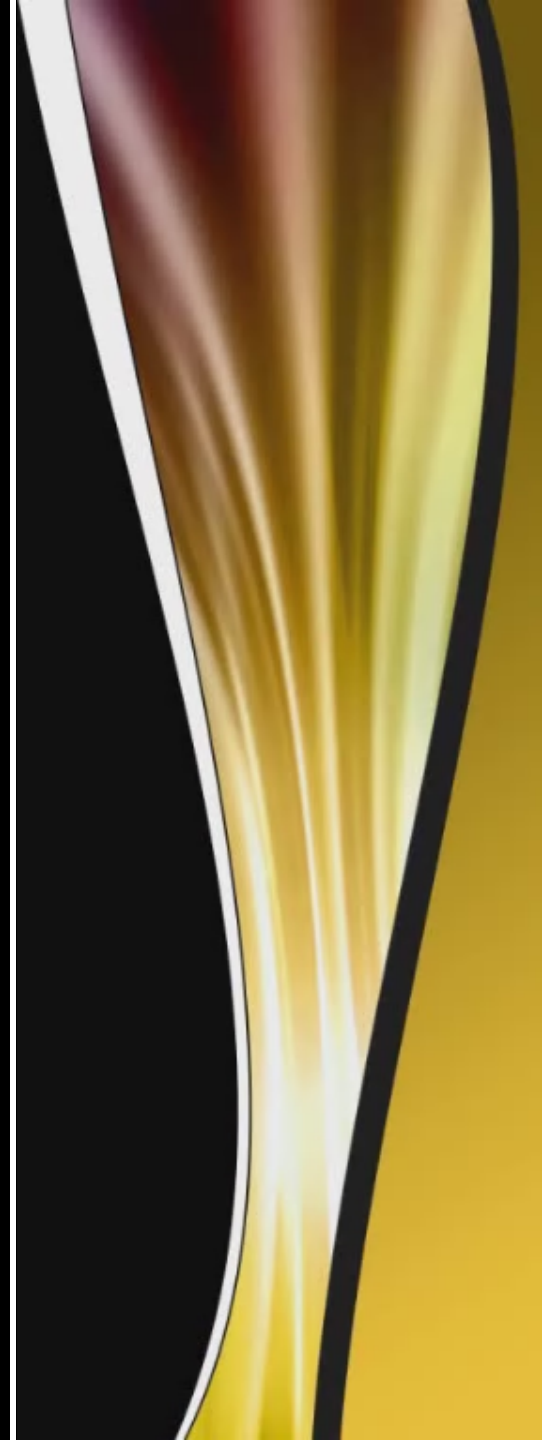
# *A Model of Instructional Leadership*



# *School Leadership*

## Instructional Leaders:

- Create learning climates free of disruptions.
- Institute a system of clear teaching objectives.
- Have high expectations for teacher and student performance.



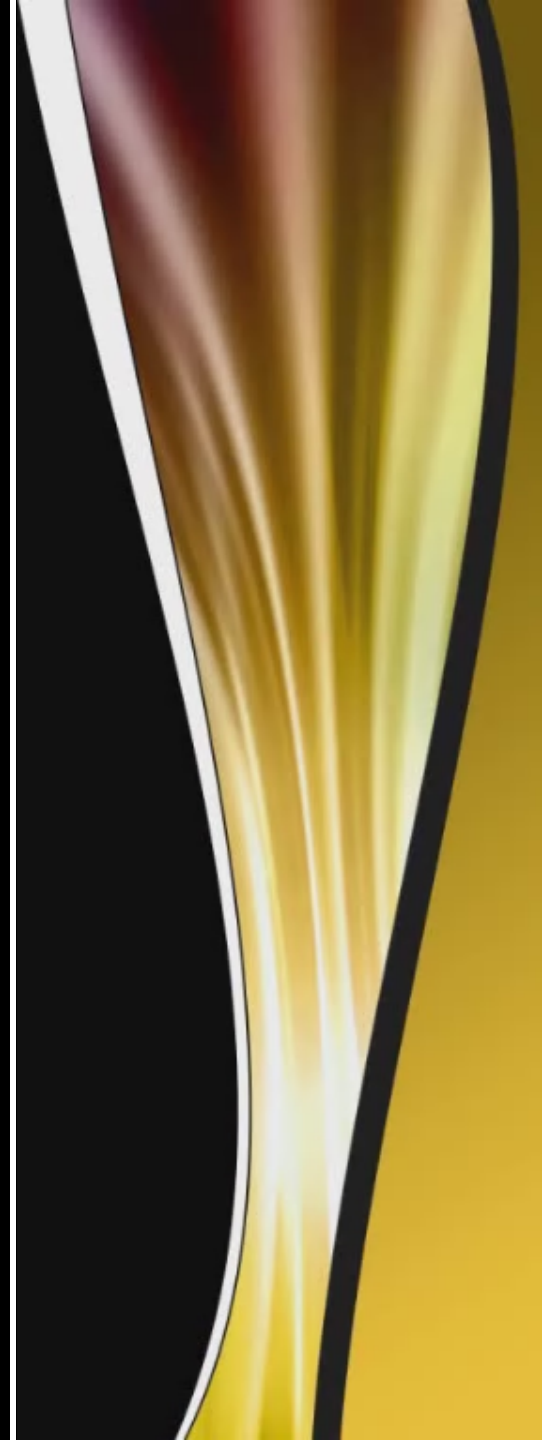
# *Impact of Leadership*

Instructional Leaders have greater effects on student outcomes than transformational leaders (Hattie, 2009, p. 83).

Instructional Leadership Effect Sizes:

Promoting and participating in teacher learning & development (d = 0.91)

Supporting and evaluating teachers through regular classroom visits and providing formative and summative feedback to teachers (d = 0.74).

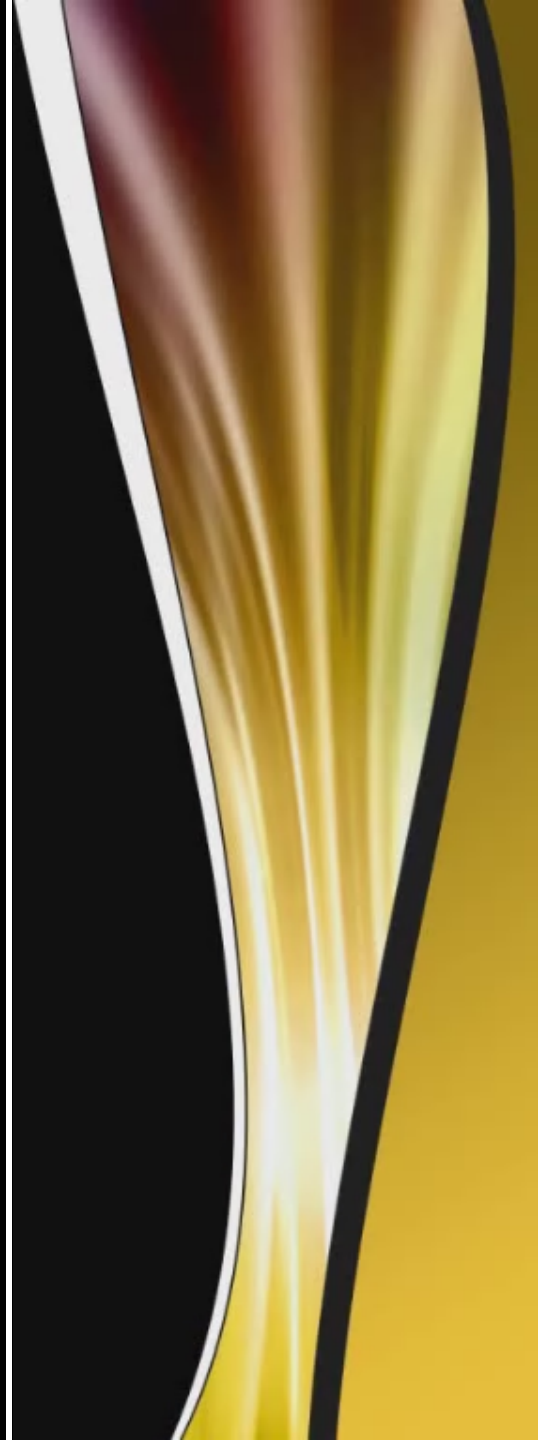


# ***Research-based Strategies with a Significant Impact on Student Learning***

## ***Formative Feedback to Teachers***

The power of feedback to teachers on what is happening in their classroom cannot be overestimated.

Feedback helps them ascertain "How am I doing?" in achieving the learning intentions they have set for their students, so that they can then decide "Where to next?" for the students.



# *Reflecting and Sharing*

Think of a situation when your principal/supervisor helped you grow as a classroom teacher...

Think of another situation that was not as successful...

What made the difference?





# *FEEDBACK to TEACHERS*

(FRAYER MODEL)

Definition

Characteristics

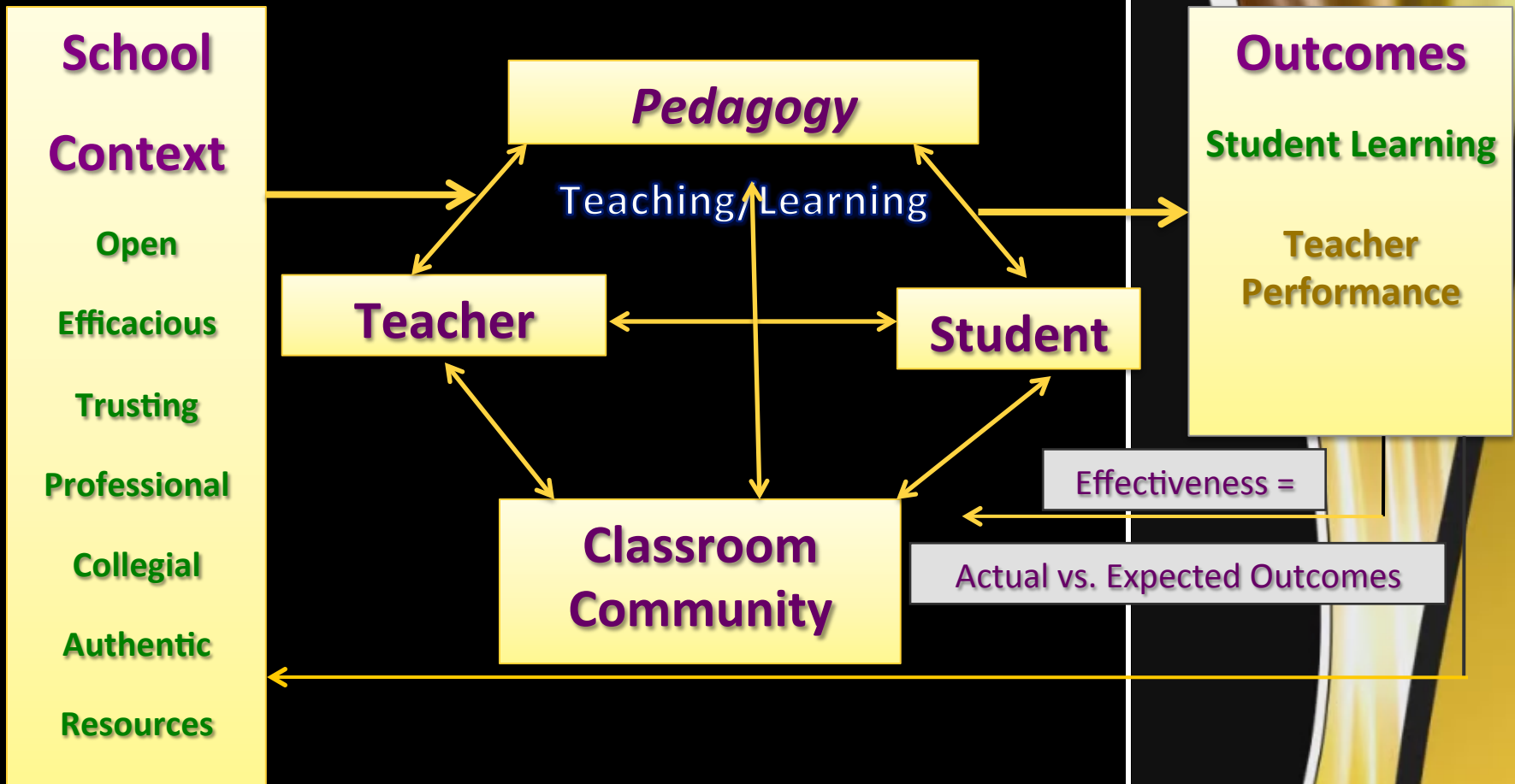
Examples

Non-Examples

TEACHER FEEDBACK

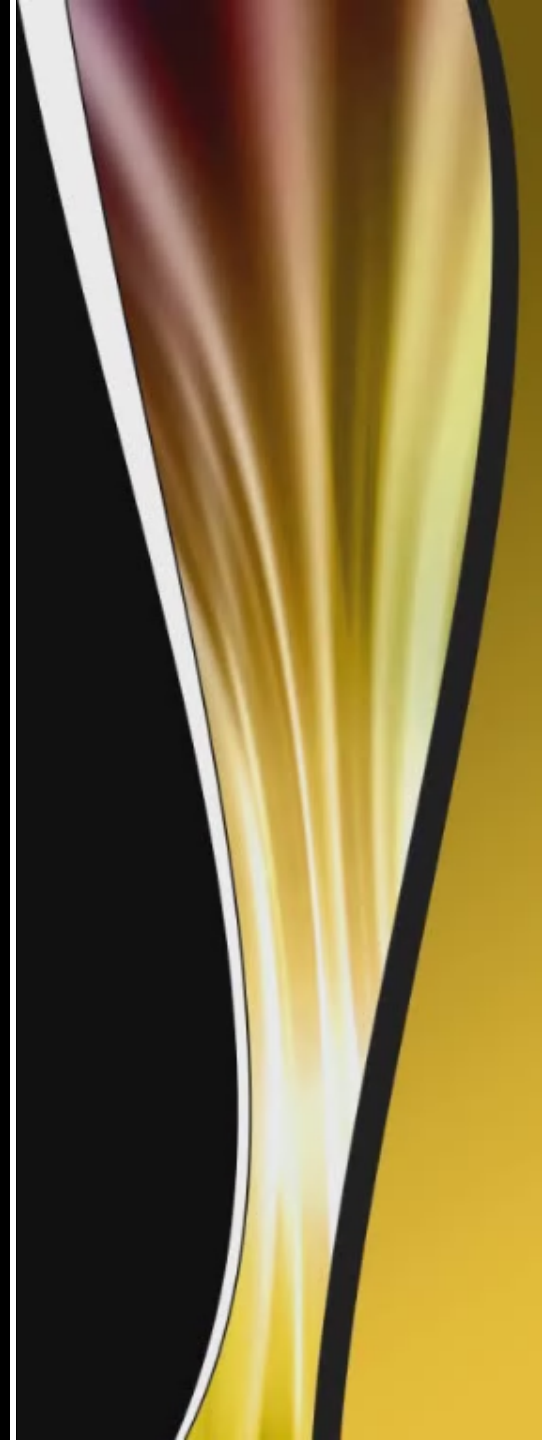


# Classroom Performance Model



# *The Classroom Performance Model is a Systems Model*

Feedback (data collected on teacher/student performance) is used to reflect and identify discrepancies between actual outcomes and intended outcomes



# *A Rationale for Focusing on Effective Feedback Adult Learners:*

Want to control their own learning.

Expect immediate utility.

Focus on issues that concern them.

Test their learning as they go.

Anticipate how they will use their learning.

Expect performance improvement.

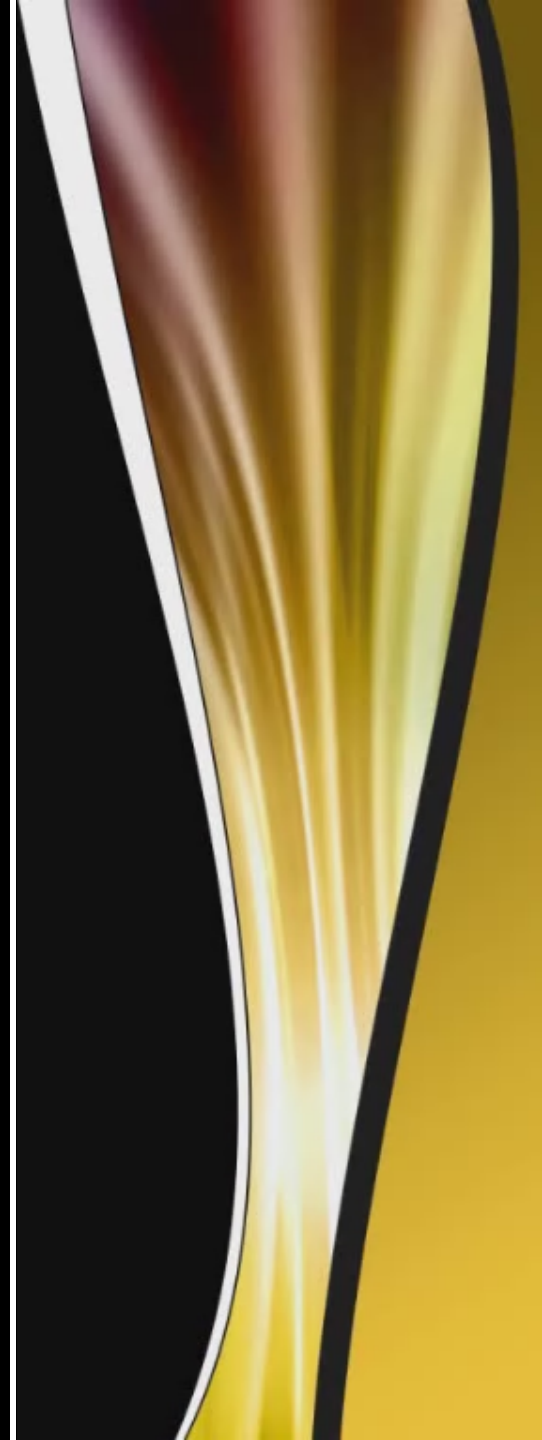
Maximize available resources.

Require a collaborative, respectful, mutual, and informal climate.

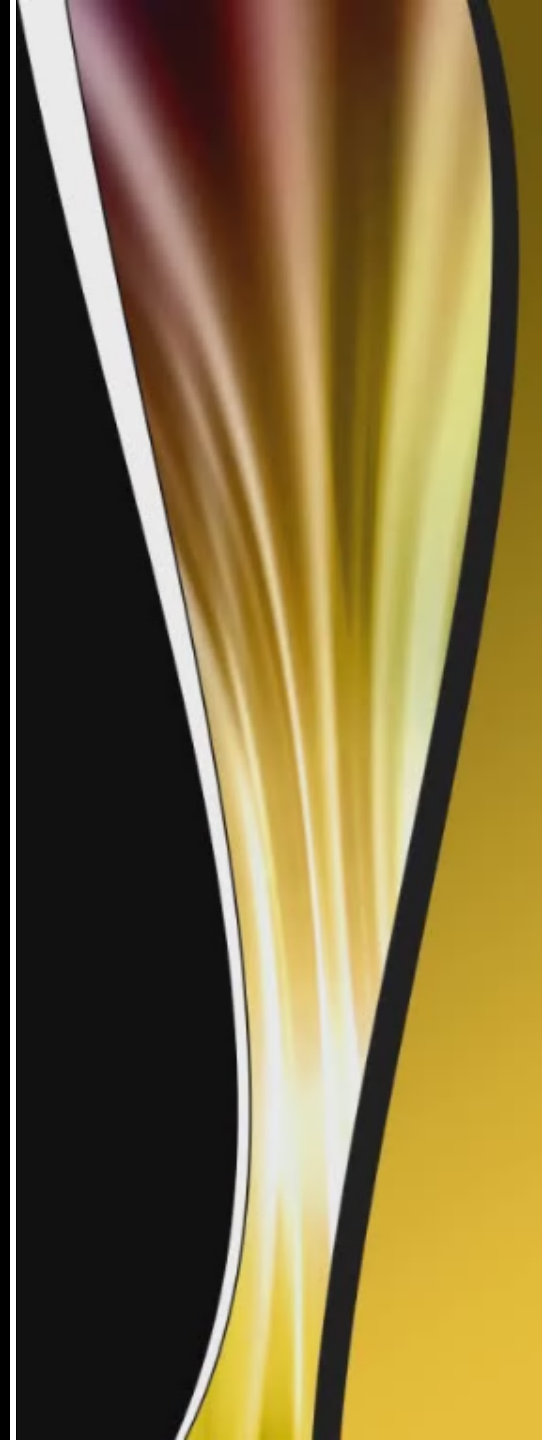
Rely on information that is appropriate and developmentally paced.

***Are classroom teachers receiving frequent feedback to help them reflect upon and improve their instruction?***

***What forms of feedback do they receive?***

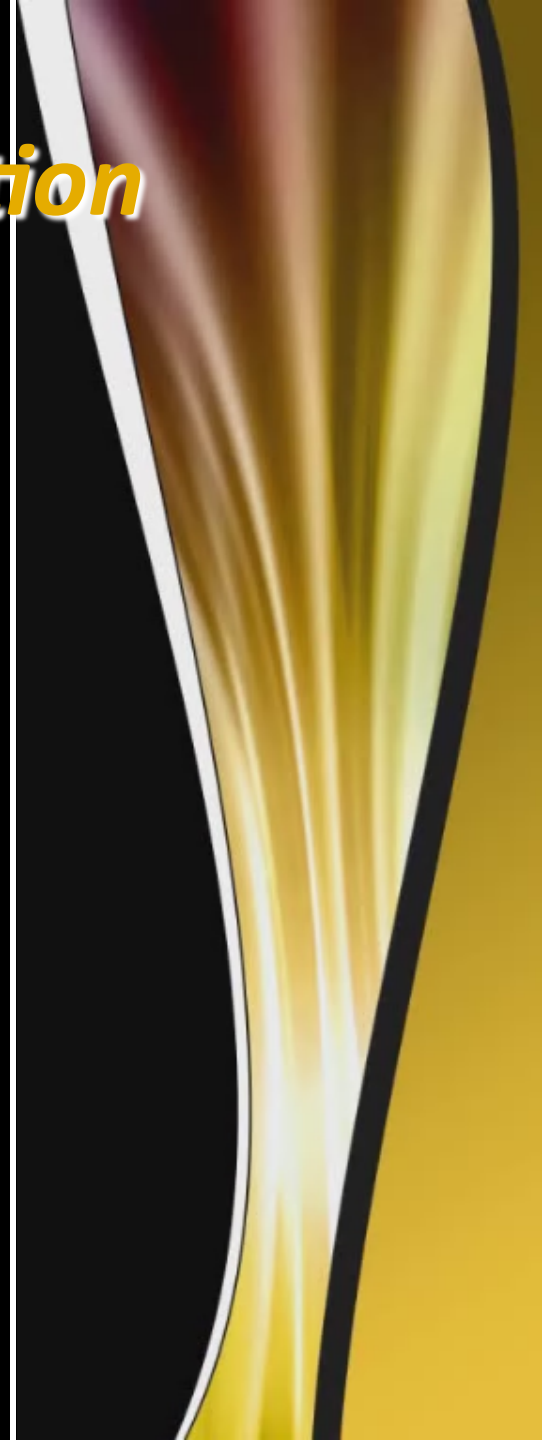


***What are the barriers that prevent teachers from receiving frequent feedback to help them reflect upon and improve their instruction?***



# ***Why Supervision & Evaluation Are NOT Effective***

- High-stakes evaluation tends to shut down adult learning
- Evaluation instruments get in the way
- Observations fail to provide specific feedback data
- Principals are too busy to complete the tasks well
- Evaluation almost never focuses on learning



# ***COLLECTING DATA SO TEACHERS CAN ANALYZE IT TO REFLECT***

## **Evidence**

*(supervision)*

Observable

Objective

Free of value  
judgment

Unambiguous

## **Opinion**

*(evaluation)*

Draws conclusions

Subjective

May include value  
judgment

Makes  
inferences



**Improved student performance depends on strengthening three legs of an Instructional tripod:**

**Content:**

What should we teach? Does each teacher have deep knowledge of the curriculum?

**Pedagogy:**

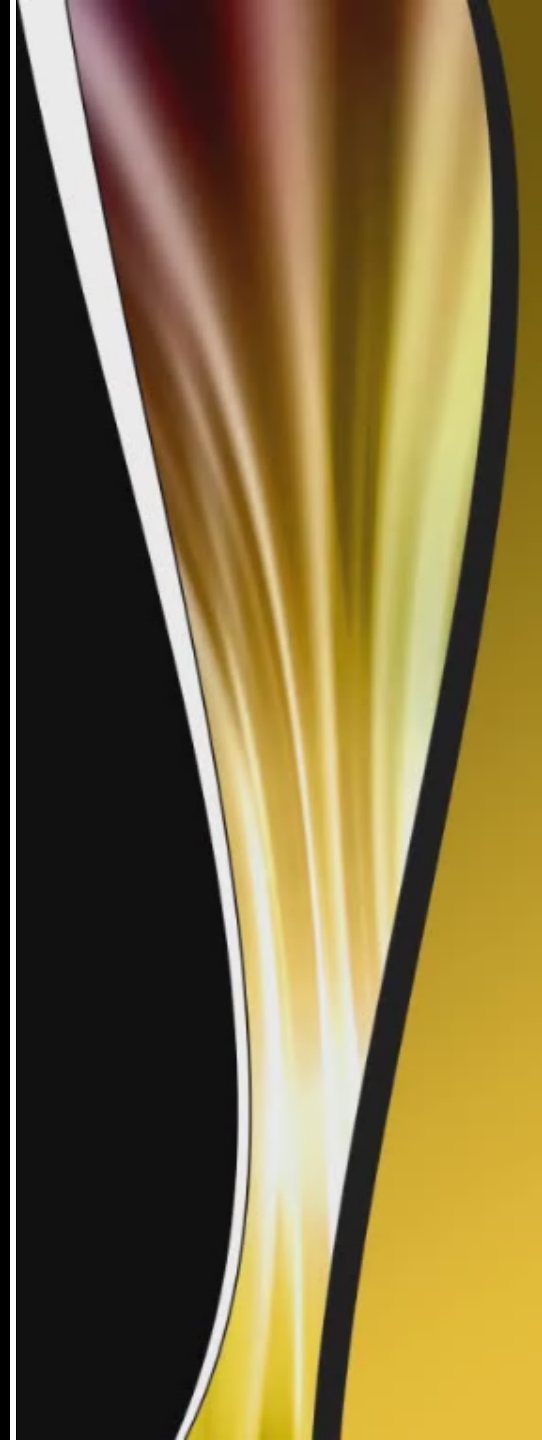
How should we teach? Does each teacher use research-based instructional techniques?

**Relationships:**

Are we a community? Do students and teachers care about, inspire, and motivate each other?

# ***Formative Assessment***

Timely feedback gathered and reviewed during the course of a learning experience that serves to '*inform*' both teachers AND observers and allows for the '*formation*' of new plans for learning.

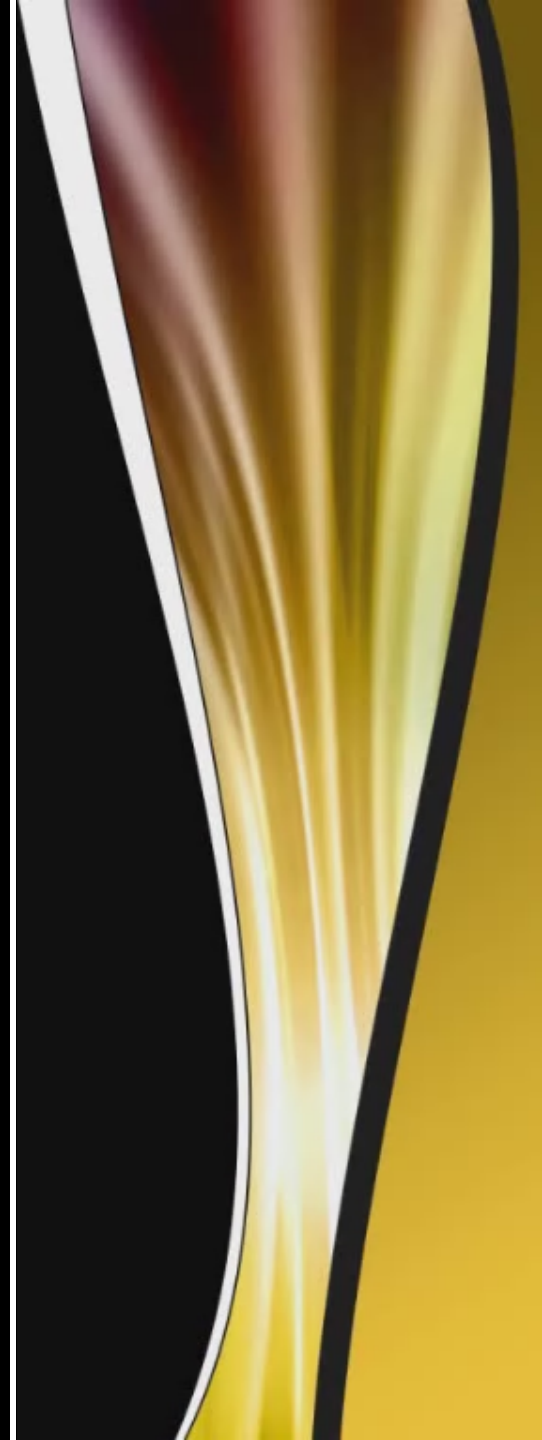


# View the video clip –

: [http://www.youtube.com/watch?v=IGQmdoK\\_ZfY](http://www.youtube.com/watch?v=IGQmdoK_ZfY)



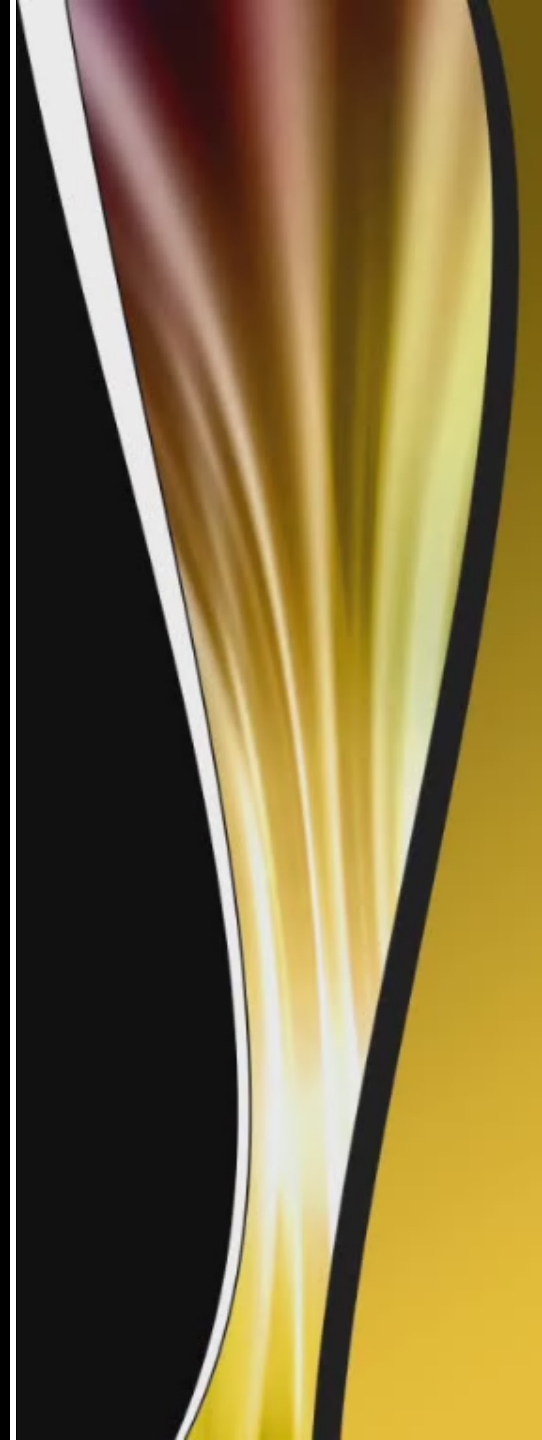
What lesson does it teach us about the value of classroom observation?



## ***Collegial Supervision: A Formative Process***

Principals and Supervisors share leadership with Teachers and engage in coaching, reflection, joint investigation, study teams, and problem solving.

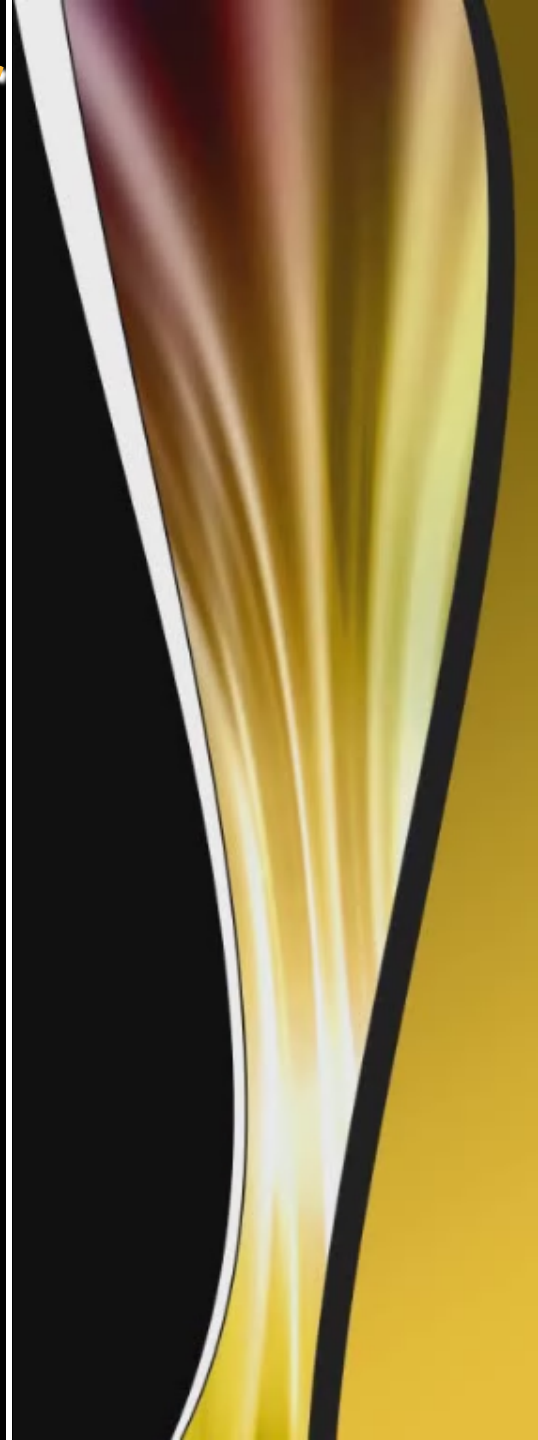
The process should be peer driven and data focused.



# CREATING A CONTEXT for Collegial Supervision

**Non-threatening atmosphere in which:**

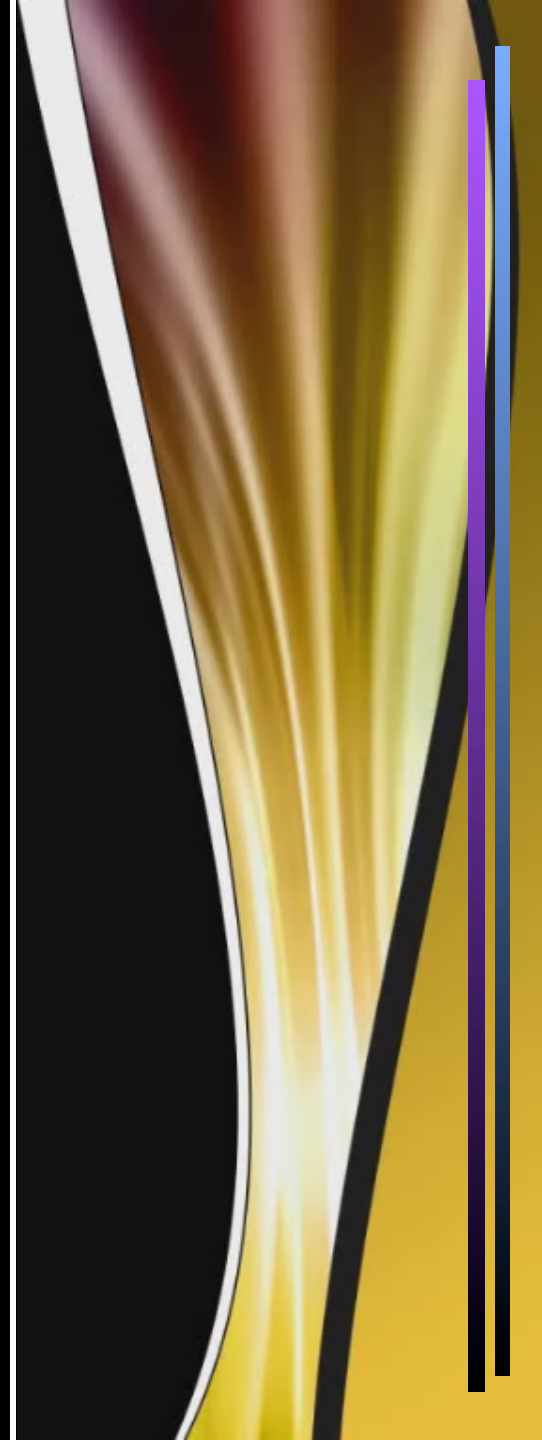
- *classroom data, not judgments, are used to determine problems*
- *professionals can be open and authentic with each other*
- *the principal and teachers work together to enhance the teaching- learning process*



# Goals of Collegial Supervision

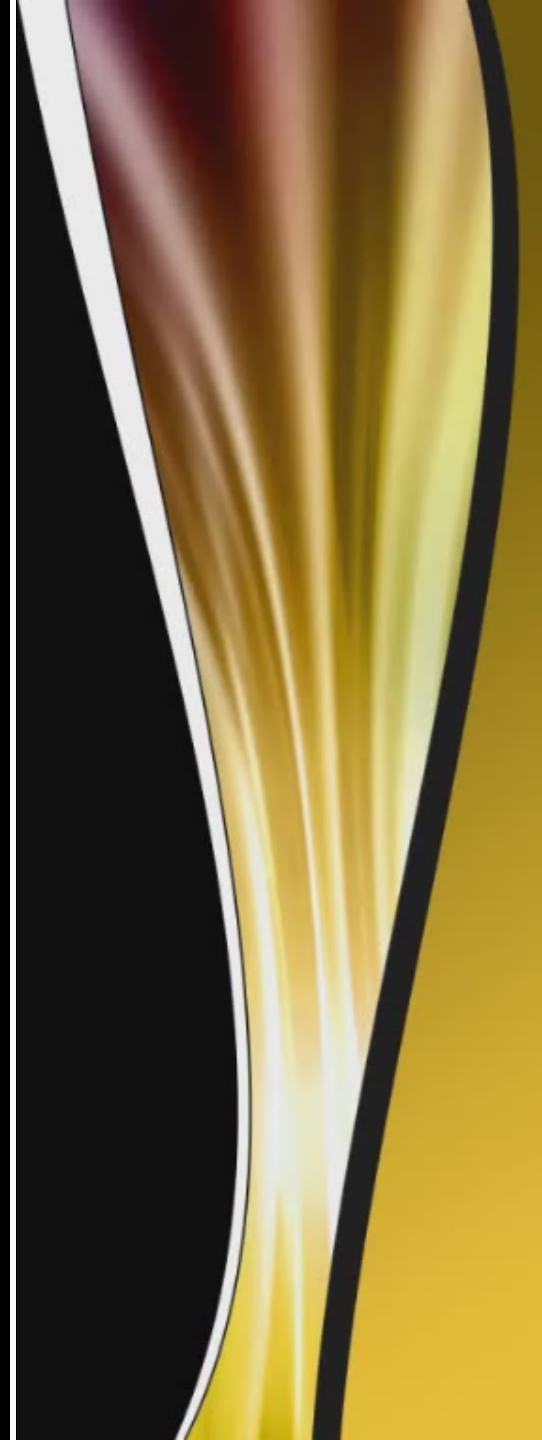
Effectiveness (improvement of instruction) is defined as the degree to which expected performance is congruent with actual performance at the student and teacher levels.

Teacher learning that results in student learning.

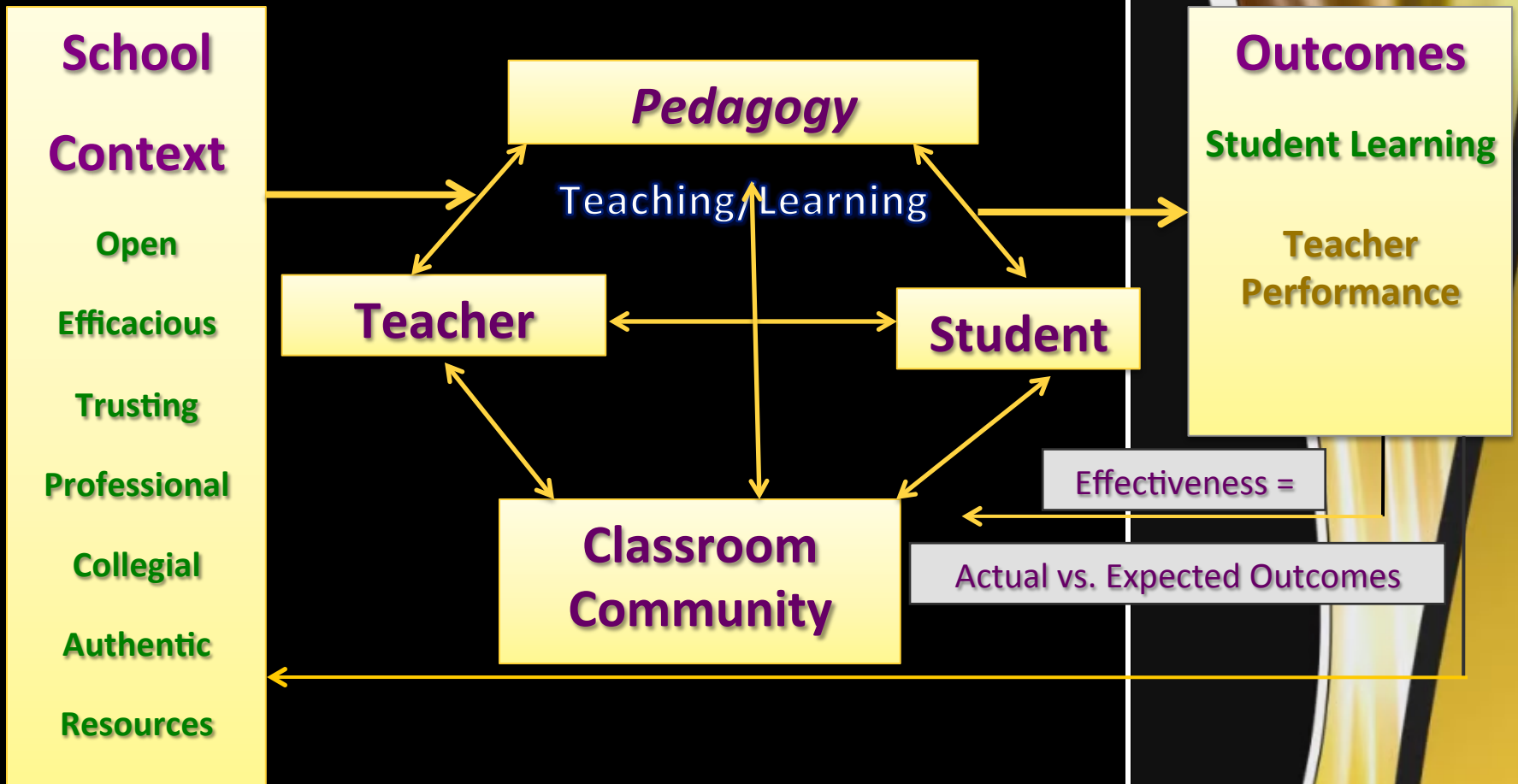


# *Data*

- What data are provided to teachers about their actual teaching performance?
- How are the data collected?
- Do they know what to do with the data?
- How are they helpful?



# Classroom Performance Model

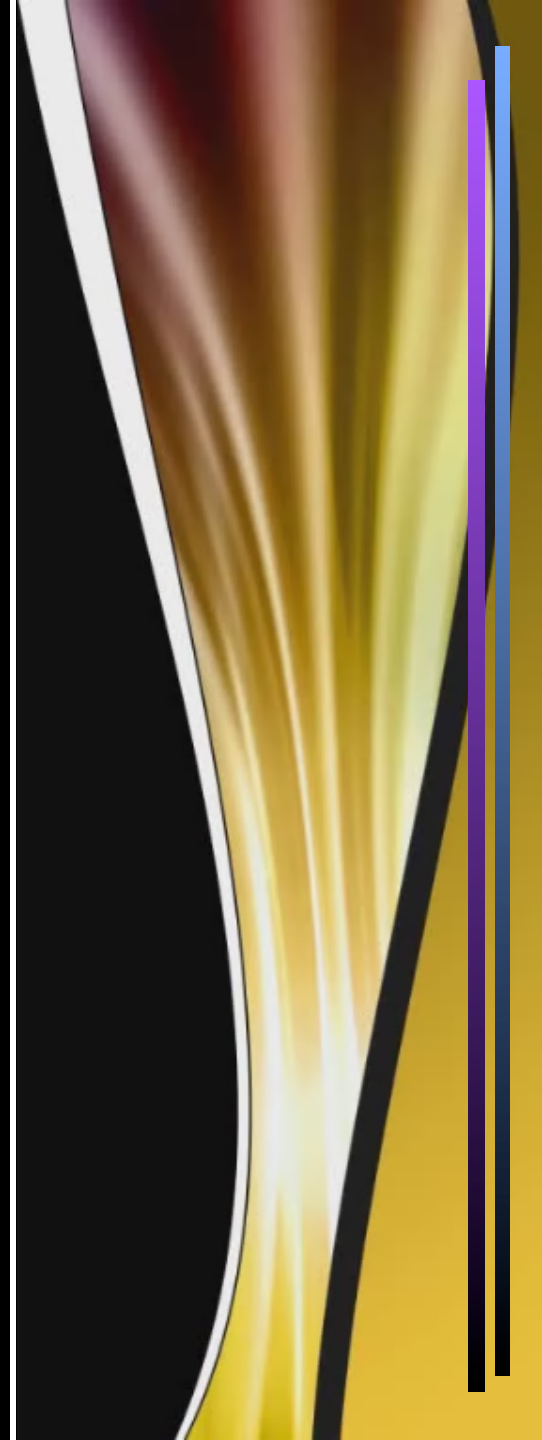




# ***Problem Identification***

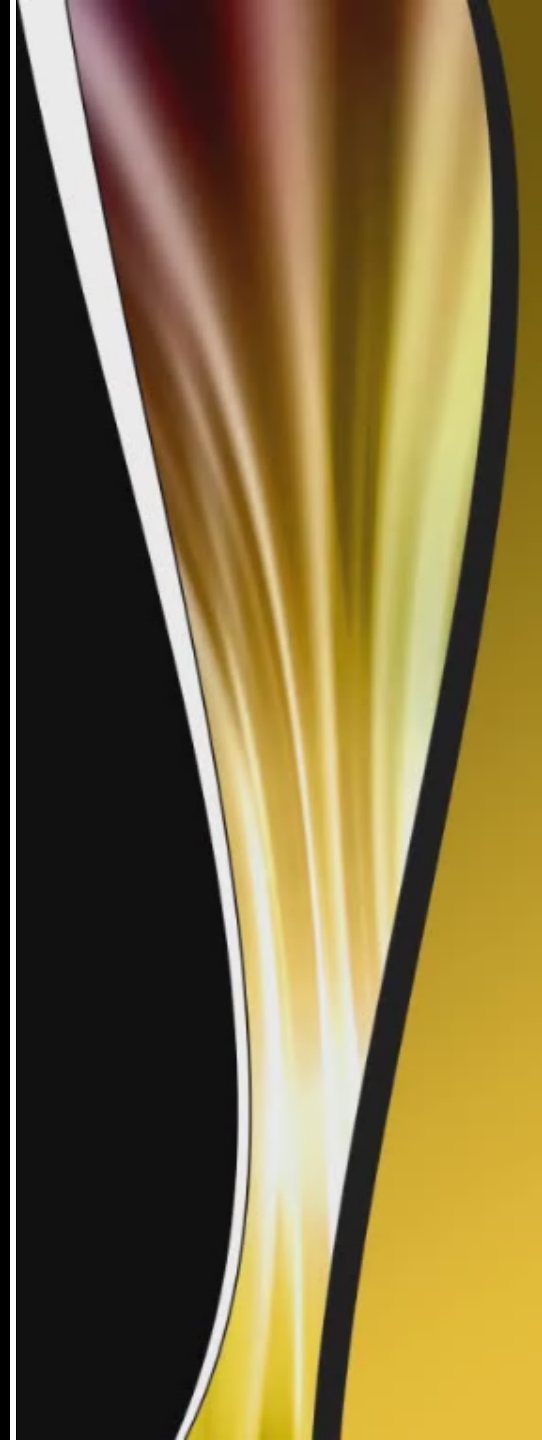
Teaching is “a system of intentional actions aimed at inducing the learning of skills, knowledge, and values.”

Identify area or areas where there is a significant discrepancy between the actual outcomes and desired outcomes



# Effective Feedback is Goal Referenced:

- Teachers have learning intentions (goals)
- Teachers take actions (teaching) to achieve goals
- Receives objective information about teaching that tells teachers whether they are on track to achieve their goals or need to change course to reach them

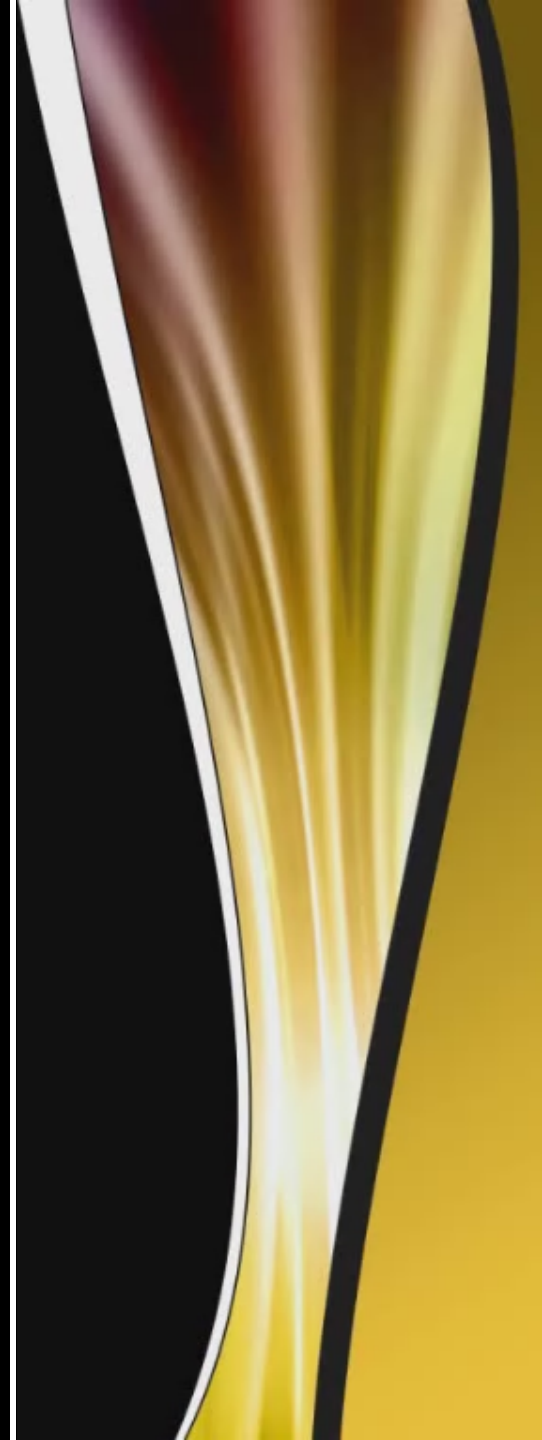


# Feedback is Information About How We are Doing in Our Efforts to Reach a Goal

It is NOT advice

It is NOT evaluative

It is NOT judgmental



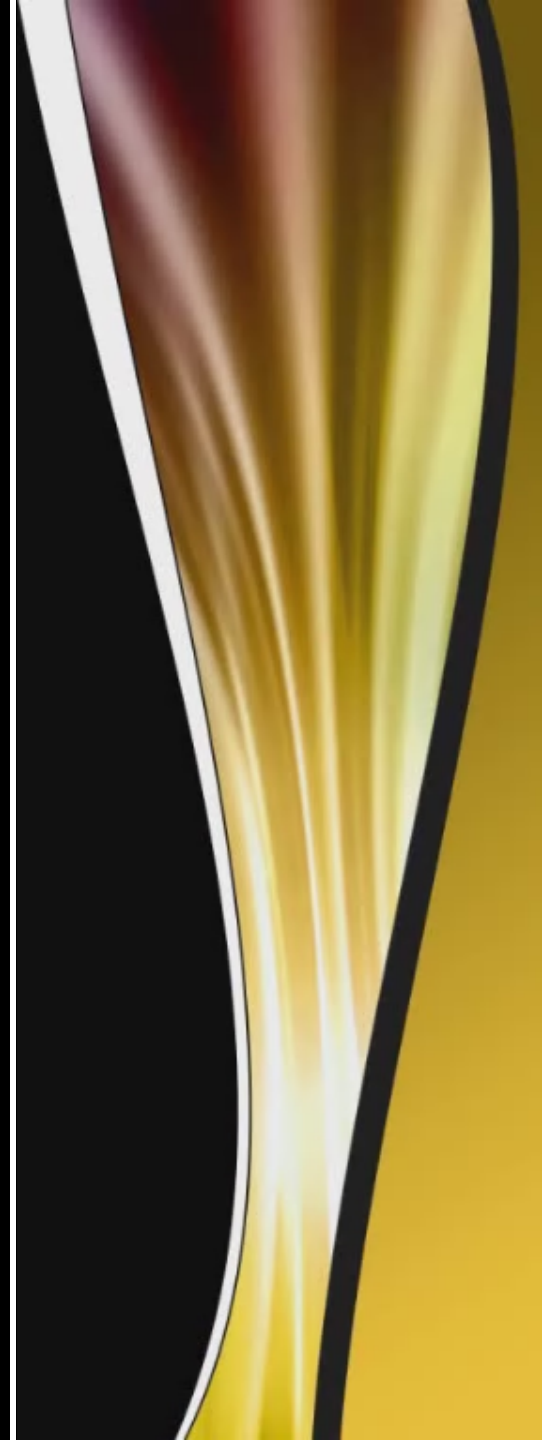
# Effective Feedback is:

Tangible and transparent -

Data that are accessible and easy to understand

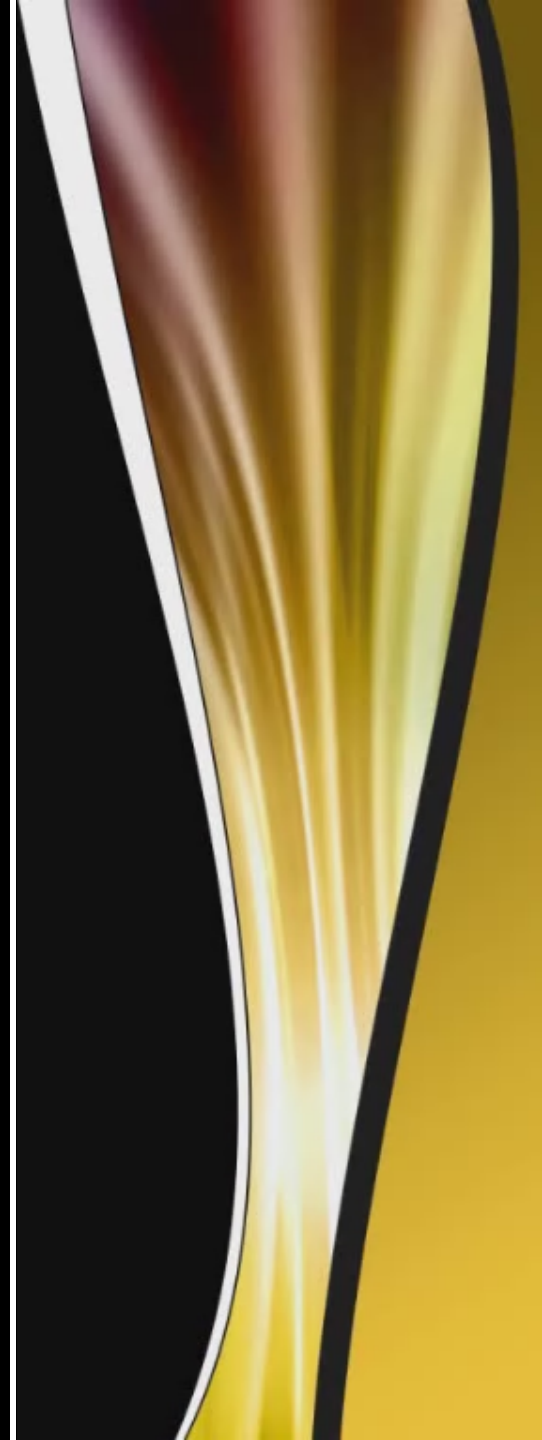
Actionable - Concrete, specific, accurate, and useful data

Accepted by teachers



# Effective Feedback is:

- Specific & personalized -  
Focused on one or two key elements of performance
- Timely -  
Sooner the better to facilitate reflection



# *Web-based Tools to Collect Classroom Data to Provide Effective Feedback*



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Welcome to Online Observation Tools

[www.onlineobservationtools.com](http://www.onlineobservationtools.com)

# ***Giving Feedback***

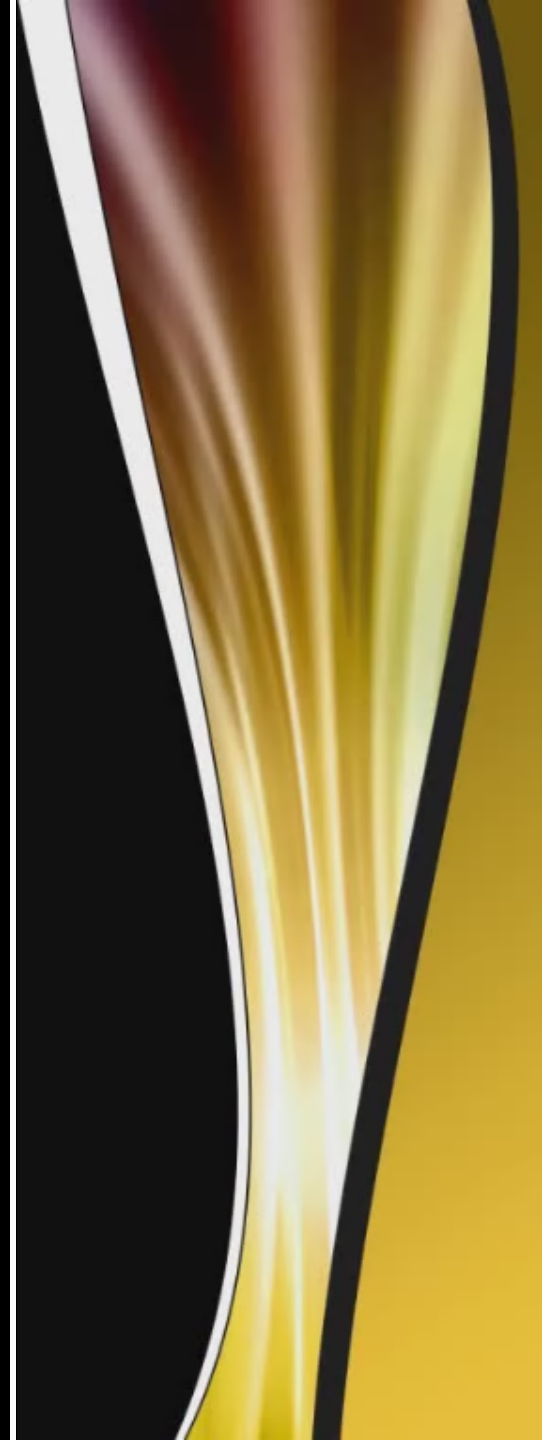
- Base your feedback on observable evidence.
- Reinforce evidence of effective practices.
- Be specific rather than general.
- Describe rather than evaluate.
- Note the impact of the teacher's behavior on the students.
- Attend to the teacher's stated needs or area of focus.

# *Formative Feedback to Teachers*

When teachers are required to use data and evidence based models, effect sizes are higher than when data were evaluated by teacher judgment.

When the data are graphed, effect sizes are higher than when data are simply recorded.

The major message is for teachers to pay attention to the formative effects of their teaching.





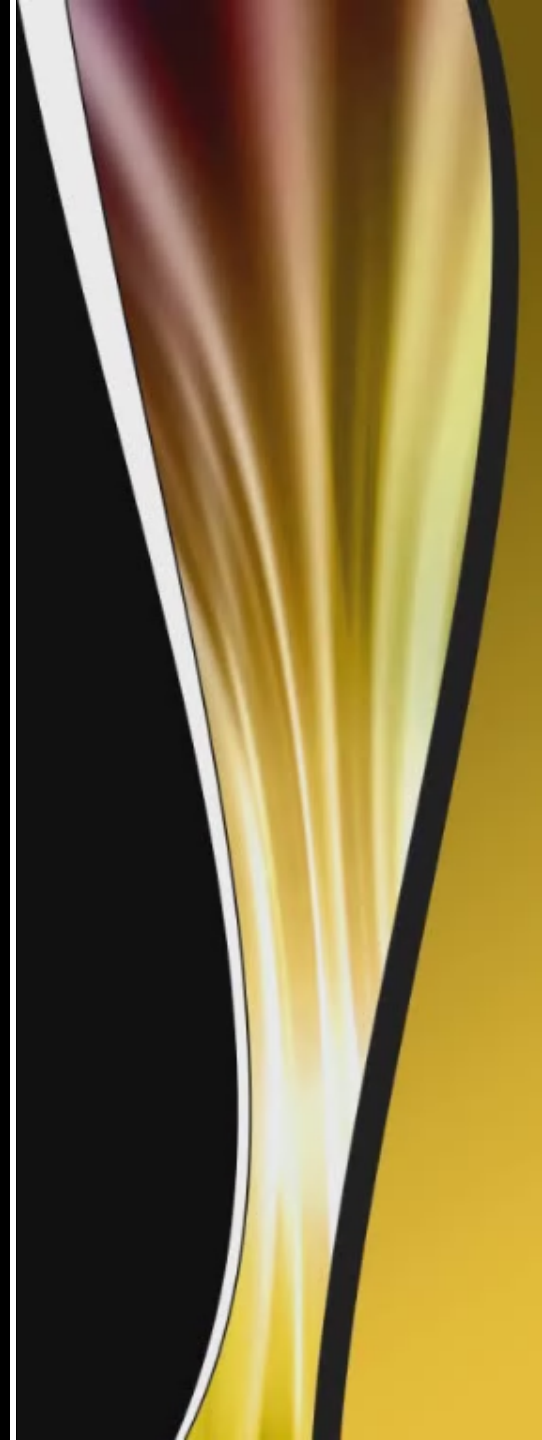
# Effective Feedback is:

Ongoing -

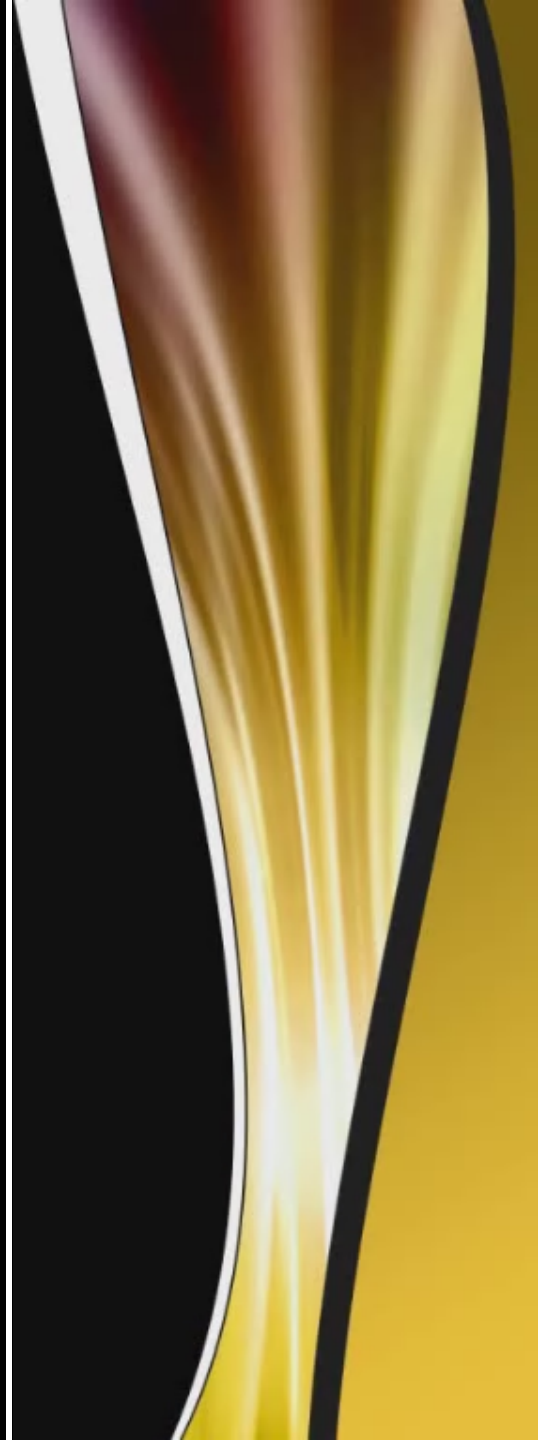
Provides opportunities for teachers to reshape their performance to better achieve their goals

Consistent –

Performers can only adjust their performance successfully if the information fed back to them is stable, accurate, and trustworthy.



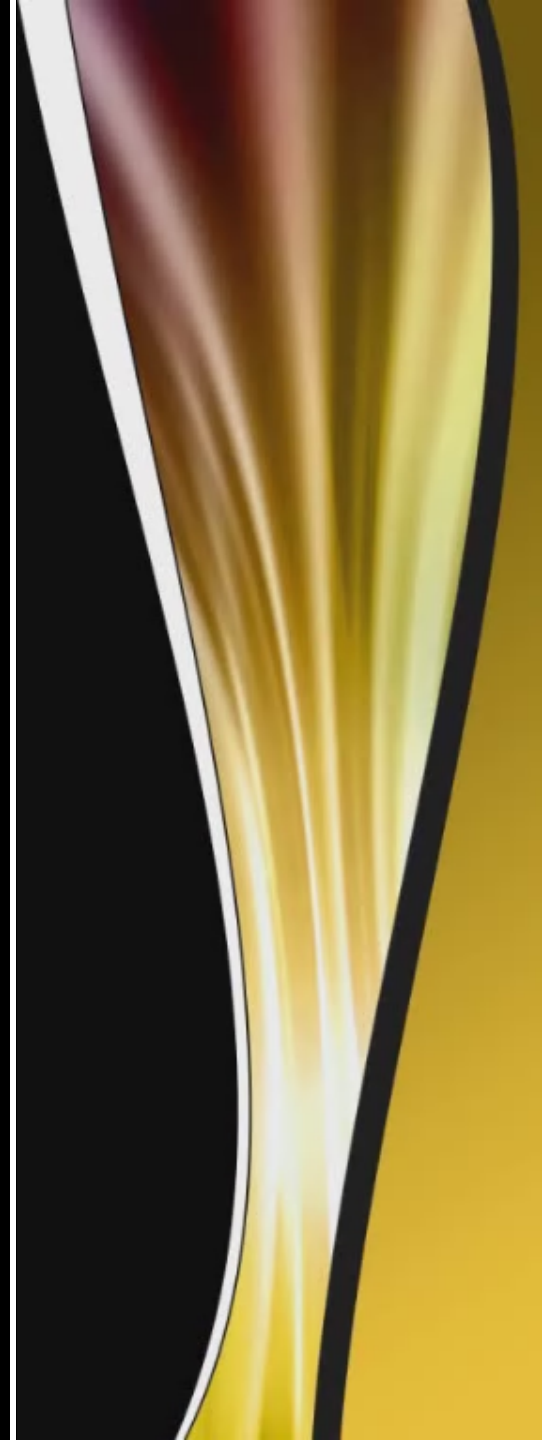
# *Using the Data to Reflect & Adjust*



# ***FEEDBACK CANNOT BE HELPFUL:***

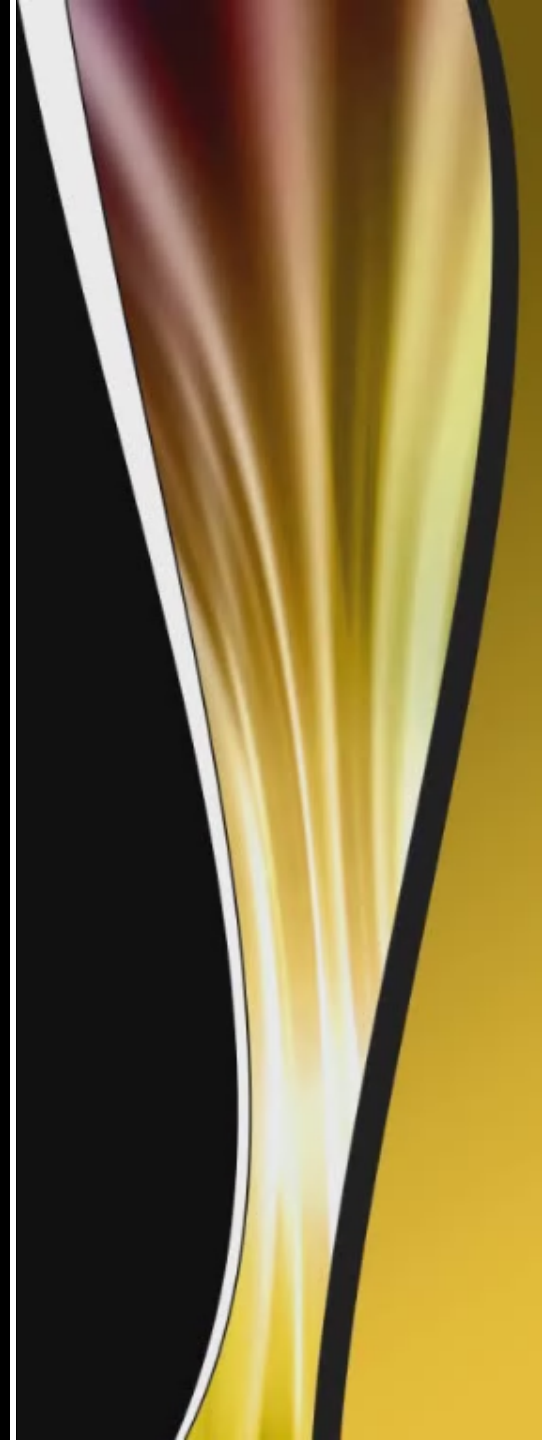
-IF TEACHERS ARE NOT CLEAR  
ABOUT THEIR GOALS (LEARNING  
INTENTIONS) FOR THEIR STUDENTS

-IF TEACHERS DO NOT KNOW  
HOW THEY WILL KNOW WHEN  
THEIR STUDENTS HAVE  
ACHIEVED THE INTENDED  
LEARNING



# ***USING FEEDBACK TO REFLECT ON PERFORMANCE AND THEN ADJUST INSTRUCTION***

The ability to improve one's result depends on the ability to adjust one's pace in light of ongoing feedback that measures performance against a concrete, long-term goal.



# ***Post - Conference Planning***

**Data Revealed:**

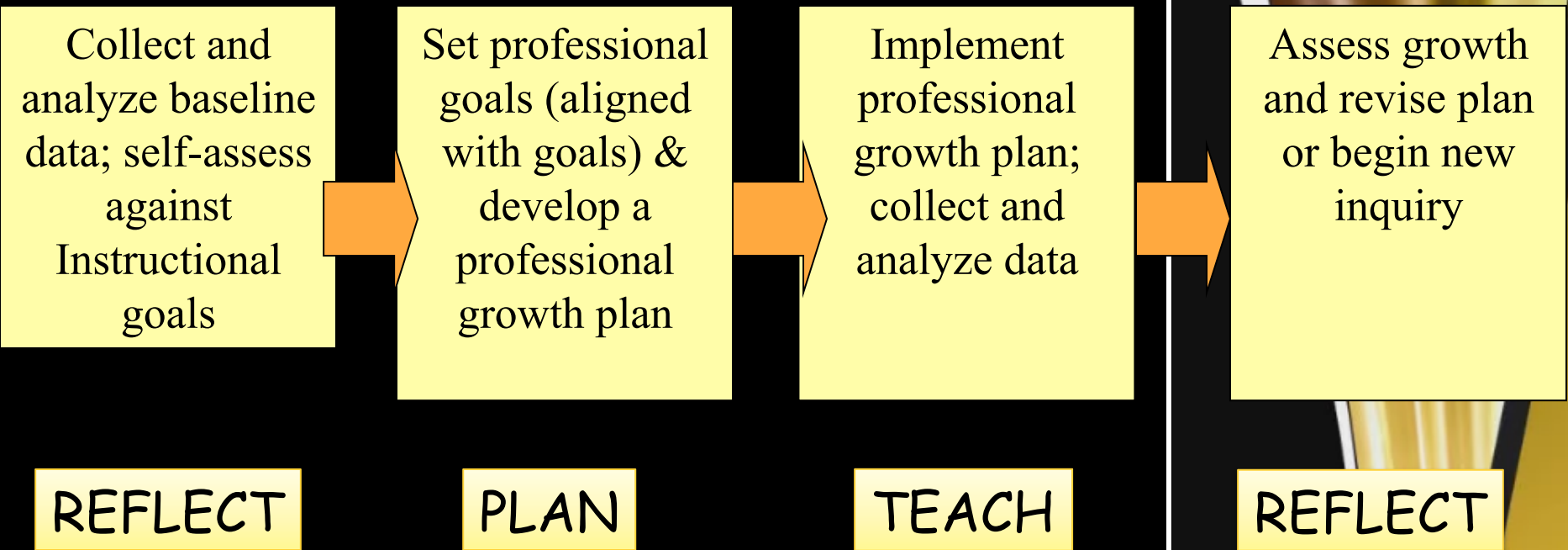
**Potential Area of  
Growth:**

**Outcomes for conference (linked to  
improving practice):**

**Circumstances to consider:**

**Questions to pose/Suggestions to make:**

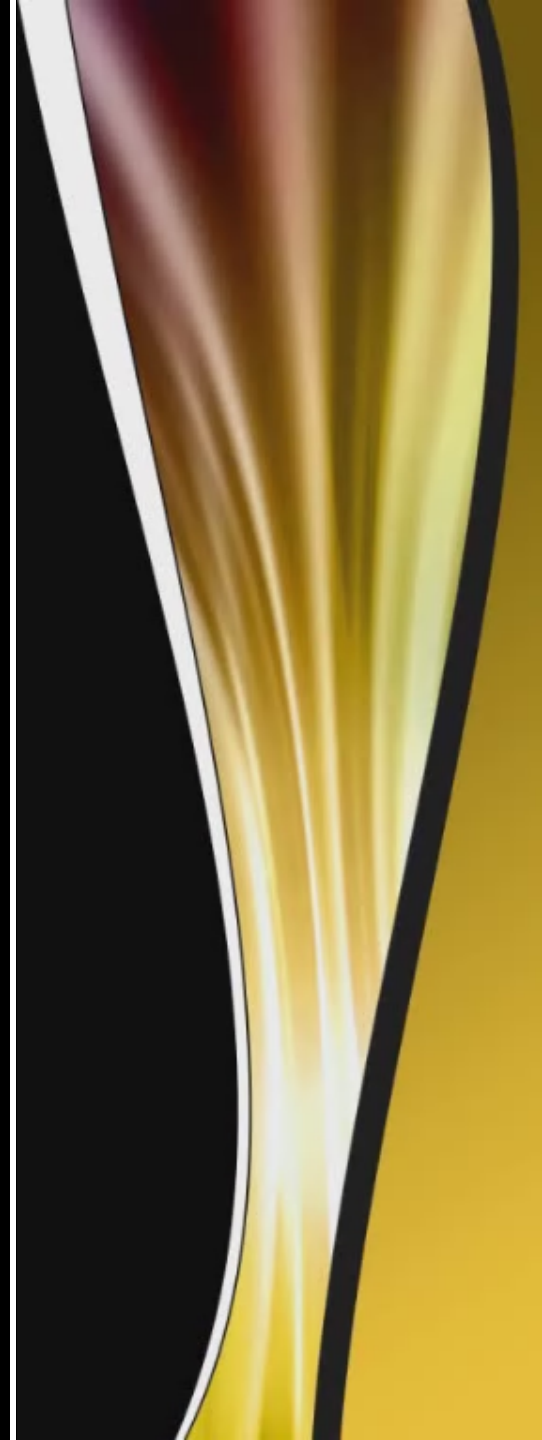
# Formative Assessment



# **Improving Instruction Through Supervision, Evaluation, and Professional Development**

by  
Michael F. DiPaola &  
Wayne K. Hoy

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# References

- DiPaola, M. & Hoy, W. (2014). *Improving instruction through supervision, evaluation, and professional development*. Charlotte, NC: Info Age.
- Hattie, J. (2009). *Visible learning*. New York, NY: Routledge.
- Hattie, J. & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, Vol. 77, No. 1, 81-112.
- Wiggins, G. (2012, September). 7 keys to effective feedback. *Educational Leadership*, Vol. 70, No. 1, 11– 16.