

Using Quality Feedback to Guide Professional Learning

SURN June 20, 2016
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Audience Feedback



@shawnblove
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#SURN2016

#feedback

“I wonder how many children’s lives
might be saved if we educators disclosed
what we know to each other.”
—Roland S. Barth



Part One

Characteristics of Quality Feedback

Part Two

Approaches to Giving Feedback

Part Three

Quality Feedback on Assessments

Part Four

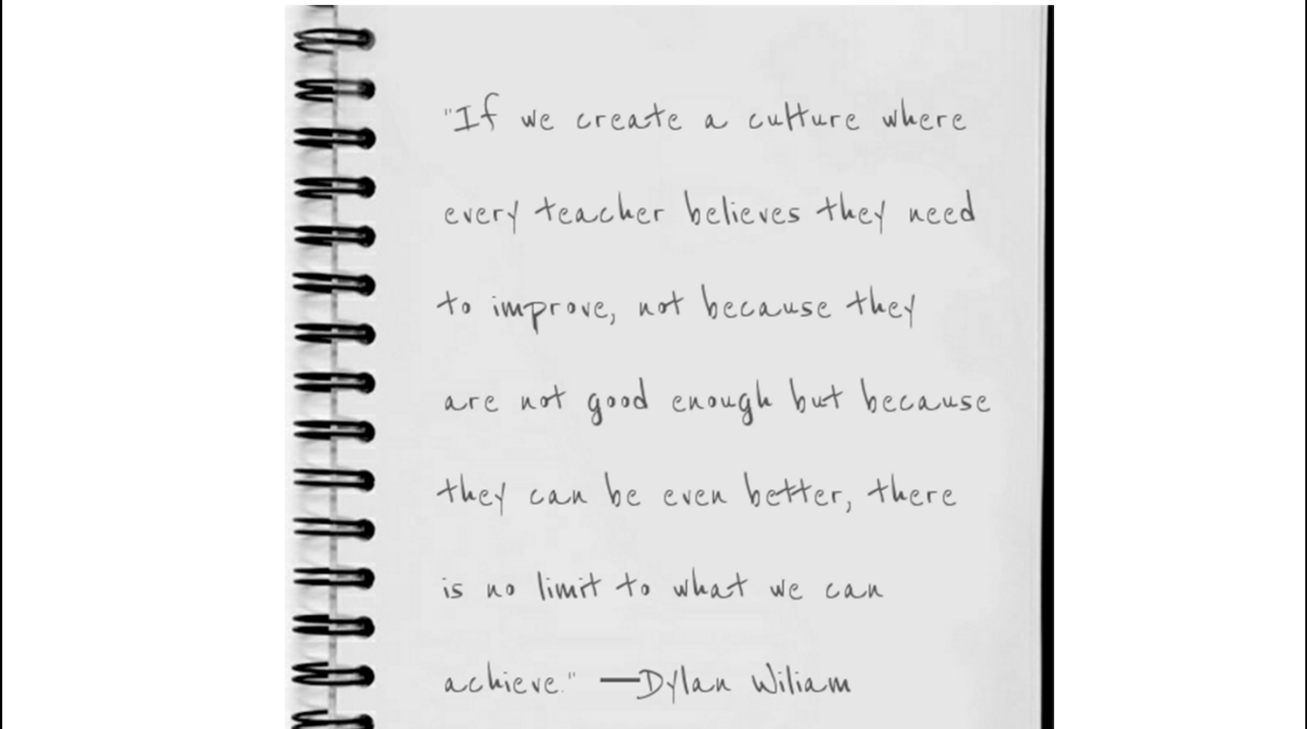
Quality Feedback on Observations

Part Five


Quality Feedback Using Video

Part Six

Tech Tools for Feedback



"If we create a culture where every teacher believes they need to improve, not because they are not good enough but because they can be even better, there is no limit to what we can achieve." —Dylan William

 **Q1: Why use quality feedback to guide professional learning?**

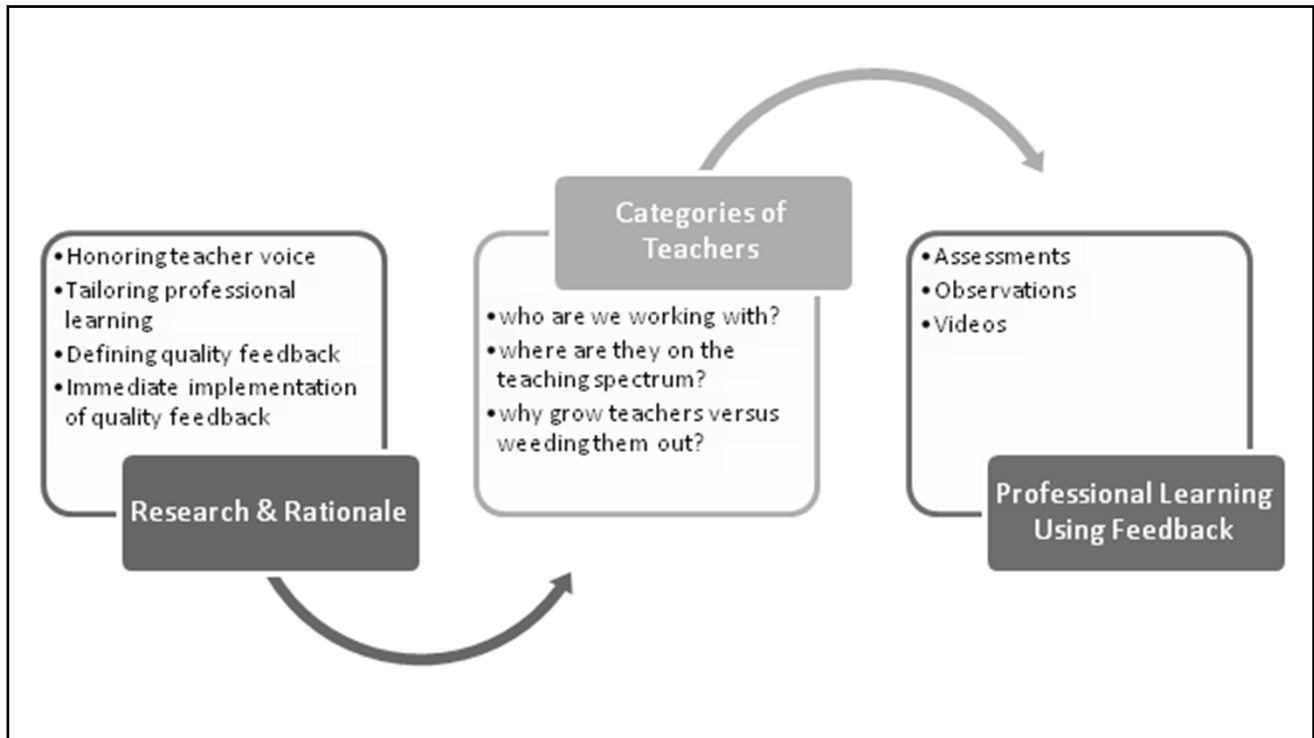
Please tweet using
A1: [your response] #feedback #SURN2016



Q2: What are some characteristics of quality feedback?

Please tweet using
A2: [your response] #feedback #SURN2016

Characteristics of Quality Feedback	Feedback is . . .	Feedback is not . . .
	direct and honest	ambiguous and misleading, withheld or avoided due to time constraints, sugar-coated, diluted, or filtered in an effort to protect self-esteem
	frequent	sporadic, occasional
	clear, specific, detailed, action-oriented	vague, general
	brief, but informative	lengthy and overwhelming, but empty
	based on observable data	personally biased
	suggestions, supported with evidence	advice, not supported by an action plan
	followed by ongoing support and leads to new learning	a one-shot deal
	constructed to elicit a cognitive response	constructed to elicit an emotional response
	focused on continuous improvement	focused on single instances
	ultimately <i>intended</i> to help students	intended to be evaluative
	individualized and thoughtful	generic and meaningless
	accountability (personal and professional) for both the giver and receiver	unregulated, unstructured, or consequence-free
	intentional	accidental, unplanned



Approaches to Giving Feedback

wading in
 good cop, bad cop
 tell it like it is
 show, don't tell

—



Q3: Which approach to giving feedback are you excited to try?

Please tweet using
A3: [your response] #feedback #SURN2016

Quality Feedback on Assessments

Assignment: Assessment Portfolio

Select a summative assessment that you will give students **between now and November**

12. Collect the following data to include in a portfolio:

- copy of the summative assessment and the key
- standards and support documents that match the assessment
- assessment checklists studied in Professional Development
- graded student tests with feedback for all classes
- copy of formative assessments used to gauge the learning before giving the summative
- printout of your Gradebook for 1 student from each class that shows all of the assignments/assessments/formatives involving this summative assessment
- conduct an item analysis for all classes
- provide a grade distribution of the data for all classes (e.g., 9 As, 10 Bs, 5 Fs)
- list ways you may provide remediation for the students who failed
- provide your retest for the students who are required to retake the assessment

Assessment Portfolio, con't.

This is meant to be a reflective process where you question the quality of your assessment:

- Is it standards based?
- Are the questions requiring higher-level thinking?
- Have you explicitly taught the curriculum?
- Have the students had enough practice to be successful?
- Does it match what you did for your formative assessments?

Do not complete this exercise as a task that I have given you to do . . . treat it as a means for learning more about your assessment techniques and how your students learn.

If you need any assistance with this portfolio I will be glad to sit down with you and go over the expectations/content before we present them at the Nov. 18 faculty meeting.

Assessment Validation Tools

Center for Collaborative
Education: Tools

Assessment Example
Validated Assessment Tool 2

Tool 1: Assessment Validation
Checklist

Tool 2: Assessment Validation
Cover Sheet



Quality Feedback on Observations

Quality Feedback Through the Use of Video

 **Q4: What are some pros &
cons of using video?**

Please tweet using
A4: [your response] #feedback #SURN2016

Pros	Cons
<ul style="list-style-type: none"> • Current video technology is unobtrusive, small, easy to carry, and manageable • The camera doesn't lie • Perception is no longer what rules • Videos are an ideal tool for teachers/students to use for self-reflection • Focus is on helping teachers and students improve their learning • Teachers can learn from exemplars or use as a review for students • The process is paperless and frees the observer from taking notes • Video can provide opportunities to build trust through feedback and conversation 	<ul style="list-style-type: none"> • Schools will need to secure video equipment • Instructional leaders and teachers may need training in the technology • Schools will need to develop a method for sharing videos and maintaining confidentiality • Sound issues can arise (cameras with external mics provide clearer sound) • Teachers and students have to get used to having cameras around • Teachers may have personal struggles with viewing themselves on camera • Videos do not replace the need for face-to-face feedback • The improper use of video can destroy trust

Pros & Cons of Using Video

Tech Tools for Providing Feedback

<https://realtimeboard.com/>

Realtime Board

<https://padlet.com/>



<https://todaysmeet.com/>

Today'sMeet

<https://twitter.com/>



[Google Forms](#)

Google

www.plickers.com



www.kahoot.com

goformative.com

formative

Letsrecap.com

rec



Q5: What are some of your favorite tech tools?

Please tweet using
A5: [your response] #feedback #SURN2016

Want to learn more about using quality feedback?

Corwin & Amazon

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