IMPACTING PROFESSIONAL GROWTH THROUGH EFFECTIVE FEEDBACK
Leadership Expectations Today

“A fundamental purpose of leadership, regardless of role, is the improvement of instructional practice.” (Elmore, 2006)
FIP Connections

BEING FUTURE READY IN OHIO
Putting the Pieces into Action

WHAT TEACHERS TEACH
Organizing and using Ohio's new standards to increase the rigor and relevance of learning experiences in every classroom.

HOW TEACHERS TEACH AND STUDENTS RESPOND
Intentionally using formative instructional practices to support learning, helping all teachers and students be successful with the new standards.

EVIDENCE OF TEACHER EFFECTIVENESS
Measuring teacher success using multiple measures:
- Student Growth as determined by teacher value-added, vendor assessments, and/or local measures.
- Teacher Performance based on the Ohio Standards for the Teaching Profession.

EVIDENCE OF STUDENT LEARNING
Collecting and measuring student progress and attainment:
- Formative Assessment: The process of teachers and students gathering and responding to evidence of student achievement in order to improve learning.
- Summative Assessment: The process of teachers gathering evidence of student achievement in order to make decisions about academic attainment and program effectiveness.

Learning Goals

- To understand the importance of **effective** feedback as a tool to support teacher growth
- To use effective feedback to guide teacher practice
- To strengthen teachers’ use of effective feedback
- To connect to resources that support teacher practice and leader efficacy

Use #ohFIP to share your learning!
Imagine trying to learn something new in the absence of any feedback
TED and Feedback

- Look-Fors and Think-Abouts

- http://www.youtube.com/watch?v=81Ub0SMxZQo
Feedback Look-For # 1

☐ What were the key MET Findings?

Feedback Look-For # 2

- What is the nature of “systematic” feedback?
 Standards 2: Instruction

- Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students

- At the Developing level:
  
  Principal makes regular classroom visits and provides **basic feedback** on classroom instruction
At the **Skilled** level

Principal makes systematic and frequent classroom visits and **provides feedback** on classroom instruction and assessment while monitoring the use of varied instructional methods and formats to make learning experiences relevant and responsive to the needs of students with different abilities and from diverse backgrounds.
Ohio Principal Evaluation System

- **Standard 3:**
  - Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.
  
  The principal completes teacher evaluations based on district guidelines and provides feedback, sources of instructional models/lessons to improve instruction and assessment.
Ohio Teacher Evaluation System

- Professional Growth Plans
- Classroom Walkthroughs
- Informal Classroom Observations
- Formal Classroom Observations
The process is intended to be formative, formative, formative, then summative.

“Process for giving targeted evidence-based feedback to teachers.”

“Teachers need and deserve some type of immediate feedback.”
Instruction and Assessment / Assessment of Student Learning…

The Skilled teacher “provides substantive, specific, and timely feedback of student progress to students, families…”
OTES Rubric

- Professionalism / Professional Responsibilities
- The Accomplished teacher “collaborates with colleagues to improve personal and team practices by facilitating professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities.”
Feedback Cycle

Identification of Professional Growth Goals

Informal Classroom Observations and FEEDBACK

Change in Classroom Practice

Classroom Observation and FEEDBACK

Continued Refinement of Teacher Practice

Student Assessment data
Student Survey Feedback

Feedback from a Coach
Peer to Peer Feedback
Think about # 1

What is the difference between feedback and evaluation?
Feedback vs. Evaluation

- Feedback IS information about how we are doing in our efforts to reach a goal.
- Feedback IS actionable and moves the learning forward.
- Feedback IS part of the formative learning cycle.
- Evaluation IS a judgment based on evidence accumulated over time that results in a summative rating completing the evaluation cycle for that year.
Types of Feedback

SUCCESS

- Identify what is done correctly.
- Describe a feature of quality present in the work.
- Point out an effective use of a strategy or process.

INTERVENTION

- Identify a correction.
- Describe a feature of quality needing work.
- Point out a problem with a strategy or process.
- Make a specific suggestion.
- Ask a question.
Feedback Essentials

- Feedback needs to be about the learning, not the learner.
- Feedback needs to be **timely**.
- Planned, penalty-free practice needs to be included as part of focused re-teaching, revision, and enrichment.
- Feedback, whether from teacher, peers, or even the learner, can come in various modes.
Think-about # 2

What constitutes effective feedback?
Feedback is Like...

“Feedback might be likened to "a good murder" in that effective and useful feedback depends on three things: (a) motive (the learner wants or needs it), (b) opportunity (timing), and (c) means (the learner is able and willing to use it).”

Even with motive, opportunity, and means, there is still large variability of feedback effects on performance and learning.

(Shute, 2008).
Visible Learning

Motive: To be effective, feedback needs to be clear, purposeful, meaningful and compatible with students’ prior knowledge, and to provide logical connections.”

Opportunity: “when feedback is combined with effective instruction in classrooms, it can be very powerful in enhancing learning.”

Means: If feedback is directed at the right level, it can assist students to comprehend, engage, or develop effective strategies to process the information intended to be learnt.”

“John Hattie (2009)
Top 8 Feedback Tips

- Don’t give normative comparisons (Kluger & DeNisi, 1996; Wiliam, 2007)
- Provide only actionable comments. (Wiliam, 2007; Butler, 1987)
- Do not present feedback that discourages or threatens the learner's self-esteem. (Kluger and DeNisi, 1996)
- Do not provide feedback that is either too controlling or critical of the learner (Baron, 1993; Fedor et al., 2001).
- Use "praise" sparingly if at all. (Kluger & DeNisi, 1996; Butler, 1987)
- Try to avoid delivering feedback orally only. (Kluger & DeNisi, 1991)
- Don’t interrupt with feedback if learner is actively engaged. (Como & Snow, 1986)
- Avoid using progressive hints that always terminate with the correct answer. (Aleven & Koedinger, 2000; Shute, Woltz, & Regian, 1989).
Effective Feedback

In the end..

- Feedback is only truly effective when person(s) to whom you are providing feedback know what to do next and how to do it better.

- Feedback is ineffective if:
  - It fails to impact the likelihood of future success.
  - It results in avoidance.
How can feedback be provided?
Who provides it?
“…It was only then when I discovered that feedback was most powerful when it is from the student to the teacher… When teachers seek, or at least are open to, feedback from students as to….what students know, what they understand, where they make errors, when they have misconceptions, when they are not engaged….then teaching and learning can be synchronized and powerful. Feedback to teachers helps make learning visible.”

Hattie 2009, pg. 173
A Formative Feedback System

Leader → Teacher → Student

Leader ← Teacher ← Student
Think-about #3

How are you using feedback to guide or be guided?
How Can Leaders Leverage Feedback

- Learn about formative instructional practices and stakeholders roles in a formative learning system.
- Become familiar with resources that educate and provide support for changes in teacher practice.
- Provide opportunities for teachers to work in collaborative teams as they practice new skills.
Guiding Teacher Practice

Leadership Beliefs and Practices

• I intentionally model effective feedback practices.
• I monitor the ways teachers use feedback methods with students and provide feedback to teachers on the effectiveness of their methods.
Clear Learning Targets—Skilled User

Effective feedback given by the leader:

• Begins with success feedback by pointing out strengths of the teacher.

• Encourages teacher to share areas of strength and expertise with colleagues.

• Addresses the teacher’s partial understanding with what comes next in the learning but does not do the thinking for the teacher.

• Provides feedback during the learning, as the teacher will continue to engage in learning to use formative instructional practices.

• Provides intervention feedback in the form of a question.
Providing Effective Feedback – Scenario 1

LEADER

I observed that you are using assessment types according to the standards you are teaching—selected response, written performance, and personal communication. The students seem responsive to your feedback. What are your three top ideas for providing effective feedback?

CONTINUE

TEACHER
Research Overview

www.ohioleadership.org
Increasing Teacher Use of Effective Feedback

Module 1: Introduction to FIP
Module 4: Analyzing Evidence and Providing Effective Feedback
Module 5: Student Ownership of Learning
Module 6: Leading FIP
Module 7: Coaching FIP

FIP In Action Modules: 5 modules, new content standards-based, more coming soon
Collaborative Learning, Practice and Feedback

FACILITATING FORMATIVE INSTRUCTIONAL PRACTICES:
A BLENDED LEARNING EXPERIENCE

Created by: Battelle for Kids

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## Module 4
### Analyzing Evidence and Providing Effective Feedback

### Module 4 Facilitation Agenda

#### Module 4: Analyzing Evidence and

#### Module 4 Learning Targets:

### Section II: Confirming Our Practice

#### Activity 1: Using Methods of Assessment Formatively

**Purpose:** The purpose of this activity is to assess how you use the methods of assessment formatively to move learning forward. **Time:** 30 minutes

#### Activity 2: My Feedback Practices

**Purpose:** The purpose of this activity is to determine if the feedback we give is effective feedback or something else. **Time:** 30 minutes

### Section III: Confirming Our Commitment

#### Activity 1: Setting Goals for Analyzing Evidence and Providing Effective Feedback

**Purpose:** The purpose of this activity is for the team to establish some specific and challenging individual or team goals around analyzing evidence and providing effective feedback. **Time:** 20 minutes

#### Activity 2: What Comes Next In Our Learning?

**Purpose:** The purpose of this activity is to preview what comes next in the learning and prepare for the completion of Module 5: Student Ownership of Learning: Peer Feedback, Self-Assessment, and More. **Time:** 10 minutes
Impact of Feedback on Professional Growth

EVIDENCE OF TEACHER EFFECTIVENESS
Measuring teacher success using multiple measures:

Student Growth + Teacher Performance
as determined by teacher value-added, vendor assessments, and/or local measures.

HOW TEACHERS TEACH AND STUDENTS RESPOND
Intentionally using formative instructional practices to support learning, helping all teachers and students be successful with the new standards.
Impact on Professional Growth

Accomplished Teachers:

- Intentionally use effective feedback with students and engage students in providing effective feedback to one another.
- Reflect on their practice, are able to identify the next steps in their learning, and are able to provide effective feedback to their peers.
Impact on Professional Growth

Accomplished Leaders:

- Complete teacher evaluations that include substantive feedback that results in measurable improvements in instruction and assessment.
- Develop a collaborative culture of teachers helping each other to improve their instruction and assessment by providing effective feedback to one another.
Effective Feedback

Think about it.

Look for it.

Give it.

Recruit it.

Show how.

Know how.