

# Providing High Quality Observation Feedback

# Agenda

AchieveNJ: Background

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The Observation Cycle

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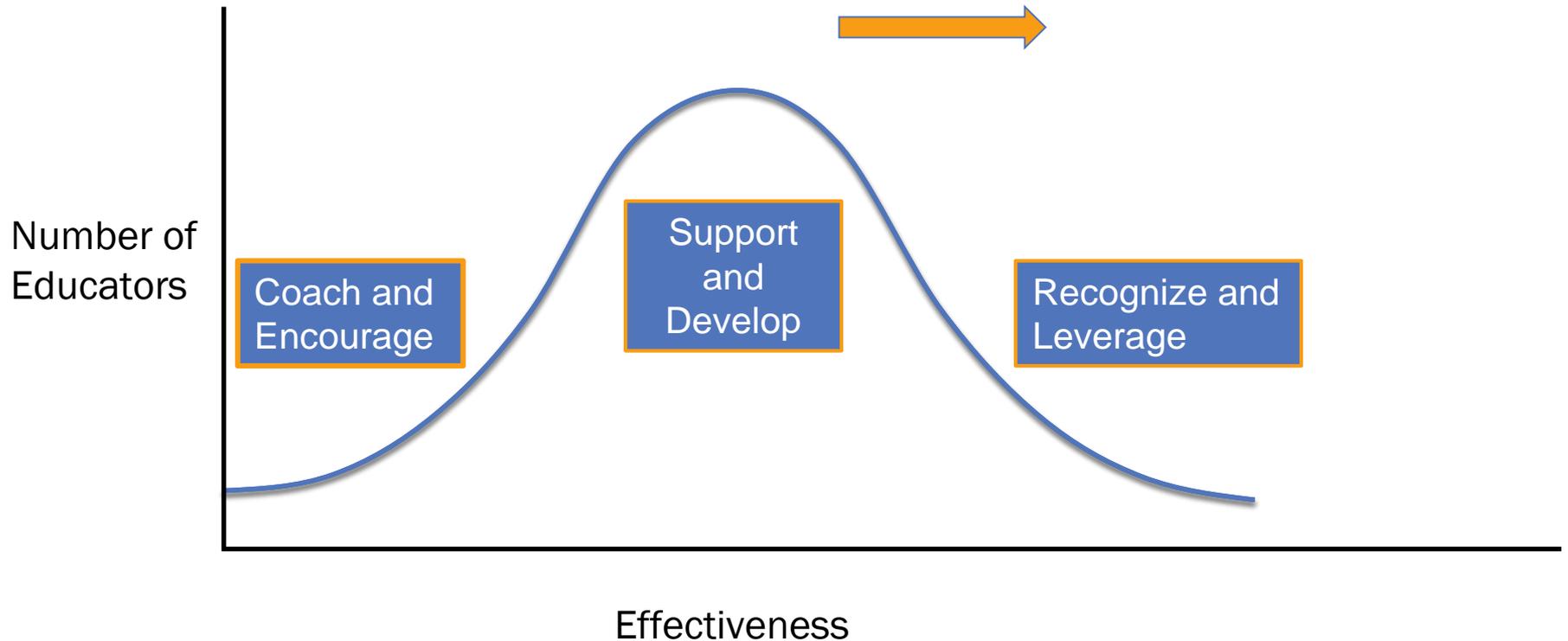
High Quality Evidence/ 5-Step Feedback Protocol

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Apply the Learning

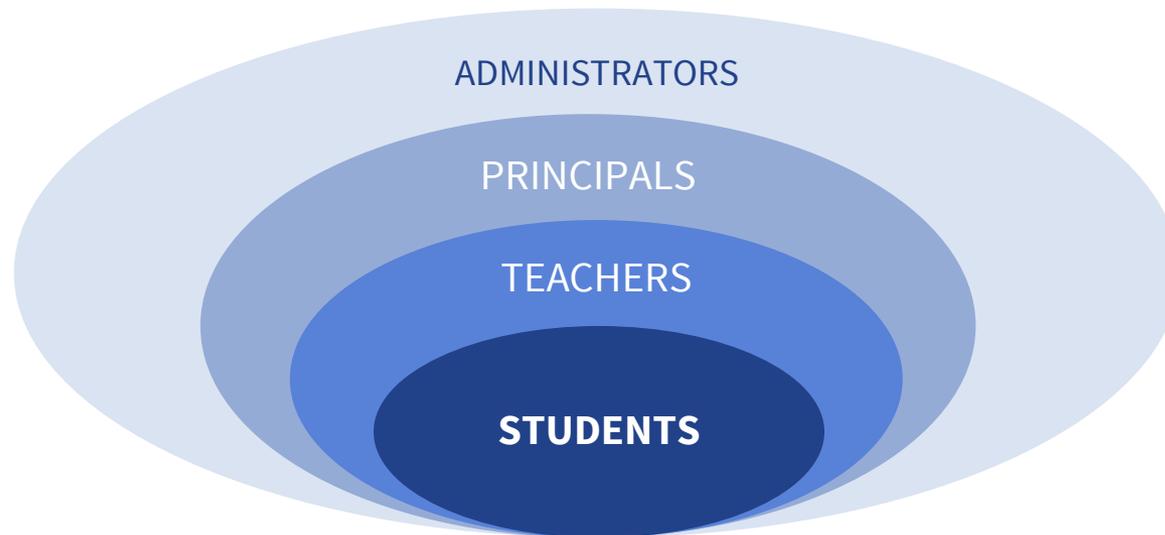
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# AchieveNJ: a Tool for Improving Effectiveness



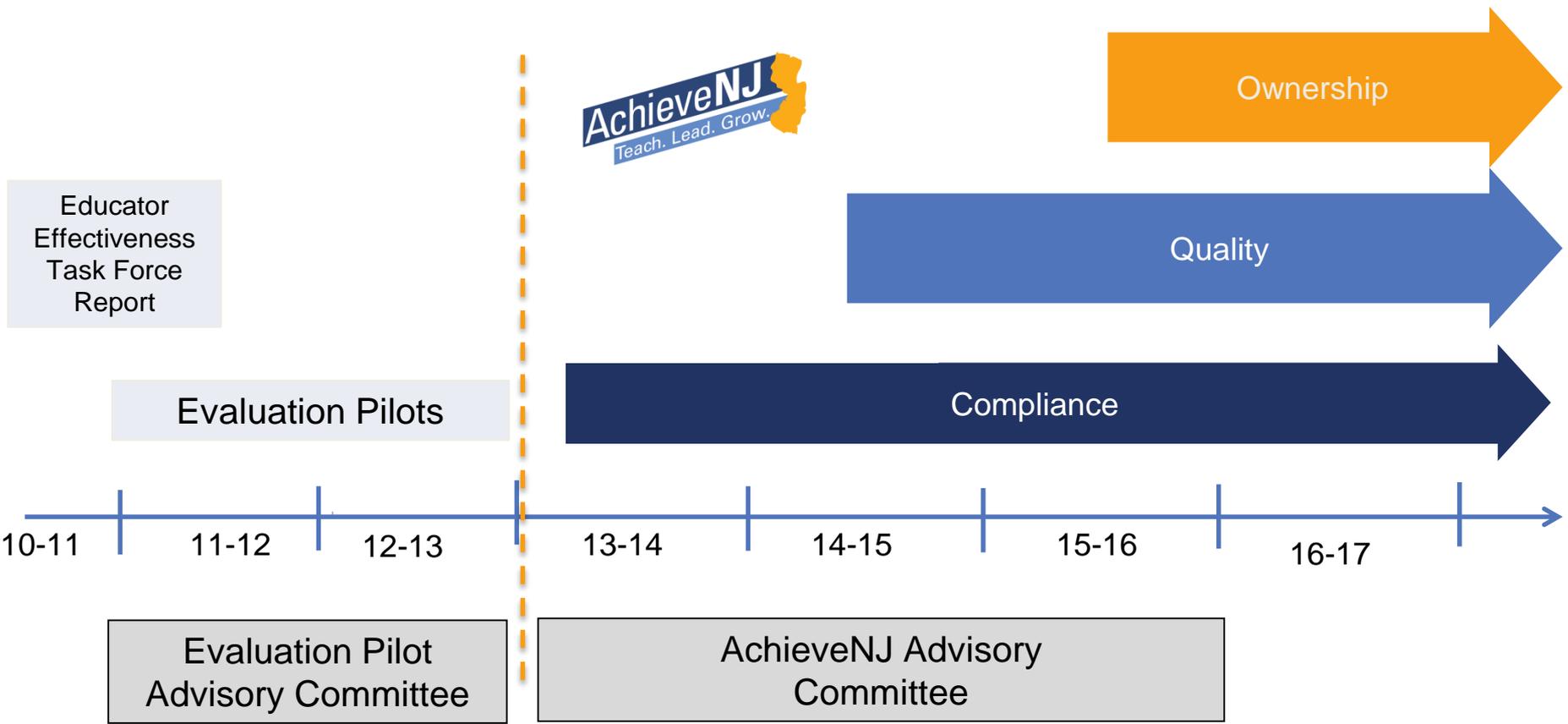
# Big Goal: Improved Student Achievement

- Parents are a child's first teachers, but **teachers and principals have the biggest in-school impact** on student learning.
- Research shows **effective teaching can be measured**.
- Better educator evaluations will **improve teaching and learning** so that all teachers — and students — perform at high levels.



# 2016 and Beyond

IMPROVE ACCURACY, ADD VALUE



# High Quality Feedback Essential

Good Feedback Improves Practice!!

6A:10-1.1

5. Delivery of clear, timely and useful feedback, including feedback that identifies areas for growth and guides professional development;

# Highlighting the Actions of Effective Leaders

**“Highly effective leaders raise the achievement of a typical student in their schools by 2 to 7 months of learning in a single year.”\***

## Vision

Principals of high-achieving schools have a clear vision and communicate to all that learning is the most important mission.

Cotton, 2003; Marzano, Waters, & McNulty, 2005; Zmuda, Kuklis, & Kline, 2004

## Culture

There is a positive relationship between school climate and leadership, which affects overall school effectiveness.

Barth, 2002; Hallinger, Bickman, & Davis, 1996; Marzano, Waters, & McNulty, 2005; Villani, 1997

## Professional Development

Effective administrators provide the time, resources, and structure for meaningful professional development.

Blasé & Blasé, 2001; Cotton, 2003; Drago-Severson, 2004; Fullan, Bertani, & Quinn, 2004

## Teacher Retention

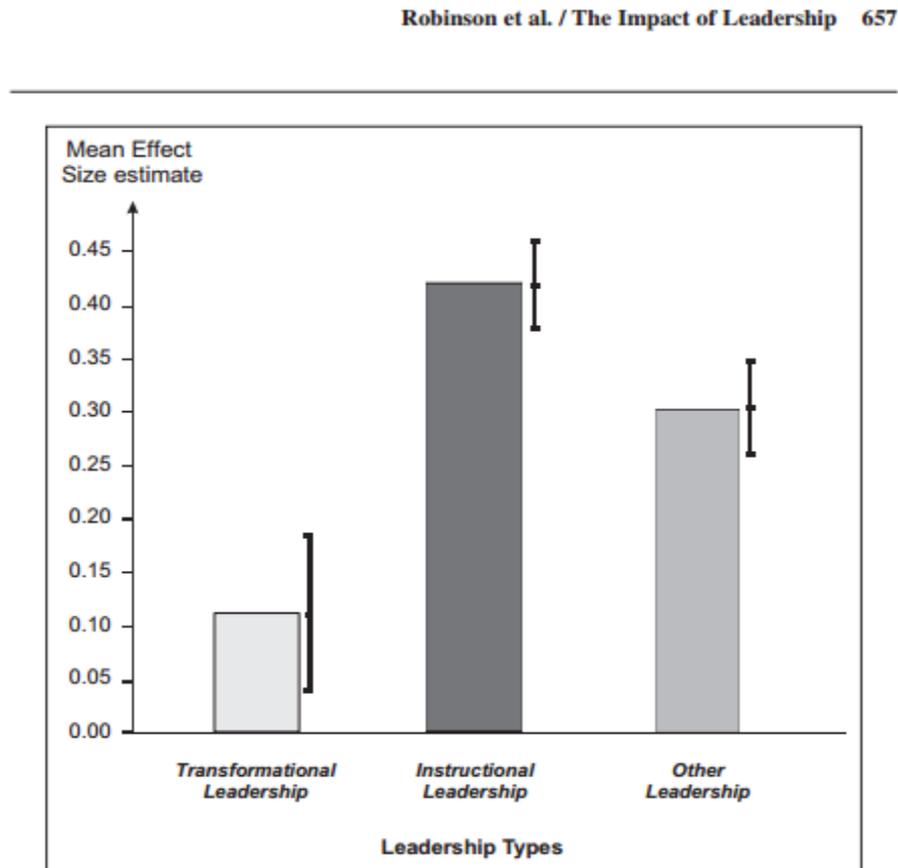
Principals who help in problem-solving and provide actionable feedback are more likely to empower and retain teachers.

Blasé & Blasé, 2001; Charlotte Advocates for Education, 2004

\*Branch, Hunushek, and Rivkin, 2013.

# Providing Observation Feedback: A High-Impact Leadership Activity

Impact on Student  
Achievement



**Figure 1.** Mean Effect Sizes for Impact of Transformational Leadership (13 effects from 5 studies), Instructional Leadership (188 effects from 12 studies), and Other Leadership Approaches (50 effects from 5 studies) on Student Outcomes  
NOTE: Bars indicate mean-point estimates bounded by  $\pm 1$  standard error.

# Guiding Leaders to Better Feedback

“We all need people who will give us feedback. That’s how we improve.”  
– Bill Gates

- Principals are Busy
- Providing Feedback is a Critical Leadership Activity

Well-established process can help leaders get to consistent, quality feedback

# Agenda

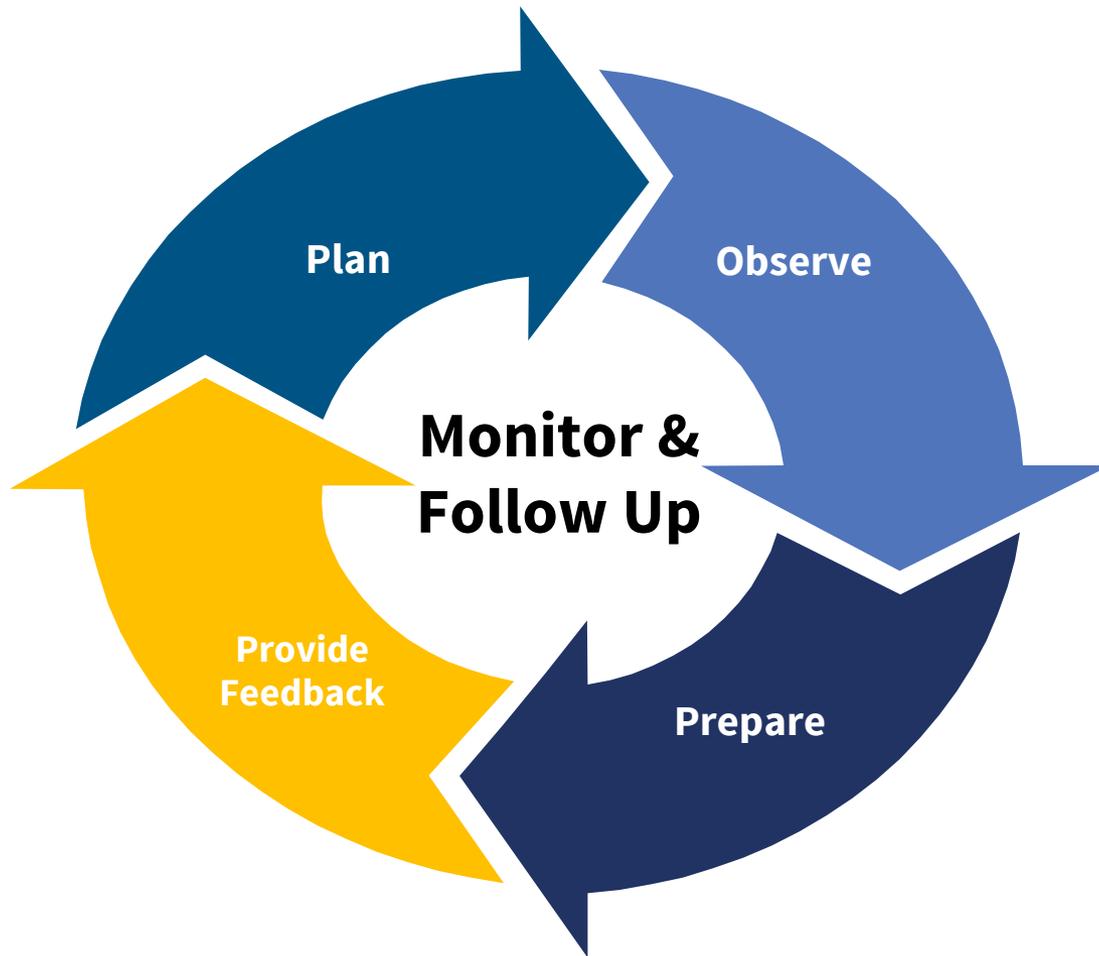
AchieveNJ: Background

The Observation Cycle

High Quality Evidence/5-Step Feedback Protocol

Apply the Learning

# The Classroom Observation Cycle



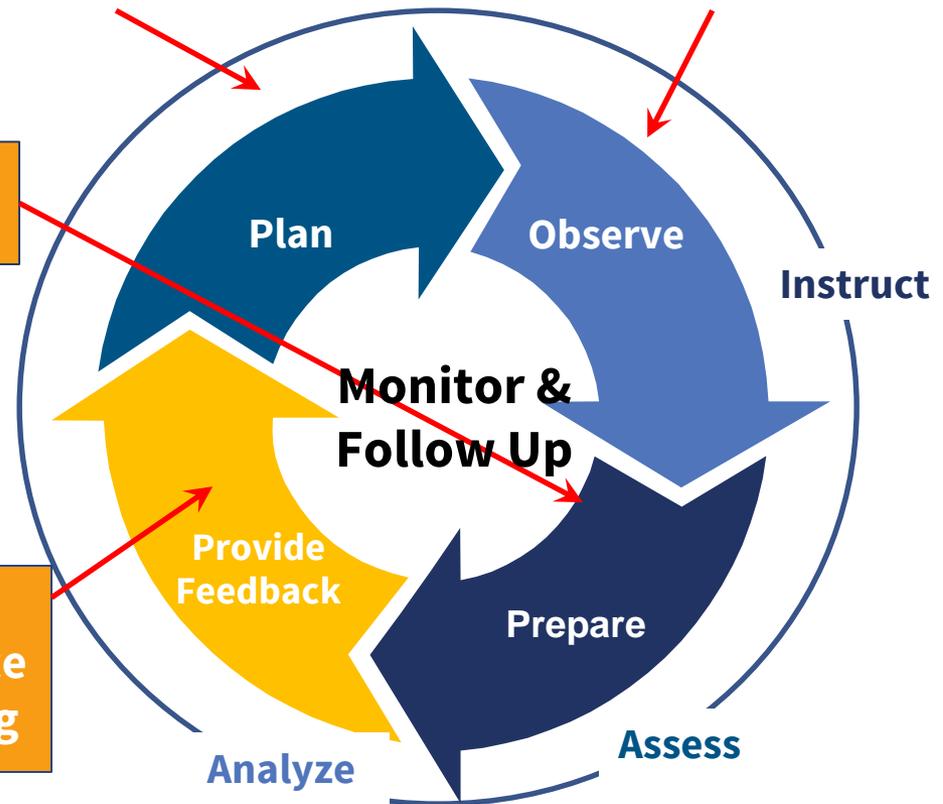
# The Observation Cycle: Improving Teaching and Learning Through Better Feedback

The cycle of teaching and learning is here

The observation cycle is here

Quality feedback requires planning

High quality post-observation conferences have a positive influence on the cycle of teaching and learning



# In Other Words...

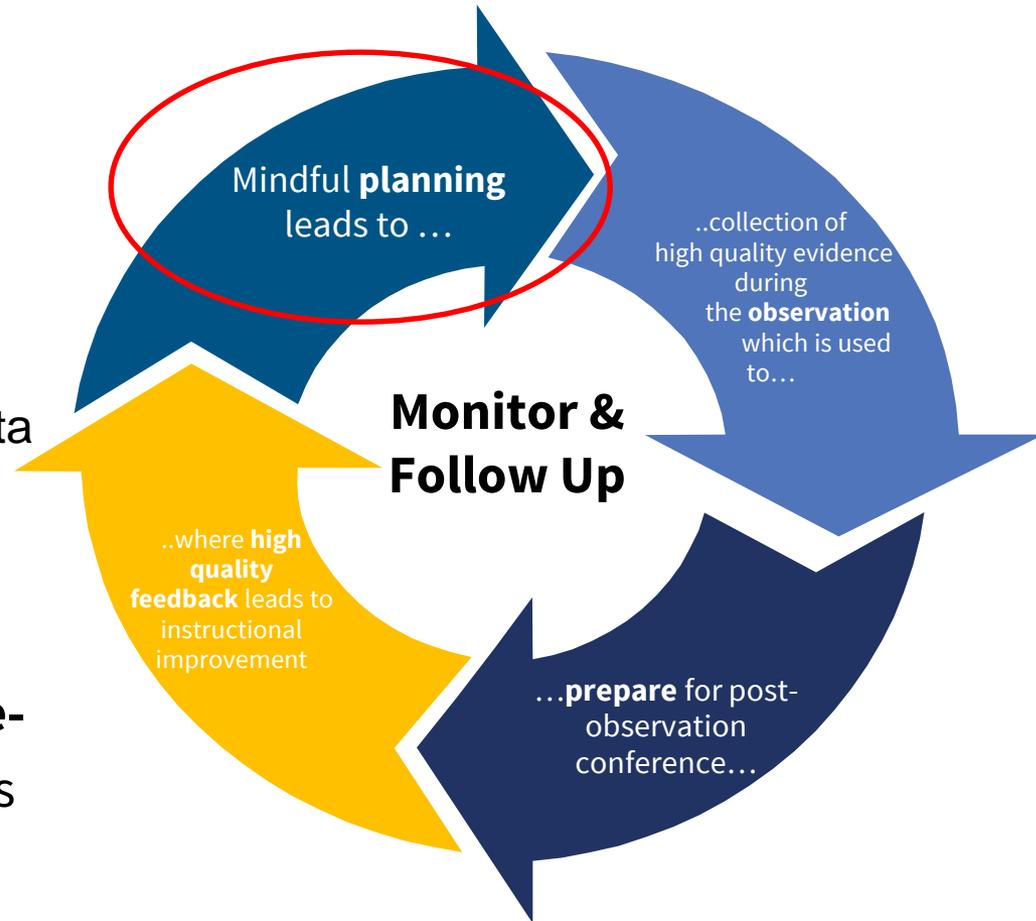


# The Observation Cycle: Planning

## Observer reviews:

- Standards
- Learning Objectives
- Student Learning Data
- Handouts or assessments

...with teacher if **pre-conference** occurs



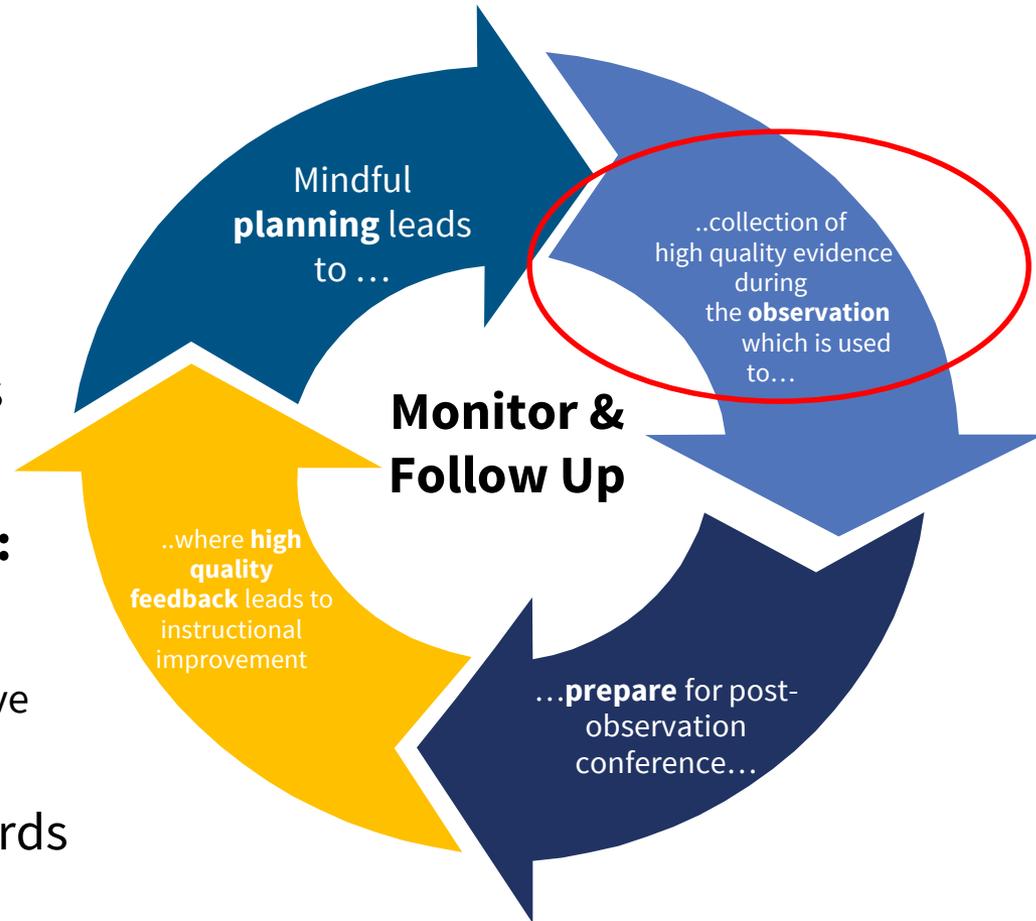
# The Observation Cycle: Collecting Evidence

## high quality evidence captures:

- teacher practice
- student actions
- student outcomes

## high quality evidence is:

- objective
- textured (quantitative and qualitative)
- aligned to standards



# AGENDA

AchieveNJ: Background

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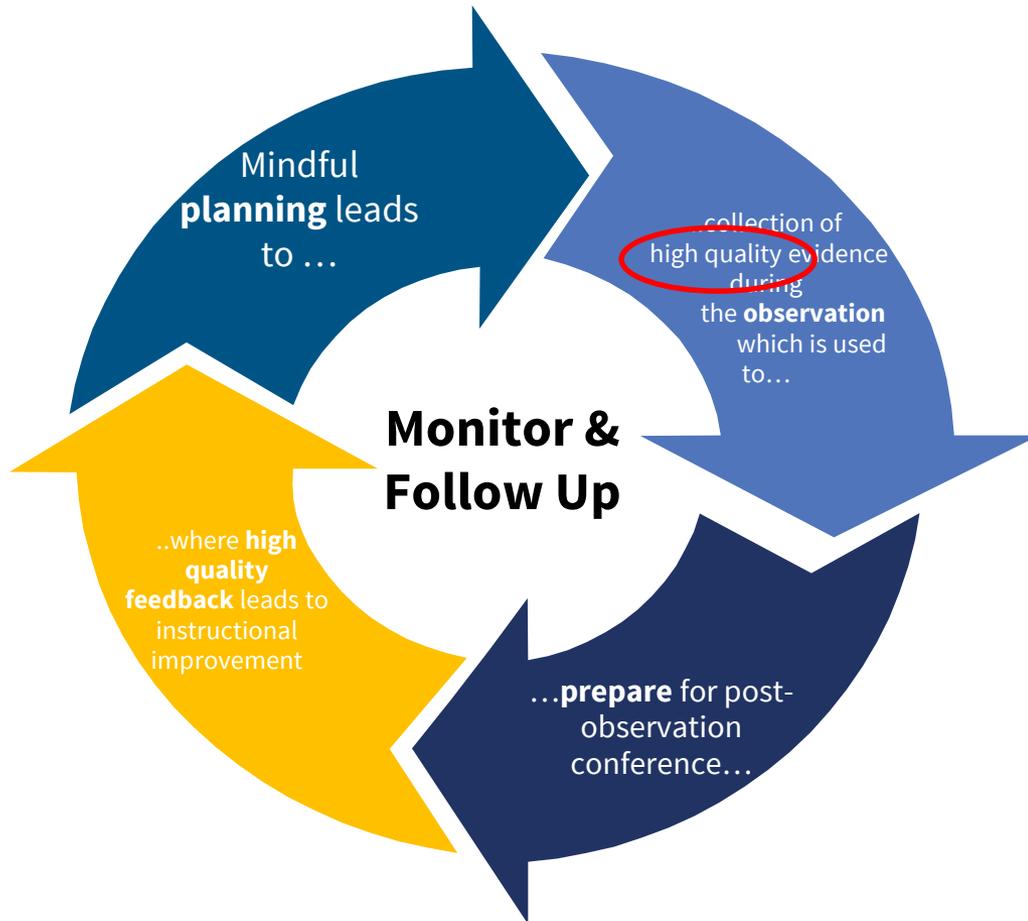
The Observation Cycle

High Quality Evidence/5 Step Feedback Protocol

Apply the Learning

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# High Quality Evidence



## Captures:

- teacher practice
- student actions
- student outcomes

## and is....

- objective
- textured
- aligned to standards

# High Quality Evidence: Objective

Quantitative statements describe observations

Concrete, evidence-based words and statements

- Student quotes
- Teacher quotes
- Student work

No conclusions or evaluative language

***23 students were present in the classroom. 17 of 23 students raised their hands after the teacher asked, “Explain how capitalism differs from communism.”***

# High Quality Evidence: Textured

## Quantitative and qualitative evidence

### Teaching and learning highlighted

- includes quotes from students and teachers
- provides examples of what the students did, as well as what the teacher did

“At 1:45 9/10 pairs of students were engaged in on-task conversation about the text. The pair of girls in the back of the room by the window were not talking and one girl was texting.”

# High Quality Evidence: Aligned to Standards

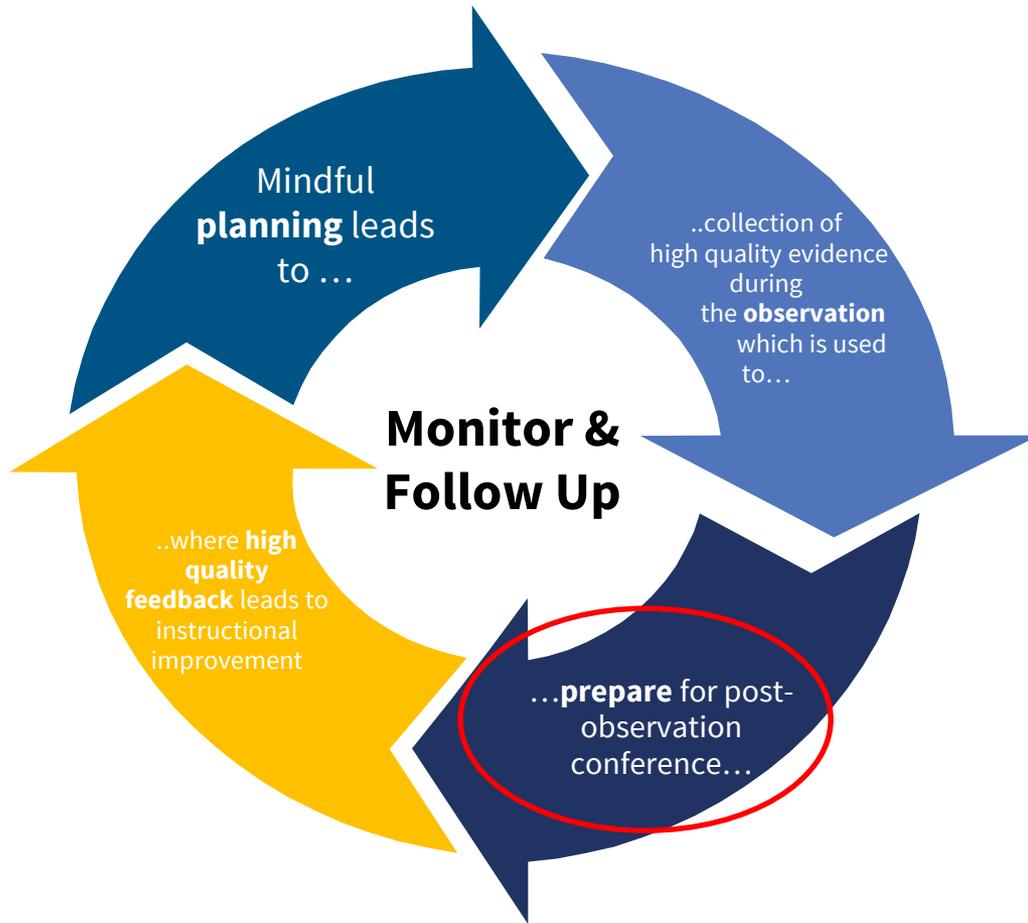
Accurately assigned to indicators or standards

Clarifies how the observer understands the evidence

- Aligns evidence with actionable feedback
- Leads to professional growth activities
- Supports agreed-upon descriptors of high quality teaching and learning.

“All 18 students engaged with the text, using highlighters and Post-it notes to annotate paper copies, while the teacher modeled annotation using the same text projected onto the SMART Board. “3C

# Preparing to Give Evidence Based Feedback



## Preparation includes:

- reviewing the evidence
- preparing a feedback conversation
- using the 5-Step Feedback Protocol

# 5 Step Feedback Protocol: An Overview

**1**

**Praise:** Narrate the positive.

**2**

**Inquire:** Start with a targeted question & add scaffolding as needed.

**3**

**Action Step:** Use questions to lead to bite-sized action step.

**4**

**Plan Ahead:** Design/revise upcoming lesson plans to implement this action.

**5**

**Follow-up:** Set timeline for follow-up.

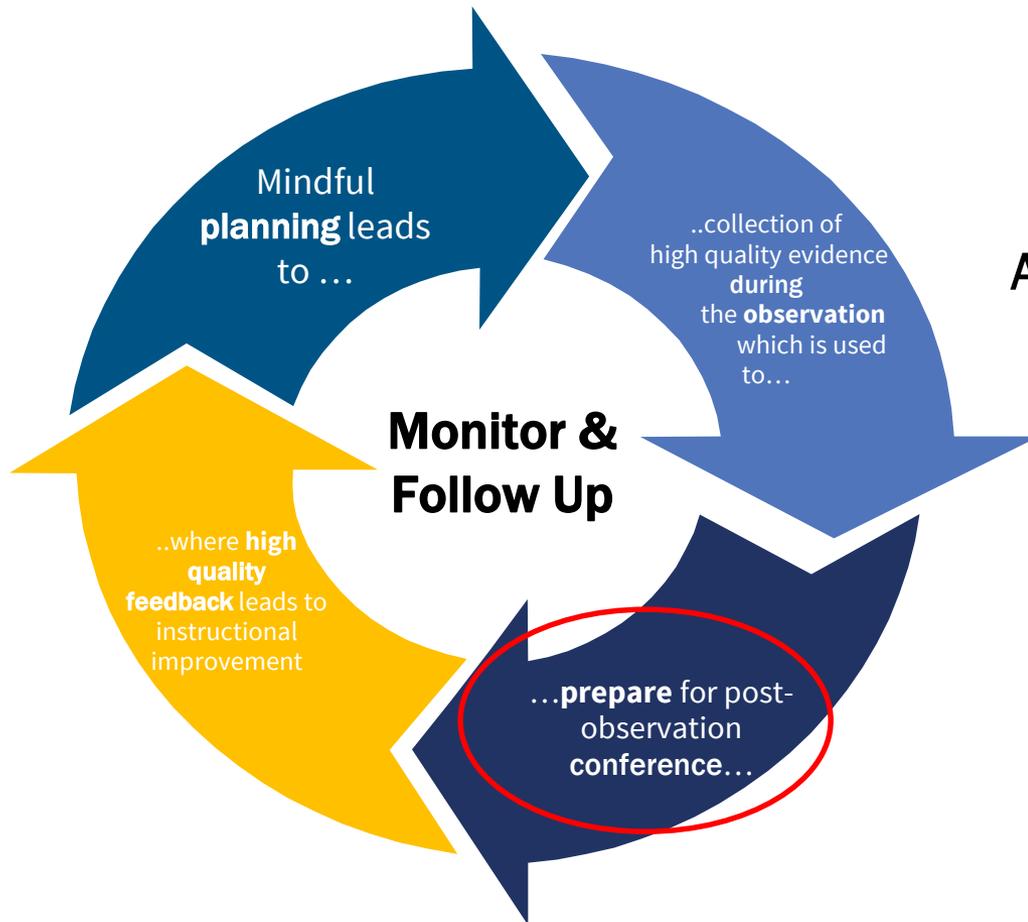
That took planning!

# Prepare Steps 1,2, and 3 for the Conference

-  **1** Praise: Narrate the positive.
-  **2** Inquire: Start with a targeted question & add scaffolding as needed.
-  **3** Action Step: Use questions to lead to bite-sized action step.
- 4** Plan Ahead: Design/revise upcoming lesson plans to implement this action.
- 5** Follow-up: Set timeline for follow-up.

That took planning!

# Conduct an Effective Feedback Conference



## An Effective Feedback Conversation:

- encourages the teacher to reflect
- leads to positive changes in professional practice
- has administrator follow up

# Using the 5 Steps in a Post Conference

-  **1** **Praise:** Narrate the positive.
-  **2** **Inquire:** Start with a targeted question & add scaffolding as needed.
-  **3** **Action Step:** Use questions to lead to bite-sized action step.
-  **4** **Plan Ahead:** Design/revise upcoming lesson plans to implement this action.
-  **5** **Follow-up:** Set timeline for follow-up.

Listen to a model conference from Uncommon Schools. Now listen to it again and fill in the blanks in this pre populated handout, identifying each of the 5 steps in the Feedback Protocol.

# AGENDA

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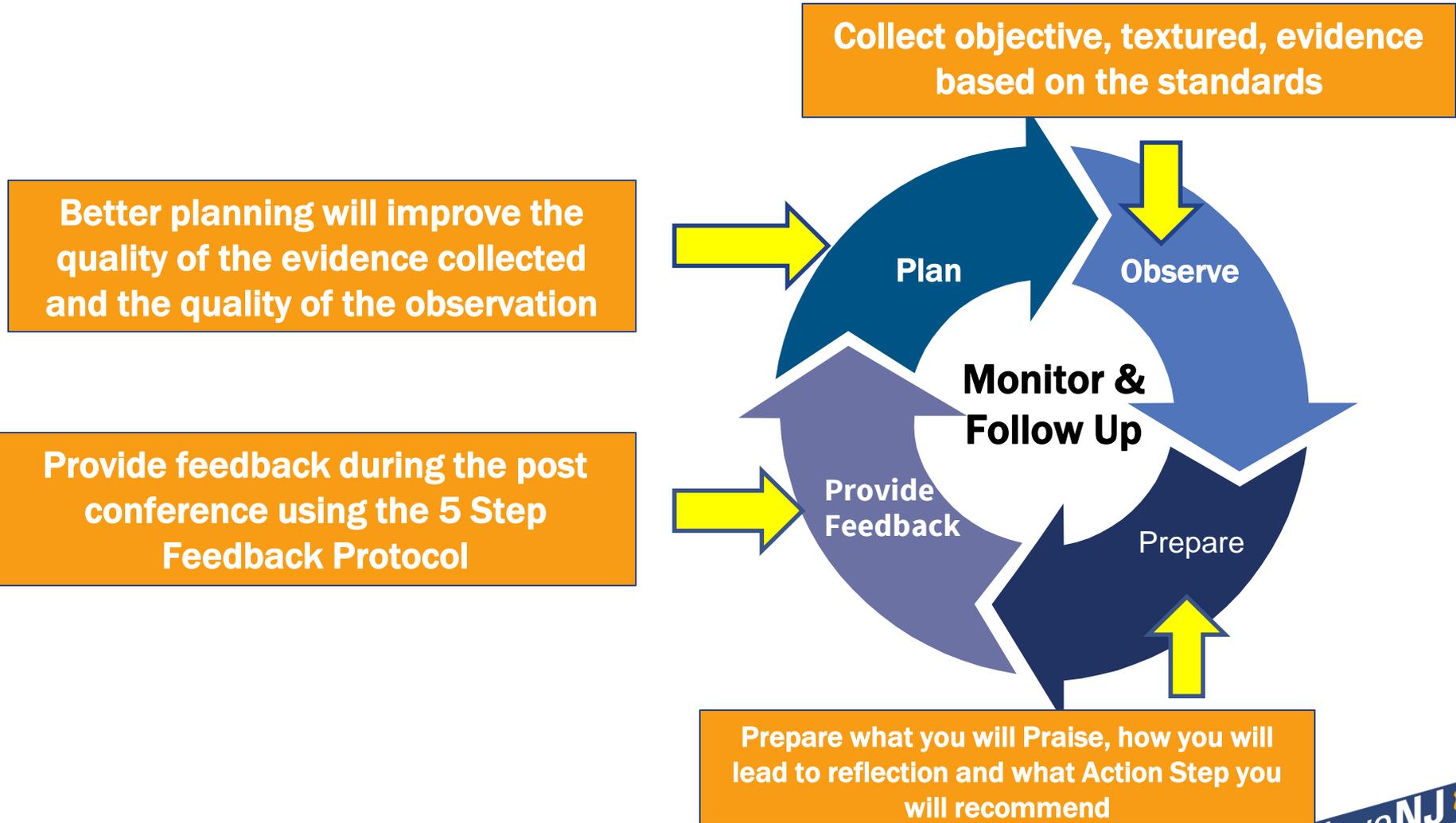
The Observation Cycle

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High Quality Evidence/Feedback

Apply the Learning

# Giving Good Feedback is the Goal.... Observing is the process



# Using the Protocol Consistently Leads to Consistently Strong Feedback

**1**

**Praise:** Narrate the positive.

**2**

**Inquire:** Start with a targeted question & add scaffolding as needed.

**3**

**Action Step:** Use questions to lead to bite-sized action step.

**4**

**Plan Ahead:** Discuss where in upcoming lesson plans to implement this action.

**5**

**Follow-up:** Set timeline for follow-up.

# Apply the Learning

## Collect high quality Evidence

1. Watch 20 minutes of the [classroom video](#). If you are tight on time, it is fine to shorten the viewing time. The idea for 20 minutes is to simulate a short observation.
2. [Use this tool to collect evidence of teaching and learning.](#)
3. Evaluate the evidence you collected using the Observation Report Quality Rubric ([link](#)). Consider whether in a real situation there is more evidence you would want to collect.

# Apply the Learning

## Prepare to Give Good Feedback

1. Using the Pre-Populated Template as a guide, plan your own post-conference by filling in the [Blank Template for Planning for a Post-Conference](#)
2. [Plan Steps 1-3 in the 5 Step Protocol to](#)
  1. Praise: Identify a best practice from your evidence
  2. Inquiry: Develop several inquiry questions that you can ask to lead the teacher to reflect on the lesson
  3. Action Step: Frame a bite-size action step for the teacher

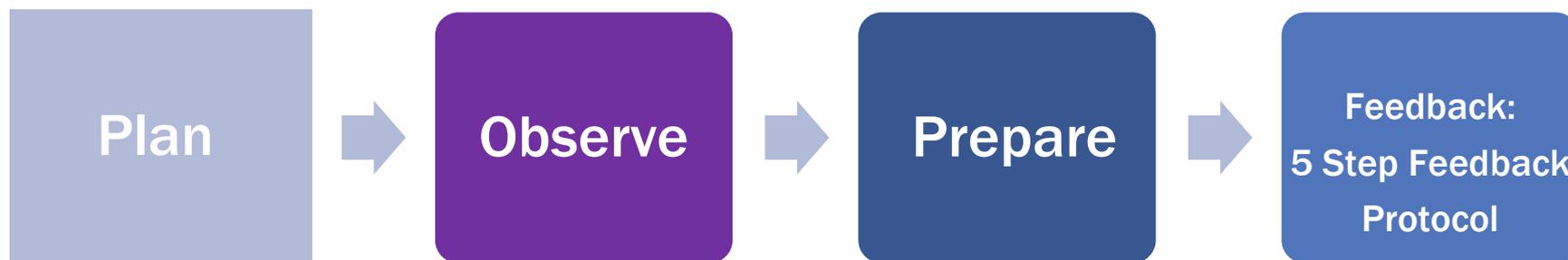
# Apply the Learning

## Provide Effective Post-Observation Feedback

1. Revisit the model conference that you watched back at slide 24 if you need a refresher.
2. Using your pre-populated template to guide you, role play an effective feedback conference with a partner.
3. Collaboratively reflect on the feedback conference. What feedback can the “teacher” provide? What did you think you did well? What could you improve?

# Next Steps

- Review current observation schedule
- Choose a teacher to work with: one that will allow you to gain some practice in the process.
- Keep the Observation Cycle and the 5-Step Feedback Protocol in mind
- Implement the process



# Thank You!

Contact the Evaluation Team (below)

[educatorevaluation@doe.state.nj.us](mailto:educatorevaluation@doe.state.nj.us)

(609)777-3788