

# Providing High Quality Observation Feedback

# Agenda

AchieveNJ: Background

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The Observation Cycle

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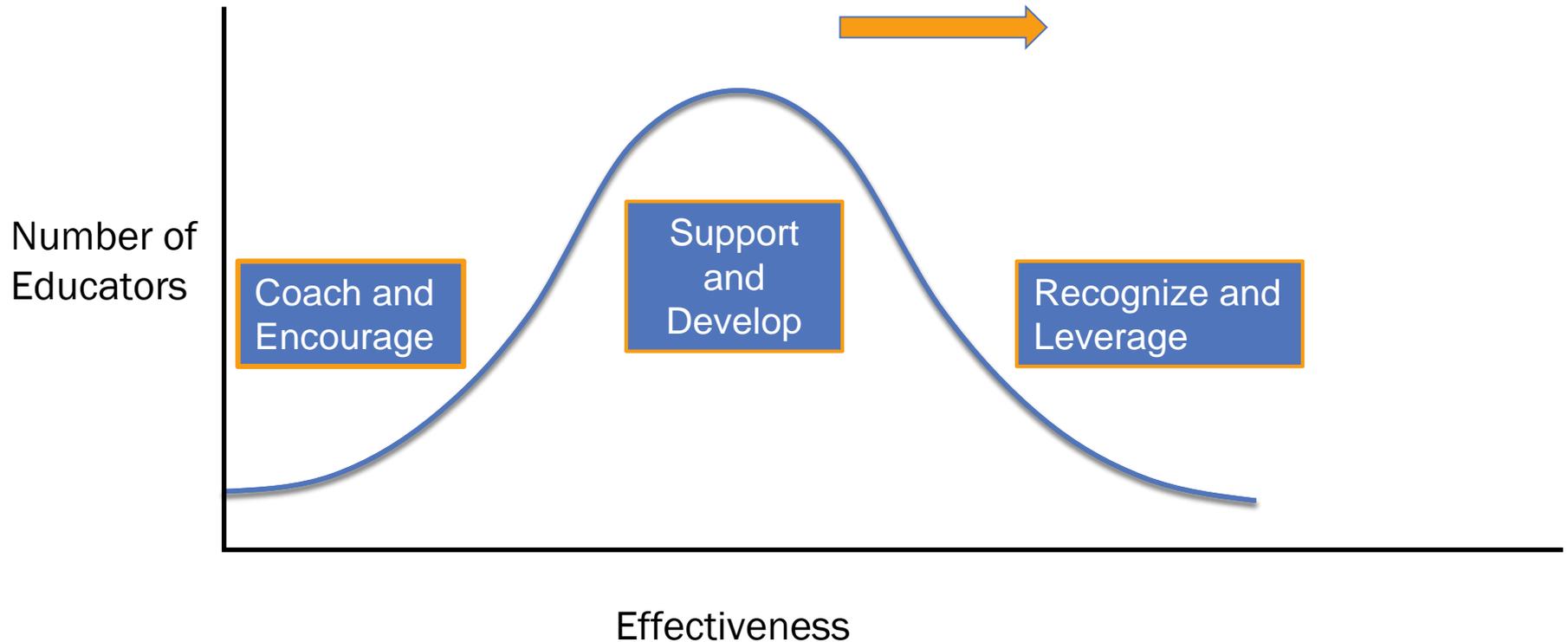
High Quality Evidence/ 5-Step Feedback Protocol

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Apply the Learning

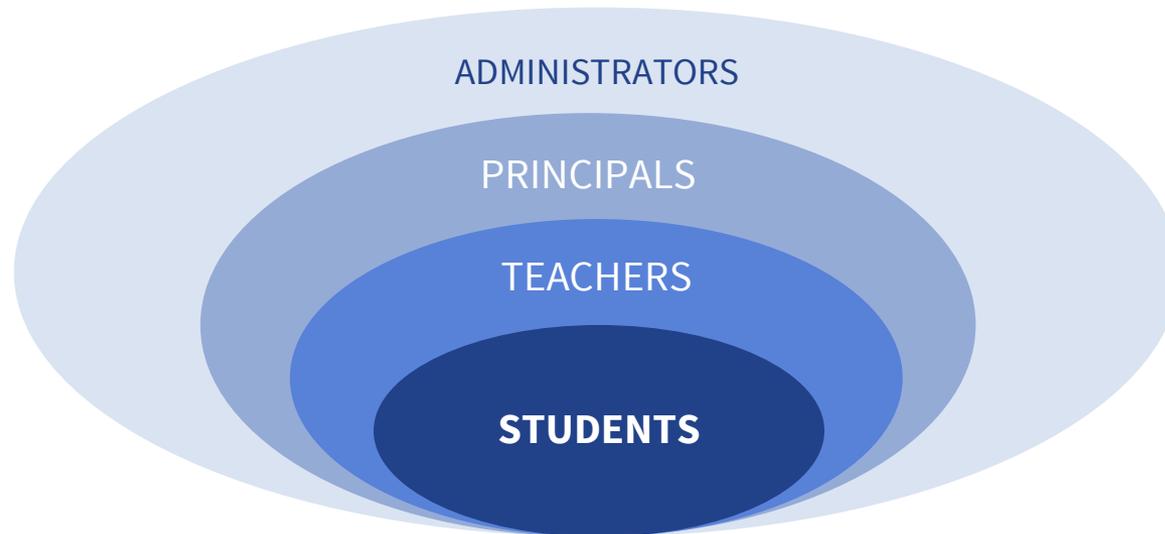
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# AchieveNJ: a Tool for Improving Effectiveness



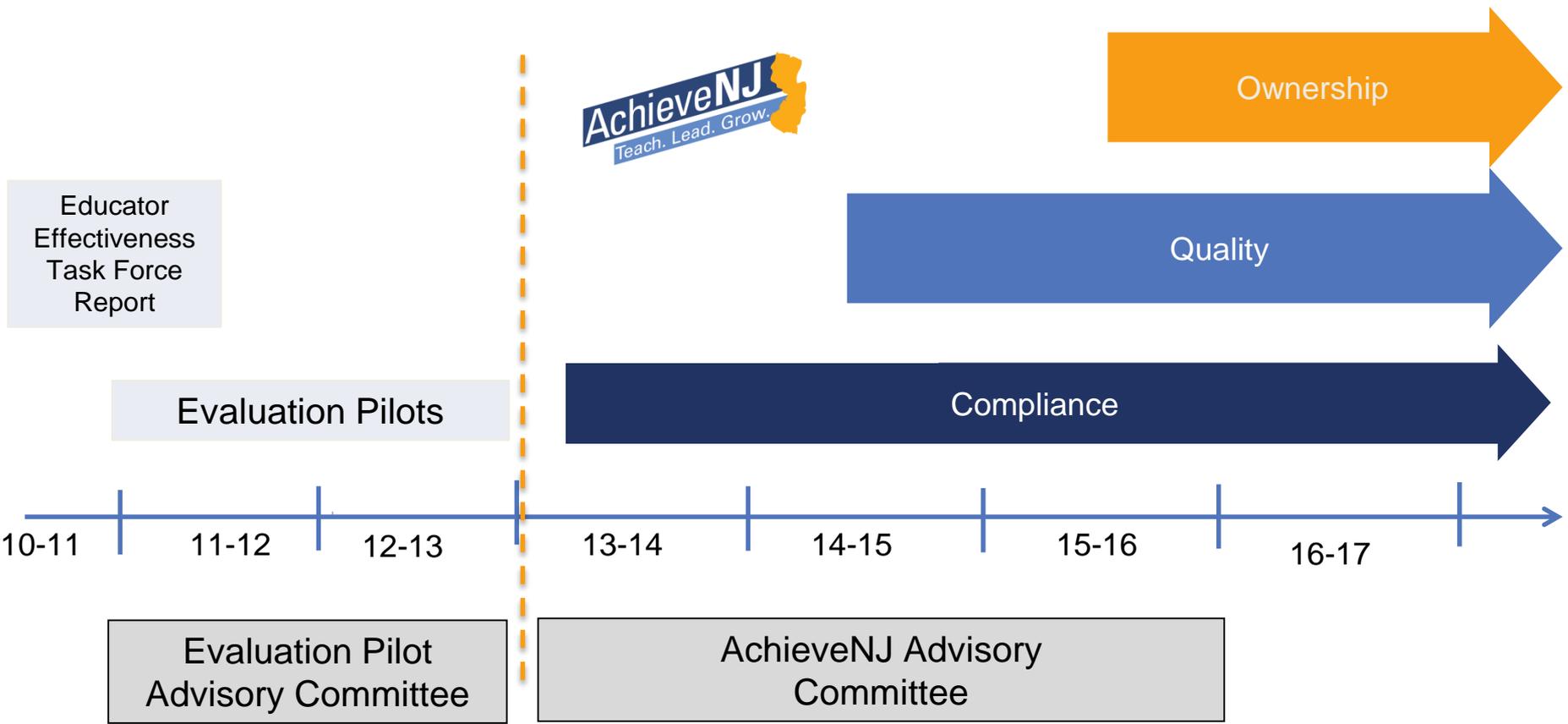
# Big Goal: Improved Student Achievement

- 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

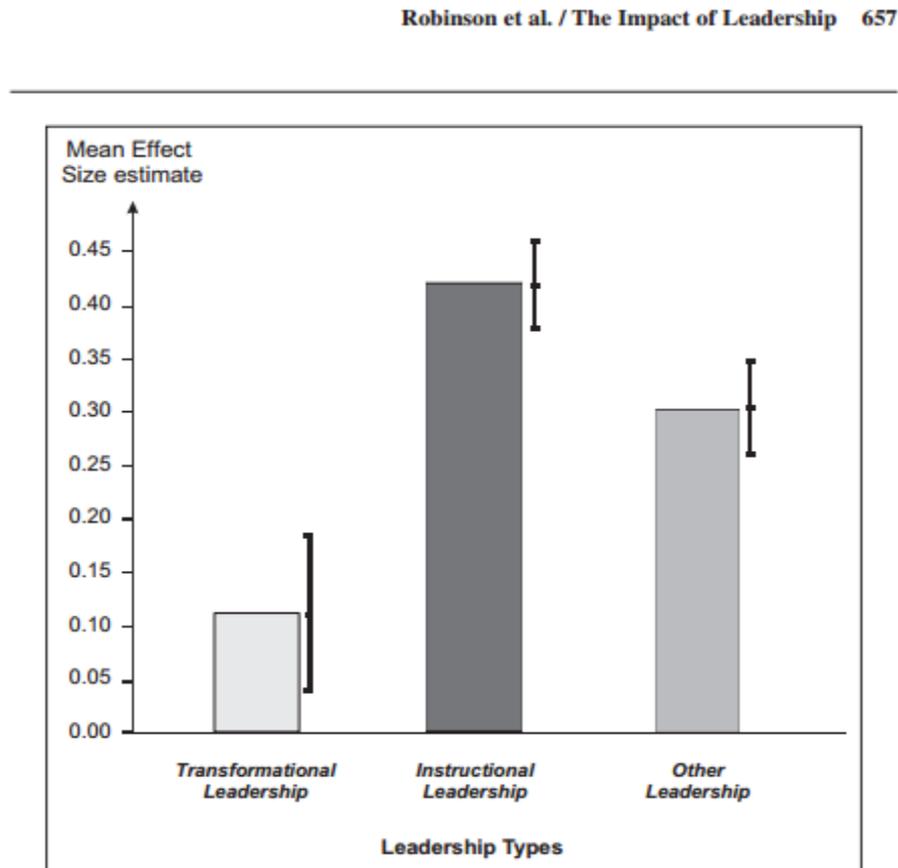
Principals who help in problem-solving and provide actionable feedback are more likely to empower and retain teachers.

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

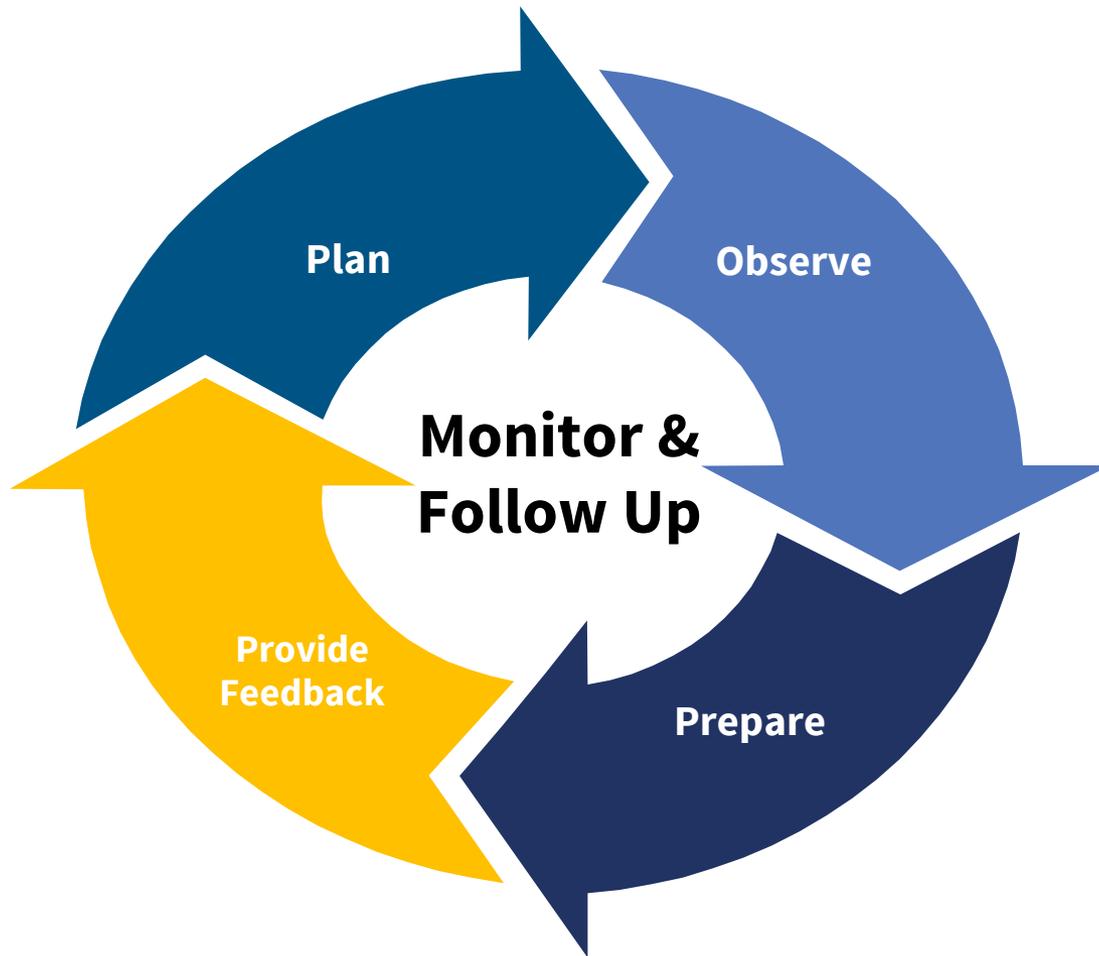
AchieveNJ: Background

The Observation Cycle

High Quality Evidence/5-Step Feedback Protocol

Apply the Learning

# The Classroom Observation Cycle



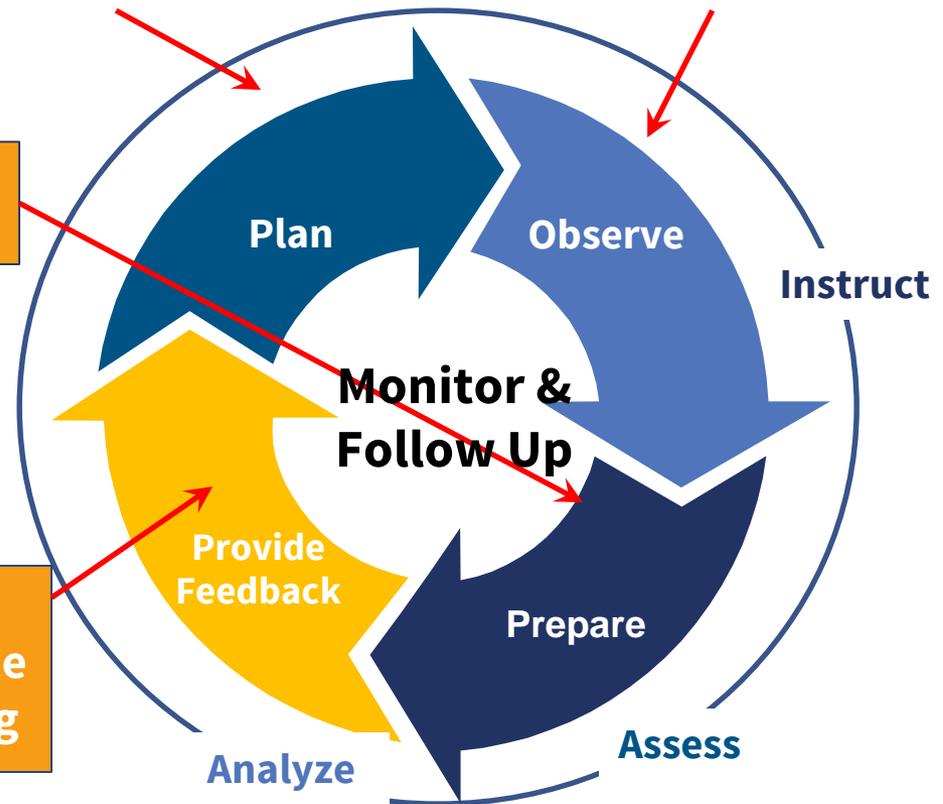
# The Observation Cycle: Improving Teaching and Learning Through Better Feedback

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...

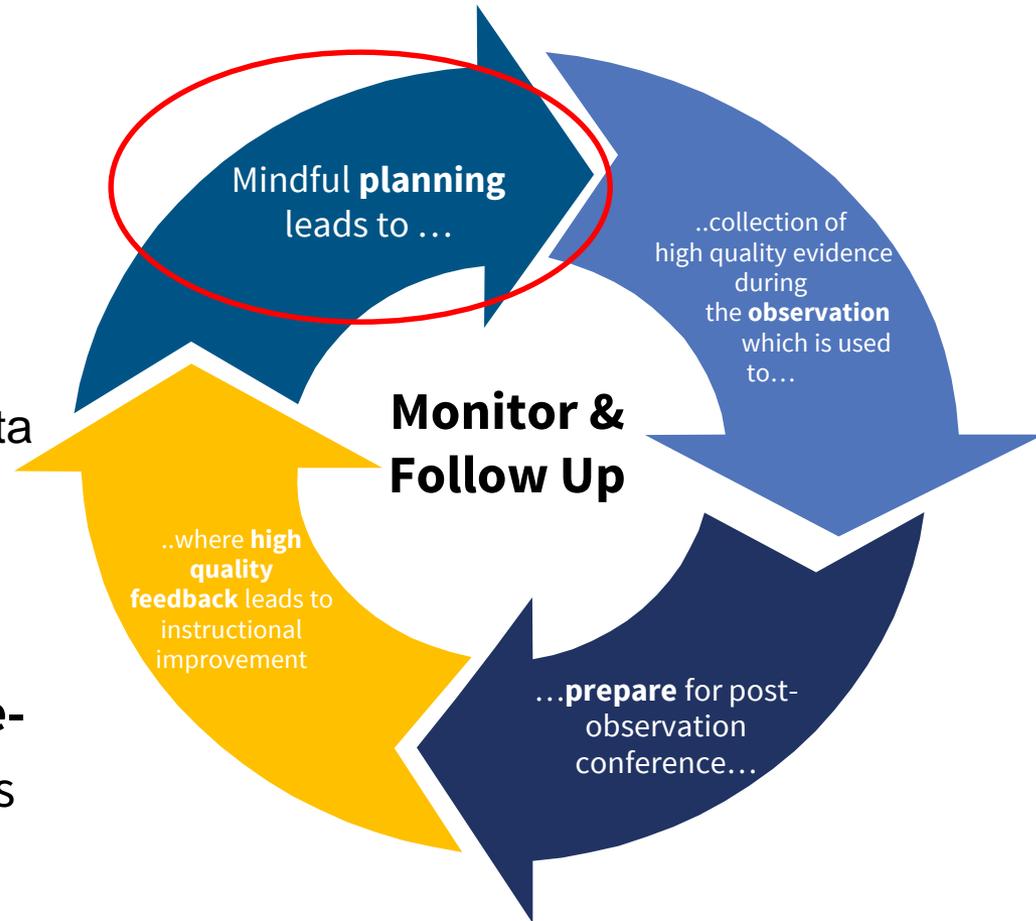


# The Observation Cycle: Planning

## Observer reviews:

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

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



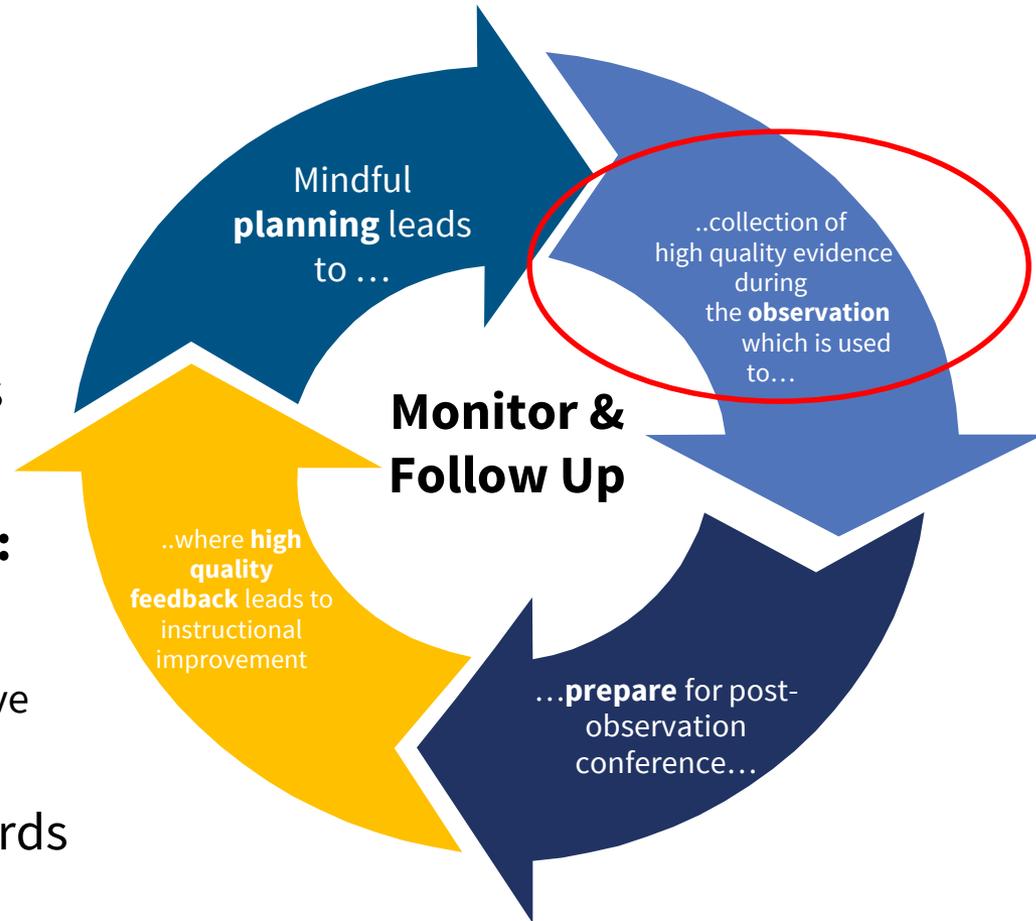
# The Observation Cycle: Collecting Evidence

## 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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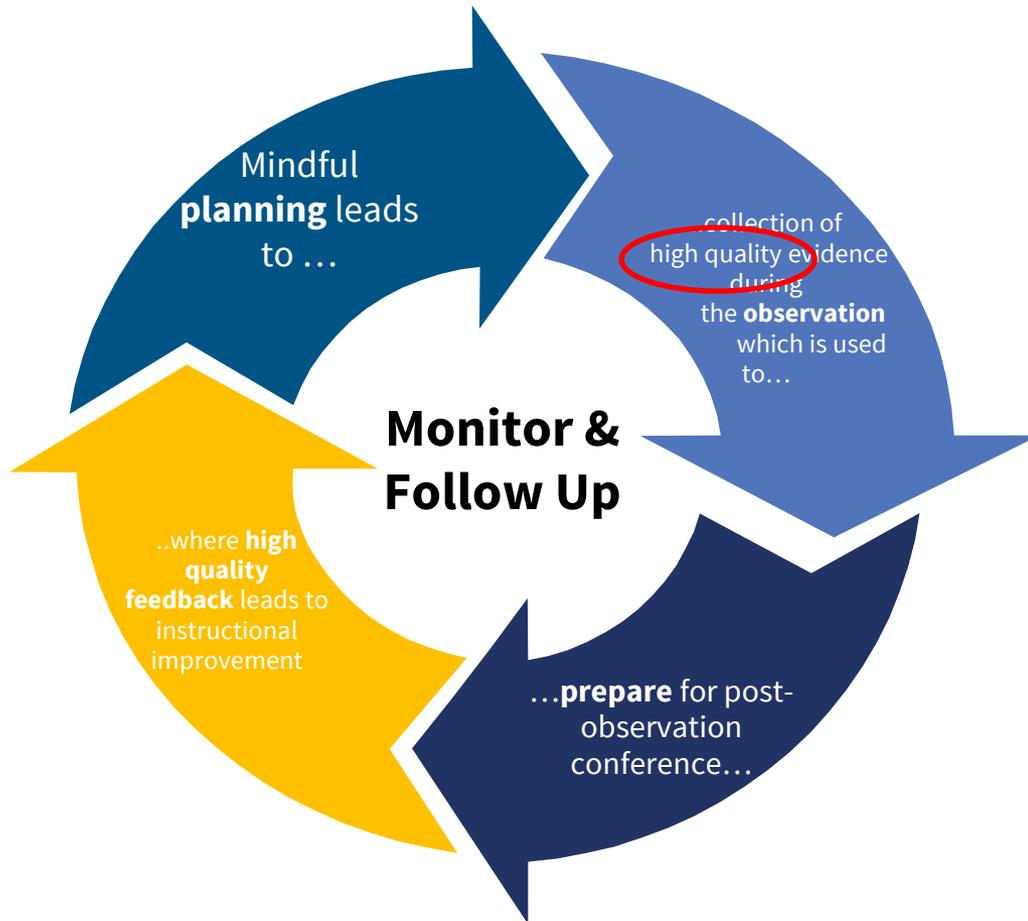
The Observation Cycle

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

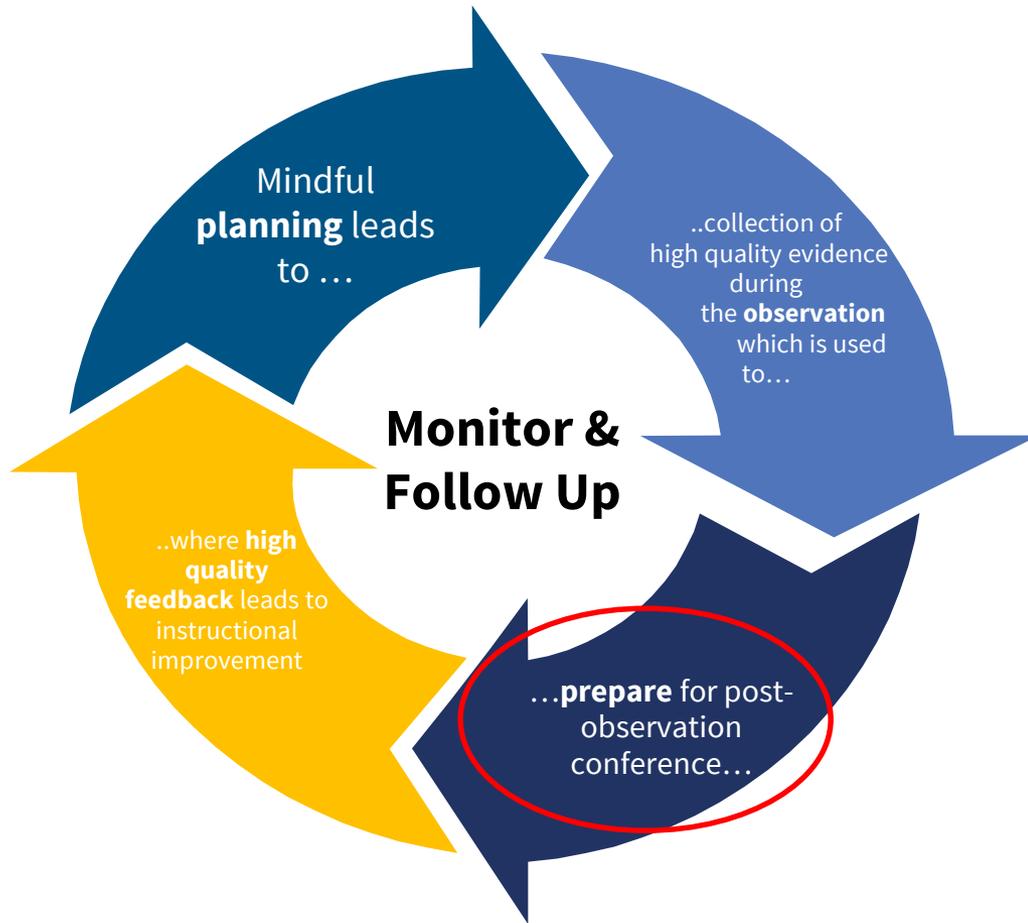
Accurately assigned to indicators or standards

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.

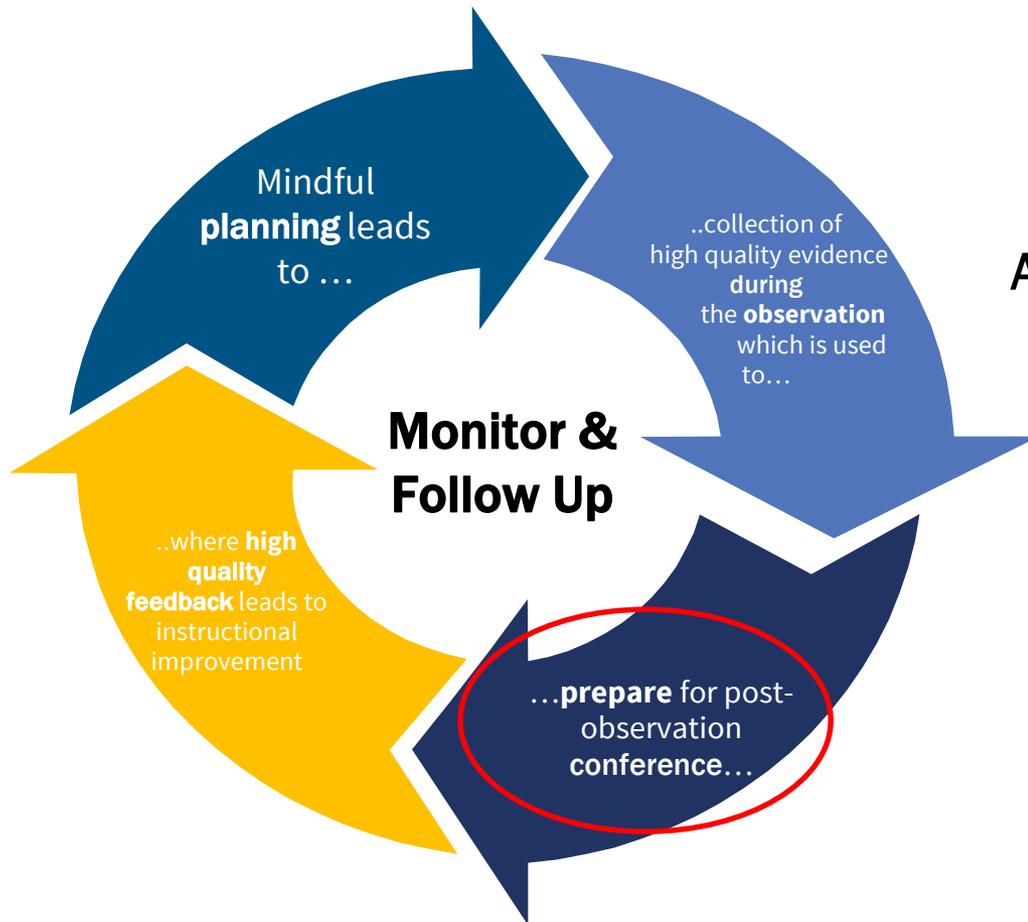
That took planning!

# 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.

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The Observation Cycle

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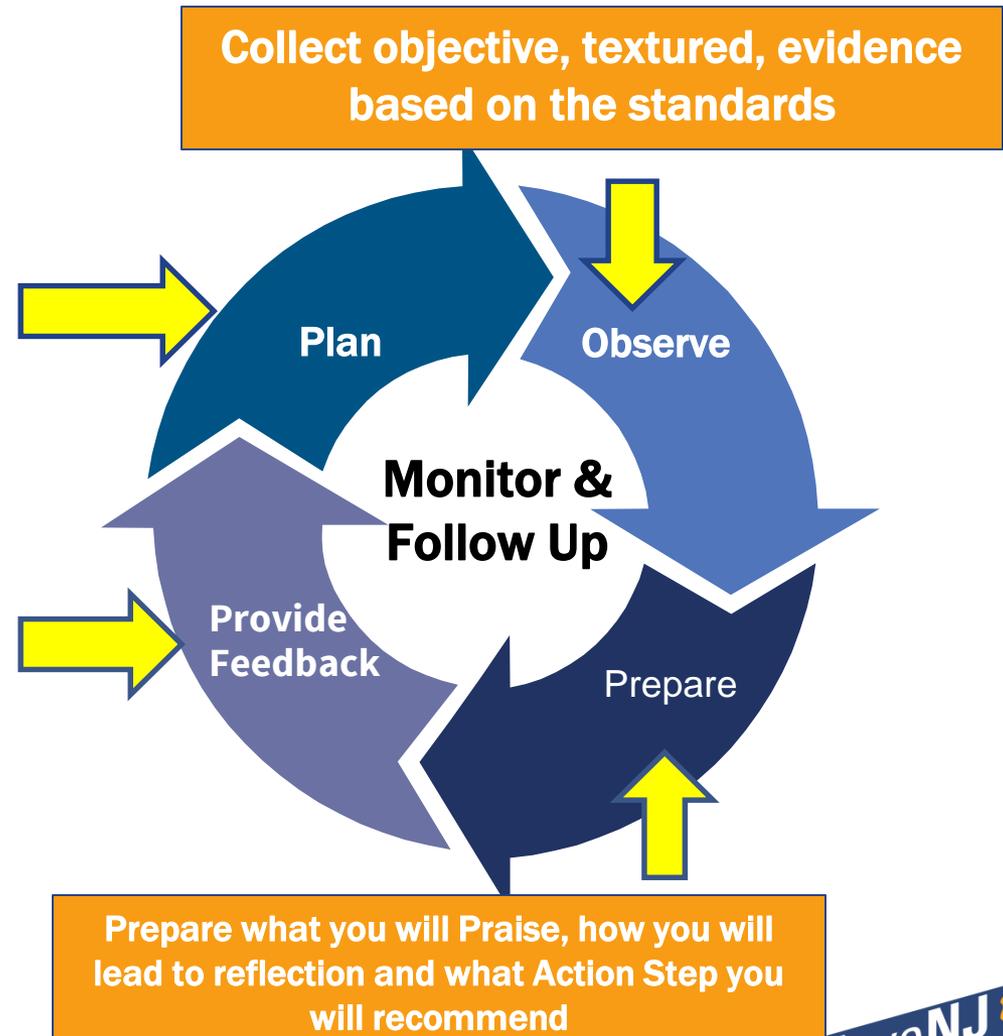
High Quality Evidence/Feedback

Apply the Learning

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

Better planning will improve the quality of the evidence collected and the quality of the observation

Provide feedback during the post conference using the 5 Step Feedback Protocol



# 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

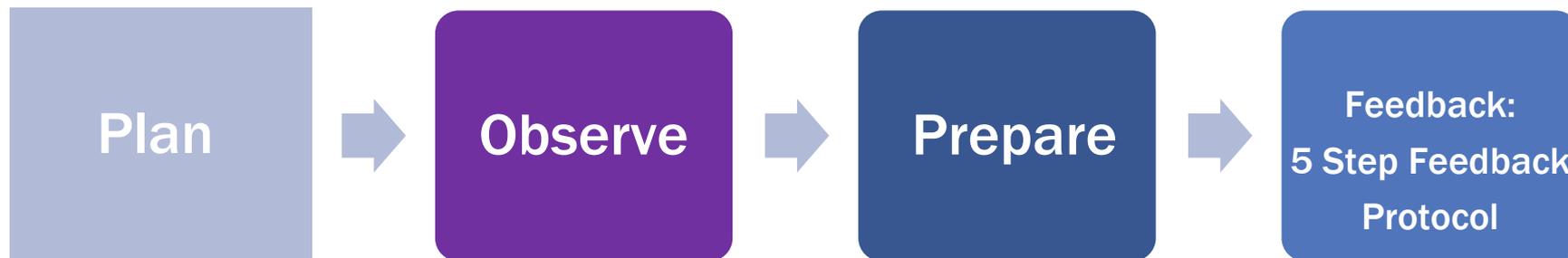
# Apply the Learning

## 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