

ASLI – Alaska School Leadership Institute

## **HOW TO GIVE PROFESSIONAL FEEDBACK**

May 27 - 29, 2015


Learning Groups 1, 2, and 3

Hilton Hotel - Anchorage, Alaska

***Session Leader: Al Bertani, Senior Design Consultant***

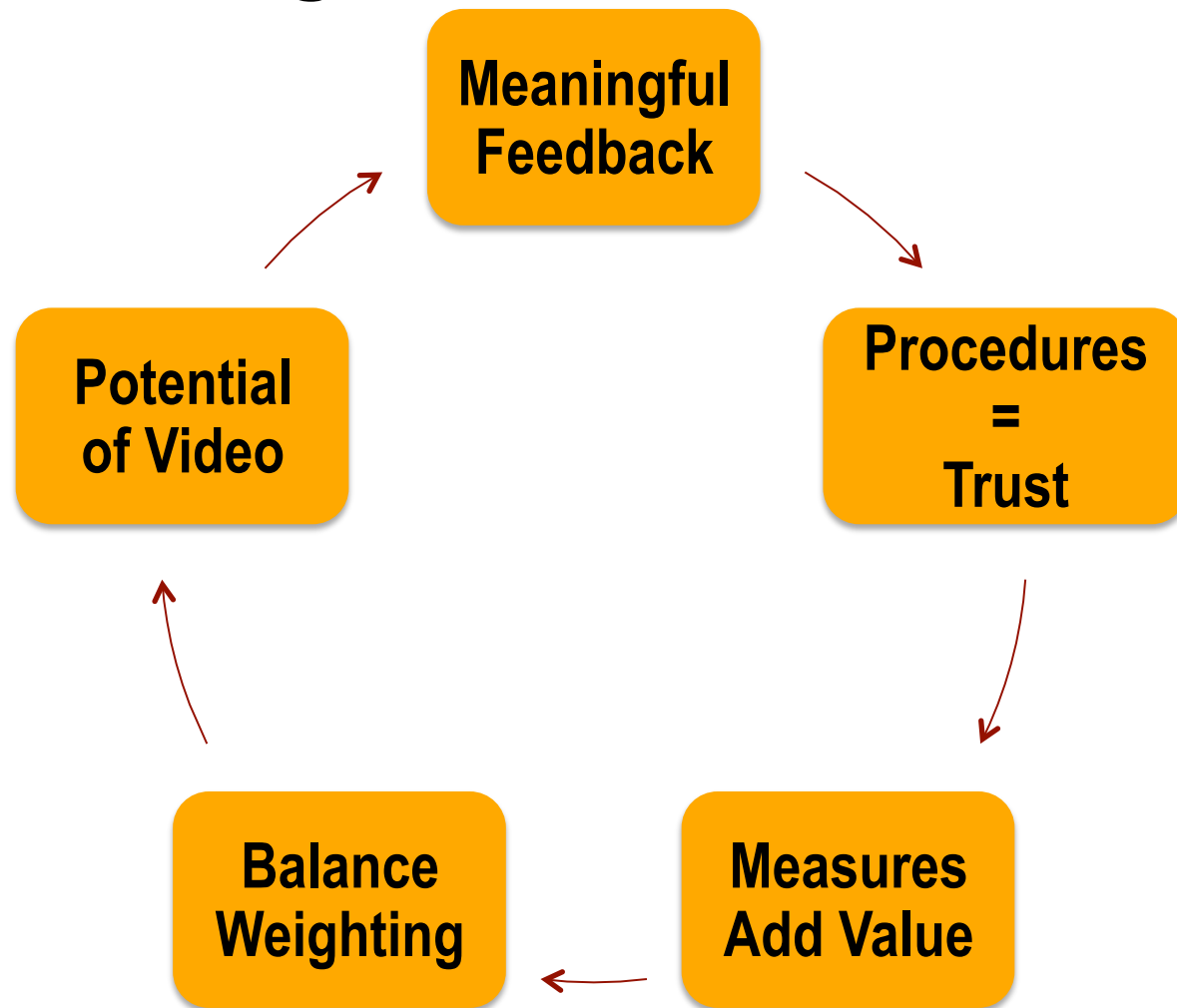


# Session Objectives

- Explore what is known about the impact of feedback
  - Study the micro view of giving feedback
  - Practice the micro view of giving feedback
  - Consider the elements of improving teaching one conversation at a time
- 



# Framing What We Know Now...



MET Project Ensuring Fair and Reliable Measures of Effective Teaching January 2013



# Ensuring Accuracy of Observers

## TRAIN

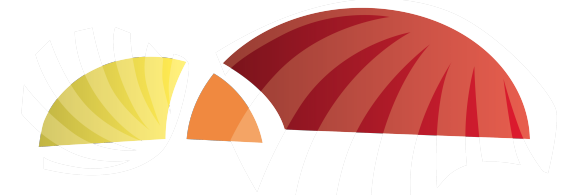
- Observers learn to identify each competency at each performance level

## CERTIFY

- Observers rate pre-scored videos and must achieve adequate match with correct scores.

## OBSERVE

- Observers are approved to rate teacher practice.



# Designing Comprehensive Teacher Evaluation Systems



A Practical Guide to Designing Comprehensive Teacher Evaluation Systems;  
National Comprehensive Center for Teacher Quality; May 2012

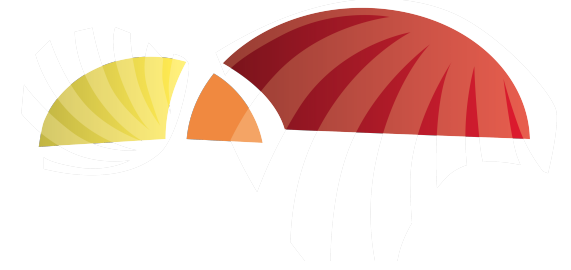


# Professional Feedback

Feedback should feed teacher learning forward, identifying next steps in a teacher's learning journey.

Susan M. Brookhart and Connie M. Moss

How to Give Professional Feedback; Brookhart and Moss;  
ASCD Educational Leadership; April 2015

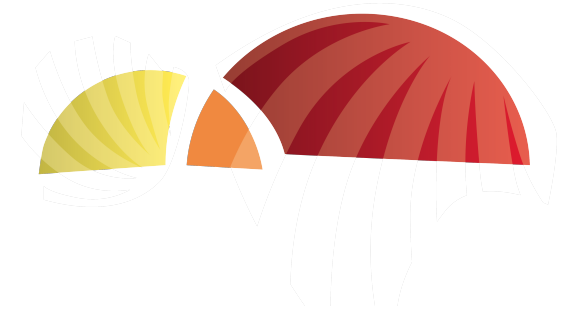


# Feedback

When was the last time someone offered you feedback?

- ✓ What were you doing?
- ✓ Who offered the feedback?
- ✓ What did the feedback do for you?

Consider personal and professional circumstances.



# **THE MICRO VIEW OF GIVING FEEDBACK**

**(Study and Practice)**





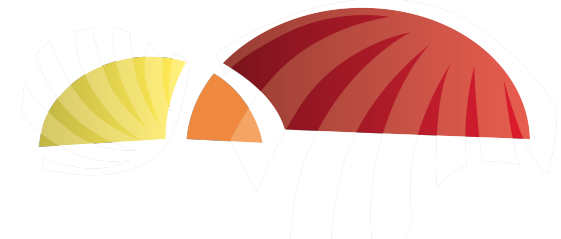


# Three Ways to Look at Feedback

There are three different lenses for looking at feedback...

- ✓ The Micro View: Describe
- ✓ The Snapshot View: Learn
- ✓ The Long View: Deciding on Next Steps

**We will be examining the Micro View.**



## The Micro View of Feedback: Describing What You See

FOCUS QUESTIONS	DEFINITIONS	REFLECTIONS
Is feedback timely?	<b>SEE HANDOUT – PAGE 1</b>	
Does the feedback contain the right amount of information?		
Does the feedback compare the work to criteria?		
Does the feedback focus on the work or the process?		
Is the feedback positive and clear?		
Is the feedback specific, but not too specific?		

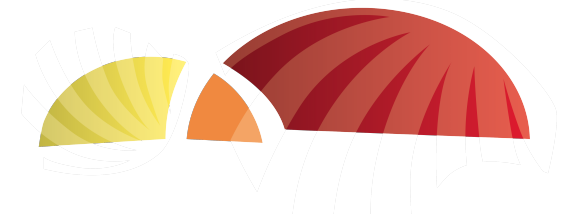
**See Page 1  
Materials  
Packet**

How to Give Professional Feedback; Brookhart and Moss;  
ASCD Educational Leadership; April 2015



# The Micro View of Feedback

- Step 1 Take the next **5** minutes to review the descriptions of the Micro View – **Page 1**
- Step 2 Find a partner from another table to discuss the description for **5** minutes
- Step 3 Join your pair with another pair and highlight your discussions for **10** minutes
- Step 4 Pause to pose questions provoked.



## The Micro View of Feedback: Describing What You See

FOCUS QUESTIONS	DEFINITIONS	REFLECTIONS
Is feedback timely?	<b>SEE HANDOUT – PAGE 1</b>	
Does the feedback contain the right amount of information?		
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Is the feedback positive and clear?		
Is the feedback specific, but not too specific?		

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# The Micro View of Feedback

- Step 1 Take the next **5** minutes to review the descriptions of the Micro View – **Page 1**
- Step 2 Find a partner from another table to discuss the description for **5** minutes
- Step 3 Identify the three most important messages from the Micro View **3** minutes
- Step 4 Share those with another pair.



## **WHAT ARE WE LOOKING FOR...**

Before you view the teaching example we will be using for this simulation, make a few notes to yourself about what characterizes high quality teaching for you.



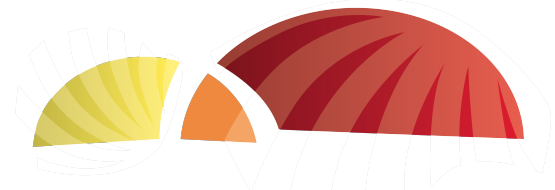


# Three Ways to Look at Feedback

There are three different lenses for looking at feedback...

- ✓ The Micro View: Describe
- ✓ The Snapshot View: Learn
- ✓ The Long View: Deciding on Next Steps

**Feedback without follow-up is malpractice.**



## Descriptive Observation Protocol: Describing What You See

QUESTION PROMPTS	DESCRIPTIVE OBSERVATION
What evidence of student learning did you observe?	
How did the teacher engage students in assessing their learning?	
What did you see and hear as you observed the teacher engaging students in learning and content?	
What feedback would you offer the teacher to promote development, growth, and improvement?	
What potential resources would you offer the teacher to prompt development, growth, and improvement?	

**See Page 2  
Materials  
Packet**

How to Give Professional Feedback; Brookhart and Moss;  
ASCD Educational Leadership; April 2015





# Feedback Simulation

Teaching Channel Resource

<https://www.teachingchannel.org/>

Formative Assessment: Collaborative Discussions

Grade 4 – ELA - 15 minutes

<https://www.teachingchannel.org/videos/formative-assessment-example-ela-sbac>

Moving Beyond Brainstorming

Grade 7 – ELA – 9 minutes

<https://www.teachingchannel.org/videos/prep-for-expository-essays>

9 minutes

Understanding Authors Purpose Grade 7 – ELA – 11 minutes

<https://www.teachingchannel.org/videos/authors-purpose-lesson-plan>

How to Give Professional Feedback; Brookhart and Moss;  
ASCD Educational Leadership; April 2015



# Feedback Simulation Debrief

Step 1 Recap the feedback that was given.

Step 2 Role-playing teacher should provide feedback to their partner.


Step 3 Look back to the description of the Micro View of Feedback – What was used?

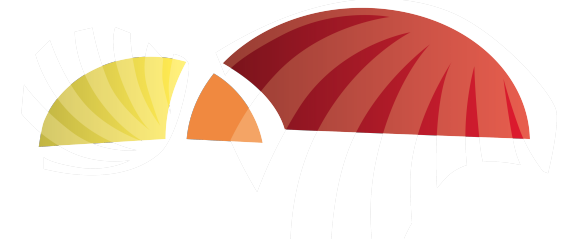


**WHAT ARE WE LOOKING FOR...**

**FIND YOUR DESCRIPTION...**

Before you view the teaching example we will be using for this simulation, make a few notes to yourself about what characterizes high quality teaching for you.

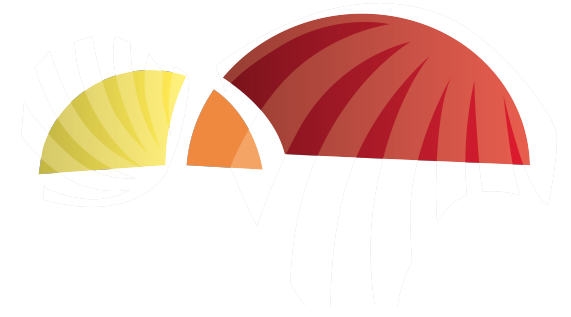




## The Micro View of Feedback: Describing What You See

FOCUS QUESTIONS	REFLECTIONS
Is feedback timely?	
Does the feedback contain the right amount of information?	
Does the feedback compare the work to criteria?	
Does the feedback focus on the work of the process?	
Is the feedback positive and clear?	<b>See Page 3 Materials Packet</b>
Is the feedback specific, but not too specific?	

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ASCD Educational Leadership; April 2015



# **IMPROVING TEACHING ONE CONVERSATION AT A TIME**





# Evaluations That Help Teachers Learn

“Before, I had no idea what my principal was looking for – I had to be a mind reader! So I just played it safe, taught a familiar lesson, one I knew would go well – but did the process improve my teaching? Not at all! In my old school, the principal just came in with a checklist, but we never really talked. But this time, we had a great conversation about how to help my students want to write. It really made me think. As a result, I’ve got a new approach: I’m going to engage some students around the things they’re passionate about and have them try to convince their classmates about the value of such interests.”



## Improving Teaching One Conversation at a Time

Listen as much as you speak.	<b>See page 4 handout materials.</b>
Be aware of body language.	
Craft feedback that invites dialogue instead of shutting it down.	
Ask open-ended questions that will allow for future learning not just questions that are lesson specific.	
Understand that relationships matter.	<b>See Page 4 Materials Packet</b>