

Reflect and Provide Feedback



Leading Question



Evidence



Next Steps

First Steps in Establishing a Process for Evidence-Based Feedback

Spend time on the front end developing the skills for accurate feedback, building a common language, determining the targets and identifying look fors, deciding on the type of evidence to be collected, developing a schedule for observations/feedback, and communicating the process with all stakeholders to ensure transparency and inter-rater reliability/agreement.

KEY TERMS

Accuracy. The extent to which observers are able to assign the correct score to a lesson using a particular rubric.

Inter-rater agreement. The extent to which multiple observers assign the same score to the same lesson or teacher. Also called rater-agreement.

Reliability. The degree to which scores are free from influences such as who gave the scores, when they were given, and what was being taught to which group of students.

Bias. Internal factors unrelated to the quality of teaching practice that may influence an observer's scoring decisions—either positively or negatively.

Evidence collection. A process in which observers record behaviors in the classroom without interpretation, typically through note-taking.

Master coding. A process in which experts in an observation rubric (master coders) review video of teaching and determine the correct scores, and the correct rationales for those scores, so that the video then may be used to train and assess observers for accuracy. Also called anchor rating or pre-scoring.

Reconciliation. A process in which multiple master coders (often in pairs) agree on the correct scores and on the correct evidence to support those scores.

Wood, Jess, Tocci, Cynthia M., Joe, Jilliam N., Holtzman, Steven L., Cantrell, Steve, Archer, Jeff. Jun 2014. Building Trust in Observations: A Blueprint for Improving Systems to Support Great Teaching. MET Project Policy And Practice Brief. Bill & Melinda Gates Foundation Building Trust in Observations: A Blueprint for Improving Systems to Support Great Teaching. Retrieved from: http://k12education.gatesfoundation.org/wp-content/uploads/2015/12/MET_Observation_Blueprint.pdf

Considerations for Providing Feedback

What level of trust exists? How will the person respond to direct feedback?

Leading Question

- Focus on the desired change (one that will have the greatest impact on improving instruction and student learning).
- Phrase the question in a manner that seeks to invite reflection and help you identify whether the participant has the requisite knowledge or skills to self-correct with support.

Example:

What strategies do you use to monitor student engagement during warm ups and group activities?

Evidence

- Use specific descriptive evidence from the observation. Do not use words like usually, sometimes, frequently.
- Link the evidence to the effect it has on students.
- Exclude statements of judgement or bias (Students were not engaged in learning. She is an effective teacher because her classes always have high pass rates.)

Example:

Five students did not engage in expanding their list character traits for the main character and 1 additional character during the warm up exercise. Attendance was being taken by the teacher (6 mins). Four of the same 5 students did not contribute during their group's 20-minute activity – a discussion of character traits of 4 characters and documentation of evidence for the traits (i.e., what character says, does, how they are viewed by others).

Next Steps

- Will a direct or supportive approach be needed?
- Include who will do what by when.

Example:

The English department chair will collaborate with the teacher to plan and implement strategies for engaging all students during warm ups and group activities as evidenced by department chair feedback on student engagement for 4 warm ups, 2 administrator snapshot observations of engagement during group activities and teacher documentation of student accountability during group activities over the next 2 weeks.