



Instructional Feedback

Developing Principal Practice

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Center on
GREAT TEACHERS & LEADERS
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Mission

The mission of the Center on Great Teachers and Leaders (GTL Center) is to foster the capacity of vibrant networks of practitioners, researchers, innovators, and experts to build and sustain a seamless system of support for great teachers and leaders for every school in every state in the nation.

Session Objectives

- Review and discuss research on powerful feedback
- Observe and debrief on quality of example feedback sessions
- Introduce and model use of the *Instructional Feedback Observation Tool*
- Discuss potential next steps to improve school leaders' practices through coaching and supervision.

A portrait of Bill Gates, an older man with grey hair and glasses, wearing a dark suit, white shirt, and a blue patterned tie. He is looking slightly to the right with a thoughtful expression. The background is a solid blue color.

**We all need people
who will give us
feedback. That's how
we improve.**

- Bill Gates

The Improvement Cycle





What we've learned from studies

Principals struggle to

- Accurately rate practice
- Make sense of scores
- **Facilitate feedback**
- Connect results to learning plans

Even if ratings are accurate, teacher evaluation will be ineffective if feedback is poorly delivered.

Feedback is an evidence-based conversation about practice quality that leads to a plan for improvement.



What we know (and research confirms)

Delivered well, feedback motivates, builds trust, improves relationships.

Strong feedback qualities:

- Evidence use
- Professional interactions
- Differentiated questions
- Two-way conversation

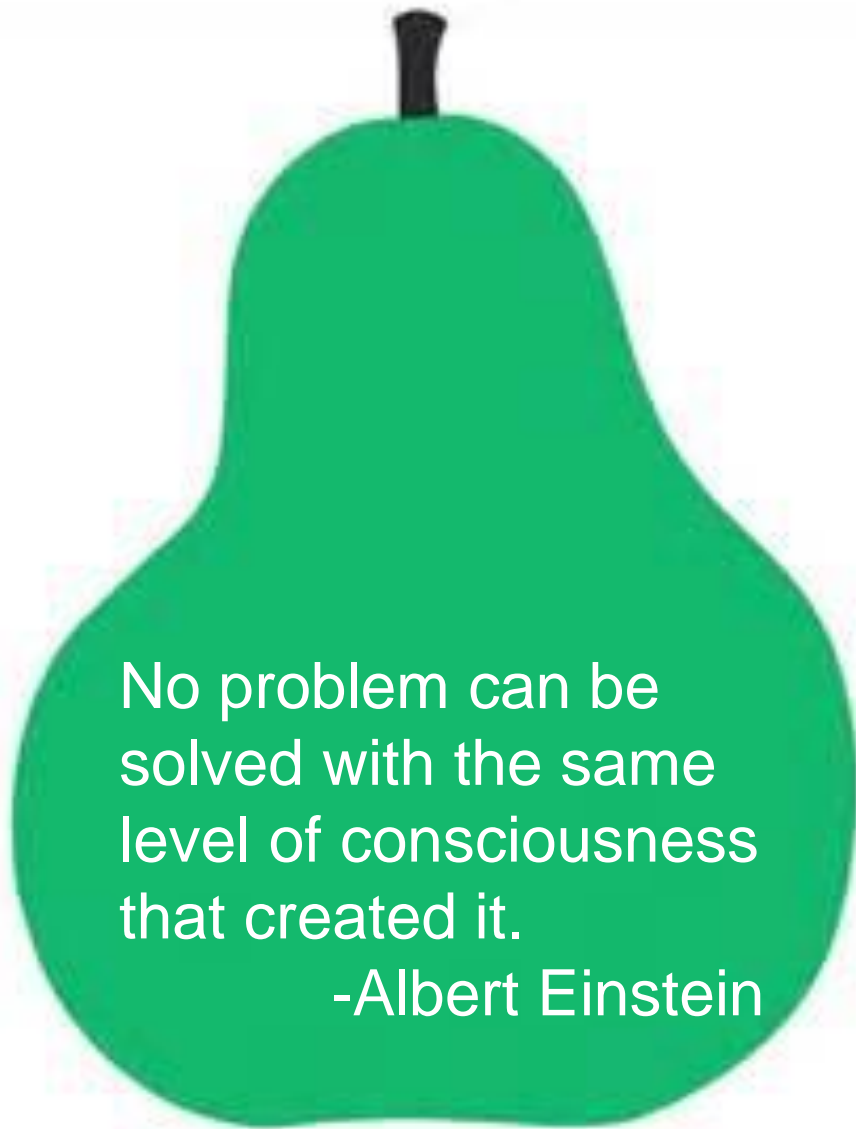


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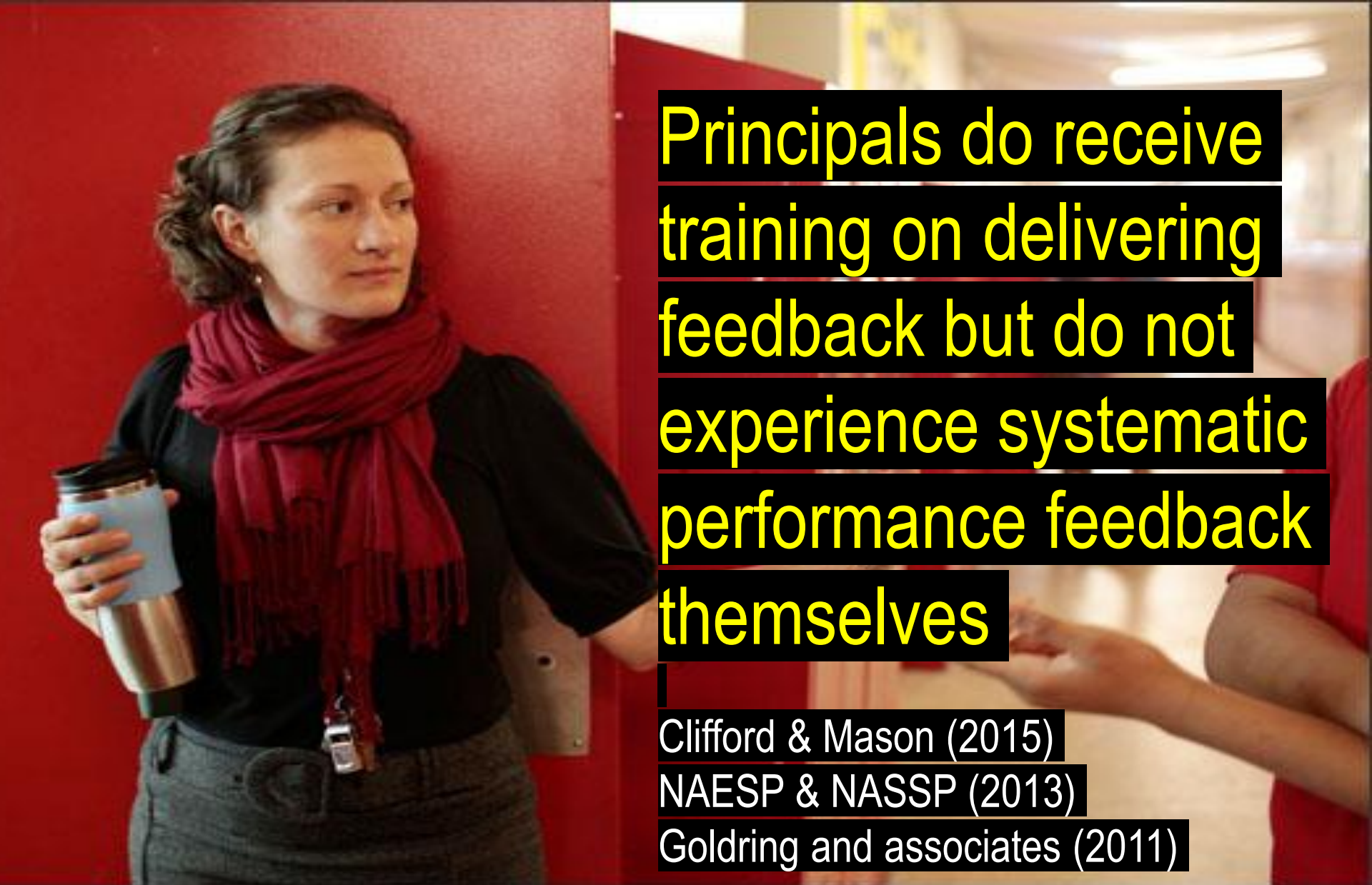


<http://www.youtube.com/watch?v=fj4m6qnSnSc>



Pair up...

- Was this an example of a good data conversation?
- Is this conference representative of conversations occurring in your district or state?

A woman with brown hair tied back, wearing a black top, a red scarf, and a grey skirt, stands in a school hallway. She is holding a blue and silver travel mug in her right hand. The hallway has red lockers in the background. To her right, there is a large text overlay in yellow on a black background.

Principals do receive
training on delivering
feedback but do not
experience systematic
performance feedback
themselves

Clifford & Mason (2015)

NAESP & NASSP (2013)

Goldring and associates (2011)

Experience is the best teacher



Instructional Feedback Observation

1 of 3 principal supervisor tools

3 years in development

Input from 200 educators

Literature review

Used in 41 districts



Principal Evaluator's Toolkit for the Instructional Feedback Observation



What Principal Supervisors Do

Engage principals in the observation process

Step 1: Preobservation

Step 2: Collect evidence
(video & written)

Step 3: Analyze via rubric

Step 4: Discuss

Step 5: Rate and Plan.

Principal Evaluator's Toolkit for the Instructional Feedback Observation



What Principal Supervisors Do

Five Ratings

- Evidence use
- Professional interactions
- Differentiated questioning
- Leading conversations
- Written feedback review

Principal Evaluator's Toolkit for the Instructional Feedback Observation



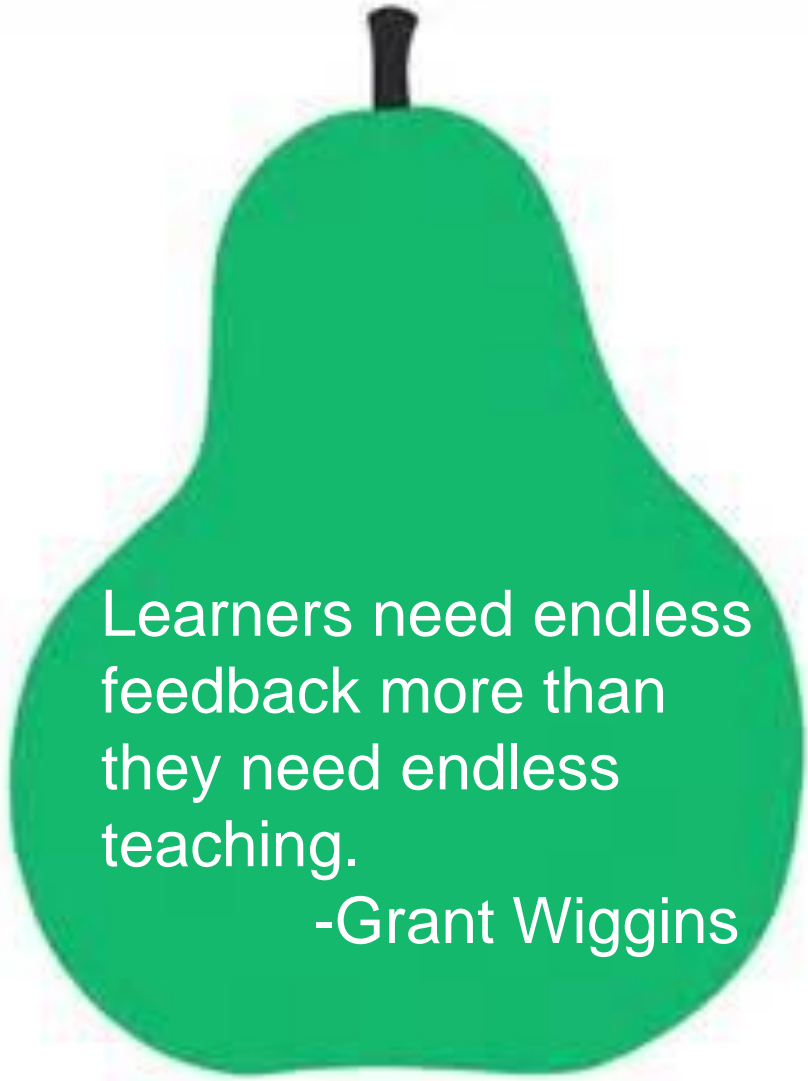
Aligns with several frameworks and standards

Strong alignment with Professional
Standards for Educational Leaders
(2015) for...

- Standard 4: Curriculum, Instruction and Assessment
- Standard 5: Professional Capacity of School Personnel

Also contributes to judgements about...

- Standard 7: Professional Community for Teachers and Staff
- Standard 10: School Improvement



Learners need endless feedback more than they need endless teaching.

-Grant Wiggins

Pair up...

- Review sample tools
- Read the “quick form” and consider what evidence will be used for ratings
- Raise questions/concerns

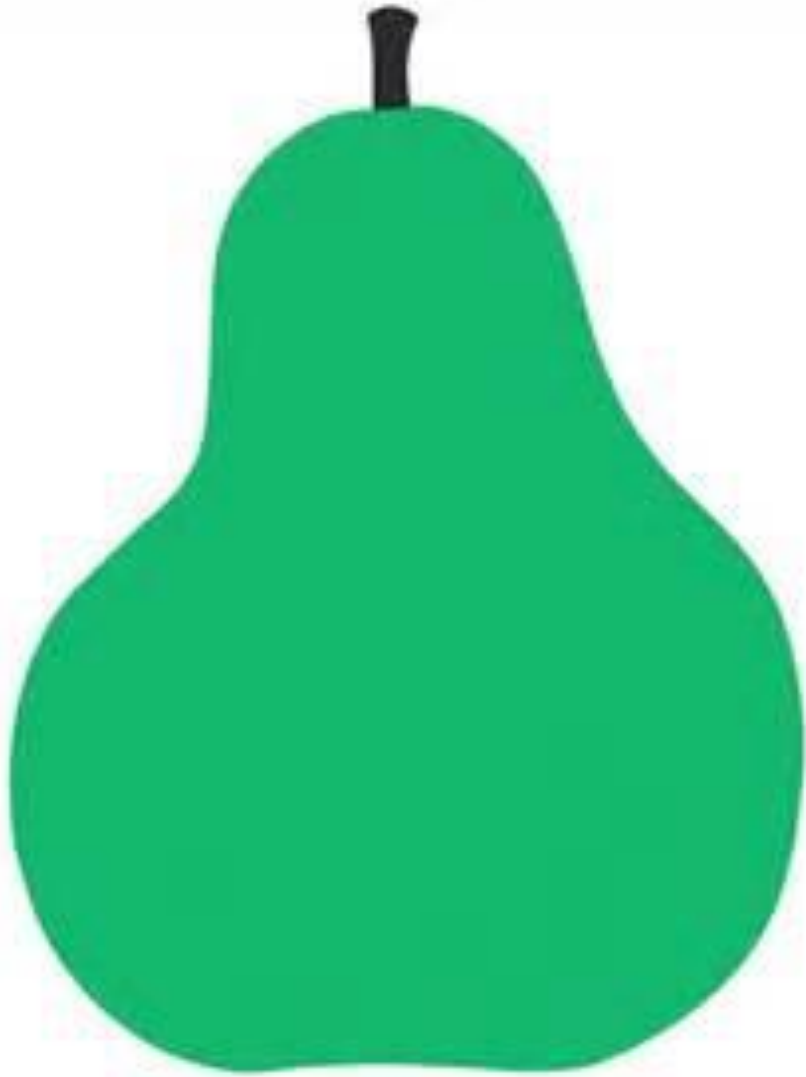


Evidence types

- Speech
- Time allocation
- Frequency count
- Written word



<http://tpep-wa.org/trainingpd/pre-and-post-observation-examples/>



Debrief

- What were the areas of strength for the principal? What evidence did you use?
- What were areas of weakness for the principal? What evidence did you use?
- What would be the focus of your feedback to the principal?

Using the process

Supervisors need training and support to observe accurately

- Initial training
- Online coaching
- Making sense of data

Targeted feedback rapidly improves principal feedback quality and teacher evaluation practice



Principal Evaluator's Toolkit for the Instructional Feedback Observation



Closing

What questions do you have?

What concerns do you have?

What strengths do you see in the tool?

What next steps do you plan to take in your district or school as a result of today's session?

Final Thoughts and Questions

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