

Observation and Feedback

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**Arizona Formative Assessment
Summit**

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Using the Formative Assessment Rubrics, Reflection and Observation Tools to Support Professional Reflection on Practice (Revised)

Commissioned by the Formative Assessment for Students and Teachers (FAST) State Collaborative on Assessment and Student Standards (SCASS) of the Council of Chief State School Officers (CCSSO)

Member States: Alaska, Arizona, Arkansas, Connecticut, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Maryland, Michigan, North Carolina, Ohio, Oregon, Utah, Washington, and Wyoming

By Caroline Wylie and Christine Lyon, Educational Testing Service
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FORMATIVE ASSESSMENT
FOR STUDENTS AND TEACHERS

- Supports deliberate practice
- Observation and feedback

FARROP IS NOT

- An evaluation tool for teachers
- Used by administrators - or anyone else - for the purpose of teacher evaluation

Developing Expertise



FARROP Dimensions

- I. Learning Goals
- II. Criteria for Success
- III. Tasks and Activities that Elicit Evidence of Student Learning
- IV. Questioning Strategies that Elicit Evidence of Student Learning
- V. Extending Thinking During Discussion
- VI. Descriptive Feedback
- VII. Peer Feedback
- VIII. Self-Assessment
- IX. Collaborative Culture of Learning
- X. Using Evidence to Inform Instruction

Note-taking

- Use rubrics to inform decisions about what notes to capture
- Focus on what T and S say and do, and reactions among them
- Capture direct speech where informative – and select key examples when things are moving quickly
- Use abbreviations that make sense to you: T, S, LG, SC etc.
- For some dimensions you will rarely **not** observe them (e.g., Collaboration), but several others may not show up in a single observation (e.g., self-assessment)

Note-taking

- Remember you are looking for evidence of formative assessment in a *specific* lesson, and **not making generalizations** to all lessons or about the teacher
- Often practice will not always fall cleanly in one level of the rubric versus another, but the goal is to examine the **preponderance of evidence** and decide if it is more like one level than the other

Observation 1

Dimensions:

- Learning goals
- Success criteria

Take notes as you watch the video.

Remember – you are looking for **evidence** of the dimensions

Review your Notes

- **Highlight** critical evidence recorded in your notes addressing particular aspects of each rubric on;
 - Learning goals
 - Success criteria
- Each rubric addresses both the **teacher** and student role in a particular dimension.
- What evidence did you record about the teachers role?
- What evidence did you record about the students role?



- Based on the preponderance of your evidence, where would you place the teacher's practice on the rubric.
- Be prepared to explain your rationale for the placement.



What feedback would you give this teacher?

- ✓ *Specific*
- ✓ *Actionable*
- ✓ *Thought-provoking*
- ✓ *Probing/prompting, not telling*

Feedback is not telling....



Feedback is...

*Whether focusing on self- reflection or receiving feedback from peer observations, it is essential to take the learning from the experience and identify needed changes in practice and then put those **changes into action**.*



Using your notes as evidence, design some statements that justify what you saw the teacher and students do within the lesson related to the specific dimension.

You might also have some guiding questions as well.
You are not providing the “fix” for your colleague.

Specific

Actionable

Thought-provoking

Probing

Observation2

Dimension:

- Tasks and activities that elicit evidence of learning

Take notes as you watch the video.

Remember – you are looking for **evidence** of the dimensions

DAY 1

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RECOGNIZE A HALF

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Probing

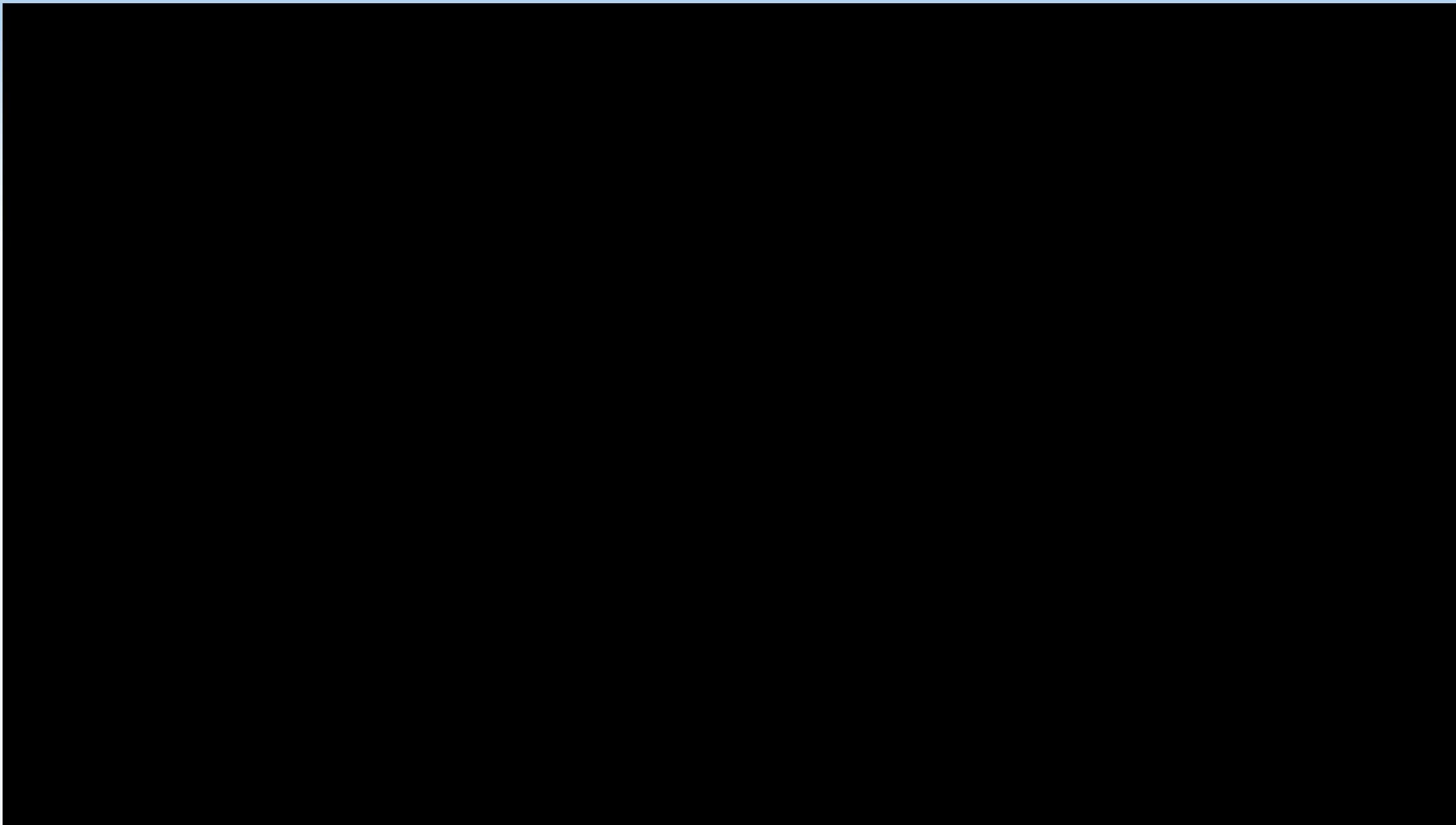
Observation 3

Dimension:

- Peer feedback

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What did you learn from observing formative assessment practice in action and providing feedback?