Observation and Feedback

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• 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.
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
WILLIAM KLIČHE

RECOGNIZE A HALF
Review your Notes

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  - Success criteria
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- 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.
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Specific  Actionable  Thought-provoking  Probing
Observation 3

Dimension:
• Peer feedback

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?

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- Actionable
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Specific  Actionable  Thought-provoking  Probing
What feedback would you give this teacher?

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