Catholic Schools Leadership Conference

-Defining the Future-

Leadership for Learning

Diocese of Erie

June 13 – 15, 2018

Catholic Schools Leadership Conference

Kate Whiteford

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June 13 – 15, 2018

Feedback: How important is it?

www.kahoot.it

Everyone seems to be supervising or evaluating

- Over 900 articles on EBSCO Host

- IU5 alone: over 6,115 hours inservicing on the Danielson Framework

- 2,130,000 results on Google scholar

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Supervision v. Evaluation

Supervision

- Primarily formative
- Designed to provide ongoing feedback
- Reflective collaboration between supervisor and teacher

Evaluation

- Primarily summative
- Snapshot
- Evaluates quality of teaching

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Supervision v. Evaluation

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Feedback

Evaluation

Primarily summative snapshot

Evaluates quality of teaching

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But why?

- ▶ Is supervision and evaluation a mutually beneficial relationship? (answer on front)

- ▶ Which characteristics mark effective feedback? (answer on back)

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Demonstration

"Do you realize that this month you made 17 percent more trips to the water cooler?"

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Visible Learning: A synthesis of over 800 Meta-analysis Relating to Achievement

▶ "Feedback was among the most powerful influences on achievement...Feedback to teachers helps make learning visible. " (Hattie, 173)

▶ Out of 139 factors reviewed, feedback was ranked 10th in effectiveness.

▶ Feedback has an effect size of 0.73.

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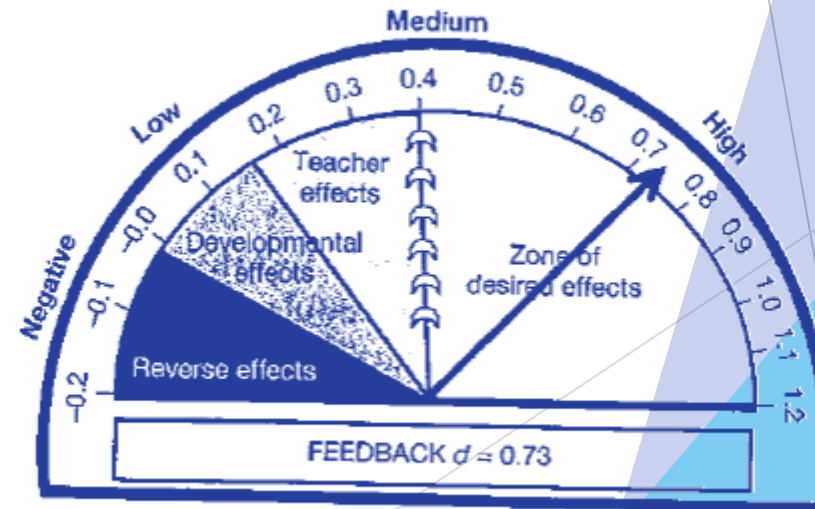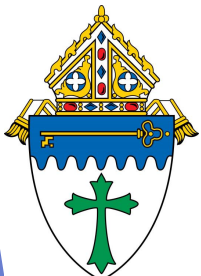
A Form of Feedback

- Supervision and evaluation are a form of feedback.

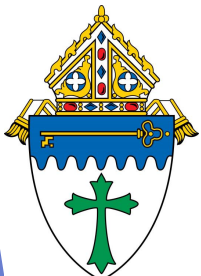- "Feedback is not about giving rewards, but rather providing information about the task [or goal]."

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Feedback is

▶ Related to a clear goal

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Feedback

- ▶ Gives concrete information about performance

- ▶ Is understandable

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Feedback is

▶ Easily translated into action (but is not advice)

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Feedback is

- ▶ Ongoing and consistent

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Feedback is

▶ A two-way street

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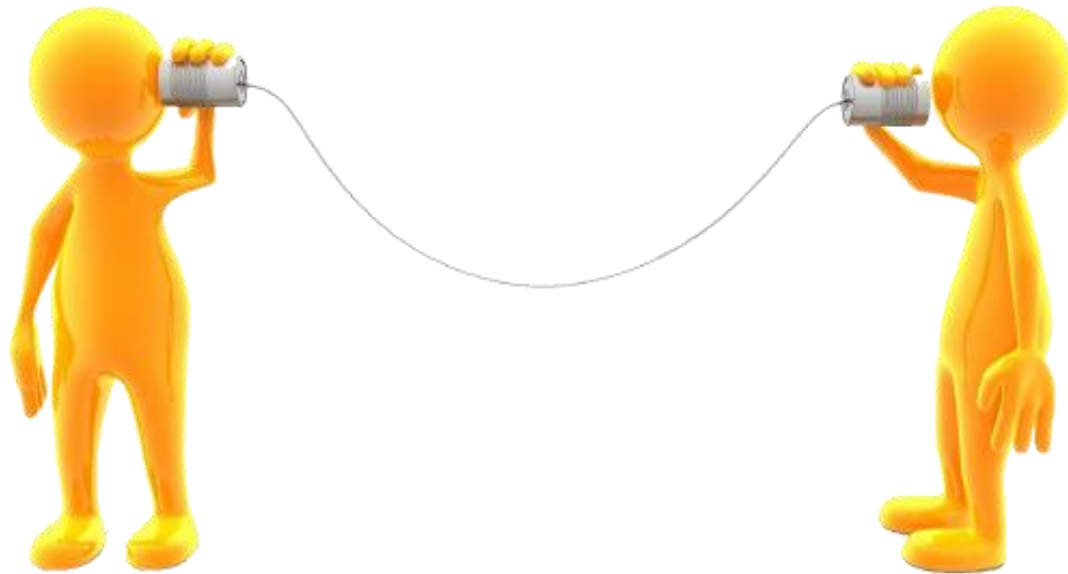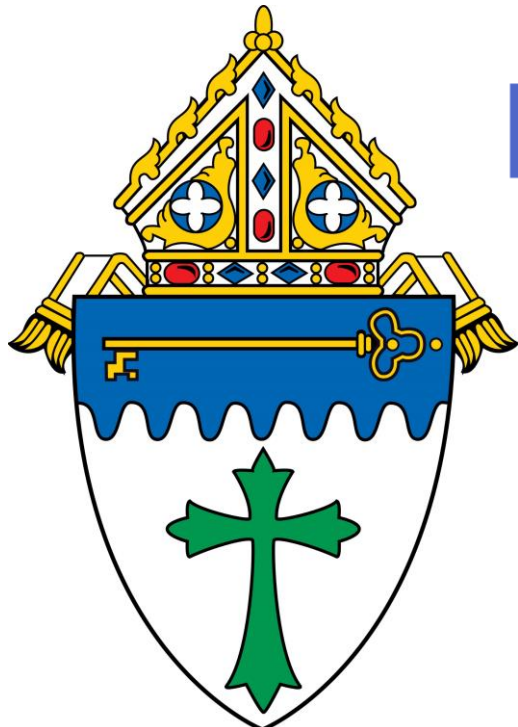
Examples/non-examples

Why evaluate and supervise?

▶ Is supervision and evaluation a mutually beneficial relationship? (answer on front)

▶ Which characteristics mark effective feedback? (answer on back)

Thanks for the feedback !

WOW! He listened?

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Growth

- ▶ Growth challenges us and our colleagues.

- ▶ It is worth it for our students.

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Supervision and Evaluation

1
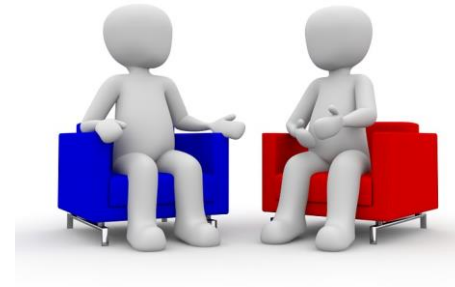
▶ Purpose:

To assist in the ongoing professional growth of the teacher

To realize increased student achievement

To assist teachers attain highest level of performance

To identify and correct problems

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Clinical Model: Step by Step

▶ **1**. Principal to schedule Observation and Pre-conference

▶ 2. Pre-Conference

▶ 3. Observation

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Step by Step

▶ 4. Document on Forms, Domain 1-5

▶ 5. Share Evidence with Teacher . . .

  Revise as necessary

Step by Step

- 6. Schedule Post Conference
  - Teacher to complete Observation Reflection
  - Principal to complete Observation Summary
  - Conference
- 7. If Mid-year
  - Continue Walk-throughs
  - Continue collecting Evidence
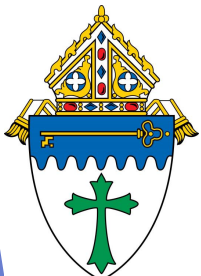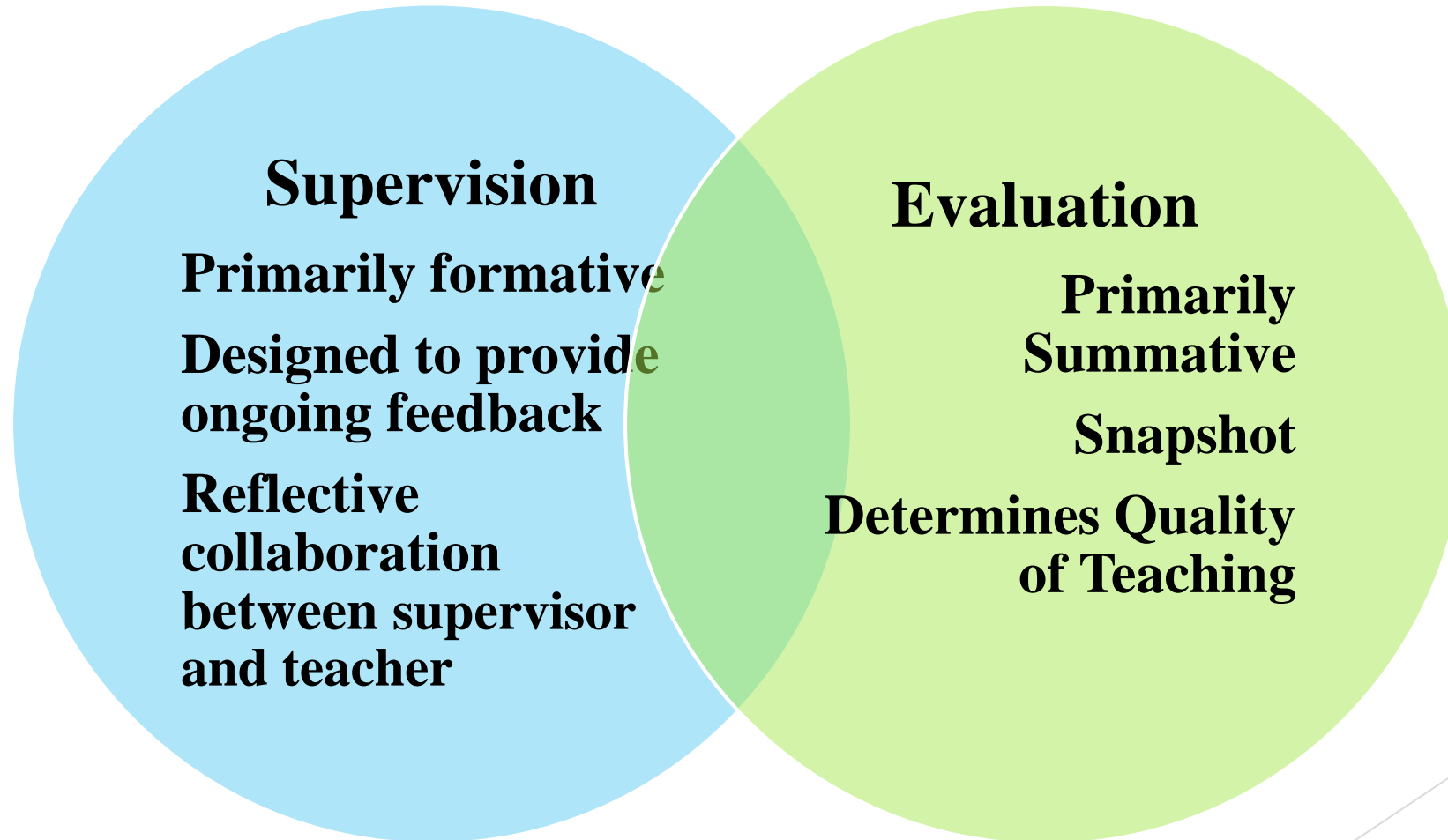- 8. Repeat Steps 1-6 for Final Observation

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Step by Step

- ▶ 9. Final Rating Form
  - ▶ Complete at end of year
  - ▶ Use all Evidence
  - ▶ Limit Archival Evidence to Professional Development
- ▶ 10. File
  - ▶ Copy to Teacher
  - ▶ Copy to Personnel File
  - ▶ Final Rating Sheet to CSO

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Supervision v. Evaluation

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Evaluation

Primarily Summative

Snapshot

Determines Quality of Teaching

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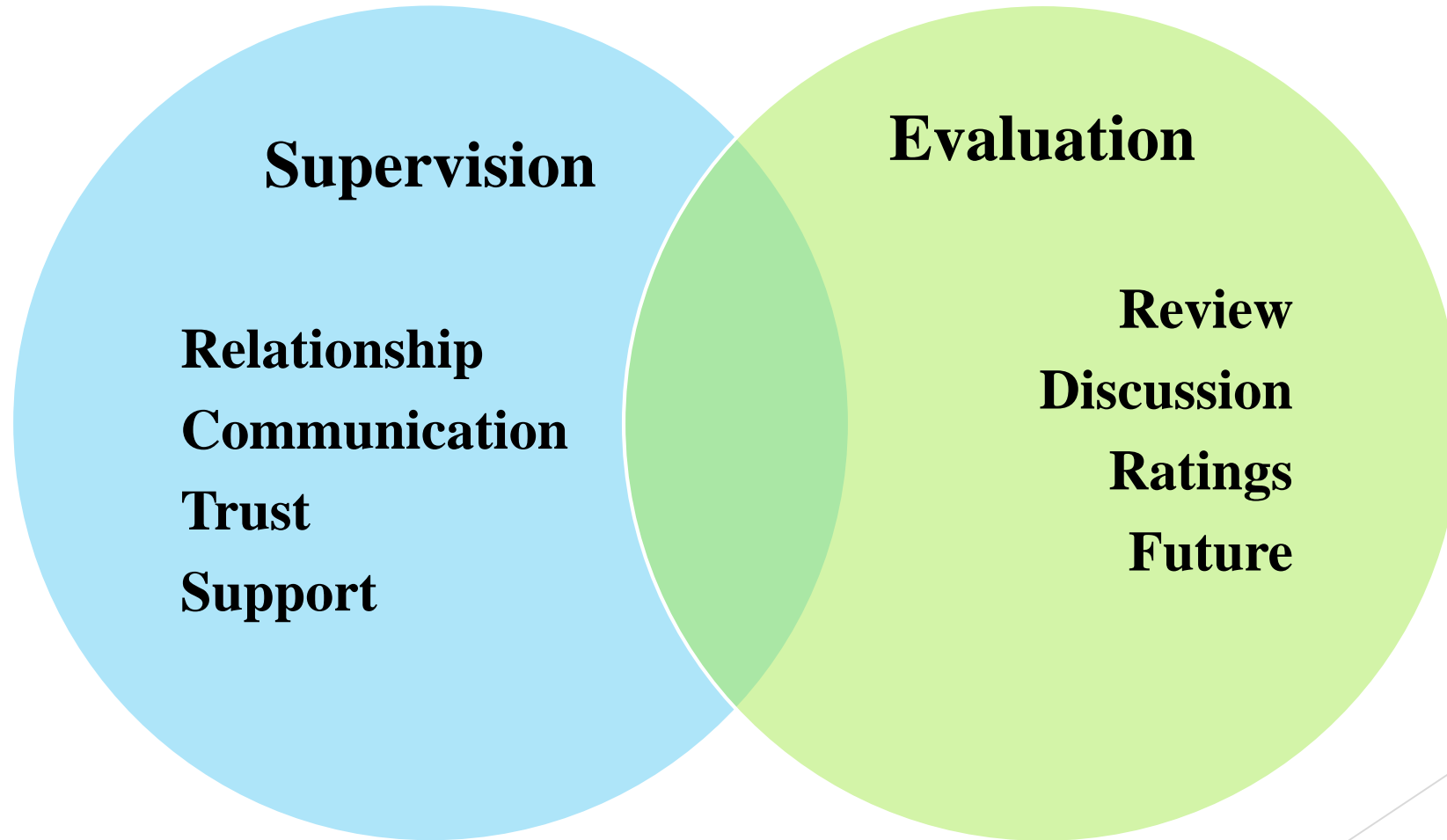
Supervision

Evaluation

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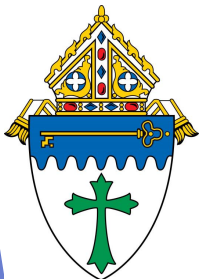
Pre-Conference

▶ Step 1- Teacher

   ▶ Develop Lesson Plan

   ▶ Complete Pre-Conference form

   ▶ Collect materials and Resources

   ▶ Submit to Principal

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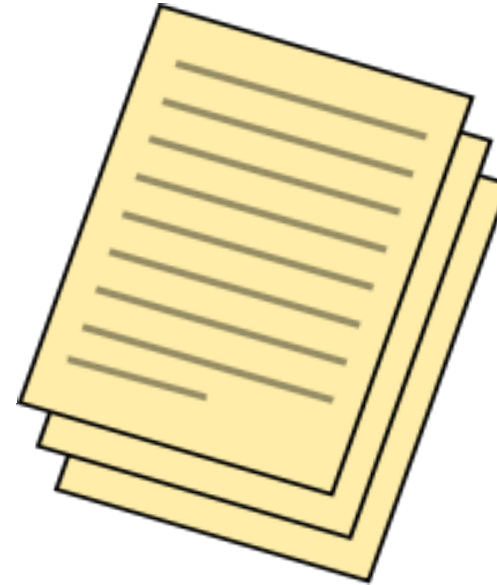
Pre-Conference

- Step 2 – Administrator
  - Prepare for Pre-conference
    - Review prior observations
    - Review evidence from Walk-throughs
    - Review Lesson Plan Packet
    - Draft 3-4 targeted questions

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Pre-Conference Questions

- Why do I ask questions?
    - To clarify
    - To collect evidence
    - To highlight missing information
    - To stimulate thought
    - To inquire about practice since last observation
    - To highlight areas of concern
    - To Support/Increase level of Trust

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Activity

- ▶ Move to small groups of 3 - like assignments (Elementary or Secondary)

- ▶ Review the lesson plans, review and discuss:

  - ▶ Instructional elements/Activities

  - ▶ Diocesan Priority Components

  - ▶ Areas needing Clarification

  - ▶ Strengths

  - ▶ Challenges

  - ▶ What to look for while observing

  - ▶ Develop 3 probing questions to be used in the pre-conference

  - ▶ Select a reporter to share comments and questions

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Questions for Pre-Conference

▶ Groups to share

▶ State Question/why you are asking!!

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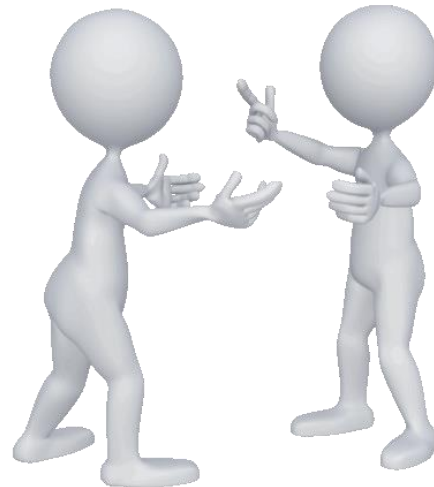
The Pre-Conference

Schedule the pre-conference 1-2 days in advance of the observation

Reserve 20-25 minutes for the meeting

- ▶ Part I: Introduction
- ▶ Part II: The Meeting
- ▶ Part III: Wrap up

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Pre-conference: Introduction

- 1-2 minutes
  - Welcome
  - Confirmation of Observation
  - Purpose for meeting

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Introduction to pre-conference

- "Good Morning! Thank you for taking some time from your planning period to meet with me. This meeting should only take about 20 minutes. "

- "I am looking forward to coming into your classroom on Wednesday. My calendar indicates that I should arrive before 9:55. Is that correct?"

- "The purpose for this meeting is for you to help me to know what to expect to see, hear, and experience during the observation.   I hope that we can identify what specific items I should be looking for."

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The meeting

► 10 -15 minutes

► Administrator should use prepared questions, collect evidence.

► Teacher should do most of the talking

The meeting

▶ "I reviewed the materials you sent me in advance, and think I have a sense of the lesson, but I ask that you elaborate on a few points."

▶ Ask prepared questions and take notes. Keep in mind that you are collecting evidence.

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The Wrap up

- 2-3 minutes
- Summarize the meeting
- Set expectations for the observation
- Summarize the teacher comments/discussion. Confirm willingness to pay attention to items, and to provide feedback as requested by the teacher

OR

- Take the opportunity to have the lesson plans revised and hold follow-up meeting the next day.

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The Wrap-up

▶ "Following your last observation, we agreed that you would work on _____, so I will be looking for evidence of that while I am observing this lesson."

▶ "Additionally, I noticed that I do not have any evidence for component 1b. I hope to find that in this lesson."

▶ "I appreciate your request that I pay attention to the transitions in your lesson. I will be sure to take note and provide feedback."
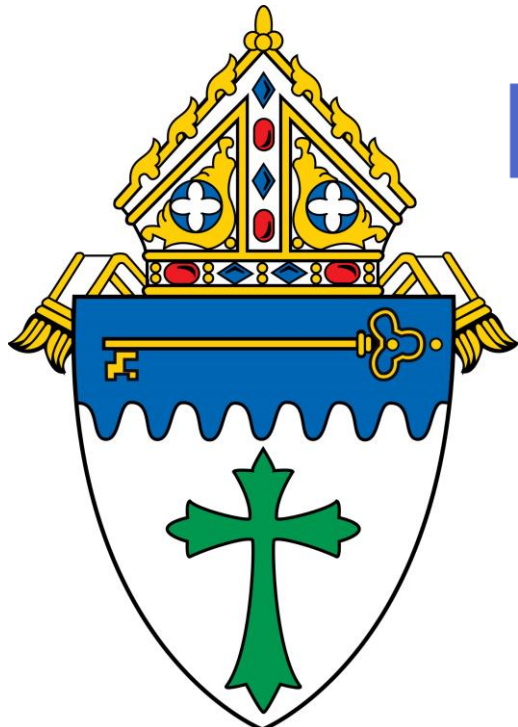
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What not to do!!!

- Example of how not to run a pre or post conference.

- **https://www.youtube.com/watch?v=u348vcErLaU**

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Nancy Sadaly

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Evidence versus Opinion

Let evidence, not opinion, anchor the evaluation process.

Evidence is factual reporting of events.

It may include teacher and student actions and behaviors.

It may include artifacts prepared by the teacher, students or others.

It is not clouded with personal opinion or biases.

It is selected using professional judgment by the observer and/or the teacher.

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Multiple Measures of Evaluation

Sources of Evidence:

▶ Lesson plans

▶ Assessments

▶ Performance Tasks

▶ Rubrics

▶ Student Portfolios with Reflections

▶ Student Surveys

▶ Teacher Grade Book

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Evidence Versus Opinion

Evidence	Opinion
Observable	Draws a conclusion
Objective	Subjective
Free of value judgment	May include value judgment
Not subject to debate	Makes inferences

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Match evidence to support opinions

Opinions	Evidence
The students were engaged in the lesson.	The teacher had to stop 5 times when giving instructions to address students who were off-task.
The students did not understand expectations.	26 of 28 students actively participated in the lab exercise..
Students were thinking during the lesson.	After the initial explanation, only a few students got immediately to work. The others asked for more clarification.
The class was out of control.	Students asked, "How did Haiti become such a poor country?" "Why doesn't the World Bank just forgive their loans?"

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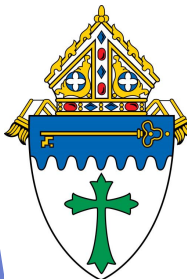
Evidence versus Opinion

Partner Exercise:

Mark each of the principal's

statements as

evidence or opinion.

Evidence versus Opinion

The group will:

▶ make an educated guess about the percentage of feedback from the sample evaluation that will fall into the opinion category.

▶ review authentic evaluations with identifying information redacted.

▶ put a line through opinion statements and discuss how these opinion statements could be turned into evidence.

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Verbatim scripting of teacher or student comments

"Please turn and talk at this point."
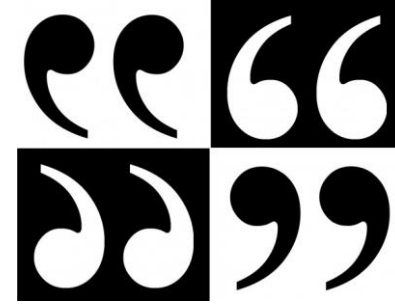
"Would one person from each table come to collect the materials?"

"We have five more minutes to finish. Let's look over our work before we hand it in!"

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Observed teacher or student behavior

- The teacher stood by the door, greeting students as they entered.

- Students were seated at tables in groups of four, working independently.

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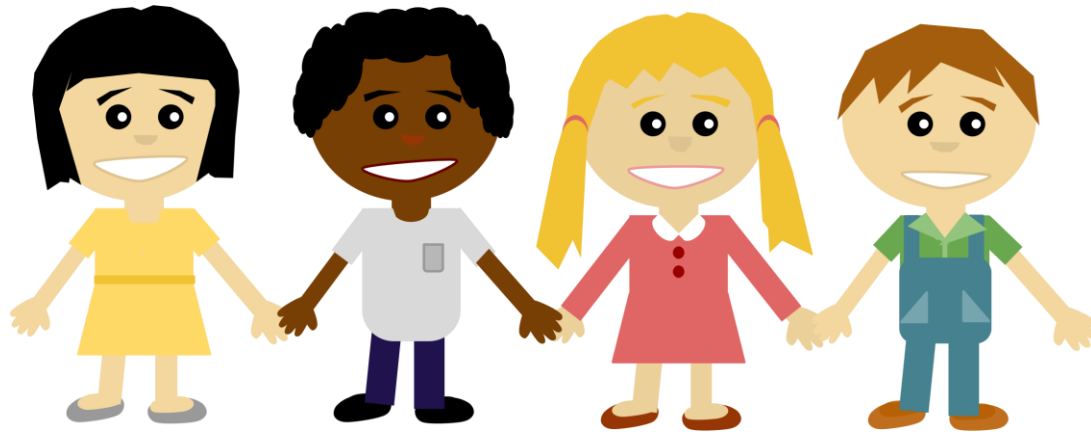
Numeric information about time, student participation, resource use, etc.

▶ Three students offered 80% of the comments during the discussion.

▶ Fifteen minutes was spent in circle time.

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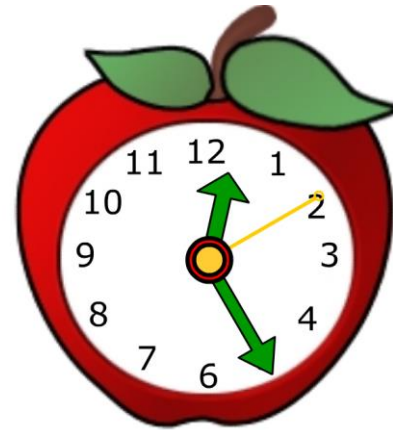
An observed aspect of environment

- The assignment was on the board for students to do while attendance was being taken.

- There were three centers designed for independent work.

- Exemplary student work was displayed in the room.

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Video Viewing Exercise

▶ Elementary, middle school, and high school groups will be viewing ten minute videos and acting in the role of observers.

▶ Participants are asked to note what the teachers are doing and the students are doing in each case. Participants will be asked to identify the learning objective and the area of focus for the post-conference conversation.

▶ Participants should use the 4 types of evidence collection as noted.

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Supporting Opinions with Examples Grade 4

Click the link to view the video.

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Interpreting Ancient Art in Social Studies Grades 6-8

Click the link to view the video.

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Reading Like a Historian- Contextualization Grades 9-11

Click the link to view the video.

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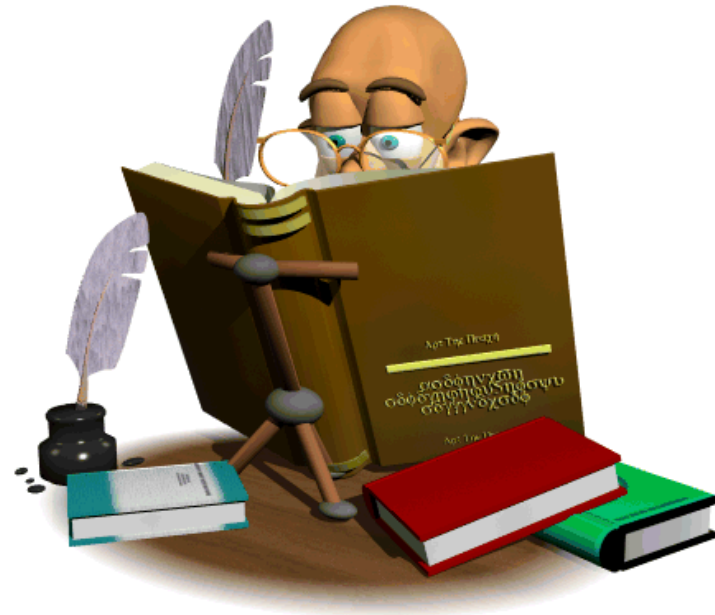
Inter-rater reliability- Importance

Academic Achievement

When well-trained and calibrated observers are used, correlations between how well a teacher scores on the Framework for Teaching and student growth as measured by standardized test scores are decidedly stronger.

Kane, Taylor, Tyler, Wooten 2010,2011

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Inter-rater Reliability- Importance

Building Trust

In a recent TELL survey (2015) Colorado teachers who planned to stay in their positions see effective school leadership as having a positive impact on evaluation compared to those leaving, and the majority of those staying believe that the evaluation process improves instruction and is fair.

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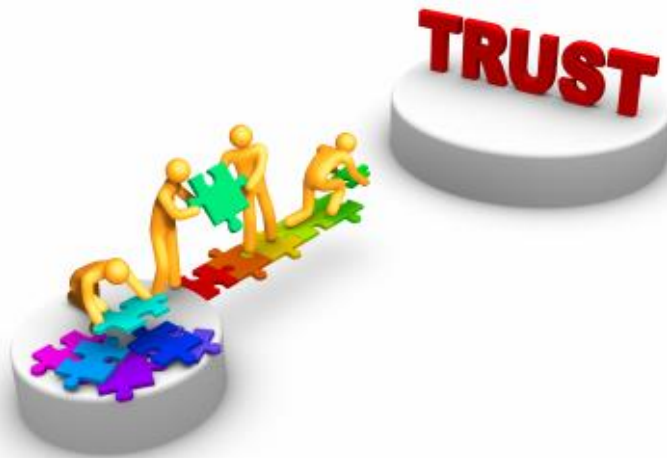
Inter-rater reliability- Rater Biases

Bias

Any attitude, tendency to respond in a certain way, or inconsistency on the part of the supervisor which impedes objectivity and accuracy in the evaluation process.

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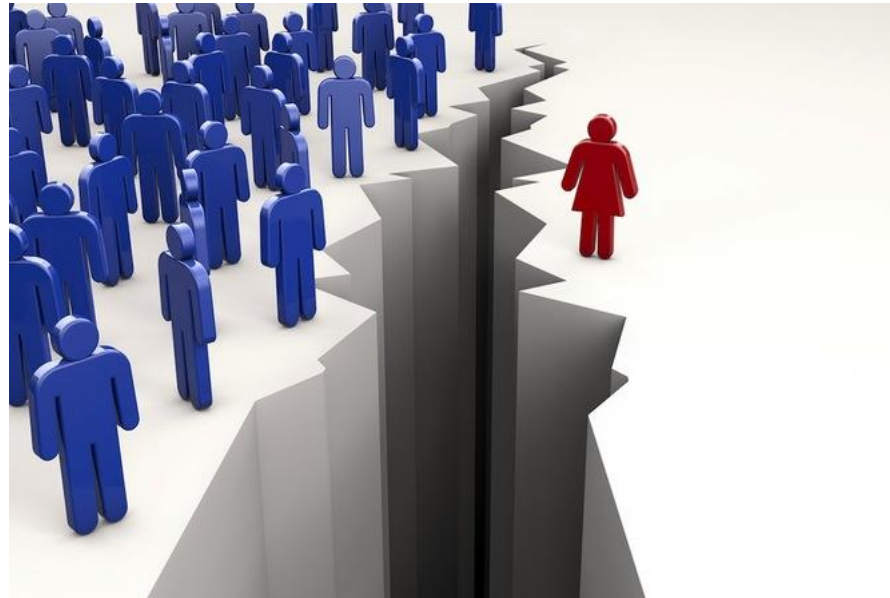
Inter-rater reliability-Rater Biases

Participants will be provided with an example describing a bias error on the part of the supervisor and be asked to explain the bias.
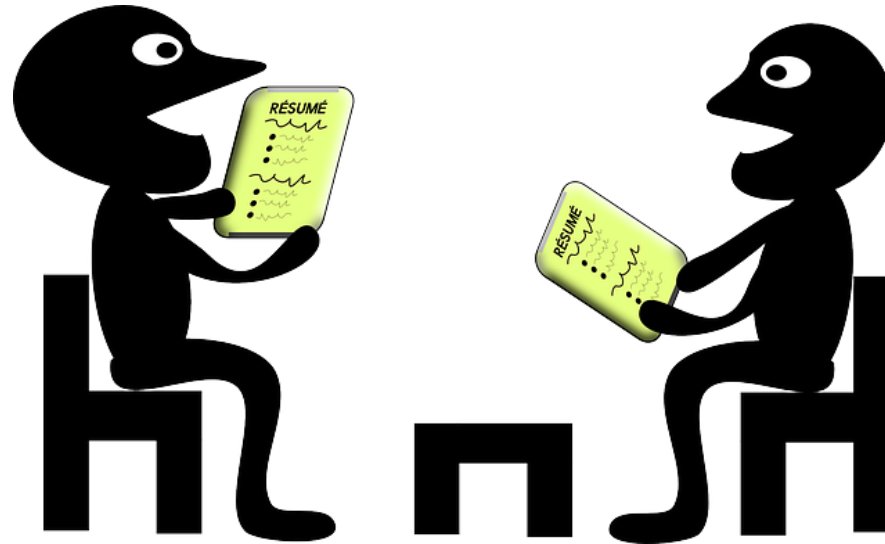
First Impression Error

Halo/Horns

Compare/Contrast

I Know You Error

Emotional State

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Inter-rater reliability-Methods to Improve

▶ Participate in deep sustained job-embedded training

▶ Use videos to make training interactive

▶ Provide opportunities for discussion with colleagues using the same rubric

▶ Enroll in Educational Impact Course Training

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Inter-rater Reliability Resources

The Teaching Channel

Engage New York Danielson Video Library

https://www.engageny.org/content/danielsons-framework-teaching-rubric-videos –

Department of Massachusetts EdEval Resources

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Final Thought

The goal of an evaluator should always be to use approaches that strengthen a teacher's capacity for greater reflection and self-reliance in making improvements in classroom teaching and learning.

Glickman, 2002

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