



# Effective Feedback for Adult Education Instruction

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# Acknowledgements

Sections of this presentation are excerpted from the Connecticut State Department of Education “Foundational Skills for Evaluators” training series





# Learning targets for today

- ▶ I can explain the phases of the observation cycle.
  - ▶ I can distinguish between objective and biased evidence.
  - ▶ I can collect representative evidence.
  - ▶ I can align evidence from an observation with the proper rating on the evaluation rubric.
  - ▶ I can provide teachers with feedback based on the rubric to help them improve their skills to the next level.
- 



# Discussion



- ▶ With the advent of the College and Career Readiness Standards and new versions of assessments for many programs, what may need to be different about classroom instruction? What are the instructional shifts from traditional instruction to standards-based instruction?
- ▶ How have we communicated changing expectations to teachers?



# Evaluation for accountability



- ▶ Previous systems designed to assign a rating and judge performance
- ▶ Compliance orientation (complete process, forms, tag evidence, track scores)
- ▶ Rating often determined by alignment with the observer's preferences and expectations
- ▶ Feedback may include comments not directly related to teaching and learning
- ▶ Common phrases
  - ▶ I liked when you...
  - ▶ Good job!
  - ▶ Mrs. D does so much to help the program

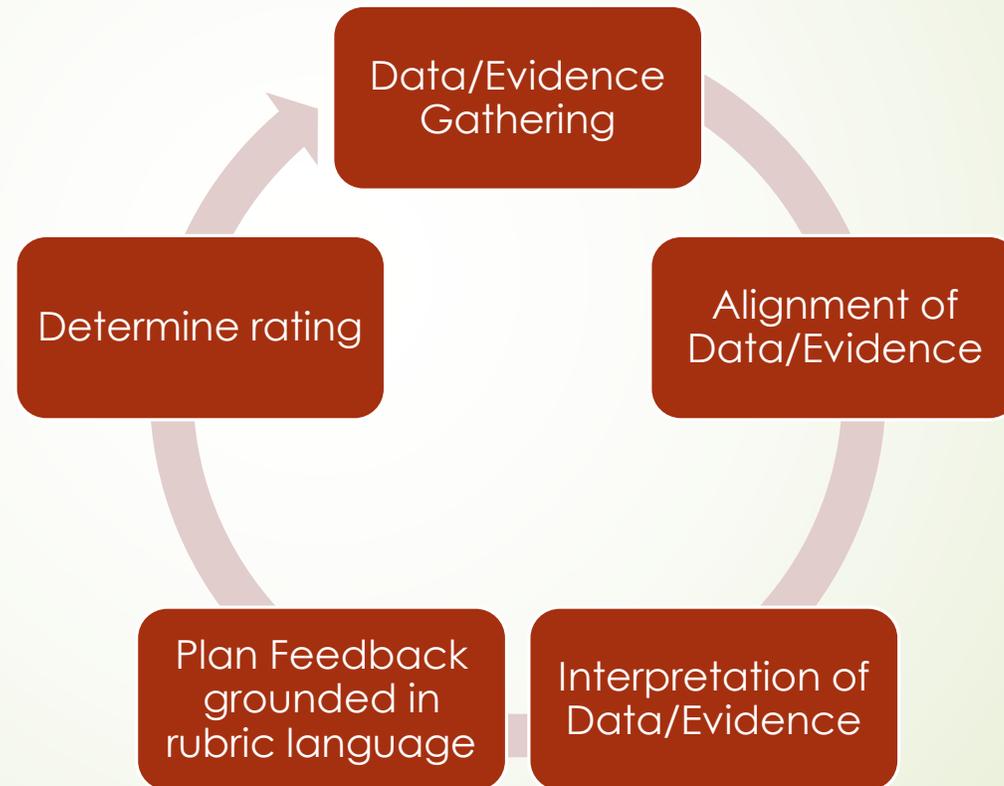


# Evaluation for feedback and support

- ▶ Main goal is to promote continuous improvement and student success
- ▶ Evaluator's job to match data with performance levels described on the rubric
- ▶ Evaluators use the **language of the rubric** to provide **specific feedback** on how to improve the next level of performance
- ▶ Common phrases
  - ▶ You supported risk-taking by...
  - ▶ You addressed the needs of English Learners by...

# Evidence-Based Decision Making Process

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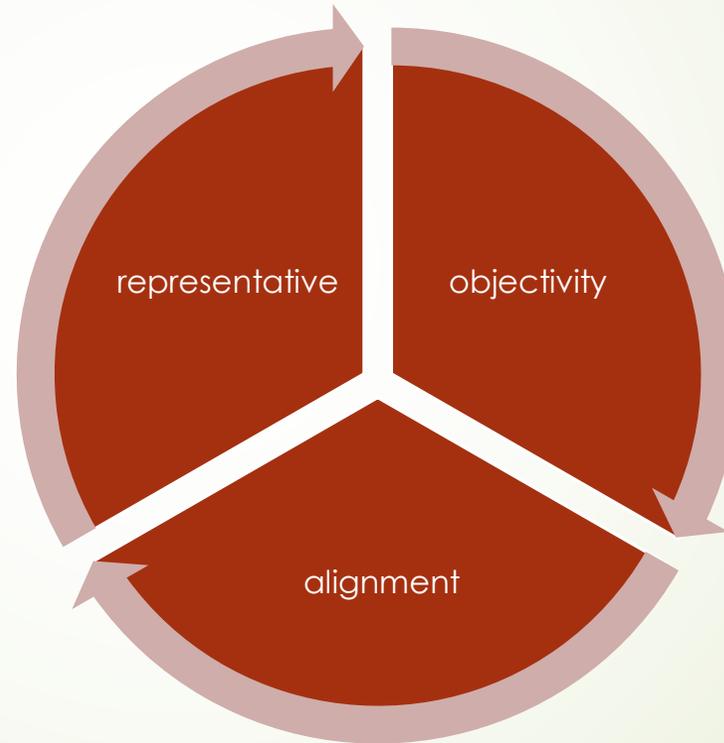


# Data/Evidence gathering

- ▶ Artifacts
  - ▶ Lesson plans, student work
- ▶ Scripting
  - ▶ Writing everything word for word
- ▶ Note-taking
  - ▶ Capturing essential elements and key phrase
- ▶ Mapping
  - ▶ Making a diagram of room
  - ▶ Recording a pattern of interaction
- ▶ Engagement tallies
  - ▶ Tracking a specific interaction by frequency

# High-Quality Evidence

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# Observable Behaviors versus Judgment

Observable behavior	Judgment
Objective	Subjective -opinion -emotion
What was heard -teacher/student own words -teacher to student, student to teacher -student to student	Value statement
What was seen -teacher/student action or interaction	Evaluative -critique -praise
Student work or tasks	CT Dept of Ed



# Objectivity Exercise

- ▶ With a partner, sort through the cards and divide them into Objective and Non-objective statements
  - ▶ Be prepared to explain the criteria used
  - ▶ Change the non-objective statements into objective statements
- 



# Self-check of Objectivity of Evidence

- ▶ Have I recorded only facts?
- ▶ Is my evidence relevant to the criteria being examined?
- ▶ Whenever possible, have I quantified words such as few, some, and most?
- ▶ Have I used quotation marks and noted “T” (teacher) or “S” (student) when quoting a teacher or student?
- ▶ Does my selection or documentation of evidence indicate any personal or professional preferences?
- ▶ Have I included any opinion in the guise of fact?
- ▶ Have I avoided summarizing or judging in evidence gathering?



# Practice 1: collect objective evidence

- ▶ View this lesson by Mr. Verdin to collect objective evidence
- ▶ [www.calpro-online.org/readinginstruction/video5.asp](http://www.calpro-online.org/readinginstruction/video5.asp)
- ▶ ESL class: Alphabetics-Closed Syllable
- ▶ Check evidence to see if meets criteria for objectivity



# Representative

- ▶ Captures evidence/data for each component/indicator of the evaluation rubric tool
- ▶ Provides for multiple opportunities to collect evidence/data about performance
  - ▶ Formal observations (longer, typically announced)
  - ▶ Informal observations (shorter, may be announced or drop-in)
  - ▶ Reviews of practice
    - ▶ Lesson plans and other artifacts (such as student work)
    - ▶ Participation in meetings, collaborations with colleagues



# Evaluation Plan Focus

- Domain: Learning Environment
- Indicators
  - Rapport and positive interactions with students
  - Respect for student diversity
  - Environment that is supportive of intellectual risk-taking
  - High expectations for student learning



# Evaluation Plan Focus

- ▶ Domain: Instructional Delivery (teachers)
- ▶ Indicators
  - ▶ Level of strategies, tasks, questions
  - ▶ Instructional resources and grouping
  - ▶ Student responsibility for learning and independence
- ▶ Domain: Service Delivery (service providers)
- ▶ Indicators:
  - ▶ Precision of delivery
  - ▶ Feedback to learner
  - ▶ Adjustments to service delivery
  - ▶ Maintenance of records



## Practice 2: collect representative evidence

- ▶ View this lesson by Mr. Verdin to collect representative evidence
- ▶ [www.calpro-online.org/readinginstruction/video5.asp](http://www.calpro-online.org/readinginstruction/video5.asp)
- ▶ ESL class: Alphabetics-Closed Syllable
- ▶ Were you able to find evidence for each of the four Learning Environment indicators and each of three Instruction indicators?



# Alignment



- ▶ Where does evidence fit on the rubric?
- ▶ Below standard
  - ▶ Desired characteristic NOT present. Learning environment not positive and instruction is not engaging and student-centered
- ▶ Developing
  - ▶ Basic skills but lacks consistency
- ▶ Proficient
  - ▶ Positive, engaging, student oriented, effective
- ▶ Exemplary
  - ▶ Higher order, challenging, student managed, teacher as coach



# The rubrics

- ▶ The rubrics provide different descriptions of different levels of practice so that teachers can see which level most closely fits the evidence from their practice
- ▶ Rubrics also show what it takes to move from their current level to the next level of practice
- ▶ Evaluators are expected to use language from rubrics along coaching stems and learning-focused conversations to help teachers reflect on their practice and plan for improvement

(copies of rubrics)



# Behaviors supported by the rubric

- ▶ Teacher as facilitator or coach
- ▶ Creating an environment and culture where students take risks, appropriately challenge each other and hold each other accountable
- ▶ Respect for diversity and the needs of adult learners
- ▶ Regular opportunities for students to set their own learning goals, plan for their own learning, generate their own questions, develop their own problem solving strategies
- ▶ Challenging tasks including the use of primary sources, close reading, text-dependent questions



## Practice 3: Matching the evidence with the rubric

- ▶ Read the descriptor for PROFICIENT practice. Note the key attributes to be proficient along with quantity/frequency/degree
- ▶ Match evidence (words, phrases, observations) with the indicator
- ▶ Is the evidence a good fit?
  - ▶ If it does not meet the standard, look at the descriptor for developing
  - ▶ If it meets and goes beyond, look at the descriptor for exemplary
- ▶ Use the lesson transcript if you need additional evidence



# Additional Guidance

- ▶ CSDE Evidence Guides [http://www.connecticutseed.org/?page\\_id=2567](http://www.connecticutseed.org/?page_id=2567)
- ▶ These guides were produced for K-12 education
- ▶ The guides provide examples for all major content areas (ELA, Math, Science, Social Studies, etc.) and some support services such as guidance counselor and social worker
- ▶ The guides are illustrative of behaviors that would be seen at each performance level BUT
  - ▶ **ARE NOT** to be used as a checklist of “must-sees.”
  - ▶ **DO NOT** serve as a rubric for evaluation.
  - ▶ **ARE NOT** an exhaustive list of teacher practices.



# Another calibration tool

- ▶ Promoting Teacher Effectiveness: Adult Education Teacher Competencies
  - ▶ <http://lincs.ed.gov/publications/te/competencies.pdf>
- ▶ Developed by American Institutes for Research (AIR) for LINCS
- ▶ Lists competencies, performance indicators, sample illustrations
- ▶ Match with CT Evaluation Plan
  - ▶ Domain 2: Plans and delivers high-quality, evidence based instruction (our Instruction for Active Learning)
  - ▶ Domain 3: Effectively communicates to motivate and engage learners (our Learner Environment)



# Sample Evidence Collection and Report

- ▶ Analyze how the **evidence** matches up with the **indicator**
  - ▶ Generalizations based on specific quotes and observable behaviors
- ▶ Analyze feedback provided to move the teacher to next level
  - ▶ how does these suggestions relate back to the rubric?



# Learning-Focused Conversations

The Road to Learning, Miravia, 2012.

[www.miravia.com](http://www.miravia.com)

- ▶ Calibrating
  - ▶ What are the gaps/growth areas indicated for this teacher based on present performance levels?
- ▶ Consulting
  - ▶ What information, ideas and technical resources will be most useful to this teacher at this time?
- ▶ Collaborating
  - ▶ What are some ways to balance my contributions with this teacher's experiences and expertise?
- ▶ Coaching
  - ▶ What mental and emotional resources might be most useful for this teacher at this time?



# Coaching Stems

From *The Art of Coaching* by Elena Aguilar (2013)

- ▶ Active Listening Stems
- ▶ Clarifying Stems
- ▶ Probing Stems
- ▶ Nonjudgmental Responses

See handout: General Coaching Stems





# Practice 4: giving feedback

- ▶ What advice do you have for Mr. Verdin?
- ▶ What are his strengths?
- ▶ What would he have to do to improve to the next level on the rubric?



# Take-aways

- ▶ Practice, practice, practice
- ▶ Use the evidence and the rubric as a basis for a rich conversation about expectations for learning environment and instruction/service delivery
- ▶ Assign a rating based on the preponderance of evidence—what rating most accurately represents the teacher's skill
- ▶ Be able to site objective, accurate and representative words, actions, processes and procedures in order to explain why a specific rating was selected



# More follow-up

- More practice collecting **objective** evidence
- More practice collecting **representative** evidence (for all indicators)
- More practice **aligning** evidence to the rubric (starting with what is proficient and matching to qualifying language on the rubric)
- More practice **using the rubric** to give feedback
- More practice with **coaching stems**



# Questions and Feedback



- ▶ Please take a few minutes to provide feedback on this session:  
<https://www.surveymonkey.com/r/ECAAdultEd1516>
- ▶ Access resources on evaluation skills at Connecticut SEED, the home of Connecticut's Educator Evaluation System <http://www.connecticutseed.org/>
- ▶ Additional lesson videos for practice and calibration found at:
  - ▶ [www.mlots.org](http://www.mlots.org)
  - ▶ <http://cptv.pbslearningmedia.org/collection/ketae/>
  - ▶ Practice exemplars: look at NYSUT Rubric videos <https://www.engageny.org/video-library> (these are younger students)
- ▶ For additional questions, contact
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  - ▶ Tony Sebastiano, [tonys@educationconnection.org](mailto:tonys@educationconnection.org) 860-567-0863 x132