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Using the AE Rubric to Give Feedback

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Resources

- ▶ All materials from today's presentation can be accessed on the EdAdvance ATDN website: www.edadvance.org/atdn
- ▶ Also see the “General Coaching Stems” by Elena Aguilar and “Learning Focused Conversations” by MiraVia under the Effective Feedback section on the ATDN page

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Goals

- ▶ Reflect on how you plan to use evaluation as a tool for improving teaching and learning
- ▶ Analyze the components of the Adult Education Evaluation Rubric
- ▶ Use the AE Rubric to identify and communicate about teacher performance level against a standard
- ▶ Practice rating lessons using the rubric and giving feedback and calibration with colleagues

Feedback

- ▶ *“We all need people who will give us feedback. That is how we improve.”- Bill Gates*
- ▶ *“I think it’s very important to have a feedback loop, where you’re constantly thinking about what you’ve done and how you could be doing it better.” -Elon Musk*
- ▶ *“Make feedback normal, not a performance review.” -Ed Batista*
- ▶ *“Criticism, like rain, should be gentle enough to nourish a man’s growth without destroying his roots.” -Frank A. Clark*
- ▶ *“The single biggest problem in communication is the illusion that it has happened.” -George Bernard Shaw*

<http://www.cognology.com.au/49-best-quotes-on-feedback/>

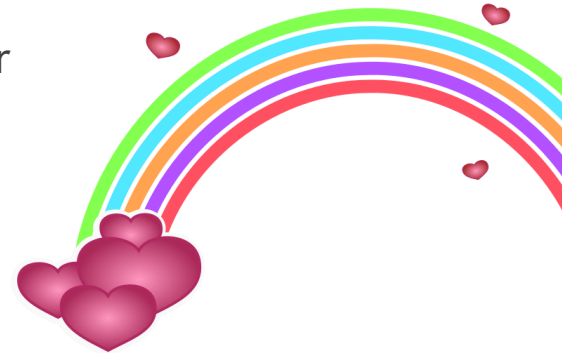
Reflection

- ▶ Think about the quotes on feedback.
- ▶ Which message are you conveying to your staff?
 - ▶ Improvement?
 - ▶ Reflection?
 - ▶ Professional growth?



No More Valentines

- ▶ Dr. Morgan Donaldson (Neag School of Education, UConn) identified these issues with evaluation which frequently resulted in “vague, meaningless praise-and largely devoid of constructive criticism and concrete feedback.”
 - ▶ Poor evaluation instruments
 - ▶ Limited district guidance about what to look for
 - ▶ Lack of evaluator time, skill or will
 - ▶ Absence of high quality feedback
 - ▶ Few consequences attached to evaluation



<http://www.ascd.org/publications/educational-leadership/may10/vol67/num08/No-More-Valentines.aspx>

Addressing These Issues With the AE Plan

- ▶ Multiple ways of collecting data on teaching and learning
 - ▶ Formal, informal, reviews of practice
- ▶ Focus on critical components of teaching and learning aligned with the CCRS
 - ▶ Learning Environment and Instruction/Service Delivery
- ▶ Flexibility in the frequency and duration of evaluation events, ongoing training for evaluators, PCQR
- ▶ Emphasis on using the language of the rubric to pinpoint areas to improve
- ▶ Outcomes-based approach to teacher performance: what will help our students the most to be college or career ready?

Two Purposes of Evaluation

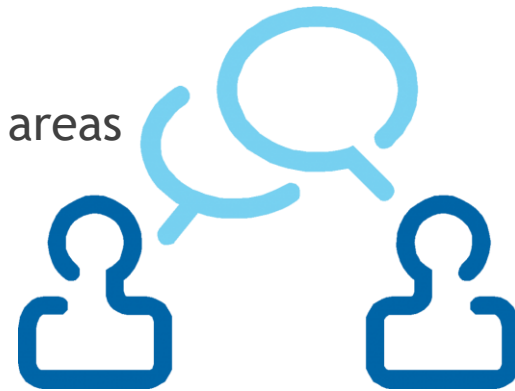
- ▶ Identify a performance level/rating
- ▶ Provide support and feedback

According to the Guiding Principles in the evaluation plan, the focus is not on assigning a label but rather

- ▶ Using CCT standards to identify where teacher performance is on a continuum
- ▶ Provide feedback on how to maintain or move up to the next level of work

Leveraging the AE Evaluation Plan to Improve Teaching and Learning

- ▶ Aligns evaluation with CCRS and assessment demands
- ▶ Presents a vision of teaching that is designed to maximize outcomes for students
- ▶ Holds professional practice to clearly defined standards (Common Core of Teaching)
- ▶ Makes feedback about the practice not the person
- ▶ Not just praise, but specific suggestions in targeted areas



Resources

- ▶ Adult Education Rubrics
- ▶ Adult Ed Feedback templates
- ▶ Adult Ed Coaching suggestions
- ▶ Coaching stems
 - ▶ Elena Aguilar-General coaching stems
 - ▶ MiraVia-Learning-focused conversations

1: Environment, Student Engagement and Commitment to Learning				
Service providers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:				
Indicator 1a Promoting a positive learning environment that is responsive to and respectful of the learning needs of all students.				
Attributes	Below Standard	Developing	Proficient	Exemplary
Rapport and positive social interactions	Interactions between service provider and students are negative or disrespectful and/or the provider does not promote positive social interactions among students.	Interactions between service provider and students are generally positive and respectful and/or the provider inconsistently makes attempts to promote positive social interactions among students.	Interactions between service provider and students are consistently positive and respectful and the provider regularly promotes positive social interactions among students.	<i>In addition to the characteristics of Proficient, including one or more of the following:</i> There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
Sample Evidence: <i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation.</i> <i>It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i> <i>Reference: American School Counselor Association (ASCA) Ethical Standards-A-1a</i> <i>Reference: ASCA Mindset and Behaviors for Student Success Category 2 SS #5</i>	A student presents a concern to the school counselor and the school counselor rolls his eyes and dismisses the student. During a classroom lesson, the school counselor hears a student making inappropriate comments to peers and does not intervene.	School counselor only responds to some students while others are overlooked in a group session and ignores the contributions of others. The school counselor is presented with similar problems from two separate groups of students. She works only with the first group because they are "good kids."	School counselor says, "I hear you saying that you are upset with your teacher. This seems really important to you. Let me see if I understand what you mean." During a developmental guidance lesson, the counselor observes one student teasing another. The counselor facilitates a discussion on how to treat others with respect.	A student validates another student's idea, feeling or statement. A student says "That is a great idea Jasmine, how did you think of that?" During a lesson a student hears a peer make an inappropriate comment about another student and challenges the peer's comment. Students use "I" statements without prompting to express their feelings to a peer.

The AE Rubrics

- ▶ Sub-set of the Connecticut Common Core of Teaching
- ▶ Tested and validated in the SEED program
- ▶ Focus on teachers performing at the Proficient Level
 - ▶ Account for the “outliers” at Below Standard and Exemplary
 - ▶ Direct evaluators to focus on the differences between Developing and Proficient
- ▶ Provide a continuum and pathway to improve performance

A simplified way of looking at the rubric continuum

Below Standard	Developing	Proficient	Exemplary
Never	Sometimes	Usually	Always
Not present	Inconsistently	Consistently	Part of the culture
All teacher	More teacher centered	More student centered	All student
Low level, rote	Mostly low, some high	Mostly high	High level
Negative	Mostly supportive	Supportive	Empowering

Breaking Down the Rubric Continuum



Two components:

- ▶ Element of frequency
 - ▶ Did not, sometimes, usually, always
- ▶ Element of desired professional practice
 - ▶ Indicators for Learning Environment and Instruction/Service Delivery
 - ▶ Rapport/positive interactions, Respect for diversity, High expectations
 - ▶ Resources, groupings, Strategies, Intellectual risk-taking
 - ▶ Precision, Feedback to learner, Adjustments, Maintenance of records

The Feedback Template

- ▶ A script for structuring feedback to incorporate the language of the rubric into comments/observations
 - ▶ One sheet for each of the indicators
 - ▶ Frequency element from rubric is **BOLDED**
 - ▶ Performance element is underlined
 - ▶ Place to insert objective, observed evidence/data (evidence)
- ▶ Possible to talk about the performance without focusing on the rating

Coaching Scaffolds for Feedback

- ▶ Elena Aguilar, *Art of Coaching*, 2013
 - ▶ Active Listening Stems
 - ▶ Clarifying Stems
 - ▶ Probing Stems
 - ▶ Nonjudgmental Responses
- ▶ MiraVia, *Learning-focused Conversations*, 2012
 - ▶ Calibrating
 - ▶ Consulting
 - ▶ Collaborating
 - ▶ Coaching

Practice and calibration exercises

- ▶ Three videos
- ▶ Focus only on indicator for “Strategies, Tasks & Questions”-may not be enough evidence/data to address other indicators in the short video clip and lack of context with teacher/class
- ▶ You will need
 - ▶ Some format for data collection (worksheet, notes, one of the evidence collection forms)
 - ▶ The AE rubric (with focus on Proficient level of performance)
 - ▶ Tools for providing feedback (rubric template/coaching stems, etc.)

Video 1

MEDIA LIBRARY OF TEACHING SKILLS



for adult learning and literacy



- ▶ <https://www.youtube.com/watch?v=QgedVdnoDR4>
- ▶ 14:26, lesson starts at 2:14
- ▶ Class: ABE/pre-GED
- ▶ Topic: Positive and Negative Numbers

- ▶ Overall impression: is this an “outlier”? (Below Standard or Exemplary)
- ▶ If no, does it meet the criteria for Proficient?
- ▶ How would you use the rubric to communicate about performance level to Ms. Feder

Coaching suggestions

- ▶ Select one of the evaluation indicators. What advice might you offer Ms. Feder to help to make her more effective than she is now/move to the next level of performance?
- ▶ Use:
 - ▶ “Coaching Suggestions for AE Indictors”
 - ▶ General Coaching Stems
 - ▶ Learning-focused Conversations



Video 2



- ▶ <https://www.youtube.com/watch?v=djqpUAmrWuE&t=704s>
- ▶ 14:50
- ▶ **Class: GED, Adult Secondary Ed**
- ▶ **Topic: Five Paragraph Essay**

- ▶ Overall impression: is this an “outlier”? (Below Standard or Exemplary)
- ▶ If no, does it meet the criteria for Proficient?
- ▶ How would you use the rubric to communicate about performance level to Ms. Kane?

Coaching suggestions

- ▶ What advice might you offer Ms. Kane to help to make her more effective than she is now/move to the next level of performance?
- ▶ Use:
 - ▶ “Coaching Suggestions for AE Indictors”
 - ▶ General Coaching Stems
 - ▶ Learning-focused Conversations



Video 3



- ▶ <https://www.youtube.com/watch?v=X7rEHmoaxVY>
- ▶ 58:26
- ▶ Class: GED
- ▶ Topic: Language Arts: Langston Hughes' poetry

- ▶ Overall impression: is this an “outlier”? (Below Standard or Exemplary)
- ▶ If no, does it meet the criteria for Proficient?
- ▶ How would you use the rubric to communicate about performance level to Ms. Nicolai?

Coaching suggestions

- ▶ What advice might you offer Ms. Nicholai to help to make her more effective than she is now/move to the next level of performance?
- ▶ Use:
 - ▶ “Coaching Suggestions for AE Indictors”
 - ▶ General Coaching Stems
 - ▶ Learning-focused Conversations



Effective instruction

- ▶ The AE rubrics set a high standard for effective instruction and service delivery, but mirror the expectations for instructional practice in the K-12 world
- ▶ Elements of proficient and exemplary practice reflect the CCRS instructional advances/shifts
- ▶ Evaluation is not just about a rating but also about feedback and improvement

Questions and feedback

- ▶ Please take a few minutes to provide feedback on this session:
<https://www.surveymonkey.com/r/ECAdultEd1516>
- ▶ 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://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@edadvance.org 860-567-0863 x132