Building School Leader Capacity
A FEEDBACK METAPHOR

Presenters

<table>
<thead>
<tr>
<th>Sharon Moffitt</th>
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<tbody>
<tr>
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<tr>
<td>Tweet: @adameduc8</td>
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Link for Poll: https://answergarden.ch/417941

Outcomes
• Define what effective feedback looks like and the actions that improve feedback
• Provide feedback with attention to content, audience, and delivery
• Assess quality of feedback using a developmental continuum
• Revise feedback in preparation of transfer to practice
STANDARDS BASED CONTENT that identifies highest leverage actions

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<tr>
<td>1. Message makes a connection to standards or an instructional strategy.</td>
<td>1. Message makes a connection to appropriate grade level standards and connects to an instructional strategy.</td>
<td>1. Message makes a specific and focused connection to grade level standards with consideration to the main shifts, instructional strategies aligned to district teaching &amp; learning framework, and evidence from recent interaction.</td>
<td>1. Message aligns grade level standards, shifts, and teaching &amp; learning framework through appropriate data sources connected to school level goals.</td>
<td>1. Message aligns grade level standards, shifts, and teaching &amp; learning framework through appropriate data sources connected to school level goals and individual teacher growth goals.</td>
</tr>
<tr>
<td>2. Content of feedback is isolated to most recent observation or interaction. May be too broad to be actionable.</td>
<td>2. Content of feedback is provided in context of previous feedback conversations. May be generally actionable, but not specific enough to be “seen” in practice.</td>
<td>2. Content of feedback reflects progress on previous feedback commitments and provides a coherent next step. Is actionable within the next month.</td>
<td>2. Content of feedback reflects progress on previous feedback commitments and provides a coherent next step informed by mid-range goals. Is actionable within the next two weeks.</td>
<td>2. Content of feedback reflects progress on previous feedback commitments and provides a coherent, co-constructed next step informed by mid-range school and individual goals. Is actionable within the next week.</td>
</tr>
<tr>
<td>3. Feedback is not prepared or considered in advance. Feedback tends to be entirely directive.</td>
<td>3. Feedback is prepared in advance and does not adjust based upon the dialogue. Feedback is directive, but may use questioning.</td>
<td>3. Multiple feedback pathways are prepared in advance with emphasis placed on opportunities for further understanding. Feedback may be directive with a co-constructed approach or inquiry oriented.</td>
<td>3. Multiple feedback pathways, with consideration to school or individual goals, are prepared in advance with emphasis placed on opportunities for further understanding. Feedback emphasizes inquiry with limited directives where necessary or invited by recipient.</td>
<td>3. Multiple feedback pathways, with consideration to school and individual goals, are prepared in advance with emphasis placed on opportunities for further understanding. Feedback is developed through inquiry with the educator leading the process.</td>
</tr>
<tr>
<td>4. Message may not be objective, emphasizing the person and not the practice. Feedback determined by deliverer’s personal preferences.</td>
<td>4. Message is mostly objective, emphasizing the practice and not the person. May overemphasize deliverer’s personal preferences.</td>
<td>4. Message is objective, emphasizing the practice and not the person. Impact on student learning or equity is the measure for evaluating effectiveness and next steps.</td>
<td>4. Message is objective, emphasizing the practice and not the person. Impact on student learning &amp; equity is the measure for evaluating effectiveness and next steps.</td>
<td>4. Message is objective and assumes positive intent. Impact on student learning &amp; equity includes learner perception &amp; performance and is the measure for evaluating effectiveness and next steps.</td>
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Core Coaching Skills: To what extent does the feedback message provide a manageable action with significant impact on student learning?

- **Identifies/Applies Knowledge of Standards and Instructional Shifts**
  - Recognizes standards-based grade level instruction and implementation of instructional shifts through both observation and analysis of student work
  - Uses common misconceptions and learning continuums to support teachers with anticipating student needs for pre-teach, reteach, and extension.

- **Connects Standards to Instruction Strategies Through the Teaching & Learning Framework**
  - Describes and models instructional strategies with research base for improving student learning and how these strategies support standards mastery.
  - Aligns instructional strategies to elements of Teaching & Learning Framework where they have the greatest impact.

- **Uses Student Learning and Teacher Practice Data & Goals**
  - Engages educators in annual goal setting process with interim reflection and revision
  - Analyzes student learning through multiple means of assessment and organizes information to summarize, enhance understanding, and align communication to evidence
  - Implements coaching and professional learning cycles to embed feedback in collaborative day-to-day work

This continuum is indebted to the work of Eleanor Drago Severson, with emphasis on her work, Tell Me So I Can Hear, Paul Bambrick Santaya, with emphasis on his work, Leverage Leadership & Get Better Faster, the Bill and Melinda Gates Foundation through the MET project, Megan Tschannen-Moran, and over twenty-five years of practitioner research and learning from the New Teacher Center.
### Emerging Developing Effective Strategic Transformative

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<tr>
<td>1. Feedback emphasizes school-wide priorities with little consideration of individual needs.</td>
<td>1. Feedback is individualized for the recipient’s needs.</td>
<td>1. Message makes a specific and focused connection to grade level standards with consideration of the main shifts, instructional strategies aligned to district teaching &amp; learning framework, and evidence from recent interaction.</td>
<td>1. Feedback is individualized for the recipient’s needs and considers several possible strength-based feedback messages.</td>
<td>1. Feedback is individualized for the recipient’s needs, personalized for their meaning making system, and considers several possible strength-based feedback messages. Integrates individual, team, and school-wide feedback priorities.</td>
</tr>
<tr>
<td>2. Feedback is considered from the perspective of the deliverer.</td>
<td>2. Feedback is considered from the perspective of the deliverer with some consideration of the recipient.</td>
<td>2. Feedback is considered from the perspective of the recipient, with the deliverer’s objectives paramount.</td>
<td>2. Feedback is considered from multiple possible perspectives of the recipient, with the co-construction of the outcomes.</td>
<td>2. Feedback is considered from multiple possible perspectives of the recipient, as well as the perspectives of the deliverer, colleagues, and the system. Outcomes are co-constructed with an emphasis placed upon the input of the participant.</td>
</tr>
<tr>
<td>3. Deliverer assumes level of teacher agency and typically ascribes a low level.</td>
<td>3. Deliverer assumes level of teacher agency and typically ascribes a mid to high level.</td>
<td>3. Deliverer tests assumptions of teacher agency through questioning and dialogue.</td>
<td>3. Deliverer prepares multiple pathways dependent on teacher agency through questioning and dialogue.</td>
<td>3. Deliverer prepares developmental pathways through questioning and dialogue in order to gauge and build teacher agency</td>
</tr>
<tr>
<td>4. Engages in self-reflection on feedback conversations and impact of feedback deliverer’s bias and developmental meaning making.</td>
<td>4. Engages in self-reflection and cursory conversation with recipient on feedback conversations and impact of feedback deliverer’s bias and developmental meaning making in general.</td>
<td>4. Engages in self-reflection and conversation with recipient on feedback conversations and impact of feedback deliverer’s bias and developmental meaning making on specific feedback or process. Occurs after conversation.</td>
<td>4. Engages in self-reflection and structured recurring conversation with recipient on feedback conversations and impact of feedback deliverer’s bias and developmental meaning making on specific feedback and process. Occurs before and after conversation.</td>
<td>4. Engages in co-reflection and structured recurring conversation with recipient on feedback conversations and impact of feedback deliverer’s bias and developmental meaning making on specific feedback and process. Occurs before, during and after conversation in a seamless manner</td>
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### Core Coaching Skills:

- **Identifies/Applies Knowledge of Standards and Instructional Shifts**
  - Understands stages of adult development and identifies what support recipients need in order to see need for change and implement next steps
  - Takes actions that couple feedback with push, over time, to develop more complex meaning making for recipient

- **Recognizes Strengths and Areas of Growth in Standards Based Teaching for Recipient**
  - Link standards & teaching strategy knowledge and needs to recipient’s interests and professional goals
  - Leverage entry points in planning, instruction, or assessment to engage participants in improvement cycles

- **Prepares for Multiple Levels of Understanding When Identifying Possible Need and Action Steps (LL-81-85)**
  - Maximizes teacher agency by preparing feedback using developmental approach (example- probe- question- evidence- tell)
  - Develops multiple explanations for data/results assuming recipient expertise, various strengths, and positive intent

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### EFFECTIVE FEEDBACK CONTINUUM

<table>
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<tr>
<td>Builds Trusting Relationships</td>
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<td>Integrates Coaching Cycle</td>
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<tr>
<td>Implements Continuous Cycle of Improvement</td>
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<td>Implements Feedback, Protocol, Routine</td>
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<tr>
<td>Leverages Competence, Character, Reliability, Openness</td>
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<tr>
<td>Constructs Collaborative, Reflective, Facilitative Environment</td>
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<td>Incorporates and Uses the Tools of Coaching, including Selective Scoping, CAL, Protocols, and Student Learning Analysis</td>
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<tr>
<td>Considers Own Role in Feedback Conversation, Including Adult Development Stages, Self-Knowledge, and Previous Interactions</td>
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### FEEDBACK DELIVERY APPROACHES that are collaborative and build long term efficacy

**Developing**

1. Feedback conversation contains too many elements for one session to be meaningful to the recipient. Efforts at compassion may lessen effectiveness of message.
   - The conversation is dominated by the feedback deliverer talking and telling.
   - The conversation is not balanced between both recipient and deliverer in terms of air time, with most of the conversation and discussion focusing on topics positive elements that are mostly positive.

2. Feedback is provided within 24-48 hours from the observation using high impact tools and happen at least twice a month.
   - The conversation is led by the recipient with the deliverer providing support and next steps and supports (including 1-2 elements of: what observer will share, observe, and do) aligned to improvement goals.
   - The conversation is documentalized with attention paid to next level of work. Compassionate framing and strengths to connect past, current, and future practice.

3. Feedback conversations occur at least weekly within 24 hours of observing. Conversations and observations are planned in advance so as to have minimal impact on teacher time and time to ensure best data collected. Recipient helps select best tool to capture needed evidence.
   - Next steps may not be recorded well enough to guide future meetings.
   - Documentation kept and owned by deliverer with little or no sharing.

4. Next steps may not be recorded well enough to guide future meetings.
   - Documentation kept and owned by deliverer with little or no sharing.

**Effective**

1. Feedback conversation emphasizes what observer will share, observe, and do) aligned to improvement goals.
   - The conversation is led by the recipient providing opportunities with deliverer providing support and next steps and supports (including 1-2 elements of: what observer will share, observe, and do).
   - The conversation is led by the recipient with the deliverer providing support and next steps and supports.

2. The conversation is directed by the recipient’s reflection. The recipient’s stated needs determine air time, while the recipient responds to most of the conversation.
   - The convertation is balanced between both recipient and deliverer in terms of air time, with most of the conversation and discussion focusing on topics positive elements to both acknowledge past, current, and future practice.

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**Transformative**

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Design for Leading Framework

**Defining a vision, mission, and goals** that ensure academic success for all students

**Improving instruction** through clear expectations and data-driven collaboration

**Creating a culture** that drives continuous improvement and ensures respectful relationships regardless of status

**Promoting leadership** in others so that everyone is engaged in school improvement and committed to student success

**Managing Systems and Operations** to drive student success
Feedback Planning Template

Identify a feedback message and audience you could address by the beginning of March.

Criteria
- Important impact on student success or social justice in your work
- Feel reluctant to provide or anxious when envisioning the conversation

Based upon your conversations, your own reflection and meta-coach feedback, revise your feedback.
## Meta-Coach Data Collection

<table>
<thead>
<tr>
<th>Feedback Provider</th>
<th>Feedback Recipient</th>
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Write one insight based upon the Feedback Delivery Domain that would have largest impact

Consider whether to provide instructive advice or an inquiry question: