Building School Leader Capacity

A Feedback Metaphor

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New Teacher Center’s mission is to improve student learning by accelerating the effectiveness of new teachers, experienced teachers and school leaders.
Impacting Feedback
Poll

• On your electronic device, go to: https://answergarden.ch/417941

• Or click link from first tweet @adameduc8

• Respond: What factors impact the effectiveness of feedback?
Turn and Talk

• Review the word garden.

Which factors seem most important and why?

Did any factors surprise you?
| 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. |

<table>
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<th><strong>Core Coaching Skills</strong></th>
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<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 of 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>
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<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 two months.</td>
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<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>
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<td>4. Message may not be objective, emphasizing the person and not the practice. Feedback determined by deliverer’s personal preferences.</td>
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<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 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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**EFFECTIVE FEEDBACK CONTINUUM**

**STANDARDS BASED CONTENT** that identifies highest leverage actions

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<th>Developing</th>
<th>Effective</th>
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Table Group Conversation

• In a group of 4–5 at your table, review the feedback continuum.

Where do you see the ideas of our word garden?

What did our garden miss that is included on the continuum? What did the continuum miss?
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
Agenda

• Connector: Poll
• Frameworks: The Design for Leading & Feedback
• Feedback in Practice
• Feedback: A Cycle of Improvement
• Q&A
The Role of the School Leader
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
Analyzing Effective Schools

• Select two domains.
• How might feedback be different for each domain?
• Think of examples
OUTCOME FOR SCHOOLS:
LEARNING ECOSYSTEMS
Effective schools

Design for Leading Framework

LEARNING COMMUNITY
Optimal Learning Environment

Framework for Social and Emotional Learning
Learner Mindsets, Learner Variability

STUDENTS
College, Career, and Community Ready

Tools assess progress on standards and instructional shifts

SCHOOL IS UNIT OF CHANGE LEADERS ARE THE LEVER FOR CHANGE

Theory of School Level Change

HIGH-IMPACT STRATEGIES FOR LEADERS

Teaching and Learning Framework
Targets instructional core

Effective Feedback Processes
Focuses and shapes message

Instructional Leadership Team
Magnifies the impact

Substantial Student Success & Social Justice
Design and manage systems of feedback

Content Message

SEL Culture of Feedback

Dialogue

Attention to SEL Competencies

ways of knowing

provider

recipient
FEEDBACK

Practice
Identify a Need

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
Feedback on Feedback

Roles
• Feedback Provider (A)
• Feedback Recipient (B)
• Meta-Coach (C)

Meta-coach should provide one insight based upon the Feedback Delivery Domain that would have largest impact.

Consider Instructive advice or Inquiry question.

Triad Protocol
• Set Context – 1 min.
  A shares situation
• Conversation – 5 min.
  A & B engage in dialogue
  C gathers evidence on domain
• Feedback – 2 min.
  C gives feedback

Repeat as time allows
Cycles of Improvement
Improve Your Feedback

Based upon your conversations, your own reflection, and meta-coach feedback, revise your feedback.

Share your revision with a shoulder partner.
Substantial Student Success & Social Justice
The Value of Aligned Feedback
Professional Learning Analysis

AMT

Time

Knowledge  Meaning Making  Transfer  Logistics

Social

Time

Passive  Individual  Interpersonal

Time

Passive  Individual  Interpersonal
Feedback

- Please complete the session evaluation via the Symposium 2017 Mobile site.
- Session evaluations are located under the Session and Conference Evaluation link and sorted by Track and then Session Number.
- Session evaluations can also be found under the Workshop and Session Information link.
- Click on the session number you attended and the evaluation link is below the session description.
THANK YOU!

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