

# Providing Teachers with Observational Feedback Intended to Improve Teaching Performance: Opportunities and Challenges

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# Background

- Desire for more meaningful evaluation process (2003)
- Achieve two broad purposes:
  - ▣ Professional Learning (formative)
  - ▣ Quality Assurance (summative)
- Adoption of Danielson Framework for Teaching (2007)



# Framework for Teaching

## Domain Two: The Classroom Environment



Component	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>2a: Creating an Environment of Respect and Rapport</b>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict.</p> <p>Teacher does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels.</p> <p>Students rarely demonstrate disrespect for one another.</p> <p>Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.</p> <p>Students exhibit respect for the teacher.</p> <p>Interactions among students are generally polite and respectful.</p> <p>Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful but impersonal.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.</p> <p>Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.</p>
<b>2b: Establishing a Culture for Learning</b>	<p>The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued.</p> <p>Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by little commitment to learning by teacher or students.</p> <p>The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality.</p> <p>The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.</p> <p>The teacher conveys that with hard work students can be successful.</p> <p>Students understand their role as learners and consistently expend effort to learn.</p> <p>Classroom interactions support learning and hard work.</p>	<p>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.</p> <p>The teacher conveys high expectations for learning by all students and insists on hard work.</p> <p>Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.</p>
<b>2c: Managing Classroom Procedures</b>	<p>Much instructional time is lost through inefficient classroom routines and procedures.</p> <p>There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively.</p> <p>There is little evidence that students know or follow established routines.</p>	<p>Some instructional time is lost through only partially effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning.</p> <p>With regular guidance and prompting, students follow established routines.</p>	<p>There is little loss of instructional time because of effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups and the handling of materials and supplies are consistently successful.</p> <p>With minimal guidance and prompting, students follow established classroom routines.</p>	<p>Instructional time is maximized because of efficient classroom routines and procedures.</p> <p>Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies.</p> <p>Routines are well understood and may be initiated by students.</p>
<b>2d: Managing Student Behavior</b>	<p>There appear to be no established standards of conduct and little or no teacher monitoring of student behavior.</p> <p>Students challenge the standards of conduct.</p> <p>Response to students' misbehavior is repressive or disrespectful of student dignity.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent.</p> <p>Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p> <p>There is inconsistent implementation of the standards of conduct.</p>	<p>Student behavior is generally appropriate.</p> <p>The teacher monitors student behavior against established standards of conduct.</p> <p>Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.</p>	<p>Student behavior is entirely appropriate.</p> <p>Students take an active role in monitoring their own behavior and that of other students against standards of conduct.</p> <p>Teachers' monitoring of student behavior is subtle and preventive.</p> <p>Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p>

# Keys to Implementation

- Initial training for all evaluators and teachers on the Framework
- Systematic and rigorous training for evaluators using Danielson online modules
- Online interrater reliability testing for all evaluators
- Ongoing refinement of procedures and forms



# Steps in the Process

- Formative Reflection Conference
- Formal Observation Cycle
  - ▣ Planning Conference
  - ▣ Observation
  - ▣ Reflection Conference
- Informal Observations (at least two)
- 2<sup>nd</sup> Formal Observation Cycle OR two additional Informal Observations
- Summative Reflection Conference



# Overarching Philosophy

- Importance of trusting relationships
- Emphasis on the formative aspect of the process
- Grounded in evaluator-teacher dialogue and teacher reflection to promote professional learning
- The value of professional growth and learning over labels or numbers



# Building and Maintaining Trust as an Evaluator

## **Formative Reflection Conference Worksheet 2013-2014**

*These questions are intended to guide the evaluator through the elements of the Formative Reflection Conference. This is not a form that would be given to teachers.*

1. What is going well so far this year?
2. Any concerns or questions so far this year?
3. Explain the teacher evaluation process (what to expect), forms, and discuss communication preferences (Evaluation Process for Certified Teachers). Are there any questions that you have for me at this time?
4. Clarify preference of teacher in submitting forms electronically or hard copy.
5. Discuss the Reflections on Professional Practice document with the teacher.
6. Agree on the area(s) for professional learning and growth for the year.
7. Agree on the artifacts to be submitted, and when each will be submitted.
8. Review the evaluation timeline.
9. If a continuing teacher, discuss the option of waiving the second formal observation cycle, should the teacher meet all requirements following the first formal observation.

# Building and Maintaining Trust as an Evaluator

- Formative Reflection Conference Best Practices
  - Get to know your staff members professionally
    - Previous evaluation experiences
  - Reflect on strengths/challenges
  - Dialogue to identify a growth area and create an action plan (professional learning)
  - Establish clear communication expectations
    - Location of evaluation conversations
    - How do staff members best receive feedback?
      - Positive
      - Constructive





# Building and Maintaining Trust as an Evaluator

- Triage Support for Teachers
  - ▣ Mentors- informal and formal
  - ▣ Build support around new and developing teachers
  - ▣ Informal observation before formal
  - ▣ Have conversations early and often
  - ▣ Offer specific support
    - Lesson and Classroom Management Plan Review
    - Rubric Development
    - Informal Observations on Specific Components



# Building and Maintaining Trust as an Evaluator

- Meet Deadlines and Provide Timely Feedback
  - ▣ Informal feedback in box same day or during plan
  - ▣ Be aware of policy deadlines and procedures and meet them
  - ▣ Review, edit, and monitor tone in written feedback
  - ▣ Be consistent with evaluation practices with staff members
  - ▣ Check-in with staff members to gauge how they feel (mid-year informal check-in)



# Building and Maintaining Trust as an Evaluator

Communication



- **Transparent Communication and Honest Tone**
  - Maintain positive daily interactions with staff members outside of evaluation conversations
  - Provide clear information to struggling staff members about process and procedures (hard copy)
  - Encourage staff members to seek out an association rep to support them in evaluation conversations
  - Role play complicated conversations to practice word choice and tone

# Teacher Planning and Planning Conference

- ▣ Planning by using formal observation lesson plan
- ▣ Prepared to discuss planning questions
- ▣ Together Teacher and Evaluator dialogue about lesson plan and recommend revisions
- ▣ Open communication



# Planning Conference

## **Marana Unified School District: Planning Conference Guidelines**

*Be prepared to discuss the following questions during your Planning Conference. You are NOT expected to complete or turn in this form.*

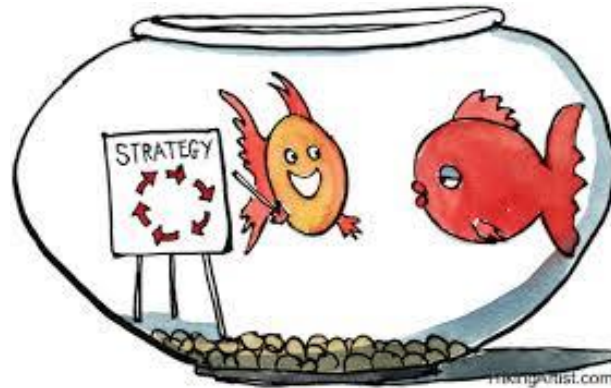
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1. Briefly describe your lesson from beginning to end. (How will you engage students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group?) Be prepared to share any instructional materials to be used by the teacher and/or students.
2. How does this learning “fit” in the sequence of learning for this class?
3. Briefly describe the students in this class, including those with special needs. How will you differentiate instruction for different individuals or groups of students in the class?
4. What are your learning outcomes for this lesson? What do you want students to understand?
5. How and when will you know whether the students have learned what you intend?
6. Is there anything that you would like me to specifically observe during the lesson?

□

# Formal Observation and Data Collection

- ▣ Teacher delivers lesson
- ▣ Evaluator collects evidence



# Reflection Conference and Feedback

- Teacher reflects by completing rubric and reflection questions
- Evaluator comes prepared with marked rubric and analysis of notes
- Conversations
  - ▣ Keep it Real
  - ▣ Keep it Focused



# Reflection Conference



## **Marana Unified School District: Reflection Conference Questions**

*Please bring your written responses to the Reflection Conference. If the lesson included written students work, please bring that work to the conference.*

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|--|
| 1. Did all students achieve the Content Goal for this lesson? What evidence supports your response?  |
| 2. If you departed from your final lesson plan, how and why?   |
| 3. How effective were the different aspects of your instructional delivery (e.g. activities, student groupings, materials and resources)? Given the opportunity, what would you do differently?                |
| 4. How did the aspects of your classroom environment contribute to student learning (e.g. classroom procedures, student conduct, use of physical space)? Given the opportunity, what would you do differently? |
| 5. What were your strengths and weaknesses related to Focus Lesson implementation in this lesson (refer to Focus Lesson Expectations sheet)?   |
| 6. What were your strengths and weaknesses related to Productive Group Work implementation in this lesson (refer to Productive Group Work Expectations sheet)?   |
| 7. What does your students' work during this lesson reveal about their level of engagement and understanding?  |



# Teachable Moments are Everywhere!

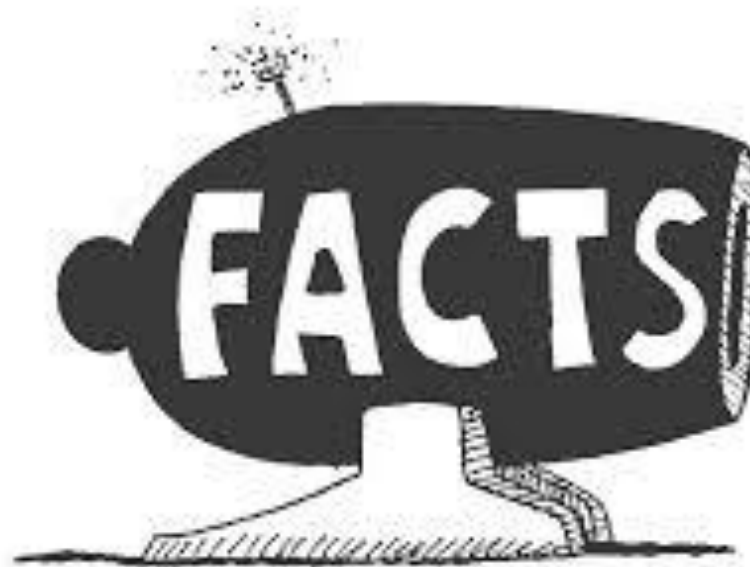
- **Be** in classrooms, conferences, and meetings
- Coach everyone
- Our staff members are all stars – superstars, middle stars and falling stars. My job is not to lower the bottom and accommodate the falling stars. I should raise the top by recognizing and rewarding superstar behaviors. - Based on

Monday Morning Mentoring ~ by David Cottrell



# Supporting Struggling Teachers

- Timely, Honest Conversations
- Specific evidence
  - ▣ Factual
  - ▣ Times
  - ▣ Tallies
  - ▣ Diagrams
  - ▣ Lists



# Supporting Struggling Teachers

- Importance of documentation
  - On-going

*write it down*

- Outline goals
  - Clear concrete expectations
  - Connected to evaluation tool
  - Reflection and dialogue
  - Professional learning
  - Support Team



# Sample Improvement Plan Strategies

<p>Domain 2 The Classroom Environment, 2d: Managing Student Behavior</p>	<p>Provide a response to student misbehavior that is consistent, proportionate, respectful to students, and effective.</p> <p>Teacher's personal goal is: Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p>	<p>Read <u>Never Work Harder Than Your Students</u> and <u>The Power of Our Words</u> to learn ways to change your pattern of responses to misbehavior in order to be more respectful and effective. Complete a minimum of 6 sets of reflections.</p> <p>Or attend MUSD's Effective Classroom Management.</p> <p>Observe a teacher in the district to observe teacher responses to misbehavior that are consistent, proportionate, respectful to students, and effective.</p>	<p>October 16, 20--</p>	<ol style="list-style-type: none"> <li>1. Submit the written activities.</li> <li>1. Informal observation.</li> <li>1. Peer observation with written reflection.</li> </ol>		
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# Sample Improvement Plan Strategies

FRAMEWORK COMPONENT TO BE ADDRESSED	OBJECTIVE(S) TO BE ACCOMPLISHED	PLANNED ACTIVITIES TO ACCOMPLISH THE OBJECTIVE	TO BE COMPLETED BY (DATE)	ASSESSMENT CRITERIA	FINAL EVALUATION	
					ACHIEVED	NOT ACHIEVED
<p>1A: Setting Instructional Outcomes</p> <p>3A: Communicating with Students</p>	<p>Include activities to establish purpose to instructional plans to enhance student engagement, activate prior knowledge.</p>	<p>Keep a log and reflections of different strategies utilized to establish purpose of lessons with students. Refer to PSA and hand-out Strategies to Establish Purpose provided by MUSD Office of Professional Practice</p>	<p>January 17, _____</p>	<p>Ms. Teacher will submit log along with reflections documenting the effective use of establishing purpose strategies. A minimum of 8 new establishing purpose strategies will be utilized</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>1f: Designing Student Assessments</p> <p>3d: Using Assessment in Instruction</p>	<p>Include closure strategies to support students in constructing meaning out what they learned as well as adjust instructional planning to address gaps in learning.</p>	<p>Keep a log and reflection of different strategies utilized to support closure for students. Refer to Strategies for Closure hand-out and PSA provided by MUSD Office of Professional Practice</p>	<p>January 17, _____</p>	<p>Ms. Teacher will submit log along with reflections documenting the effective use of closure strategies. A minimum of 8 new closure strategies will be utilized</p>	<input type="checkbox"/>	<input type="checkbox"/>

# Building and Maintaining Trust as an Evaluator



## □ Summative Reflection Conference

- Reflect on all of the data collected and assess overall performance
  - Keep “Quality Assurance” in mind!
- No surprises!
- TOGETHER: Identify strengths and growth area
- Trust/Relationship Continues
- Cycle continues following year with Formative Reflection Conference

# Questions

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