



3 Rs of Feedback

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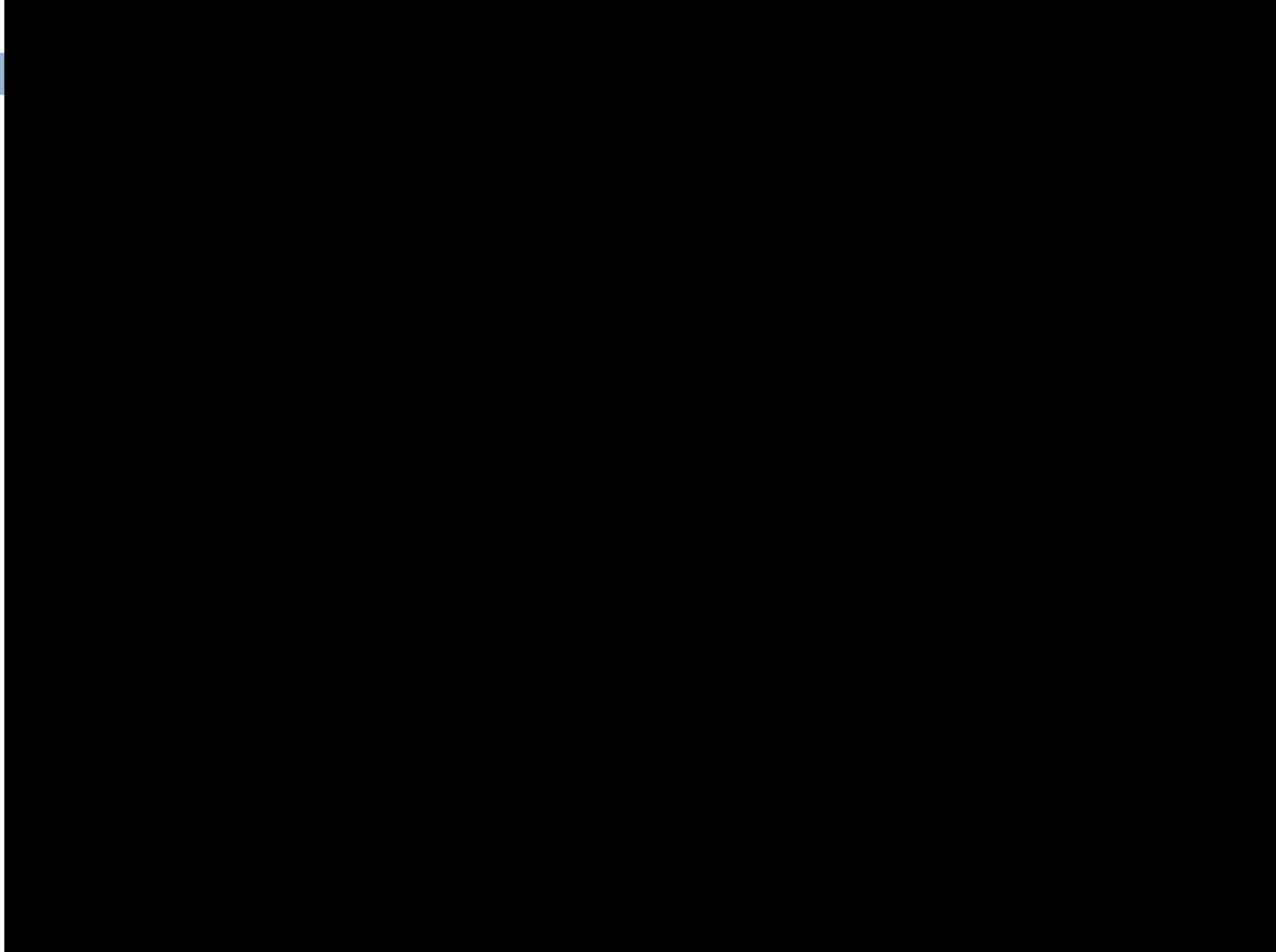
Assistant Superintendent

2014 National Distinguished Principal

2014 Louisiana State Principal of the Year

Session Expectations

- ❑ Cell phones
- ❑ Hand signal
- ❑ Eliminate side conversations
- ❑ Participate, don't dominate
- ❑ Turn and talk
- ❑ "Voluntolds"



Session Objectives

- Understand the three stages of feedback readiness
- Gain an awareness of how to conduct frequent, formative observations and provide actionable feedback to teachers

The Importance of Feedback

The most powerful single influence enhancing achievement is feedback. Does this mean that we need to give children more and more feedback to raise their achievement? No! **What is needed is quality feedback and where that feedback has the greatest effect is when teachers receive more and better feedback about their teaching**, and then the ripple effect back to the student is high (Hattie & Timperley, 2007).

Formative Observations

- ❑ Formative observations are used to monitor teaching and learning in the classroom. They are conducted frequently and provide ongoing feedback that can be used by teachers to improve their teaching practices. More specifically, formative observations:
 - ❑ Help teachers identify their strengths and weaknesses and target areas for improvement
 - ❑ Help administrators recognize where teachers are struggling and address these areas in partnership with teachers

Setup for Formative Observations

- ❑ Meet face to face with teachers prior to conducting formative observations with feedback
- ❑ Review your process for formative observations
 - ❑ How often?
 - ❑ What type of feedback?
 - ❑ Written notes, emails, face to face conversations
 - ❑ How should teachers respond to feedback?
- ❑ How will you follow up?

“Actionable vs. Non-Actionable Feedback”

I enjoyed my visit to your class. Your students seemed off task during the lesson. The transitions were chaotic and students seemed confused about procedures.

During independent practice, 7 out of 22 students were off task (heads down, side conversations, drawing). It is important to ensure students have a clear understanding of the task and expectations prior to beginning independent work. Be sure you have the attention of all students when providing directions, have one or two students repeat your directions, and monitor immediately after the start of independent practice to ensure all students have begun to work.



The 3 Rs of Feedback

- Reactive
- Receptive
- Reflective

Points to Remember

- ❑ Not every teacher fits neatly in each one of the 3 R stages
- ❑ Teachers have the capacity to change their 3 R stage
- ❑ 3 R stages are based on a teacher's capacity to receive feedback, not necessarily on the teacher's effectiveness level
- ❑ Suggestions for feedback according to the 3 R's are just that - suggestions

Reactive

- ❑ A **reactive** teacher...
 - ❑ Hesitant to take ownership for student learning
 - ❑ Resistant to change
 - ❑ Limited knowledge of best practices
 - ❑ Does not always value feedback

Feedback for Reactive Teachers

- **Focused**
- **Acknowledge what is working**
- **Identify challenge areas**
- **Provide specific suggestions for improvement**
- **Follow up**

You utilized appropriate wait time; waiting five seconds after posing a question to call on a student to answer.

I noticed during collaborative practice, seven students were engaged in side conversations. Next time, utilize the Kagan structure Think, Pair, Share to hold all students accountable for actively participating. I have placed in your teacher mailbox an article on Think, Pair, Share. Next time I visit your class, I will be looking to see how this strategy is being implemented.

Receptive

- ❑ A **receptive** teacher...
 - ❑ Occasionally takes ownership for student learning
 - ❑ Hesitant to change
 - ❑ Awareness of best practices
 - ❑ Does not always implement the feedback

Feedback for Receptive Teachers

- **Focused**
- **Pose leading questions that promote self-reflection on strengths and challenges**
- **Guide them to choose and implement the appropriate best practice(s)**
- **Follow up**

Your interaction with students as they entered the classroom helped set a positive tone for the day.

During collaborative practice, what did you notice about the level of engagement of your students? How could you have utilized a cooperative learning structure to increase the level of engagement of your students?

Reflective

- ❑ A **reflective** teacher...
 - ❑ Takes complete ownership for student learning
 - ❑ Embraces change that positively impacts student learning
 - ❑ Possesses a wealth of knowledge of best practices and implements effectively
 - ❑ Thinks critically about the provided feedback and strives for continuous improvement

Feedback for Reflective Teachers

- **Focused**
- **Pose critical questions that challenge their thinking**
- **Pose open-ended questions that create dialogue**
- **Follow up**

It appeared you were taking a constructivist's approach to this lesson in order to open doors for learning.

You provided correct, specific feedback at the end of the activity but did not provide specific feedback throughout. Why did you do this? What effect did this have? What risks are associated with this technique? How can you manage these risks?



3 R Stage?

During your debriefing, I noticed 6 of 22 students contributed to the discussion. You called on these 6 students who raised their hands to contribute to the discussion. The 3 turn-and-talk opportunities produced uneven results as most pairs answered with yes or no or with only 1 partner sharing.

What did you notice about the questions posed and students' responses? How could you create opportunities for students to think critically and challenge each other's thinking with your questioning?

3 R Stage?

During your lesson you asked a variety of questions to assess student understanding. Most questions asked were either knowledge or comprehension questions, students were not challenged to explain their thinking and had very little opportunity to discuss their ideas with each other.

In order to challenge students to think critically and engage in discussion with their peers throughout the lesson, you should prepare questions that require higher-order thinking such as analyzing, synthesizing or evaluating when prepping your lesson.

Attached is a link to several resources on Bloom's Taxonomy that could help you to create your questions:

<http://www.bloomstaxonomy.org/>

3 R Stage?

During your lesson you asked a variety of questions to assess student understanding. You attempted 2 turn-and-talk opportunities with your students with 10 out of 12 pairs participating in a genuine discussion. During debriefing and collaborative practice, students were not challenged to explain their thinking and had very little opportunities to discuss their ideas with each other.

How could you have structured the lesson to ensure students had an opportunity to discuss their ideas and challenge each others thinking throughout?

3 R Stage?

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Compare the quality of discussions during debriefing and collaborative practice with those during turn and talk.

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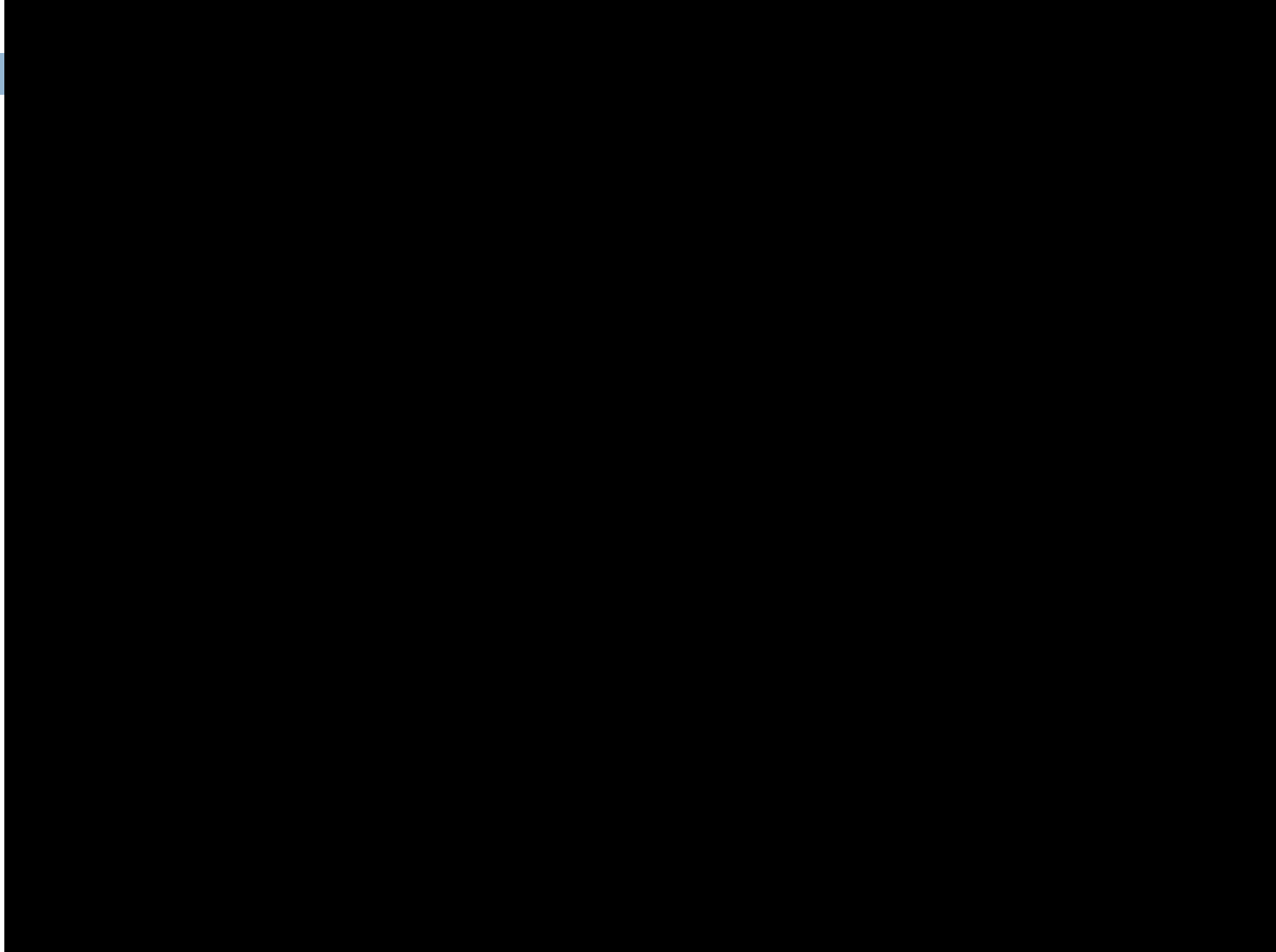
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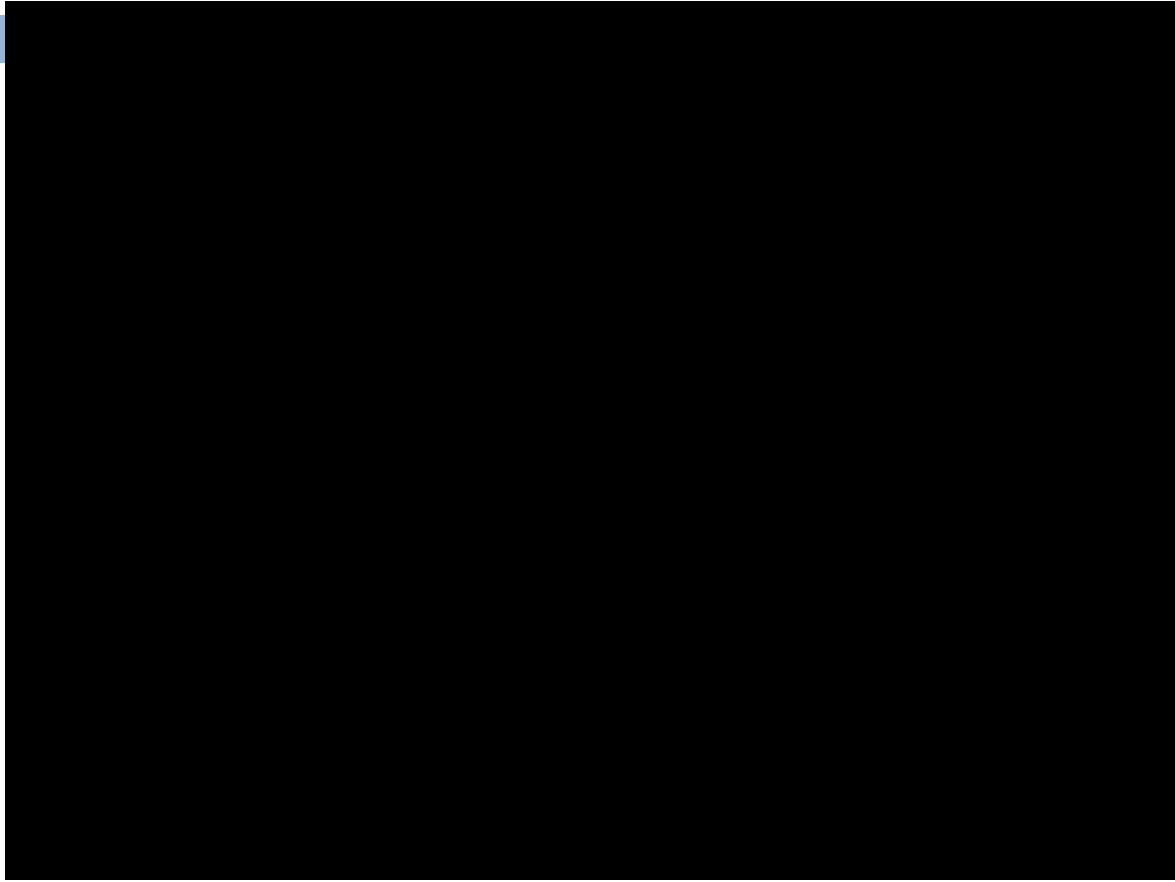
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Implementation Plan

References/Resources

- *Building Teachers' Capacity for Success* – Pete Hall and Alisa Simeral

Q&A



Session Evaluation

<http://bit.ly/1U9Wgaz>