## **Principles of High Quality Feedback**

**Structures** 



#### **Student Work**



## Follow-Up

Principle

- Schedule: Evaluators maintain a schedule of observations and feedback conferences that allows for timely feedback
- Frequency: Length and frequency of observations are based on the needs of the school and teacher
- Support: The district provides tools, training and practice to set expectations for quality of feedback

- Diagnosis: Teachers and evaluators agree on student achievement of standards-aligned work
- Evidence: Feedback includes specific evidence from the lesson about student learning
- Impact: Feedback focuses on teacher actions that will have the greatest impact on student learning
- Next steps: At end of a feedback conference, a teacher can explain the actions she/he will take in subsequent lessons (tomorrow, next week, and/or next month)

- **Follow-through**: All monitor follow through on next steps
- Awareness: At any time, teachers can explain what actions they are working to improve and why
- Connection: Subsequent feedback conversations start with assessing student progress made since last observation
- Consistency: Evaluators within a school communicate with one another to ensure teachers get consistent feedback
- Impact: Improved teacher actions result in improved student outcomes

Indicators of Quality

# **Principles of High Quality Collaboration**

**Structures** 



#### **Student Work**



## Follow-Up

Principle

- Facilitation: Collaborative meetings are facilitated by a knowledgeable and trusted leader
- Schedule: There is a schedule of collaboration meetings and it is followed
- Expectations: Teachers know the purpose and what to expect at collaboration meetings
- Deliberate organization: Collaboration groups are organized intentionally based on subject, grade, need, etc.

- Exemplars: Teachers examine student work together to determine strengths/ weaknesses against exemplars
- Impact: Teachers identify what they need to change to improve student learning and plan to incorporate change into daily practice
- Models: There are opportunities for teachers to see and practice models of effective instruction
- Next Steps: At end of meeting, teachers identify next steps

- Connection: Subsequent meetings start with reflecting on student progress made since last time
- Support: Teachers observe each other's practice and give feedback
- Improvement: Teachers can describe how student work improved as a result of the changes they made
- Solutions: Teachers who have not seen improvement brainstorm solutions with their peers and receive additional support from leaders

Indicators of Quality

<sup>\*</sup> Exemplar evidence sources: Compass Leader Rubric, <u>"Maximizing the Impact of Teacher Collaboration"</u> (Richard Dufour, Annenberg Institute, etc.), <u>"How Professional Development Gets Results"</u> (TAP System)