



Targeted Feedback for Teacher Growth MASSP Breakout Session, 2015



CENTER *for* EDUCATIONAL LEADERSHIP

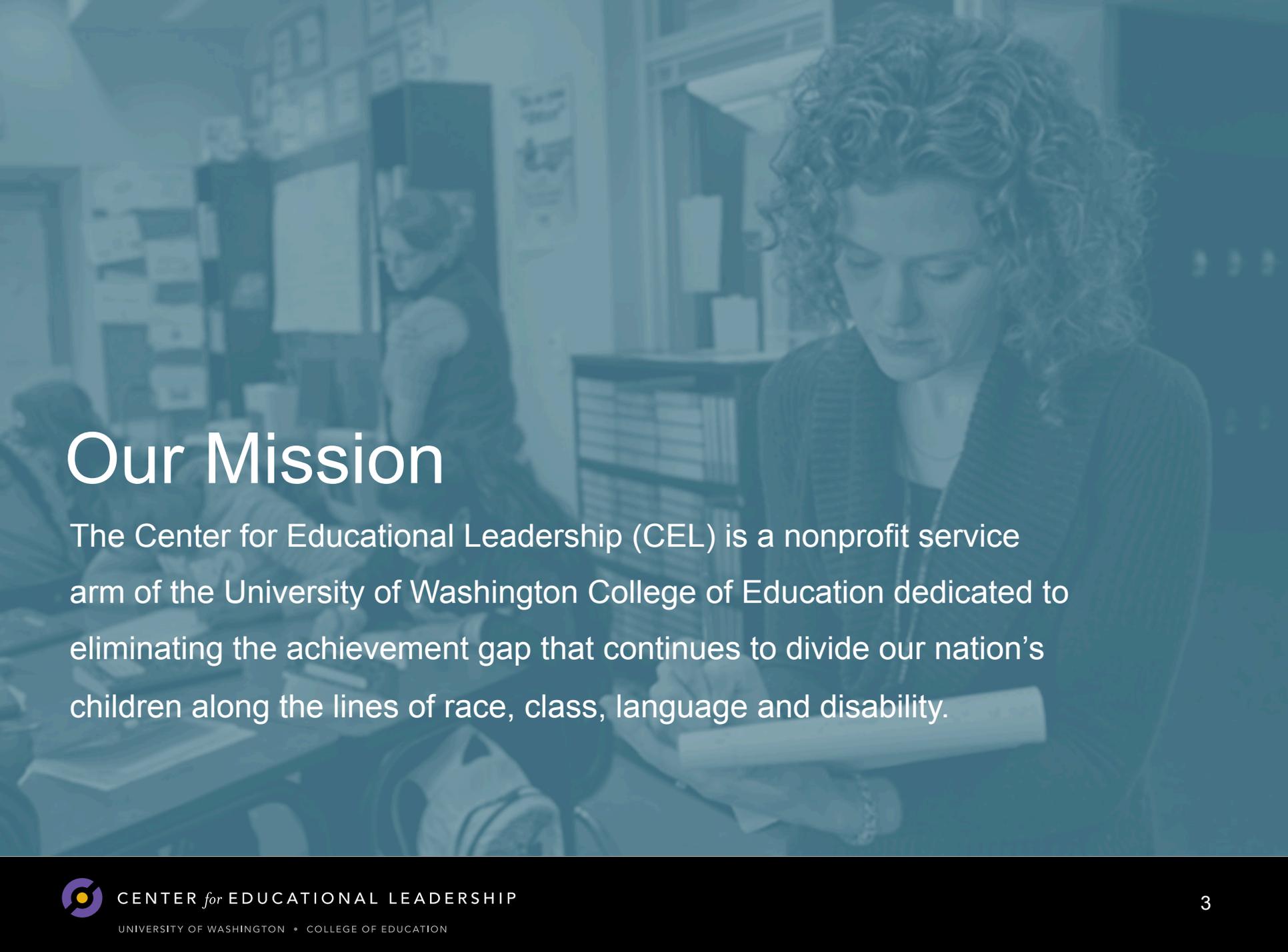
UNIVERSITY OF WASHINGTON • COLLEGE OF EDUCATION

Targeted Feedback: Our focus today

A way to state evidence that ties teacher practice to student learning

Being able to give a specific next step that can improve student learning and teacher practice immediately



A woman with curly hair is looking down at a document she is holding. The background shows a classroom with other people and educational materials. The entire image has a blue tint.

Our Mission

The Center for Educational Leadership (CEL) is a nonprofit service arm of the University of Washington College of Education dedicated to eliminating the achievement gap that continues to divide our nation's children along the lines of race, class, language and disability.



Foundational Ideas

1. If students are not learning they are not being afforded powerful learning opportunities.
2. Teaching is a highly complex and sophisticated endeavor.
3. Practice of sophisticated endeavors only improves when it is open for analysis and critique.
4. Improving practice in a culture that is “public” requires reciprocal accountability.
5. Reciprocal accountability implies a particular kind of leadership to improve teaching and learning.
6. Leaders cannot lead what they don’t know.



Reflection Question: Feedback

Think of a time when you received effective feedback.

- What made it effective?
- How do you know it was effective?



Research on Effective Feedback

- Timely.
- Descriptive.
- Positive.
- Clear and specific.
- Differentiated.

Source: *How to Give Effective Feed back to Your Students*, by S.M. Brookhart (2008).



Definition of Targeted

- Serving to give specific attention to professional practice, having an aim or direct focus.



Targeted Feedback as a Support to Build Professional Capacity

- Professional Development
- Coaching
- Grade Level Meetings
- Professional Learning Communities
- Targeted Feedback 



Targeted Feedback Cycle – Purpose and Actions

- Purpose: Gathering evidence for immediate feedback in relation to targeted area of focus.
- Actions:
 - Short visits and conversations.
 - Sharing specific evidence of teacher practice and student learning.
 - Deciding on specific next step.
 - Committing to follow up.





Check for Understanding: Targeted Feedback

You should read this book on close reading to support you with text complexity. I read this book when I first started teaching and it transformed my practice.

The close reading strategy you used today helped students tremendously. Great work! You should lead a PLC with the middle school literacy teachers.

I noticed you asked students to turn and talk with each other about the book's topic which resulted in students giving one word answers. Tomorrow, try modeling a conversation.

I noticed you only called on 5 students today. All of them were boys. You need to be careful about your gender bias. The girls in your class deserve to participate too.



Targeted Feedback

- Timely
- Clear and Specific
- Descriptive
- Positive
- Differentiated

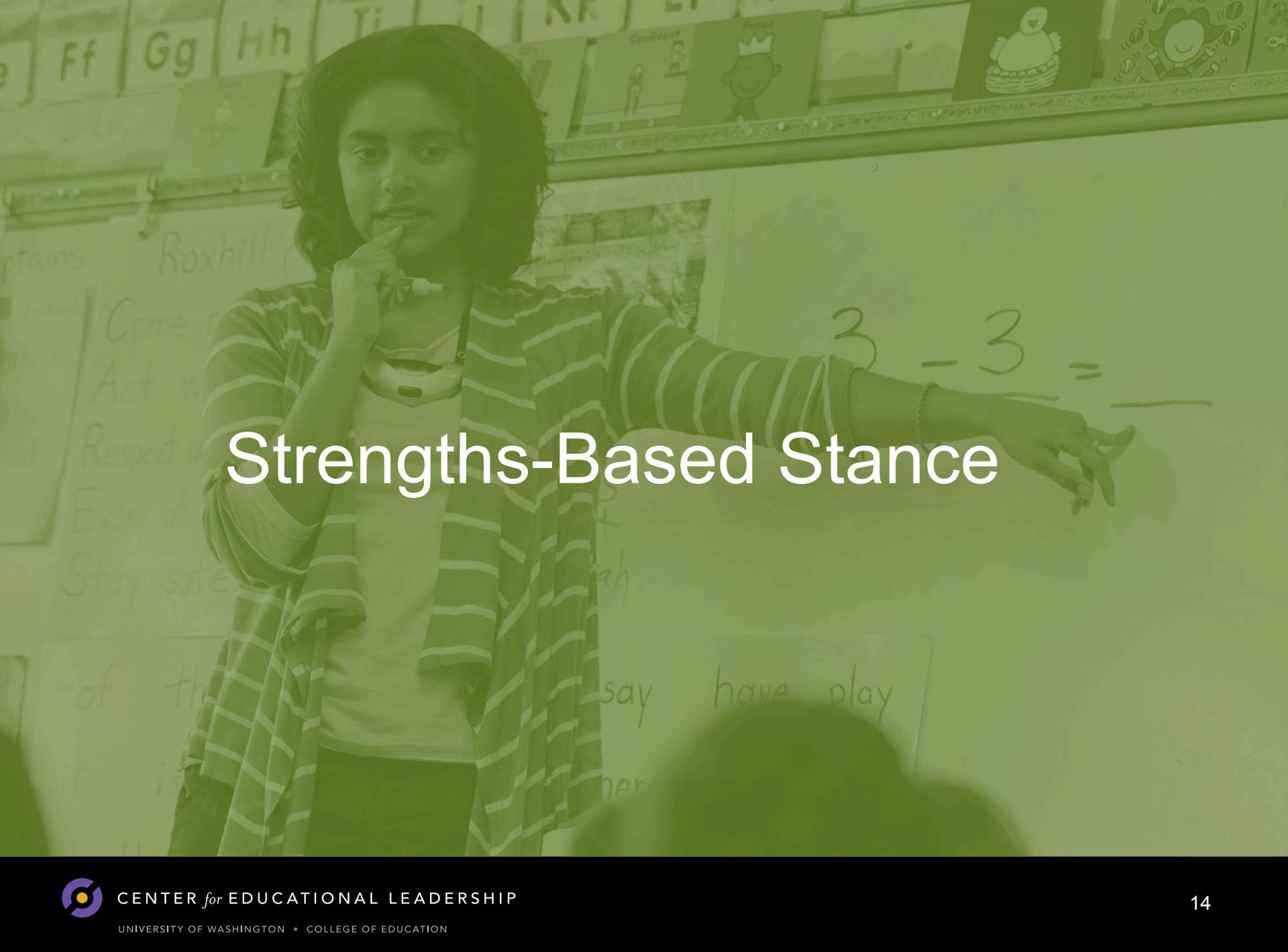
I noticed you had students turn and talk with each other about the book's topic, which resulted in students giving one-word answers. Tomorrow, try modeling a conversation.



Characteristics of Effective Targeted Feedback

- Using a Strengths-Based Stance
- Having Evidence-Based Observations



A photograph of a female teacher in a classroom, wearing a striped cardigan over a white t-shirt. She is pointing her right hand towards a whiteboard. On the whiteboard, the equation $3 - 3 = \underline{\quad}$ is written. The background shows a shelf with alphabet cards (Ff, Gg, Hh) and children's books. The text "Strengths-Based Stance" is overlaid in white on the image.

Strengths-Based Stance



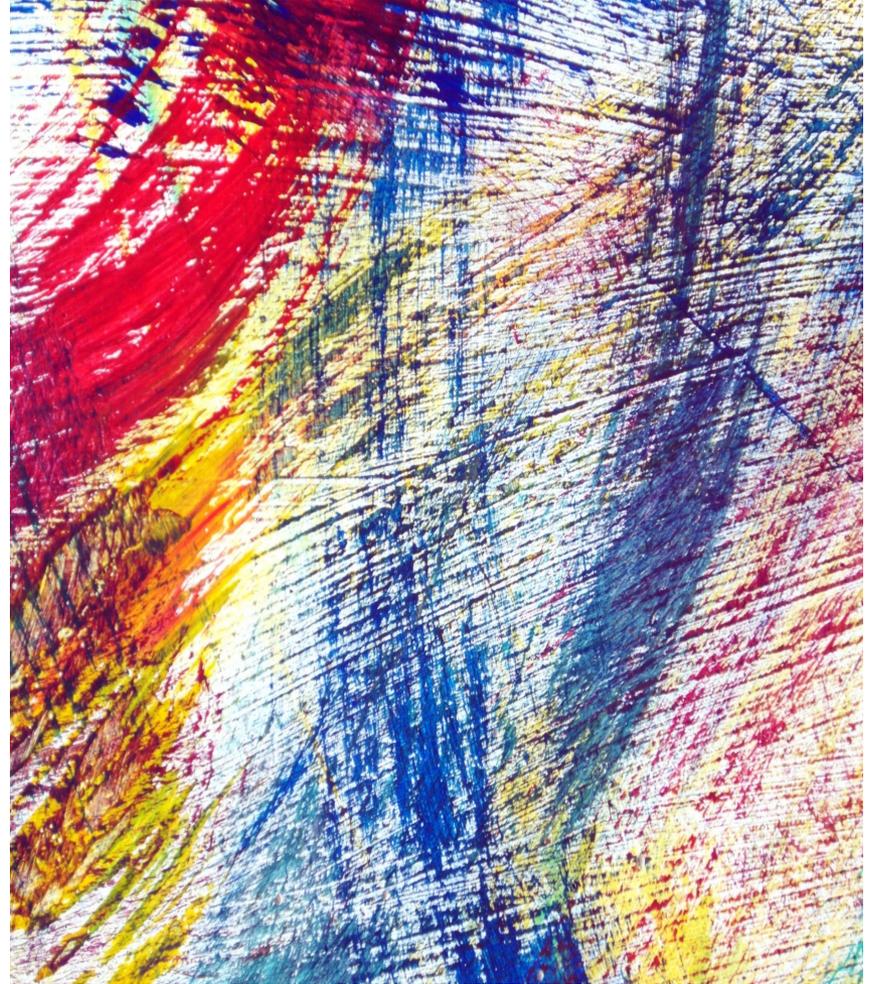
Observing – Examining our Process

- What do you tend to look/listen for?
- What biases might you bring to classroom observation?
- What might you see or hear that would put you in a judgment mode?



Observing – Foundational Questions

- What do you see?
- What do you see that makes you say that?
- What else do you see?



From the work of Abigail Housen and Visual Thinking Strategies, New York.

Defining Can and “Verge of”

- Can means there is strong evidence that the practice is in place (with intention) and effective.
- Verge of means there is evidence of the practice in place (with intention) but it may not be as effective as it needs to be.





Evidence-Based Observations



Preparing Evidence for Targeted Feedback

- Based on strengths – “cans.”
- Links teacher practice to student learning.

Share evidence using the following stem:

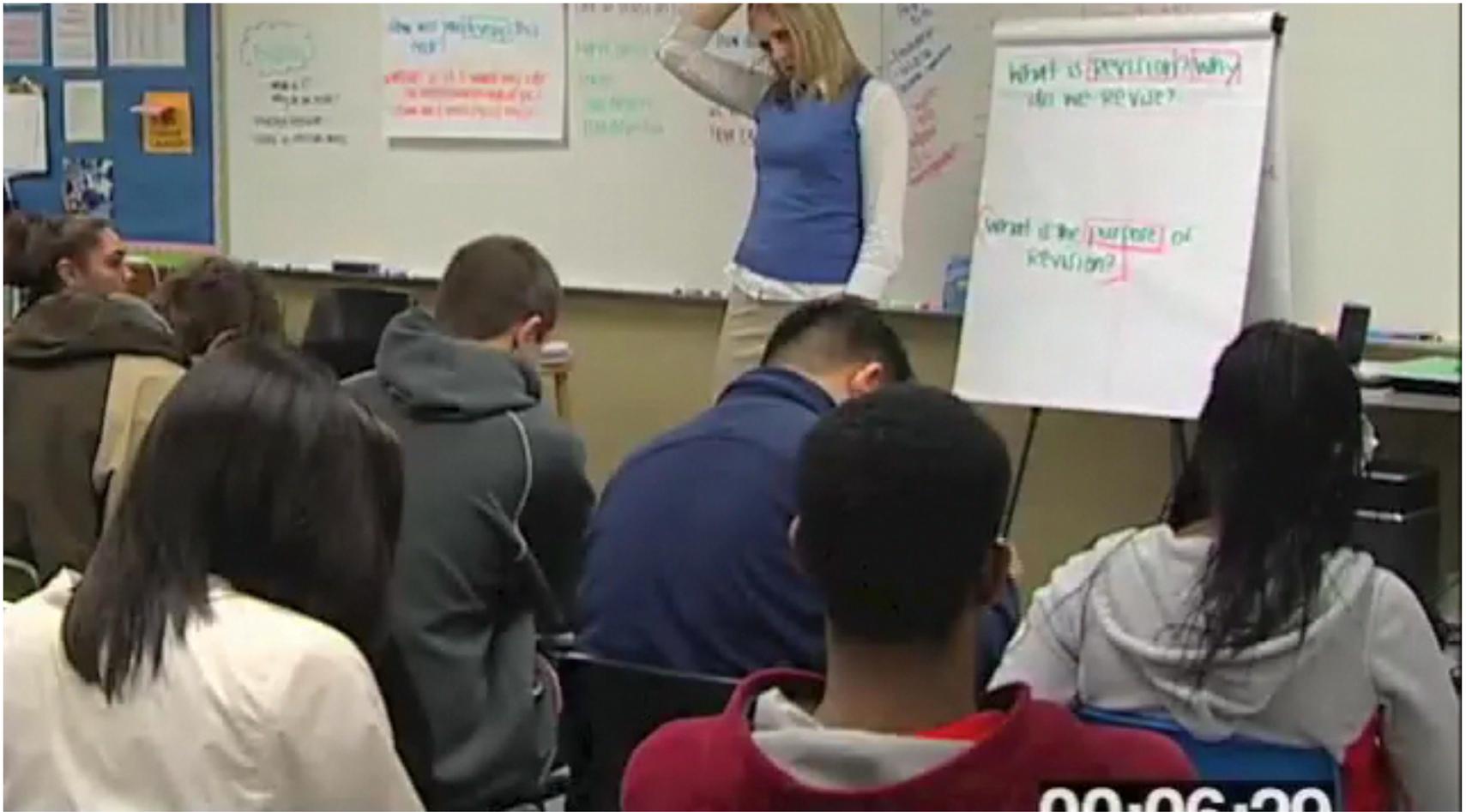
**“I saw the teacher _____ and it resulted in
students _____.”**



Carrie: A teacher at your school

- Carrie is working on giving her students tools for taking more ownership of their learning.
- Carrie wants her students to engage in cognitively demanding conversations around their writing, specifically around revision.
- She believes they rely too heavily on her for feedback.
- She wants to give students more choices around the revisions they make and wants to support students in having more effective conversations in pairs or groups.





What Carrie can do and what she is on the verge of doing?

Based on what you just observed, what do you think Carrie can do?

What do you think she might be on the verge of doing?

What do you think Carrie might want for targeted feedback?



Preparing Evidence for Targeted Feedback

- Based on strengths – “cans.”
- Links teacher practice to student learning.

Share evidence using the following stem:

**“I saw _____ and it resulted in
students _____.”**



Targeted Feedback

- Targeted feedback works when the next steps can be implemented independently, immediately, and without support.

What are we getting ready to share with Carrie? What is she on the verge of doing?



Targeted Feedback: Our focus today

A way to state evidence that ties teacher practice to student learning

Being able to give a specific next step that can improve student learning and teacher practice immediately



For Reflection

- What do you need to do to prepare yourself to give targeted feedback?
- What would you need to do to prepare your teachers for targeted feedback?
- How might targeted feedback move your school forward?



www.k-12leadership.org

The screenshot shows the homepage of the Center for Educational Leadership. The header is dark purple with the center's logo and name on the left, and navigation links (HOME, CONTACT US, STORE, DONATE, LOG IN, SD ASSESSMENT LOG IN) and a 'W' logo on the right. Below the header is a dark purple navigation bar with links for 'About Us', 'Who We Serve', 'Services We Provide', 'Tools & Products', 'Blog', and 'News & Events'. The main content area features a large photo of a teacher and students in a classroom. A purple text box overlaid on the photo reads: 'Instructional leadership, the key to improving teaching and learning.' To the right of the photo are three promotional cards: 'Discover the 5 Dimensions of Teaching and Learning™', 'Explore the 4 Dimensions of Instructional Leadership™', and 'Use the Principal Support Framework's 3 Action Areas'. Each card has a 'GET IT NOW' button with a right-pointing arrow. Below these cards is a yellow banner with the text: 'Successful Students Need Outstanding Teachers. Effective Leaders Make That Happen.' followed by a paragraph: 'The Center for Educational Leadership helps districts close the achievement gap through effective instruction. But teachers can't do it alone: both school and district leaders have to create a culture of learning and support for teachers to excel. Our nationally recognized experts, working with research-based methods, help all levels of a school system improve achievement for all students.'