

The Teacher Evaluation and Professional Growth Program

Module 3: Observation and Feedback

January 8th, 2014

Module 3: Observation and Feedback



- Module 1: MSFE TEPG Rubric
- Module 2: Student Learning Objectives
- Module 3: Observation and Feedback
 - Participants learn expectations for observations (both inside and outside classrooms), the collection and organization of observation evidence, and the sharing of timely, constructive feedback. All teachers will participate in peer observation, and this module provides information about how to make the process meaningful, collaborative, and constructive.
- Module 4: Reflecting and Adjusting
- Module 5: Learner Perception
- Module 6: Reflecting and Planning for Next Year

Agenda



- Welcome (5 minutes)
 - Intended outcomes
 - Overview of module structures and norms
- Connecting (20 minutes)
 - Problem Pose/Problem Solve Protocol
- Learning (45 minutes)
 - Guidelines and structures for collecting evidence
 - Overview of the Peer Observation Protocol and process
 - Best practices for providing feedback
- Implementing (1 hour, 25 minutes)
 - Giving feedback to a peer
- Reflecting (20 minutes)
 - Hopes and Fears Protocol

Connecting

20 minutes

Intended Outcomes



- At the end of this session, participants will know/be able to
 - Effectively collect evidence for their standard indicators of focus
 - Understand the peer observation process and explain their role in it
 - Develop effective communication strategies for providing meaningful, constructive feedback to peers

The Four-Step Evaluation Cycle in Action



Core Propositions and Standard Indicators



- Core Proposition 4: Teachers think systematically about their practices and learn from their experience.
 - 4-b—Continuous Professional Growth: The teacher uses educational research and feedback from others to identify and pursue professional development opportunities that facilitate relevant and appropriate professional growth.
- Core Proposition 5: Teachers are members of learning communities.
 - 5-a—Professional Collaboration and Leadership: Teacher contributes to school effectiveness by collaborating with other professionals on activities related to the strategic priorities of the school and district.

Connecting: Problem Pose/Problem Solve



Objectives

- To share a challenge with colleagues, who will take turns brainstorming solutions.
- *For today, please choose a challenge related to your implementation of S.M.A.R.T. goals or SLOs.*

Directions

- Form groups of three.
- Using Handout 1, write a challenge in the middle box and in the top left corner, share a few things you've tried to conquer the challenge.
- Pass your paper to the left to Colleague 1, who will write some suggested solutions for this problem, starting in the top right box.
- Pass the paper again to the left to Colleague 2, who will write additional suggested solutions in the lower left corner.
- Pass the paper back to the original author, who will star ideas he or she plans to try out and write any other thoughts in the last box.

Learning

Teacher-Collected Evidence

Observational Evidence

45 minutes

Guidelines and Structures for Collecting Evidence



- Use Form: TEPG Teacher-Led Evidence Collection
- Choose evidence that aligns to your standard indicator(s) of focus for the year.
- Evidence collection should be ongoing.
 - Option 1: Create a dedicated folder or binder to store potential items throughout the year.
 - Option 2: Keep items wherever you would normally store them, but track them periodically using Form 3.
- Evidence is tracked in the table on Form 3:
 - Title, standard indicator(s), rationale for submission
- Collect 5–10 pieces of evidence.
 - Quality over quantity

Guidelines and Structures for Collecting Evidence



Title of Document	Standard Indicator(s) Alignment	Evidence of Practice and Rationale for Submission
Reading Group Assignment Chart (2013–14)	3-b, 3-d	This chart shows how I have grouped students for guided reading over time. The white columns show students’ benchmark scores at various intervals (usually monthly) and the gray column shows which reading groups students were assigned to. The reading group assignments change over time to reflect my students’ instructional needs.
Graphic Organizers for Unit on European Imperialism	2-b, 2-c, 3-a, 3-d	The graphic organizers were distributed throughout the unit, which culminated in students writing an evidence-based argument. The documents show how I used a gradual release model to allow students to demonstrate their learning over time.

Guidelines and Structures for Collecting Evidence



Title of Document	Standard Indicator(s) Alignment	Evidence of Practice and Rationale for Submission
	4a	
	5a	
	5b	

Guidelines and Structures for Collecting Evidence



Title of Document	Standard Indicator(s) Alignment	Evidence of Practice and Rationale for Submission
Evidence: using data to modify instruction. * Day 1 exit slips * Modification plan * Day 2 exit slips	4a	This cut & paste of a set of exit slips following an introduction of new learning, with attached narrative shows how I used the data from the slips to adjust my follow-up instruction. Exit slips from the same set of students the following day shows the positive result of this data driven decision.
Curriculum meeting log & CCSS alignment sheet	5a	This year I initiated a set of meetings with my grade level content team to review and realign our curriculum with the CCSS. The log shows evidence of these meetings and the alignment sheet shows the final product of that work.
Parent communication log (with conversation notes)	5b	This log shows both the quantity and content my communications with parents this year. Although some were contacted multiple times, I had direct contact with all but one my students' parents at least once throughout the school year. My contact with the Gulf of Me. Research Institute to coordinate the fieldtrip to their site – is evidence of using community resources to foster learning.

Collecting Observational Evidence

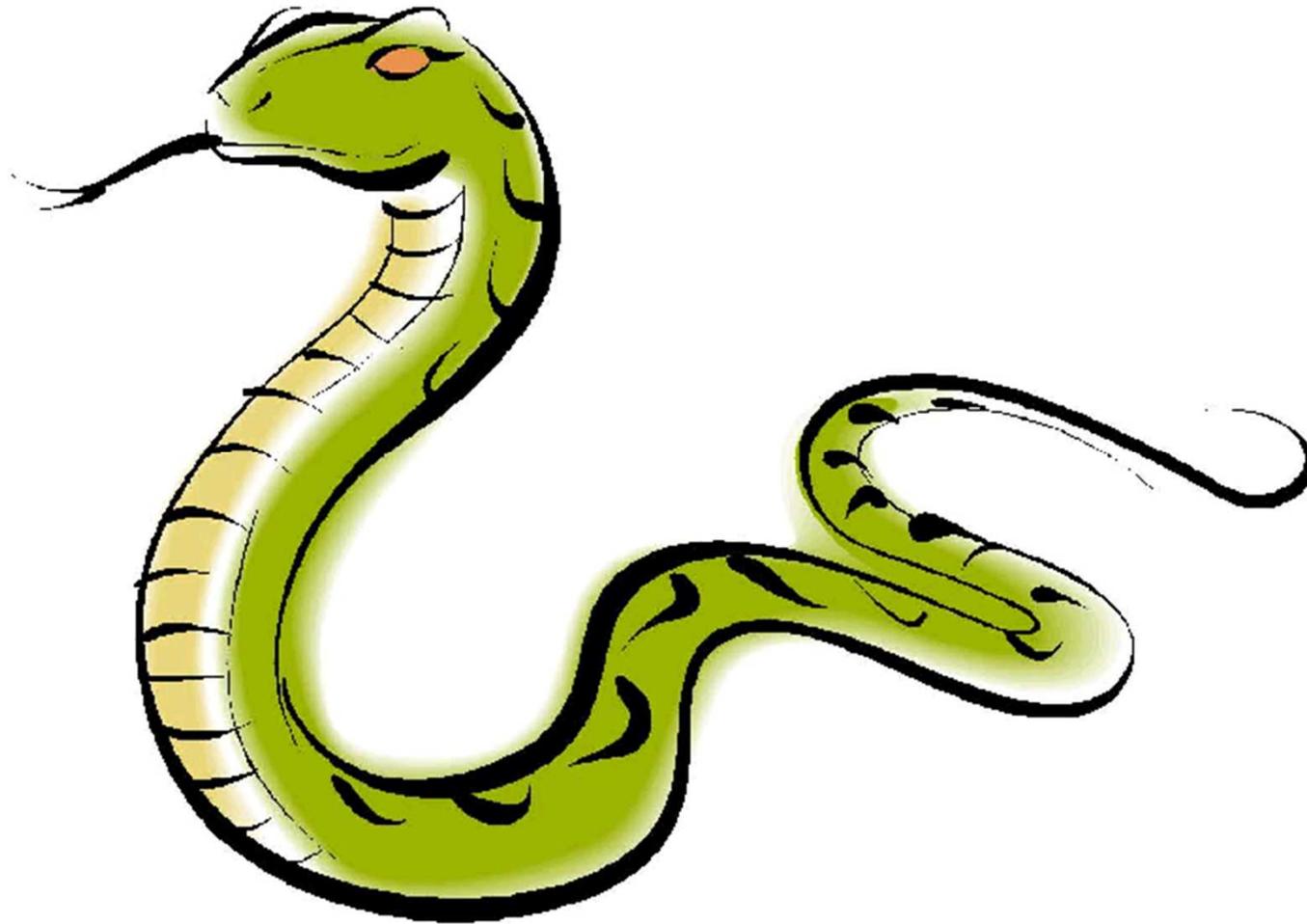


Image property of Microsoft Corporation. Used by permission of Microsoft.

Gathering Evidence: Types of Evidence



Verbatim: *Teacher: Group 5, please get started on your assignment.*

Numeric: *23 out of 30 students were reading silently.*

Factual summaries: *Mrs. T stood by the door to greet students.*

Observed: *Classroom rules were posted.*

Gathering Evidence: Evidence Versus Opinion



- With an elbow partner, determine whether the provided statements are evidence or opinion.
- If evidence, determine which type of evidence.
- If opinion, rewrite the statement as evidence and determine the type.
- Be prepared to share with the whole group.

Implementing TEPG Observation Protocols Effective Peer Observation

1 hour, 25 minutes

Observations: An Overview



■ Types of Observations

- Observations conducted by administrators
 - Can be announced or not.
 - Should always result in feedback.
- Peer Observations
 - Feedback is always purely formative.

■ Observation Protocols

- Form 4: Preobservation
- Form 5: Observation
- Form 6: Postobservation
- Form 7: Peer Observation

Form 4: Preobservation



Purpose

- The preobservation is an opportunity to discuss the observation process and for a teacher to share evidence of lesson and unit planning and how student data is used to inform lesson design.

Review a Sample

- Look at the sample with a partner.
- Discuss:
 - Does it seem like this teacher had a productive preobservation conversation? Why or why not?
 - What do you think is the most important outcome of a preobservation conversation?
 - How can you set yourself up for success?

Practice Peer Observation



- Watch 5 minutes of video.
 - Mrs. Smith: <http://insidemathematics.org/index.php/classroom-video-visits/public-lesson-number-operations>
 - Mr. Smith: <http://commoncore.americaachieves.org/>
 - Username: [TEPG Facilitator](#)
 - Password: [mainetif4](#)
- Use Form 7 to practice writing down what you see and hear from the teacher and the students.
- As a whole group, we will share ideas for taking good notes and practice cross-referencing the rubric to note which standard indicators we observed.
- Tips:
 - Write/type **quickly** and think of a few shortcuts (T = teacher, S = student, etc.).
 - **Don't be neat** (not yet).
 - Note what the **teacher** and the **students are doing** and **saying**.
 - Capture all **four types** of evidence.

Form 6: Postobservation



Purpose

- The postobservation is an opportunity for the observer and teacher to have an evidence-based conversation about the observation and for the teacher to receive actionable feedback. By the end of the conference, the teacher will have specific next steps to integrate into his or her practice.

Review a Sample

- Look at the sample with a partner.
- Discuss:
 - Does it seem like this teacher had a productive postobservation conversation? Why or why not?
 - What do you think is the most important outcome of a postobservation conversation?
 - How can you set yourself up for success?

Why Do Peer Observation?



- What are the unique benefits of peer observation?
- What are the unique challenges of peer observation?

Guidelines and Structures for Collecting Evidence in an Observation



- All teachers will be participating in peer observation in both observer and observed teacher roles.
- Peer observation data will not be used in overall evaluations but is instead intended to offer teachers the chance to get targeted feedback from peers.
- Goal: meaningful, collaborative, and constructive feedback
- Form 7: Peer Observation

Peer Coaching Stems



Paraphrasing	Clarifying	Reviewing	Praising	Making Suggestions
<p>So...</p> <p>In other words...</p> <p>I heard you say...</p>	<p>Can you give me an example...</p> <p>What do you mean by...</p>	<p>I noticed...</p> <p>When you did X, I saw students do Y...</p>	<p>This worked well because...</p>	<p>Sometimes it's helpful to...</p> <p>In my classroom, I...</p> <p>I wonder what would happen if...</p> <p>I saw a teacher do...</p>

Giving Critical Feedback to a Peer



■ Role-Playing

- Form pairs or groups of three.
- Brainstorm feedback (positive and negative) that you would want to give Mr/s. Smith.
- Take turns being Mr/s. Smith while the other group member(s) frame the feedback using coaching stems.

Debrief



- Share strategies and coaching language you have collected today that you think will be useful to you during observations.

OR

- Ask a question you still have about collecting and submitting evidence or the observation process in general.

Reflecting

20 minutes

Hopes and Fears



- Take two sticky notes.
- On one sticky note, jot down your WORST fear about observation.
 - Think: “If observation is an *absolute train wreck*, what would that look like?”
- On the other sticky note, jot down your BEST hope about observation.
 - Think: “If observation turns out to be the *best thing that has ever happened in our school*, what would that look like?”

Wrap-Up

5 minutes

What's Next



- **Module 4: Reflecting and Adjusting.** The fourth module supports participants in the use of the MSFE TEPG Rubric, evidence, and student data to monitor progress toward their professional goals. Participants will explore when and how to revisit their professional goals, check in on student progress, and collaboratively determine appropriate midcourse adjustments to their practice.

Assignment



- Read *Leveraging Teacher Talent: Peer Observation in Educator Evaluation*, by Catherine Jacques at AIR's Center on Great Teachers & Leaders.
 - Consider especially the benefits and challenges on page 2. Do these resonate for you as a peer observer?
- Schedule and participate in a peer observation
- Bring your professional goal(s) and SLO(s) to Module 4
- Module 4 will take place DATE

Presenter Name

XXX-XXX-XXXX

XXXXXXXXXXXX@XXX.XXX

1234 Street Address

City, State 12345-1234

800-123-1234