

Calibration Training Workshop: Providing Feedback on Feedback

Workshop for CAP Program Supervisors and Supervising Practitioners

Facilitator's Guide

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Workshop Overview

This workshop is designed to provide Program Supervisors and Supervising Practitioners implementing the [Candidate Assessment of Performance \(CAP\)](#) with an opportunity to refine their understanding of high-quality feedback to teacher candidates by drafting and evaluating written feedback based on a classroom observation from DESE's Calibration Video Library.

It is recommended that prior to participating in this workshop, participants complete CAP 101 of the [CAP Supervisor Online Modules](#) and/or review the contents of the [CAP Guidelines](#) and [CAP Implementation Handbook](#). As a prelude to this workshop, Sponsoring Organizations may also consider facilitating [Calibration Training Workshops](#) in order to continue to build and reinforce common expectations for high-quality practice and feedback among supervisors and other teacher educators.

Intended Outcomes

At the end of this workshop:

- Participants will be able to develop and evaluate high-quality, evidence-based written feedback for a teacher candidate based on evidence collected during a classroom observation.

Suggested Time: 90 minutes

Facilitator Preparation

Prior to the Workshop

1. Review the workshop materials, making adjustments based on the needs of your organization. Programs using an alternative observation protocol should review this guide and the other workshop materials to determine where they will need to be customized to reflect the program's expectations for conducting observations and providing feedback.
2. Select a video from DESE's [Calibration Video Library](#) to use for the simulated unannounced observation. The workshop is written to include a video of a 4th grade Social Studies lesson but can be easily adapted to practice an observation of a different grade-level or content area. There are currently over 40 videos to select from. For the purpose of this workshop, be sure to select a video that is 10-15 minutes long or prepare to show a shortened segment.
3. Identify focus elements on which to practice collecting evidence and providing feedback. The workshop is written to feature I.A.4 Well-Structured Lessons and II.D.2 Safe Learning Environment but can be easily adapted to practice with other elements as needed.

Supplies and Materials


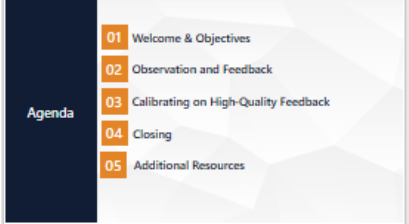
- Laptop, projector and speakers
 - *Providing Feedback on Feedback Workshop* PowerPoint slides
 - Copies of:
 - [CAP Observation Form](#)
 - [CAP Rubric](#)
 - The Feedback Evaluation Tool
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Workshop Guide

This workshop is divided into five sections for a total time allocation of approximately **90 minutes**.

- I. Welcome and Objectives (5 min.)
- II. Observation and Feedback (45 min.)
- III. Calibrating on High-Quality Feedback (30 min.)
- IV. Closing (5 min.)
- V. Additional Resources

I. Welcome and Objectives (5 minutes)

<p>Title slide</p> <ul style="list-style-type: none">■ In this workshop, we will refine our understanding of high-quality feedback to teacher candidates by drafting and evaluating written feedback based on a classroom observation from DESE’s Calibration Video Library. <p>Agenda</p> <ul style="list-style-type: none">■ In this session, we will:<ul style="list-style-type: none">○ Use a mock observation to practice collecting evidence and writing feedback;○ Define the components of high-quality feedback; and○ Workshop written feedback with colleagues using a feedback evaluation tool.	 <p>The title slide features a map of Massachusetts in the background. The text reads: "Calibration Training Workshop: Feedback on Feedback". Below this, it lists the workshop's focus: "CSP Focus: Evidence-Based Practices for Learning". At the bottom, the logo for "EDUCATION" is displayed.</p>  <p>The agenda slide has a dark blue header with the word "Agenda" in white. The list of items is as follows:</p> <ul style="list-style-type: none">01 Welcome & Objectives02 Observation and Feedback03 Calibrating on High-Quality Feedback04 Closing05 Additional Resources
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II. Observation & Feedback (45 minutes)

Active Evidence Collection

- When stepping into an observation, it can be easy to make judgments on what you see a teacher candidate doing in the classroom. Judgments involve forming an opinion or evaluating practice in the moment. An effective observer instead focuses on documenting what is happening in order to maximize the amount of evidence available to make informed judgments and provide evidence-based feedback after the observation.
- In an observation, the observer's primary goal is to collect evidence by:
 - Capturing teacher and student actions
 - Avoiding judgments or inferences
 - Documenting exactly what is observed
- Note the linear relationship: without active evidence collection and subsequent analysis and synthesis, you can't have evidence-based feedback.

Video Observation

- [5 min.] *Set up the observation:* We're going to pretend we are conducting a brief unannounced observation of a 4th grade Social Studies classroom. [Note: this workshop could be conducted with any video from the DESE Calibration Video Library]. You know that the lesson is on the slave trade, but because this is unannounced we do not have access to a lesson plan or other information about the classroom or students, so our task will be to collect evidence from this snapshot of teaching and learning.
 - Before watching the video, use the CAP rubric to review the two focus elements, highlighting or underlining key words and phrases.
 - During the observation, you will document evidence independently, using scripted notes or whatever format works for you.
- [15 min.] *Play the video:* <https://youtu.be/ZOHXDYYJSSE>

Analyze & Synthesize Evidence and Write Feedback

- [5 min.] Sort evidence by element using the CAP Observation Form. Note that not all evidence needs to be included on this form – prioritize the focus elements and any other pieces of evidence that would be particularly important to the candidate's readiness.
- [10 min.] Next, use your evidence to draft written feedback. While you would share this feedback with the candidate during the

Active Evidence Collection

- Capture both teacher and student behavior/actions
- Avoid judgments or inferences—this occurs when the supervisor is analyzing and synthesizing the evidence after the observation.
- Document exactly what happens in the classroom, recorded through bullets, summary statements, and direct quotes.

The diagram shows a flow from 'Active Evidence Collection' to 'Analysis & Synthesis of Evidence' and finally to 'High-Quality Feedback Based on Evidence'. A star icon is in the bottom right corner.

Video Observation

- Unannounced Observation #1
- Grade 4
- Topic: Slave Trade
- CAP Focus Elements:
 - Well-Structured Lessons
 - Safe Learning Environment

Video thumbnail shows a classroom scene. A URL <https://youtu.be/ZOHXDYYJSSE> is provided. A star icon is in the bottom right corner.

Analyze & Synthesize Evidence → Write Your Feedback

The slide shows two forms side-by-side. The left form is labeled '5 mins...' and the right form is labeled '10 mins...'. A star icon is in the bottom right corner.

post-observation meeting, you will still want to write this in such a way that a candidate would be able to read and understand it with or without a follow-up conversation.

III. Calibrating on High-Quality Feedback (30 minutes)

What is High-Quality Feedback?

- Here is our working definition of high-quality feedback. It should be specific (based on specific evidence), concrete (aligned to the quality, scope, and consistency of practice according to the CAP rubric and/or content-specific practices), and useful (actionable for the teacher candidate).

Examples

- [5 min.] Display each example of feedback and the revisions that make it more specific, concrete, or useful. Note that these pieces of feedback are not from the observation just conducted.
- Example 1: "You have great classroom management." Ask participants: If you were to receive this feedback as a teacher candidate, what would be challenging about it? How could you revise it to be more specific, concrete, or useful? Click to show revisions. To make it more specific, you might revise it to say something like: "You have an effective routine in place so that students know what to do when they finish work early."
- Example 2: You could further improve upon it by making it more concrete, such as by elaborating around his practice aligned to quality, scope and/or consistency of demonstration of the focus element. Click to show revisions. In this example, the observer elaborated on the scope of the candidate's practice.
- Example 3: "It was unclear if students knew the purpose of the lesson based on the questions they were asking. Make sure the objective is clear to students." How would you make this more useful? Click to show revisions. In this case, the revised feedback includes clear and actionable suggestions for how to improve.

What is High-Quality Feedback?		
SPECIFIC	CONCRETE	USEFUL
Based on specific evidence from the observation.	Aligned to specific expectations of practice (e.g. focus elements and content-specific practices) Related to quality, scope, and/or consistency of practice.	Includes clear next steps related to reinforcement and/or refinement areas.

Example 1

~~"You have great classroom management."~~

"You have an effective routine in place so that students know what to do when they finish work early..."

More specific!

Example 2

~~"You have an effective routine in place so that students know what to do when they finish work early."~~

"The majority of your students knew what to do when they finished work early which indicates that you have effectively established routines, however I noticed that Students A and B were not transitioning to other work but were looking at their tablets. How might you think about ensuring that all students are successfully meeting your expectations during independent work time?"

More concrete!

Example 3

~~"It was unclear if students knew the purpose of the lesson based on the questions they were asking. Make sure the objective is clear to students."~~

"Identify and communicate a clear lesson objective for students stating what they will be learning and why. Post the objective on the board so students can see it, introduce the objective at the beginning of the lesson and refer to it as needed throughout"

More useful!

Evaluating Feedback:

- [10 min.] In this next activity, we will read a partner's feedback and identify ways to make it more specific, concrete, and/or useful for a teacher candidate. *Instruct participants to exchange feedback forms and evaluate using the tool provided.*

Discussion

- [10 min] In small groups, discuss the results of your evaluation. Which part(s) of the feedback were specific, concrete, and/or useful? Which part(s) could be improved? Each person or pair of people will then highlight one example of a revision made to make the feedback more specific, concrete, or useful.

Evaluating Feedback

Exchange forms:

1. Evaluate your partner's feedback using the tool provided.
2. Make suggestions to make it more specific, concrete, or useful.

[10 min]

Discussion

- **Discuss** the results of your evaluation with your peer.
 - Which part(s) of this feedback are specific, concrete, and/or useful?
 - Which part(s) of this feedback could be made more specific, concrete, and/or useful?
- **Share** specific sentences or sections of the feedback that you revised in order to be more specific, concrete, and/or useful.

[10 min]

IV. Closing (5 min.)

Closing

- In sum, active evidence collection in an observation requires capturing what teachers and students are saying and doing and avoiding making judgments.
- High-quality feedback is specific, concrete, and useful.

Closing

- Active evidence collection in an observation requires capturing what teachers and students are saying and doing and avoiding making judgments.
- High-quality feedback is specific, concrete, and useful.


[5 min]

V. Additional Resources

Review the following additional resources to further extend development in this area:

- [CAP Supervisor Modules](#)
- [Calibration Training Workshops](#)
- [Subject Administrator/Supervisor Protocol](#)
- CAP File Review Tool (coming soon!)


The CAP Supervisor Modules



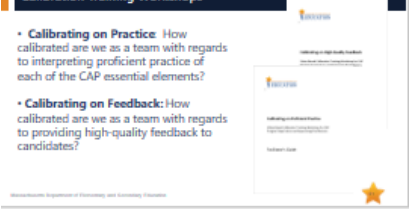
- Interactive and accessible virtual resource for supervisors
- Supplemental to SO training
- Access sequentially or target specific components of the 5-Step Cycle

• <https://tinyurl.com/CAPSupervisorModules>

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Calibration Training Workshops



- **Calibrating on Practice:** How calibrated are we as a team with regards to interpreting proficient practice of each of the CAP essential elements?
- **Calibrating on Feedback:** How calibrated are we as a team with regards to providing high-quality feedback to candidates?

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Recommended Resource

The Subject Administrator/Supervisor Protocol

Use a similar protocol to workshop authentic pieces of written feedback from supervisors to candidates.

The "peer review" model allows supervisors to work together around an authentic piece of feedback, discuss what made it strong and how it could be improved, and come to a shared understanding of feedback that is specific, concrete, and useful.

The Subject Administrator/Supervisor Protocol

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