Calibration Training Workshop: Feedback on Feedback

CAP Focus Elements:
- *Well-Structured Lessons*
- *Safe Learning Environment*

MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION

Agenda

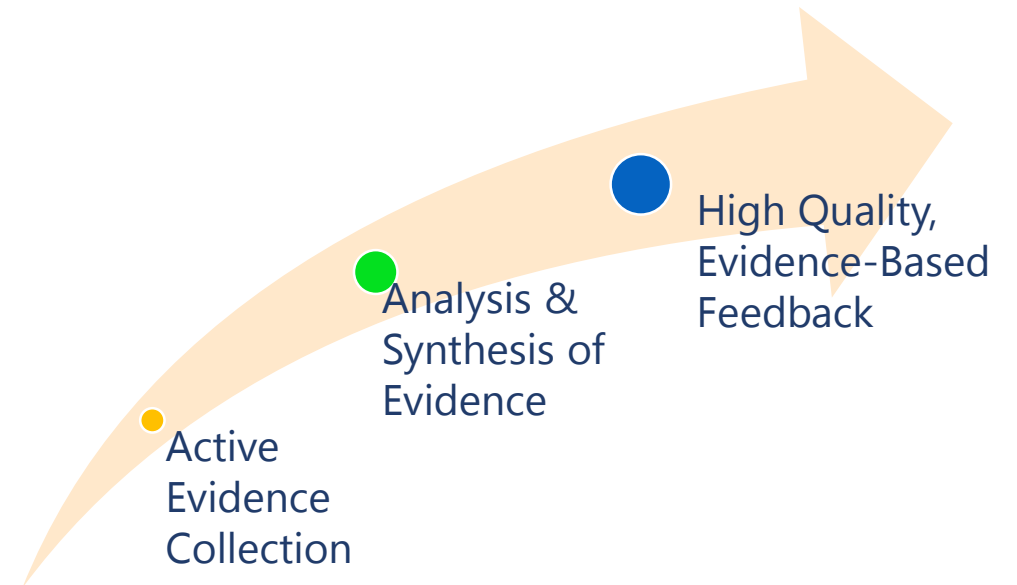**02** Observation & Feedback

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.

High Quality, Evidence-Based Feedback

Analysis & Synthesis of Evidence

Active Evidence Collection

Video Observation

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

Link to Video

Analyze & Synthesize Evidence → Write Your Feedback

CAP Observation Form

Name: _____ Date: _____

Observation #: __1__ Type (Announced/Unannounced): **Unannounced #1**

Observed By:

Focus Elements:
- [x] 1.A.4: Well Structured Lessons (#1 Announced, #1 Unannounced)
- [ ] 1.B.2: Adjustments to Practice (#2 Announced, #2 Unannounced)
- [ ] 2.A.3: Meeting Diverse Needs (#2 Announced)
- [x] 2.B.1 Safe Learning Environment (#1 Unannounced)
- [ ] 2.D.2 High Expectations (#1 Announced)
- [ ] 4.A.1 Reflective Practice

Date of Lesson: February 5   Time (start/end):   9-9:15am

Content Topic/Lesson Objective:

- [ ] Whole Group
- [ ] Small Group
- [ ] One-on-One
- [ ] Other

Active Evidence Collection occurred during the observation and is synthesized and categorized below.

Element	Evidence
1.A.4	
1.B.2	
2.A.3	
2.B.1	
4.A.1	

Focused Feedback

Reinforcement Area/Action:
(strengths)

Refinement Area/Action:
(areas for improvement)

5 mins...

10 mins...

03 Calibrating on High-Quality Feedback

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 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 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!

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

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]

04 Closing

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.

05 Additional Resources

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

- **Link to Supervisor Modules**

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?

Calibrating on High-Quality Feedback

Video-Based Calibration Training Workshop for CAP Program Supervisors and Supervising Practitioners

Calibrating on Proficient Practice

Video-Based Calibration Training Workshop for CAP Program Supervisors and Supervising Practitioners

Facilitator's Guide

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
(Calibration Protocol for Peer Review of Feedback to Teachers)

Adapted from Revere Public Schools

Objective

This protocol supports the calibration of high quality feedback from evaluators, supervisors, or administrators to teachers about instructional practice. The activity is designed for groups of evaluators/supervisors and utilizes authentic examples of written observational feedback as the focus of analysis.

The "peer review" model allows evaluators/supervisors to work together in small groups 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 rigorous, constructive, evidence-based, and actionable.

Protocol

1. The facilitator selects a piece of written feedback that each evaluator/supervisor gave to a teacher after an unannounced classroom observation (the teacher's name is removed).
2. In teams of 3 or 4, supervisors take turns doing the following:
   a. One supervisor is identified as the subject of the peer review
   b. 3 min. All 4 read the sample of the subject's feedback to a teacher with ONE particular lens in mind (identified in advance by the facilitator). For example:
      - Does the feedback address specific focus areas (concrete)
      - Is the feedback constructive (useful)
      - Are claims based on identified data (specific)
   c. 5 min. The three peer reviewers discuss their assessments of the feedback and make suggestions to improve the feedback. The subject listens silently.
   d. 5 min. The subject provides context that might clarify the feedback and responds to the assessment of the peer reviewers. Together, the team discusses specific ways to make the feedback stronger.
3. Each team of supervisors shares the following with the larger group:
   a. Any exemplars of feedback to teachers they came across and why they felt they were exemplars.
   b. One new common understanding or practice the team will adopt
4. Repeat Steps 2 and 3 with a new subject in each group and a new lens or focus question.

CAP File Review Tool (Coming Soon!)

SCREENSHOT

o Review your organization's CAP files to assess the quality of evidence and feedback on:

- Observation Forms
- Formative Assessment Forms
- Summative Assessment Forms

THANK YOU

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