

Resource 1.2 Feedback to Feed Forward

RVL Supervisory Continuum



Supervisory Continuum

Domain 1: Evidence-Based Observation	Beginning	Developing	Proficient	Exceptional
<p>A. Evidence cited is directly tied to the appropriate indicators of practice and accurately represents the levels of performance.</p>	<p>Evidence of teaching practice is often misaligned with the appropriate performance indicators.</p> <p>Evidence of teaching practice is not associated with levels of performance.</p> <p>Little to no connections have been made between teaching practice and performance indicators.</p>	<p>There is some evidence of teaching practice that is aligned with the appropriate performance indicators and levels, and there are numerous instances where it is not.</p> <p>Some evidence of teaching practice is associated with levels of performance.</p> <p>There are some/a few connections that are made between teaching practice and performance indicators.</p>	<p>Most evidence of teaching practice is aligned with the appropriate performance indicators and levels.</p> <p>Most evidence of teaching practice is associated with levels of performance.</p> <p>Most connections are made between teaching practice and performance indicators, some of which are clear and explicit.</p>	<p>All evidence of teaching practice is aligned with the appropriate performance indicators and levels.</p> <p>All evidence of teaching practice is associated with levels of performance.</p> <p>There are clear and explicit connections made between all teaching practice and performance indicators.</p>
<p>B. Qualitative and quantitative evidence cited in feedback is aligned, appropriate, and facilitates targeted growth and improvement.</p>	<p>Evidence cited about teaching practice includes only one type of data.</p> <p>Evidence is not specific enough to validate claims about teacher practice and support teacher growth and improvement.</p>	<p>While the evidence cited is a mix of qualitative and quantitative data, it lacks the alignment and specificity needed to validate claims about teacher practice and support teacher growth and improvement.</p>	<p>The evidence cited is a mix of qualitative and quantitative data. It includes enough specificity needed to validate claims about teacher practice and support some teacher growth and improvement.</p>	<p>The evidence cited is balanced between qualitative and quantitative data and specific facts that provide supportive suggestions and potential benchmarks for teacher growth and improvement.</p>



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<p>C. Evidence cited in written feedback connects teacher action with student engagement and intended learning outcomes.</p>	<p>Evidence cited in written feedback provides little to no connection between teacher action and learning outcome or impact on students.</p> <p>Evidence cited in written feedback provides little to no connection between teaching practice and performance indicators.</p>	<p>Evidence cited in written feedback provides some connections between teacher action and learning outcome or impact on students but may remain too vague or unsupportive of claim.</p>	<p>Evidence cited in written feedback provides clear and explicit connections between teacher action and impact on student engagement and/or learning process and outcome in support of claim.</p>	<p>The detailed feedback strongly links observed teaching practice/ teacher actions to expected student learning objectives, impact on student engagement, learning process, and outcomes.</p>
<p>D. Feedback contains areas of strengths and areas of growth explicitly connected to the indicator and observed practices/ evidence and are developed based on indicator language and the key levers between ratings.</p>	<p>Clear areas for teacher growth have not been identified and/or areas of strength have not been recognized. They have little to do with observed lesson and teaching practice.</p> <p>The areas of strength and growth are not directly connected to evidence and/or the indicator language.</p> <p>Key levers between ratings are not utilized for developing the areas of growth and areas of strength.</p>	<p>Some areas for teacher growth along with areas of strength have been identified. They are at least partially connected with observed lesson and teaching practice.</p> <p>The feedback for areas of strength and growth include some connections to the evidence and/or the indicator language.</p> <p>Key levers between ratings are addressed and sometimes connected and utilized for developing the areas of growth and areas of strength.</p>	<p>Clear areas for teacher growth along with areas of strength have often been identified and are often connected with observed lesson and teaching practice and the indicator language.</p> <p>Key levers between ratings are clearly connected to the areas of strength and growth and often utilized for developing specific feedback.</p>	<p>Feedback statements clearly articulate and define the areas of strength and areas of growth with specific data and evidence. They are clearly connected to the indicators and build on the key levers.</p> <p>Feedback provides explicit evidence that supports areas of growth across multiple indicators of the teacher performance rubric while reinforcing positive practice through articulation of effective teaching practice.</p>



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<p>E. Evidence cited is objectively stated and without opinion.</p>	<p>Evidence cited about teaching practice is judgmental and based on opinions. Little to no objective evidence has been identified.</p>	<p>Some evidence cited is objective but the majority is not. Summary and subjective opinions dominate.</p>	<p>Most evidence is nonjudgmental and the majority of data collected is evidence-based including such things as quotes from teacher and/or students, statements showing evidence from assessments or student work, tallies, or other nonjudgmental statements that link situations/moments in the class to effective teaching practice or student learning outcomes.</p>	<p>Nearly all evidence is nonjudgmental and data collected is evidence-based including such things as quotes from teacher and/or students, statements showing evidence from assessments or student work, tallies, or other nonjudgmental statements that link situations/moments in the class to effective teaching practice or student learning outcomes.</p>
<p>F. Feedback report as written serves as a comprehensive learning tool containing clearly articulated evidence-based feedback and explicit connections.</p>	<p>Supervisor does not demonstrate written skills that effectively communicate important findings from the observation. The feedback report is not written in full sentences and cannot stand alone as a learning tool. There are no explicit connections, details, and/or clearly articulated actionable steps.</p>	<p>The written report is sometimes unclear or nonspecific and does not always effectively communicate important findings from the observation. Full sentences are sometimes not used in the written report to communicate the feedback. There are some explicit connections, details, and/or clearly articulated actionable steps in the written report.</p>	<p>The written report is clear and specific. All of the feedback is written in full sentences. The written report includes some questions that invite reflective practice when appropriate. The written report contains explicit connections, details, and/or clearly articulated actionable steps. Portions of the report can serve as a learning tool.</p>	<p>Written communication is clear and concise providing supportive areas for development and new learning that can be identified by the teacher. The written report includes questions that promote reflective practice and problem solving when appropriate. The written report contains explicit connections, specific examples and details, and actionable steps for a teacher ensuring the entire feedback report is a comprehensive learning tool.</p>