

Supporting Teachers through Feedback to Empower Student Ownership



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Today, I will...

Develop an understanding of a 5-step process of how to utilize observation & feedback for support and to drive change

I will know I have it when I can...

Identify strategies and next steps based on my entry point and my team's needs

What is your challenge?

Supporting Teachers
through Feedback
to Empower Student
Ownership





Learner-Focused Feedback to Feed Forward

- Requires **analysis**
- Helps teachers **see impact**
- Results in **reflection and growth**





Where's the magic?

- Does this feedback support a teacher in shifting ownership of learning to students?
Why or why not?
- **Think:** How does this compare to feedback currently being provided in your school(s)?



Learner-Focused Feedback to Feed Forward

- Requires a _____s
- Helps teachers see i_____
- Results in r_____n and g____th





From the field...

What is one thing that got your attention or
that you might want to try?

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Culture of Learning

Belief everyone has the ability to learn

Growth mindset permeates the school

Collaborative approach to learning

Perception of impact is accurate

Systems are designed to ensure learning for all

And discomfort is
normalized! - Brené Brown



How do we cultivate growth?

Cultivate a culture of learning

Cultivate a culture of observation and feedback

Cultivate skills to observe for impact

The Solution



Open
Doors



Ongoing
Observation
& Feedback



Open
Minds



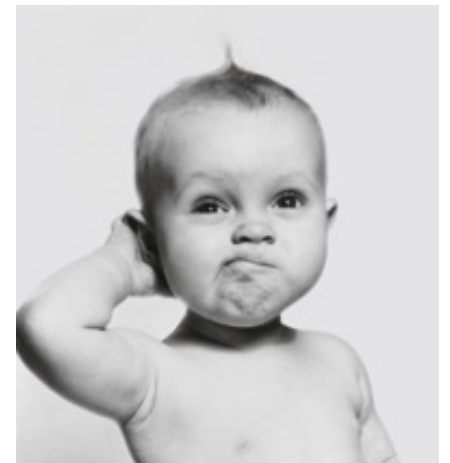
Step 1


Clarity and Common Understanding

What are some steps you have taken to create clarity and a common understanding?

- Design a portrait of a graduate
- Strategic planning
- Unpack/Professional learning for expectations like NGSS
- Build understanding of your instructional framework

**Think:
Is this
where
you need
to start?**





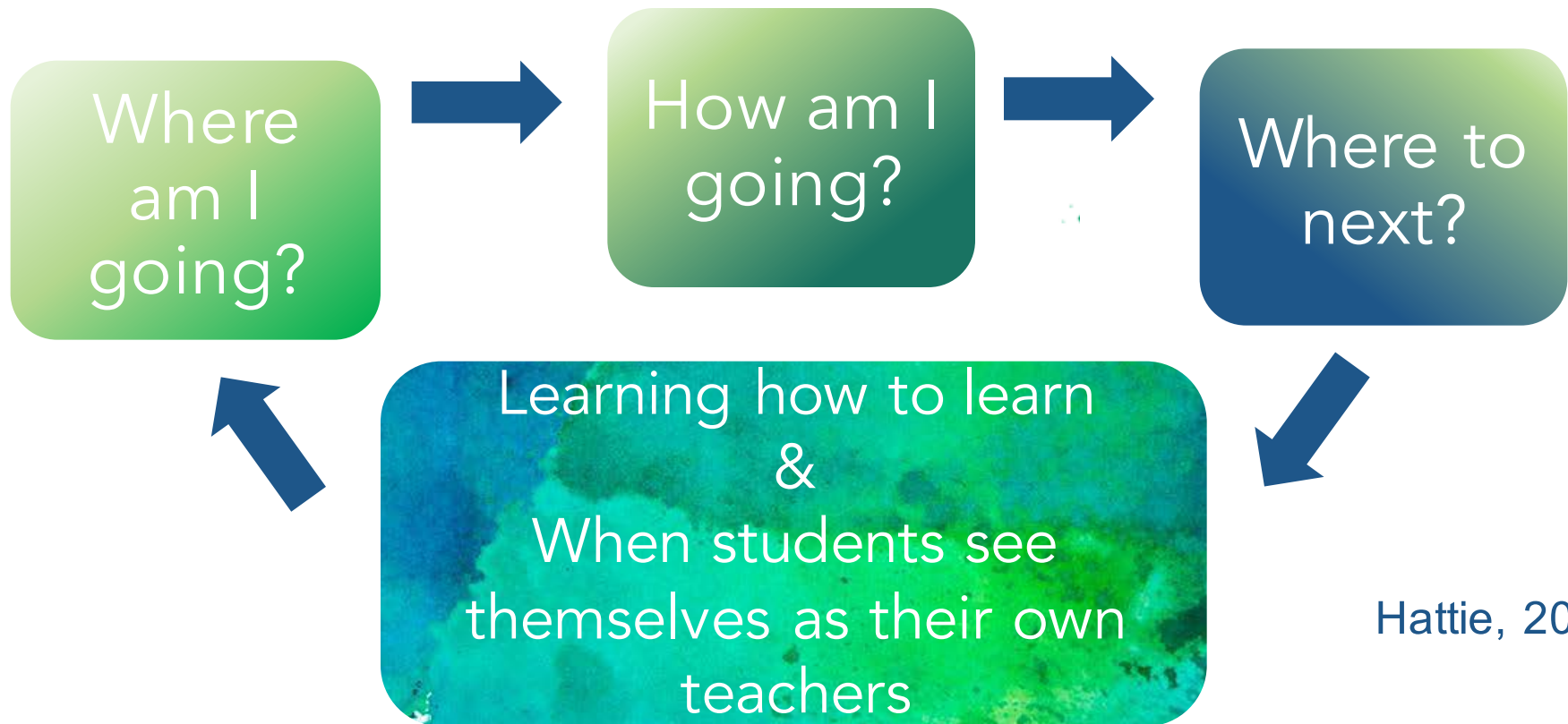
How do learners take ownership?

What is worth learning?

What do we want for our learners?

What is shared vs. student owned learning?

Assessment-Capable Learners Leaders of Their Own Learning

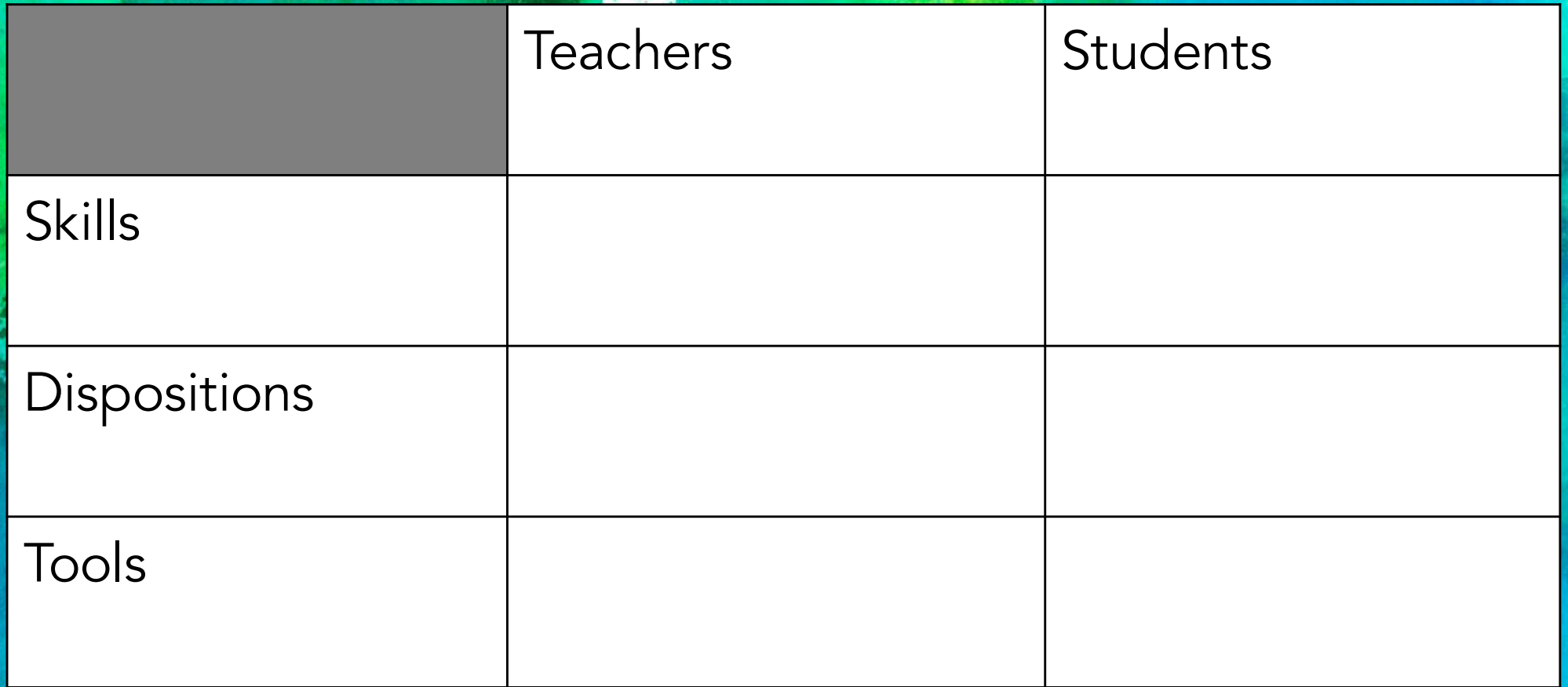


Hattie, 2012



Step 1
Create C_____ and C_____ Understanding

Step 2
Skills, Dispositions, & Tools



	Teachers	Students
Skills		
Dispositions		
Tools		

	Teachers	Students
Skills	How to communicate & engage Ss w targets	How to self-assess & determine readiness
Dispositions	Willing to take time to build in reflection opportunities	Willing to sit and try/reflect
Tools	Rigorous targets aligned to standards	Journals/notes

Step 1 Create C_____ & C_____ Understanding

Step 2 Identify S_____, Di_____, & T_____

Step 3 Instructional Framework



Indicator 1a.3 Intellectual Risk Taking

Below Standard

Creates a learning environment that discourages students from taking intellectual risks.

Developing

Creates a learning environment in which some students are willing to take intellectual risks.

Proficient

Creates a learning environment in which most students are willing to take intellectual risks.

Exemplary

Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students.

CT Common Core of Teaching Framework



Let's try it out

- Find a numbered indicator
- Form groups of #1, #2, & #3
- Read your indicators
- Discuss how each serves to cultivate student ownership thinking about skills, dispositions, & tools

Step 1 Create C_____ & C_____ Understanding

Step 2 Identify S_____, Di_____, & T_____

Step 3 Align to the Inst_____ Fr_____

Step 4
Look-fors & Evidence-Collection

Strategy 14: Listen to teaching and learning



Strategy 15: View teaching & learning

Strategy 16: Interact with learners



p. 86-88

Below Standard

Developing

Proficient

Exemplary

Creates a learning environment that discourages students from taking intellectual risks.

Creates a learning environment in which some students are willing to take intellectual risks.

Creates a learning environment in which most students are willing to take intellectual risks.

Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students.

How does a teacher create an environment where students will take risks?

CCT, 2014

What does it look and sound like when students are taking risks?

Strategy 14: Listen to teaching and learning



Teacher is using wait time & saying, “give Kendra a minute...”

Ss are saying, “I am not sure, but I am thinking...”

Strategy 15: View teaching & learning

Teacher is pointing to the talk moves anchor chart

Ss are all attempting the task using resources & each other

Strategy 16: Interact with learners

What do you do when you don't know what to do?





Listen

View

Interact

Select 1 indicator at your table.
Start a look-fors chart for each of the
evidence-collection methods for that
indicator.

Step 1 Create C_____ & C_____ Understanding

Step 2 Identify S_____, Di_____, & T_____

Step 3 Align to the Inst_____ Fr_____

Step 4 Determine Loo_____ & Ev_____ Coll_____

Step 5 Classroom Visits & Feedback



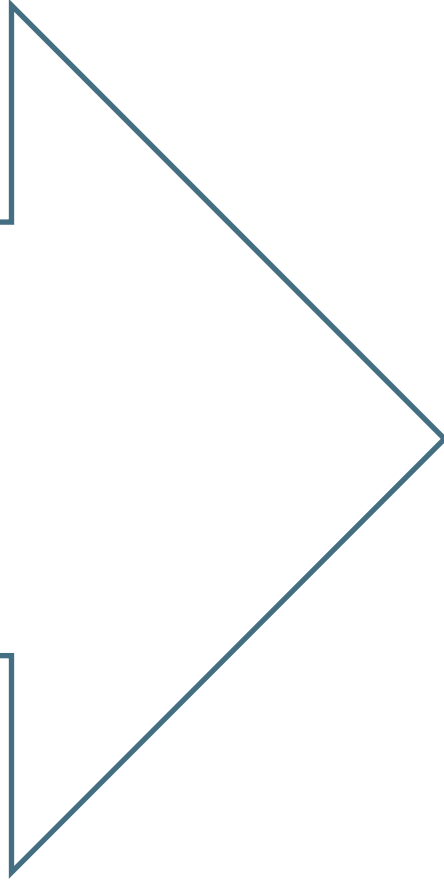
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- 

The Solution



Open
Doors



Ongoing
Observation
& Feedback



Open
Minds

How will you cultivate growth?



What needs to start from a seed?

@ATep46

What needs to be fertilized?

@ReVISION_Learng

What simply needs watering?

#LearnFwd19

Post-Session Evaluation

Take our 3 minute survey!

Session Feedback

SHOW ME: SESSION REACTIONS, SESSION LEARNING, OVERALL FEEDBACK

GROUP BY: STATE DURING: 10/23/2018 - 10/23/2018

	All	MD	TX	AB	CA	NY	FL
Session Learning This session had an appropriate balance of research, theory, and practical application in the areas we covered.	1.8	1.0	1.0	1.0	2.0	2.5	3.0
Session Reactions The facilitator(s) aligned the content and concepts in this session to the Standards for Professional Learning. This learning experience was highly engaging.	2.3	1.8	2.0	3.5	2.5	2.3	2.5
Overall Feedback	3.5	3.0	3.0	3.0	4.0	4.0	4.0

 Your responses power our




THE PROFESSIONAL LEARNING ASSOCIATION

kickup.co/2019LF

Session ID: 2408

**NOTE: Session ID should be
in all CAPS
and is case-sensitive.**

It's not who I am underneath that defines me but what I do that defines me. ~Batman

Reach out!

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Stay Connected!

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