

Adult Training & Development Network

TEACHER EVALUATION PART II: EFFECTIVE FEEDBACK FOR ADULT EDUCATION INSTRUCTION

Presented by Jody Lambert



Learning Targets/Objectives

By the end of this training, I will be able to...

- Collect representative evidence.
- Align evidence from observation with the proper rating on the evaluation rubric.
- Provide teachers with feedback based on the rubric to help them improve their skills to the next level.
- Guide teachers in appropriate goal setting based on CCR focus and individual needs.
- Collaborate with colleagues to deepen common understanding and consistency of evaluator practice to support growth.



Goal Setting

Two options for goal setting:

- Professional practice goal
- Reflect on feedback from observation/review of practice
- Focus on continuous improvement
- Student growth goal, where appropriate

Utilizes the SMART goal format:

- S = Specific
- M = Measurable
- A = Achievable
- R = Results-focused
- T = Time-bound

Goal Setting Forms



[GOAL-SETTING SMART GOALS](#)

(p. 15-18)



[MIDYEAR GOAL REFLECTION](#)

(Shoreline Adult Ed)

Evaluation for Feedback and Support

Main goal is to promote continuous improvement and student success

Evaluator's job to match data with performance levels described on the rubric

Evaluators use the language of the rubric to provide specific feedback on how to improve the next level of performance

Common phrases:

- You supported risk-taking by...
- You addressed the needs of English Learners by...

Evaluation Plan Focus

Domain: Learning Environment

• Indicators:

- Rapport and positive interactions with students
- Respect for student diversity
- An environment that is supportive of intellectual risk-taking
- High expectations for student learning



Evaluation Plan Focus

Domain: Instructional Delivery (*teachers*)

- Indicators:

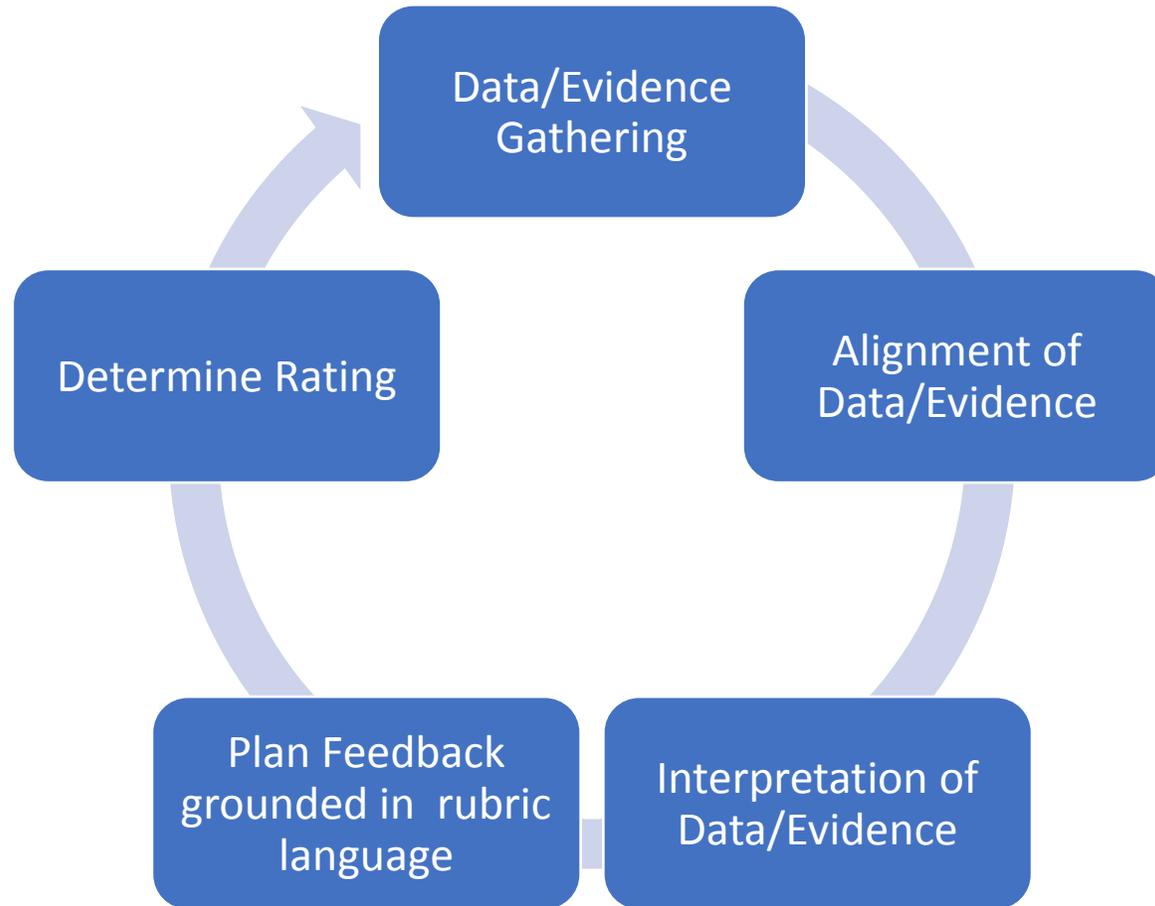
- Level of strategies, tasks, questions
- Instructional resources and grouping
- Student responsibility for learning and independence

Domain: Service Delivery (*service providers*)

- Indicators:

- Precision of delivery
- Feedback to learner
- Adjustments to service delivery
- Maintenance of records

Evidence-Based Decision Making Process



CAPA Improvement Cycle Core Elements



Evidence Collection Forms

CAPA EVIDENCE
COLLECTION FORM

EVIDENCE COLLECTION
FORM

(p. 11-14)

Guidelines/Samples of Evidence Indicators

You may choose to revisit:



MATCHING
EVIDENCE TO THE
RUBRIC FOR
TEACHERS

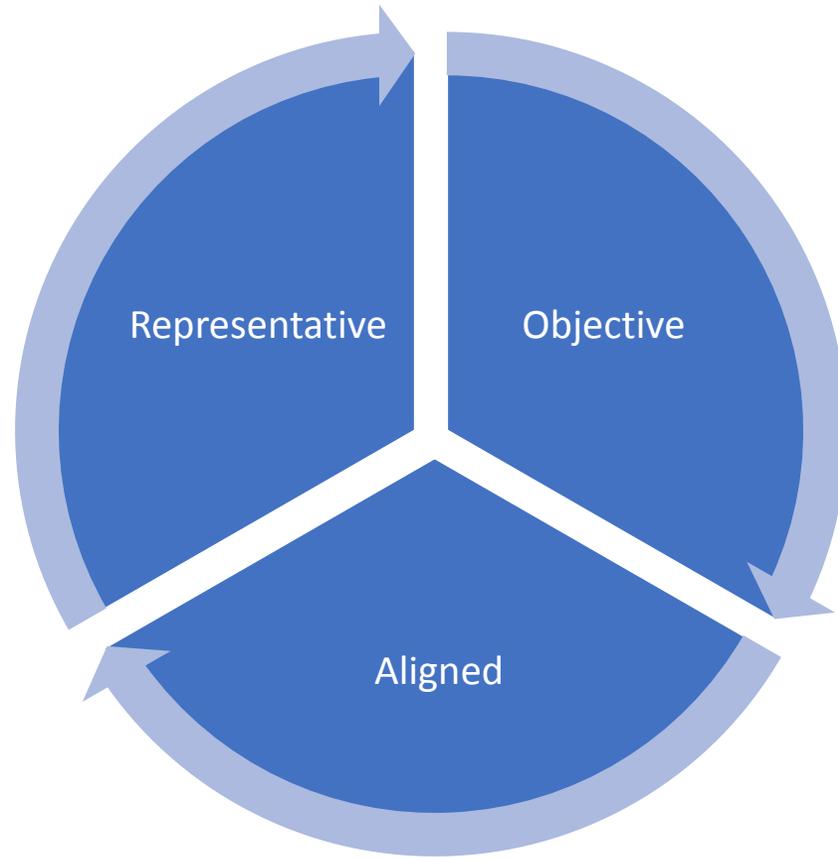


MATCHING
EVIDENCE TO THE
RUBRIC SERVICE
PROVIDERS

Data/Evidence Gathering

- **Artifacts**
 - Lesson plans, student work
- **Scripting**
 - Writing everything words for word
- **Note-Taking**
 - Capturing essential elements and key phrases
- **Mapping**
 - Making a diagram of the room
 - Recording a pattern of interaction
- **Engagement Tallies**
 - Tracking a specific interaction by frequency

High-Quality Evidence



Observable Behaviors vs. Judgment

Observable Behavior	Judgment
Objective	Subjective <ul style="list-style-type: none">• Opinion• Emotion
What was Heard <ul style="list-style-type: none">• Teacher/student's own words• Teacher to student, student to teacher• Student to student	Value Statement
What was Seen <ul style="list-style-type: none">• Teacher/student action or interaction	Evaluative <ul style="list-style-type: none">• Critique• Praise
Student Work or Tasks	

OBJECTIVITY

SORT

ACTIVITY



Representative

Captures evidence/data for each component/indicator of the evaluation rubric tool

Provides multiple opportunities to collect evidence/data about performance:

- Formal observations (longer, typically announced)
- Informal observations (shorter, may be announced or drop-in)
- Reviews of practice
- Lesson plans and other artifacts (such as student work)
- Participation in meetings, collaborations with colleagues

Checklist of Objectivity in Evidence Collection

- Have I recorded only facts?
- Is my evidence relevant to the criteria being examined?
- Whenever possible, have I quantified words such as few, some, and most?
- Have I used quotation marks and noted “T” (*teacher*) or “S” (*student*) when quoting a teacher or student?
- Does my selection or documentation of evidence indicate any personal or professional preferences?
- Have I included any opinion in the guise of fact?
- Have I avoided summarizing or judging in evidence gathering?

ADULT EDUCATION
SAMPLE EVIDENCE
INDICATORS



View this lesson to collect **objective evidence**



Check evidence to see if meets criteria for objectivity



Use the [Observation/Evidence Collection Form](#) for Teachers or any other note-taking format the works for you

Observing Instruction



Practice 2: Matching Evidence with a Rubric

- Read the descriptor for **PROFICIENT** practice. *Note: the key attributes to be proficient along with quantity/frequency/degree.*
 - Match evidence (words, phrases, observations) with the indicator
 - Is the evidence a good fit?
 - If it does not meet the standard, look at the descriptor for developing.
 - If it meets and goes beyond, look at the descriptor for exemplary.
 - Use the lesson transcript if you need additional evidence
- 

Alignment and Rating

- Where did the evidence fit on the rubric?
- Below standard
 - Desired characteristics, NOT present. The learning environment is not positive and instruction is not engaging and student-centered.
- Developing
 - Basic skills but lacks consistency
- Proficient
 - Positive, engaging, student-oriented, and effective
- Exemplary
 - Higher order, challenging, student-managed, and the teacher as coach.

Sample Evidence Collection and Report

- Analyze how the **evidence** matches up with the **indicator**
- **Generalizations** based on specific quotes and observable behaviors.
- Analyze **feedback** provided to move the teacher to the next level.
- How do these suggestions relate back to the rubric?



Behaviors Supported by the Rubric

Teacher as facilitator or coach

Creating an environment and culture where students take risks, appropriately challenge each other and hold each other accountable

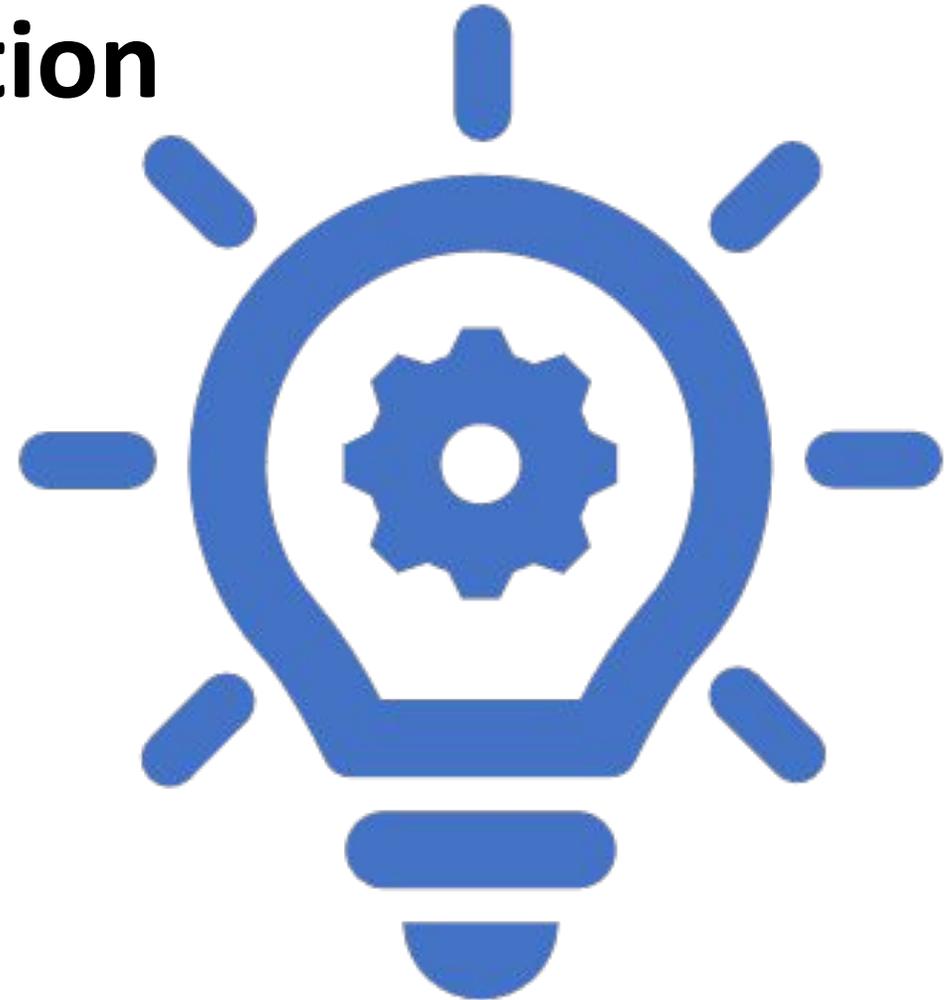
Respect for diversity and the needs of adult learners

Regular opportunities for students to set their own learning goals, plan for their own learning, generate their own questions, develop their own problem solving strategies

Challenging tasks including the use of primary sources, close reading, text-dependent questions

Before Feedback Reflection

How can the observed instructional practices be improved to promote higher and deeper levels of student learning aligned with the CCR Standards?



Preparing Feedback

Select

Select an area or two that are strengths for the teacher.

Write

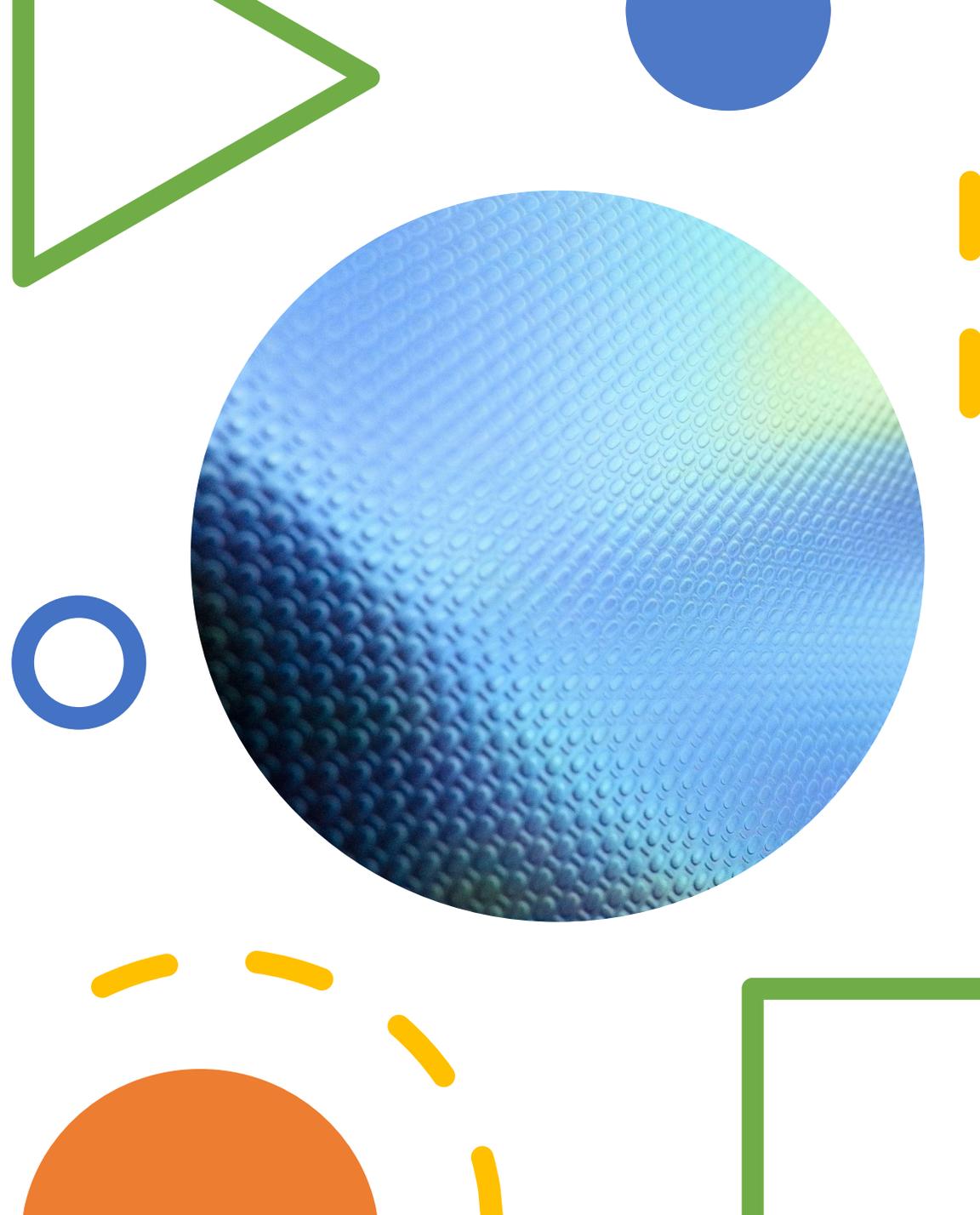
Write some feedback and support the feedback with gathered evidence.

Select

Select an area that is a challenge for the teacher.

Write

Write some feedback to support teacher growth.



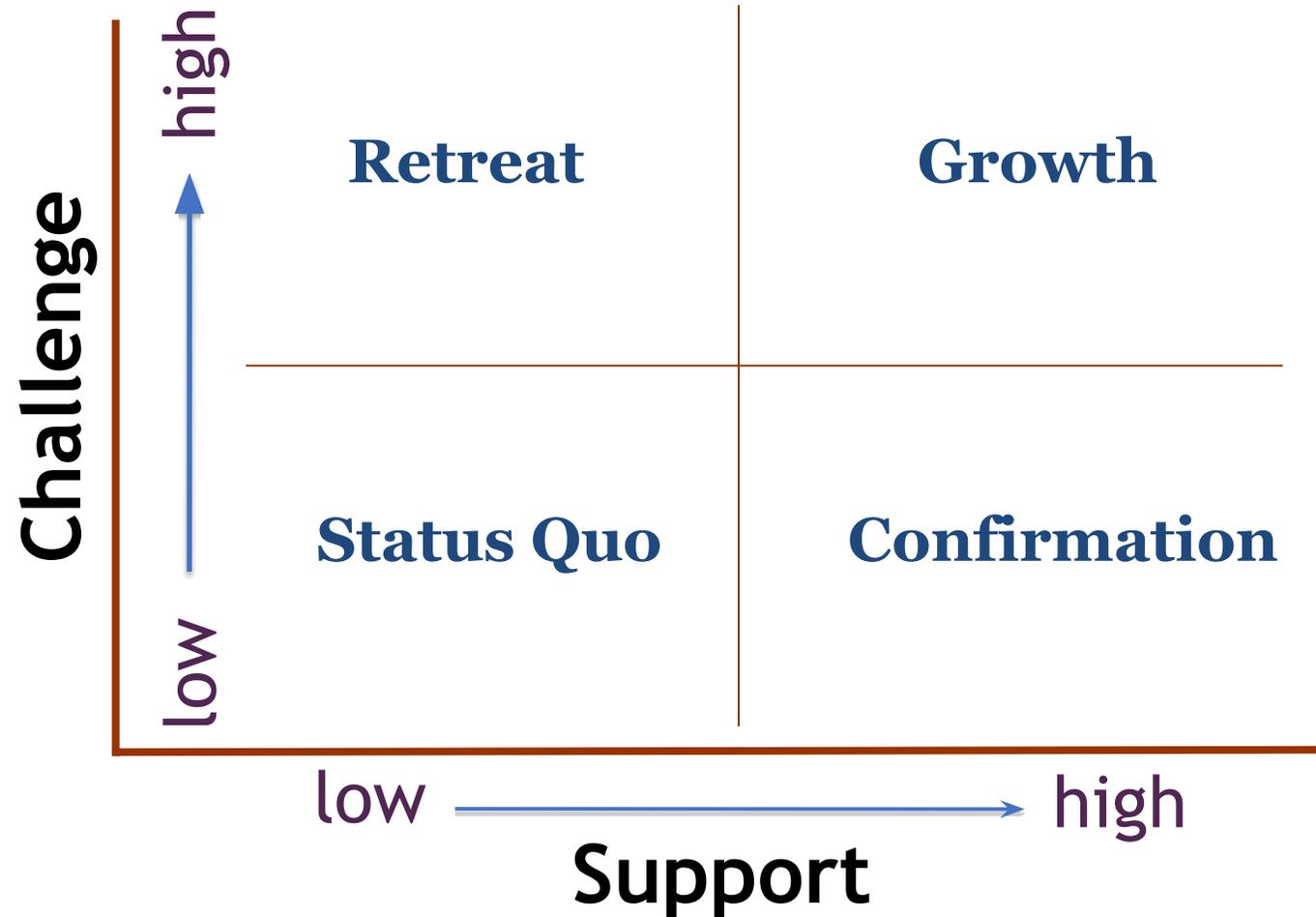
Reflecting on Feedback

What are some things that make you willing to think out loud or take a risk, especially when you don't "know"?

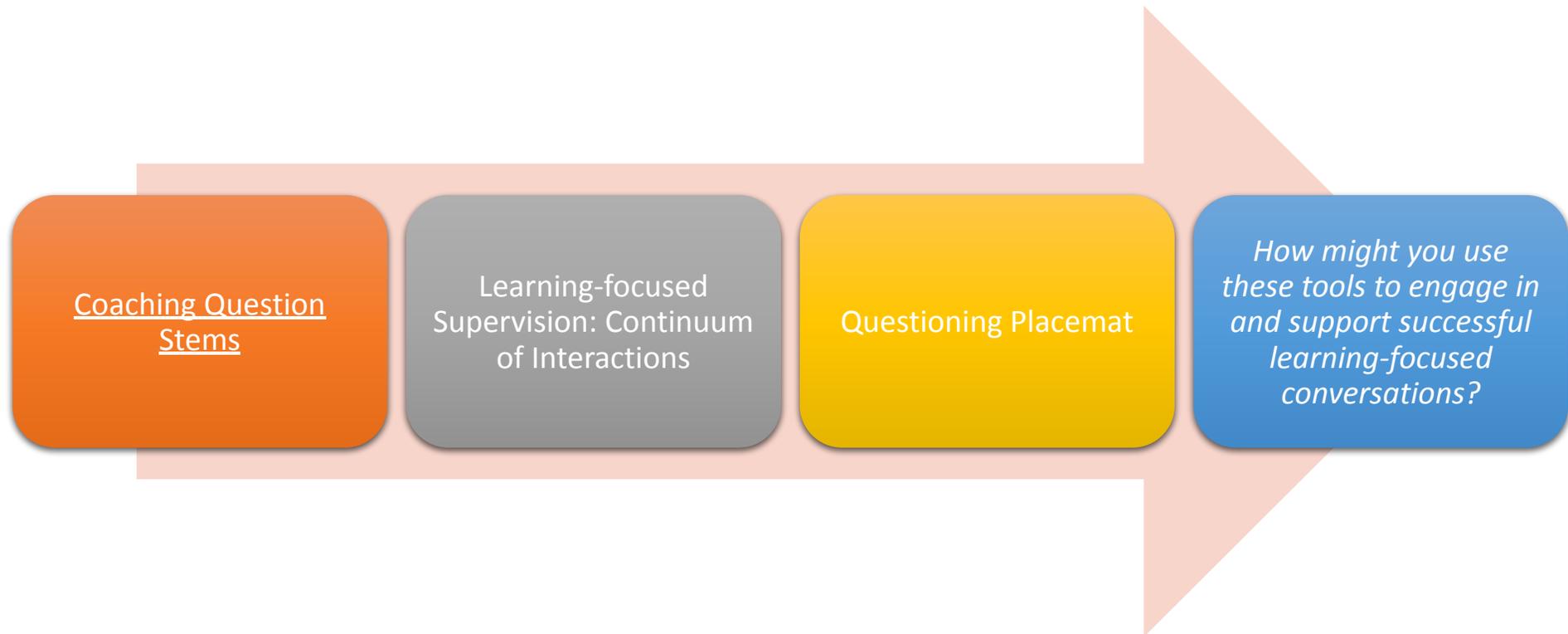
What are some possible implications for your work providing actionable feedback as an evaluator?



Effects of Support and Challenge on Teacher Development



Resources to Support Learning-Focused Conversations



Practice 4: Giving Feedback

- What advice do you have for the teacher?
- What are his strengths?
- What would he have to do to improve to the next level on the rubric?
- [Coaching Stems](#)



Planning and Practice

- **Plan** for the conversation
- Work in triads and **practice** the conversation you might have with this teacher.
 - **Participant A** - Teacher
 - **Participant B** - Administrator providing feedback
 - **Participant C** - Observer taking notes on the feedback (*content & delivery of the dialogue*)
 - Rotate so that each participant receives feedback about their verbal feedback





Additional Guidance

- CSDE [Evidence Guides](#)
- These guides were produced for K-12 education
- The guides provide examples for all major content areas (ELA, Math, Science, Social Studies, etc.,) and some support services such as guidance counselor and social worker
- The guides are illustrative of behaviors that would be seen at each performance level BUT
 - **ARE NOT** to be used as a checklist of “must-sees.”
 - **DO NOT** serve as a rubric for evaluation.
 - **ARE NOT** an exhaustive list of teacher practices.

Another Calibration Tool

- Promoting Teacher Effectiveness: Adult Education Teacher Competencies
 - <http://lincs.ed.gov/publications/te/competencies.pdf>
- Developed by American Institutes for Research (AIR) for LINCS
- Lists competencies, performance indicators, sample illustrations
- Match with CT Evaluation Plan
 - Domain 2: Plans and delivers high-quality, evidence-based instruction (*our Instruction for Active Learning*)
 - Domain 3: Effectively communicates to motivate and engage learners (*our Learner Environment*)

Questions and Feedback

- Please take a few minutes to provide feedback on this session
 - <https://www.surveymonkey.com/r/DBYSQ36>
- Access resources on evaluation skills at Connecticut SEED, the home of Connecticut's Educator Evaluation System
 - <http://www.connecticutseed.org/>
- Additional lesson videos for practice and calibration found at:
 - www.mlots.org
 - <http://cptv.pbslearningmedia.org/collection/ketae/>

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