

Feedback



Evidence-based, high-quality feedback leads to improved leadership practices that, in turn, lead to increased student learning. Now that you are familiar with the standards and the rubric, let's explore this vital component of evaluation.

The Observation Cycle

Consider the observation process as a cycle of:

- planning,
- collecting evidence,
- rating leadership practice, and
- providing feedback.



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Remember that observation is a process, not an event. The process involves planning, collecting evidence, rating leadership practice, providing feedback, and then beginning the process again. Let's explore the feedback component of the observation cycle in a little more depth.

Self-Reflection

Administrator Evaluation Observation Self-Reflection Tool

School Administrator	Evaluator	Observation Date	Rating Descriptors				
			5—significantly above expectations 4—above expectations				
Self-Reflection / Formal Observation	School Name	School Year	3—at expectations 2—below expectations 1—significantly below expectations				
Standards & Indicators	5	4	3	2	1	Comments	Score
Standard A: Instructional Leadership for Continuous Improvement							
A1. Capacity Building							
A2. Data Analysis & Use							
A3. Interventions							
A4. Progress Monitoring							
Standard B: Culture for Teaching & Learning							

While self-reflection is an optional component of the administrator evaluation process, it is not optional for leaders who strive to improve the quality of their leadership. Reflection identifies areas in which improvement is needed or might provide areas in which a stellar job is already being done. When used prior to feedback conversations, self-reflections are a great way to jump start reflective feedback conversations. This template can be found on the team-tn.org website under the administrator evaluation tab.

Feedback: The Key to Improving

- Include at least one feedback conversation during each evidence collection cycle.
- Evaluators may elect to hold more than two feedback conversations during the school year.
- Follow-up after feedback conversations on recommended changes in practice.

While the process should include at least one feedback conversation during each evidence collection cycle, evaluators may elect to hold more than two feedback conversations during the school year.

Evaluators should follow-up after feedback conversations on recommended changes in practice. This is true regardless of how many times scores are submitted (each semester or only once as per your district's decision). As feedback the vital to improving outcomes, we encourage you to continue to invest in further coaching and feedback professional development.

Reinforcement and Refinement

- Ensure that identified areas of refinement and reinforcement are from different indicators.
 - For example, do not cite Capacity Building as a refinement **and** reinforcement area.
- Choose areas for which you have **specific and sufficient evidence**.

In selecting areas of reinforcement and refinement, ensure that identified areas are from different indicators.

- For example, do not cite Capacity Building as refinement **and** reinforcement. Choose areas for which you have **specific and sufficient evidence**.

This is very similar to the process of identifying reinforcement and refinement with teacher observation.

Identify Examples: Reinforcement

- Identify **specific examples** from your evidence notes for the area of reinforcement.
- Examples should contain exact quotes and vivid descriptions that you observed and/or data that highlights key outcomes.
- For example, if the area of reinforcement is Interventions, you might highlight the following:
 - "In your faculty meeting on September 23, you set clear expectations for general education and special education teachers to collaborate."
 - "Your progress monitoring data indicates the literacy gap between special education and general education students has already shrunk by 8 percent."

Identify specific examples from your evidence notes for the area of reinforcement.

- Examples should contain exact quotes and vivid descriptions that you observed and/or data that highlights key outcomes. For example, if the area of reinforcement is interventions, you might highlight the following:
 - "In your faculty meeting on September 23, you set clear expectations for general education and special education teachers to collaborate."
 - "Your progress monitoring data indicates the literacy gap between special education and general education students has already shrunk by 8 percent."

Identify Examples: Refinement

- Identify specific examples from your evidence notes for the area of refinement.
- Examples should contain exact quotes and vivid descriptions that evaluators observed and/or data that highlights key outcomes.
- If your area of refinement is Leveraging Educator Strengths, you might highlight the following example:
 - “You stated earlier that you ask for volunteers to serve as grade level chairs. How might setting up specific criteria to select the grade level chairs rather than asking for volunteers for these positions affect the quality of your leadership team?”

Identify specific examples from your evidence notes for the area of refinement. Examples should contain exact quotes and vivid descriptions that evaluators observed and/or data that highlights key outcomes. If your area of refinement is Leveraging Educator Strengths, you might highlight the following example:

“You stated earlier that you ask for volunteers to serve as grade level chairs. How might setting up specific criteria to select the grade level chairs rather than asking for volunteers for these positions affect the quality of your leadership team?”

Feedback Conversations



■ Introduction

- Include purpose of meeting, note timing in the school year, and ask a general question such as “How do you feel the school year is progressing so far?”

■ Reinforcement

- Ask a self-analysis question.
- Provide evidence from notes.
- To help establish the reinforcement area, you may ask: “Which area of strength, if leveraged, will have the greatest impact on student learning, teacher practice, and/or school improvement?”

■ Refinement

- Ask a self-analysis question.
- Provide evidence from notes.
- Give a recommendation for future practice or district support.
- To help establish the refinement area, you may ask: “Which area of refinement, if leveraged, will have the greatest impact on student learning, teacher practice, and/or school improvement?”

Feedback conversations should include three main sections. In the introduction, include the purpose of meeting, note timing in the school year, and ask a general question such as “How do you feel the school year is progressing so far?” In the reinforcement portion, ask a self-analysis question and provide specific evidence from your notes. To help establish the reinforcement area, you may ask: “Which area of strength, if leveraged, will have the greatest impact on student learning, teacher practice, and/or school improvement?” In the area of refinement, also ask a self-analysis question and provide evidence from your notes.

Feedback and Next Steps

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Action Plan

Administrator Evaluation Individual Action Plan

School Administrator Name		Position	
School Name		School Year	
Tennessee Instructional Leadership Standard (TILS, 2013) to be strengthened: <i>(select one)</i>			
1) Standard A: Instructional Leadership for Continuous Improvement			
2) Standard B: Culture for Teaching & Learning			
3) Standard C: Professional Learning & Growth			
Identify 2-4 SMART goals you plan to achieve during this academic school year based on a self-identified area of refinement in the TEAM rubric and the TILS standard you circled above. All goals/outcomes must align with TILS (2013) and the TEAM Administrator Evaluation Rubric and should be SMART: specific, measurable, achievable, relevant, and time sensitive.			
SMART Goal 1:			
SMART Goal 2:			
SMART Goal 3:			
SMART Goal 4:			
Action Steps	Timeline of Action Steps	Mid-Year Adjustments	Expected Outcomes



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While the development of action plans based on observation and reflection is optional, having clear direction regarding how improvement will be accomplished will provide leaders with a better leadership toolkit. Documenting specific, actionable feedback and agreeing to follow up at a specific times can help administrators improve throughout the year. This optional tool is provided on the team-tn.org website under the administrator evaluation tab.

Scoring

Scoring and Evidence Template

Evidence Notes	Standard A: Instructional Leadership for Continuous Improvement	Score
	A1: Capacity Building	

As you score evidence, there is a worksheet provided on the team-tn.org website under Administrator Evaluation that you may use to guide you. Remember to ground the scores in the rubric and the evidence collected.