

# Feedback and Instruction

“What’s good for the goose is good for the gander”

A look at one school leaders journey trying to influence a school culture so that data and feedback impact on instruction.

Mark Walker

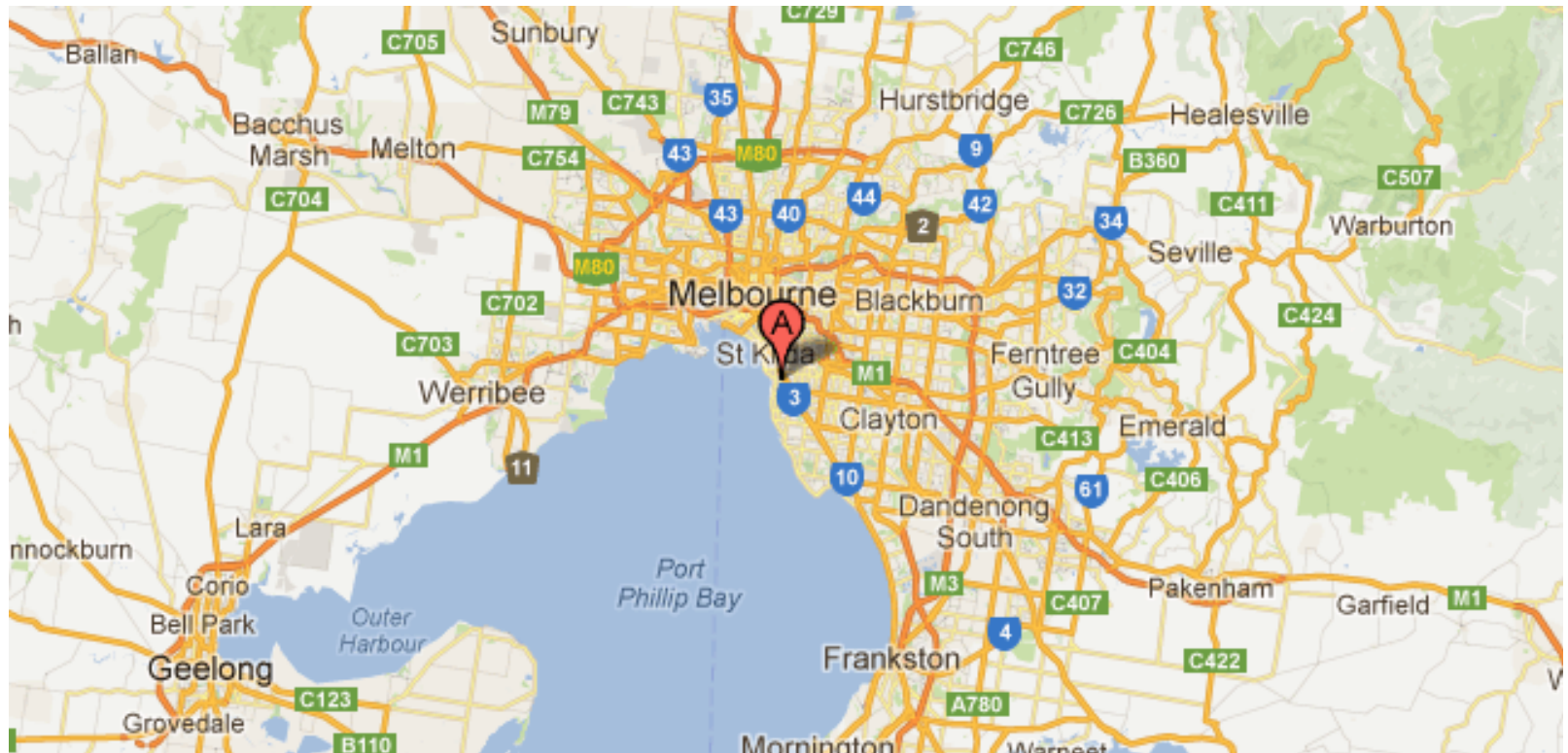
[www.mwalker.com.au](http://www.mwalker.com.au)

# Goals

- To paint a picture of a school context so that others might connect to where this work might sit within their context.
- To describe some feedback systems (one that includes teacher observation) that promote dialogue (that includes actions to build relational trust and instructional capacity)
- To describe some future work around observing instruction and feedback
- Questions

# Context of a School Culture

# School Location



# School Context

- Elsternwick Primary School is in the inner Bayside suburb of Brighton and is over 125 years old.
- 586 students with a growth rate of 30% over past 3 years.
- My school website suggests we are a successful school although the value added measures indicate we do have some improvement work to do.
- Refurbished over the past 6 years (incl new gym).
- In 2013 there are 24 classes with a range of student support and specialist programs in Physical Education and Sport, Music, Art and Mandarin.

# “My School” Results



## How to interpret this chart

-  Average achievement of students in the school
-  Margin of error at 90% level of confidence
-  Average achievement of students in schools with similar students (statistically similar schools) and margin of error at 90% level of confidence
-  Average achievement of students with the same starting scores
-  Average achievement of all students

[Tell me more](#)

# School Improvement Work

# Theory of Action

*'If we build quality relationships and construct learning that is creative, personalised and collaboratively, then success, well being, achievement and life chances in a global community are enhanced'*



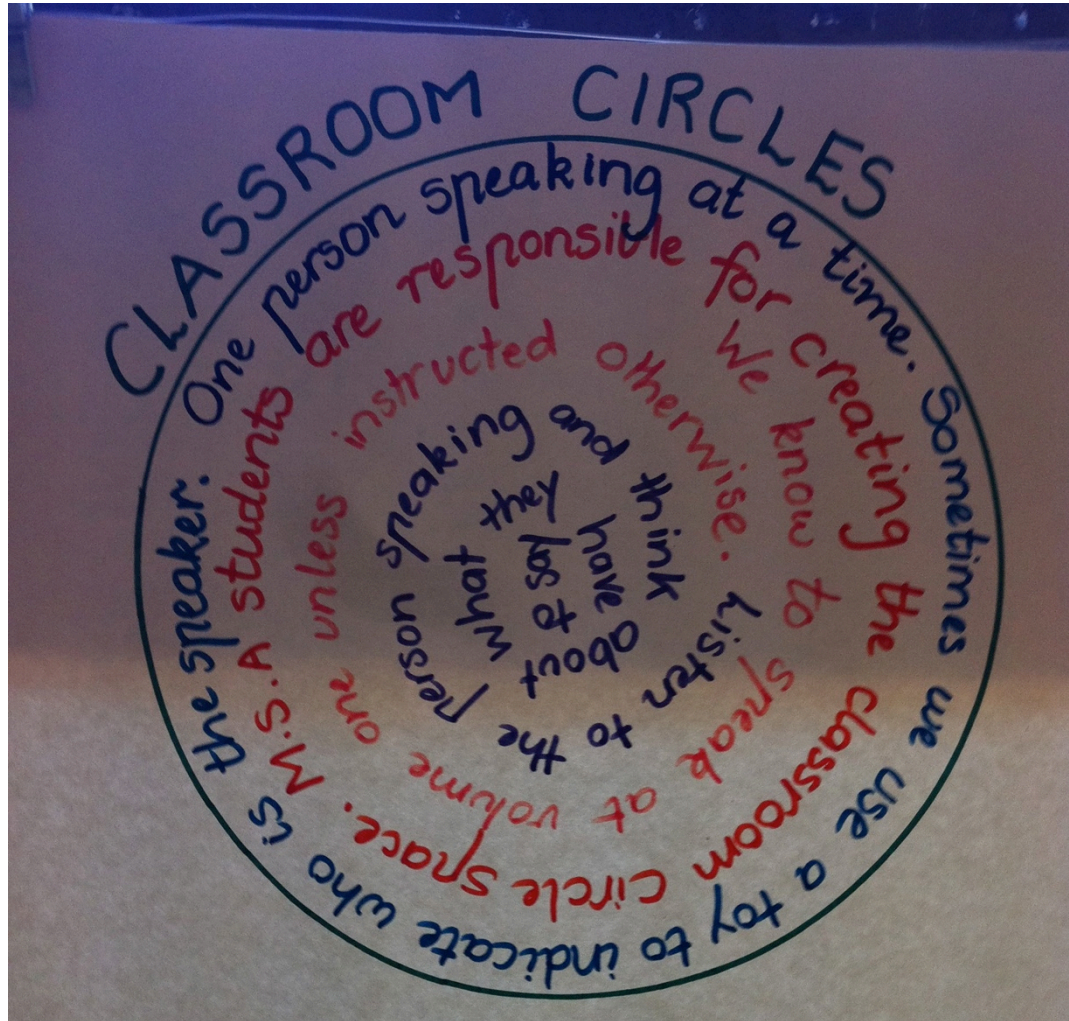
# School Improvement Plan

“The quality of relationship  
determines the quality of learning.”  
Dr George Otero (New Mexico)

<http://relationalearning.com>



# Classroom Circles





# Norms, Promises or Pledges

We promise in the ELA to be walking,  
And always listen to the person who is talking.

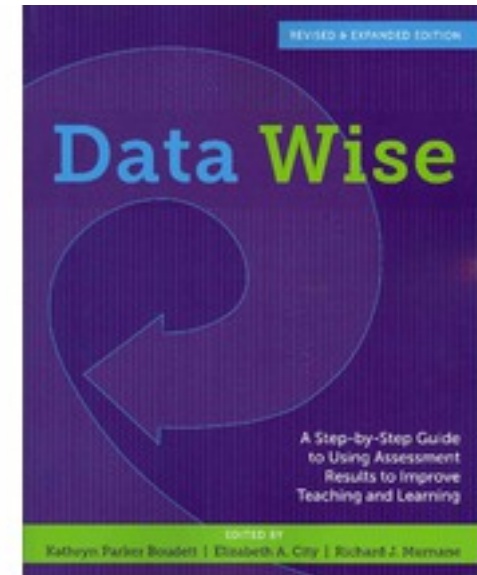
To take care of the building as if it's our home,  
And to treat the equipment as if it's our own.

To use quiet voices inside when it's our turn,  
And to allow others to listen and learn.

To speak to others in a calm and positive way,  
We are one community in the ELA.

To do all of these things we are keen,  
Even when we cannot be seen.

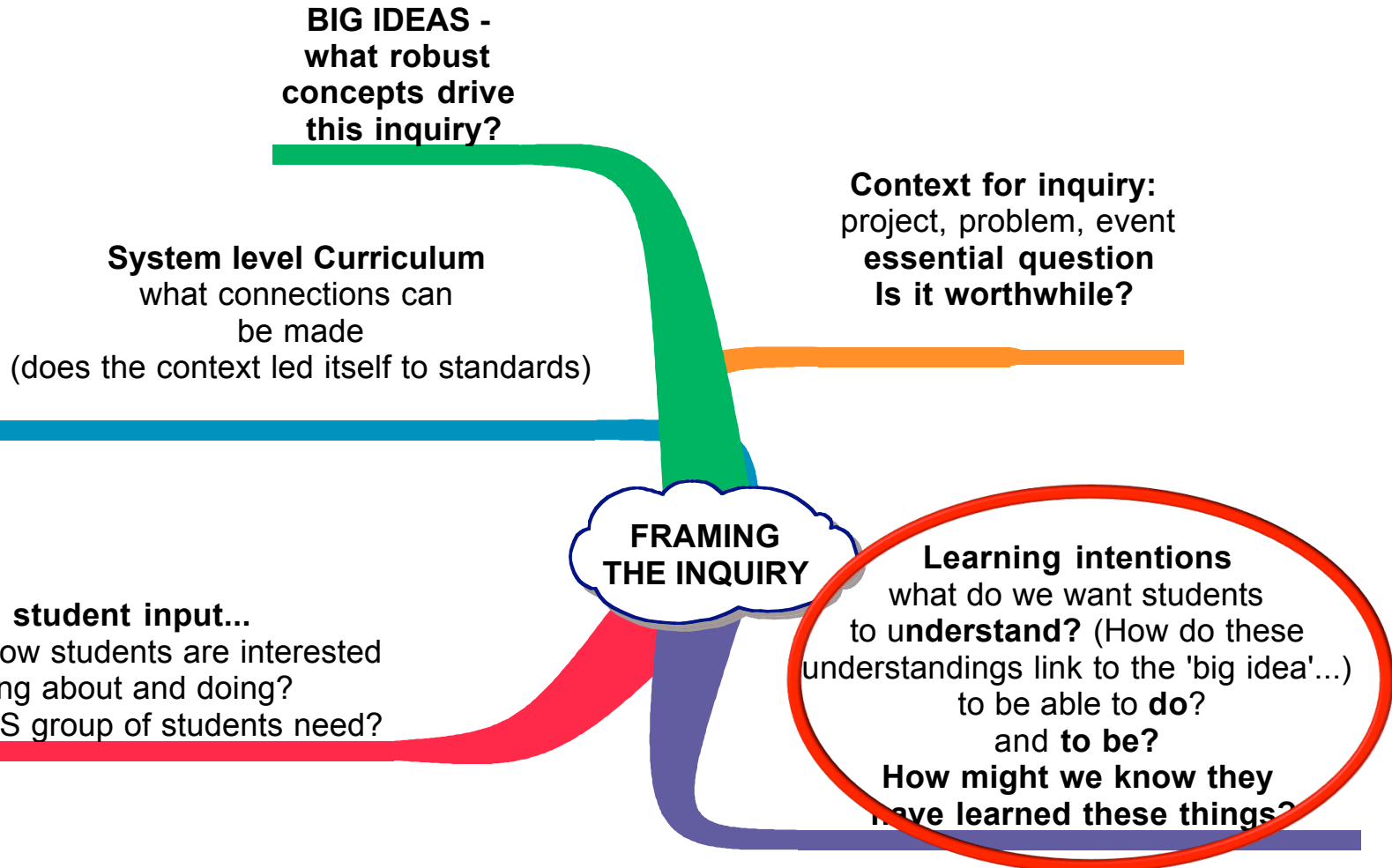
# Data Wise: An inquiry into Instruction



Data Driven Instruction



# An Inquiry Approach



<http://kathmurdoch.com.au/uploads/media/framingtheinquiry.pdf>

# Other School Initiatives

Preparing for data, collaboration,  
feedback and observation

# Definition of Feedback

*“Feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one’s performance or understanding.”*

Hattie



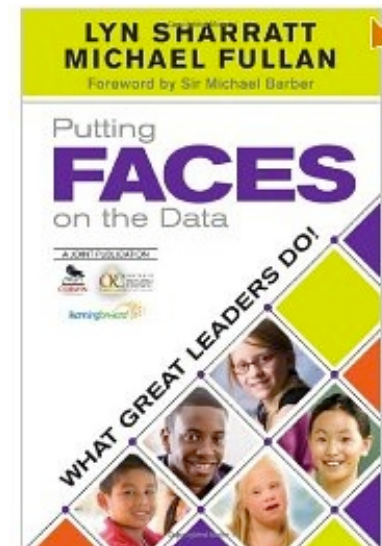
# Data Wise



1. Organize for Collaborative Work
  - a) Build Norms
  - b) Different meeting structures
  - c) Planning meetings within instruction hrs.

## 2. Build Assessment Literacy

Present information in ways that are easily interpreted



# Elsternwick Primary School Norms

When meeting we are punctual and prepared, send out in advance a timed agenda and act on our commitments.

In our meetings we focus on the best interests of student learning and well-being.

We actively listen to each other with open minds, encouraging participation and honesty in discussions, resolutions and feedback.

As professionals we show respect, share our thoughts and resources, are empathetic and uphold confidentiality.

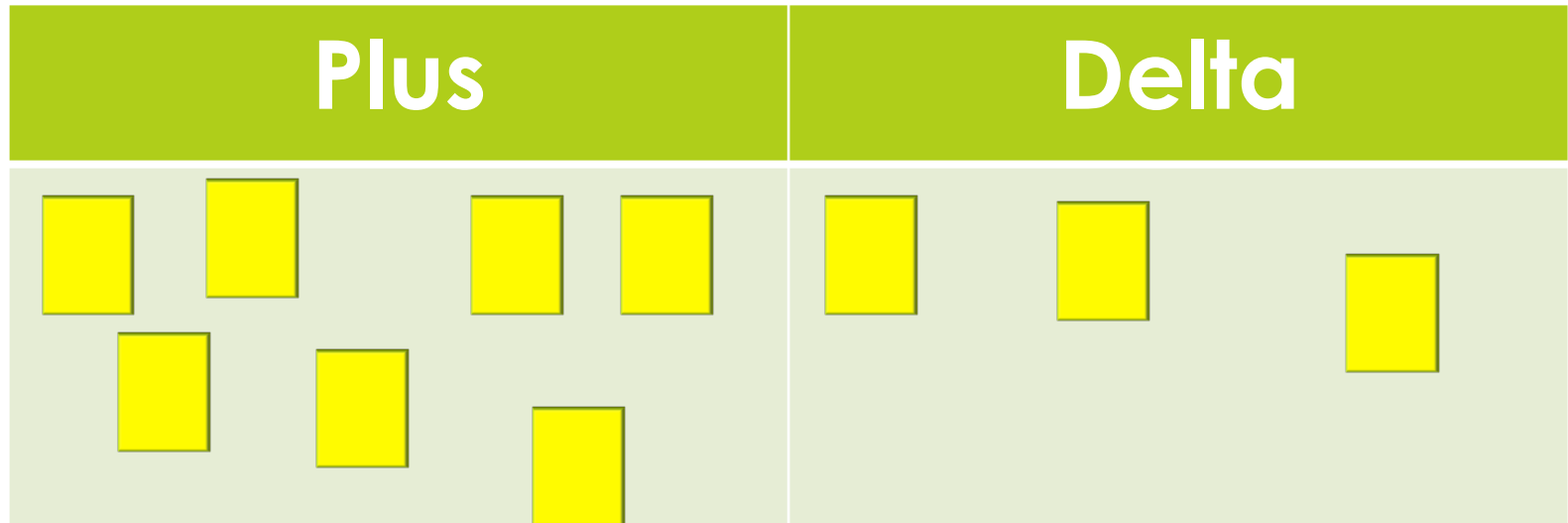


# Timed agenda

|         |        |   |
|---------|--------|---|
| 3.50 pm | 15 min | Staff Briefing ( <i>purpose for anyone on staff to advise the teachers about upcoming events, protocols or processes and pose dilemmas for resolution</i> ). The process to get on the agenda is to list your item on the agenda sheet in staff room with approximate time allocation by 1.00 pm of that Monday. The briefings are chaired and minutes taken by the 3 leading teachers: Aylie, John, Rosanna. |
| 4.05 pm | 5 min  | Agenda and Feedback (as listed above). Given the response on the value of sharing strategies around building relationships this has continued as a focus for this staff meeting. The norms will now be displayed before the meeting to remind us all of our mutual expectations and next week we will tackle some confusions on leadership roles and the big picture as per feedback.                         |
| 4.10 pm | 20 min | Relational Learning Sharing (Demos and others)  |
| 4.30 pm | 15 min | Feedback from "walkthrough"   |
| 4.45 pm | 20 min | Cyber Safe Classrooms (John)  |
| 5.05 pm | 7 min  | Administration: <ul style="list-style-type: none"> <li>• Pop Quiz on staff roles and responsibilities (Demos)</li> </ul>  |
| 5.12 pm | 3 min  | Feedback on objectives and meeting  |

# Good for the Gander

# Plus Delta Protocol



# Plus

- Enjoy staff sharing ideas – circle time and relational learning (photos of relational learning tasks) (good to learn more) - Good Work Emily, Michael, Cheryl and Ryan – inspiration to take back to class ✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓
- Fabulous to have the term one calendar with all the timetables (so handy!)
- Like sitting in a circle ✓✓✓✓ (round tables) for staff meetings – people asking questions and get clarification ✓✓✓
- Chocolates were great (Cherry Ripes) ✓✓ – light hearted and humorous ✓– pop quizzes
- Cheryl's explanation of the purpose of walkthroughs. She gets the big picture. Good to have a clarifying conversation with everyone as to what the purpose of walkthroughs are. ✓✓
- Thanks for all the info in the staff manual and calendar
- Good to get advance notice of things
- Good to see others classrooms

# Delta

- How many meetings will be partly directed to the school norms?
- Not getting through the whole agenda
- Have we got a big picture yet? (I wonder what it is?)
- Has anything been actioned re last week Demos spoke about he and Mark getting to know the students more? (Yard Duty? Visiting Classes? etc)

# Walkthrough Overview



# Walkthrough

**Definition:** Walkthroughs are focused observations (includes conversations with students where appropriate) to collect non judgmental data to enable feedback on school priorities to specific groups and staff. They are designed to strengthen our school culture by promoting dialogue on shared expectations.

## **Protocols:**

- Advance notice of an upcoming “walkthrough” is usually provided via the daily bulletin or staff meeting minutes.
- The walkthrough foci are on our school priorities and or specific curriculum or instructional improvements being strengthened across the school.
- Data Sheets are developed for specific walkthroughs. The data is tallied and then presented in ways to promote discussion at the team or whole staff level. Teachers are encouraged to reflect upon, consider wonderings and possible recommendations for further work by us all.
- The observations, either made by an individual or small group of observers, are generally limited to about 5 minutes a class.

# Walkthrough Q & A

*Q: How does a walkthrough help me as a teacher?*

*A: Walkthroughs provide feedback (both quantitative – tallies and graphs or qualitative - recorded comments, photos, clips) that enables teachers to reflect on and then perhaps amend their practice in classrooms.*

*Q: How does a walkthrough build a school culture?*

*A: “The bottom line is that your school’s culture is whatever “normal” means at your school—from teacher innovation and administrator expectations to student attitudes and parent involvement. The more successful “normal” is at your school, the more successful your school.” <http://www.schoolculture.com/ideas.html>*

*So a walkthrough provides data on the “normal” expectations or innovations we have so that we can be more successful.*

*Q: Are walkthroughs held at different times?*

*A: Walkthroughs are held on different days and at different times depending upon factors like the availability of the observers to the suitability of the times?*

# Walkthrough 1

February 2013

# EPS Walkthroughs



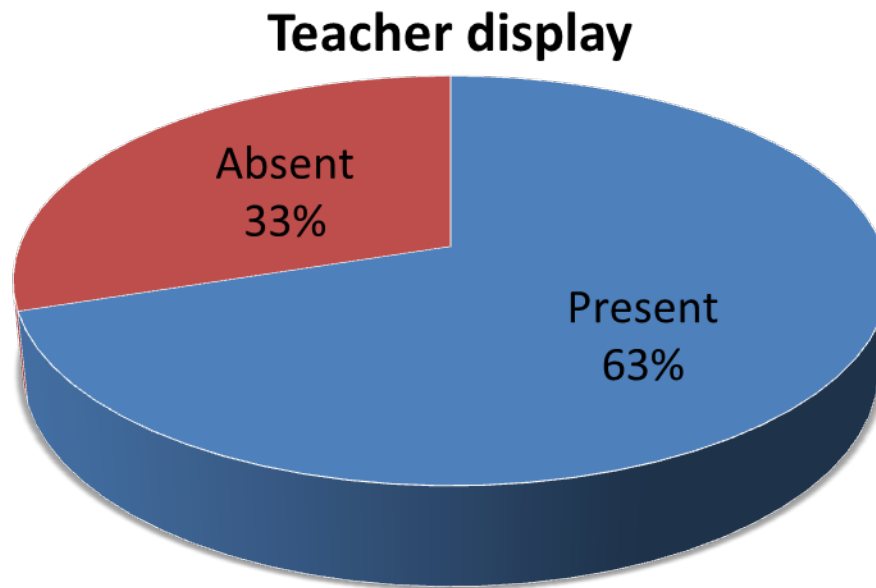
Focus: evidence of Relational Learning displays

## Context

- 27 learning spaces observed (specialist and classroom) between 9.30 – 10.40am
- PE omitted from data results
- 39 students from Grades 2-6 interviewed (3 per each class present at time of walkthrough)

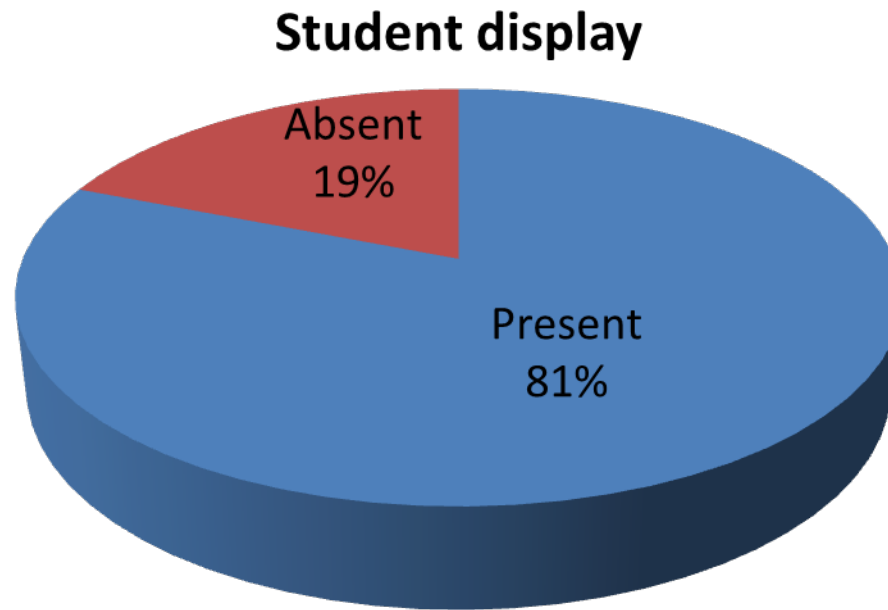
# Data set 1 - observations

## evidence of a teacher display



## **Data set 2 - observations**

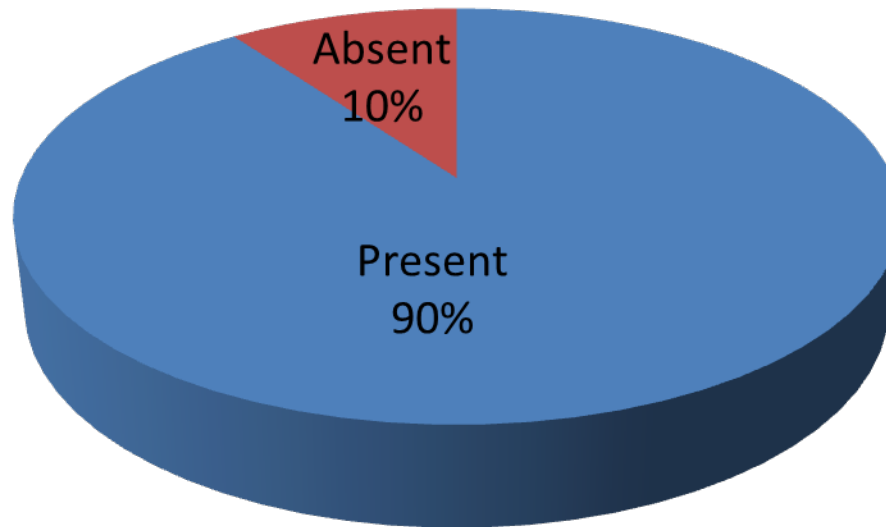
### evidence of a student display



## Data set 3 - observations

Some evidence of a Relational  
Learning display

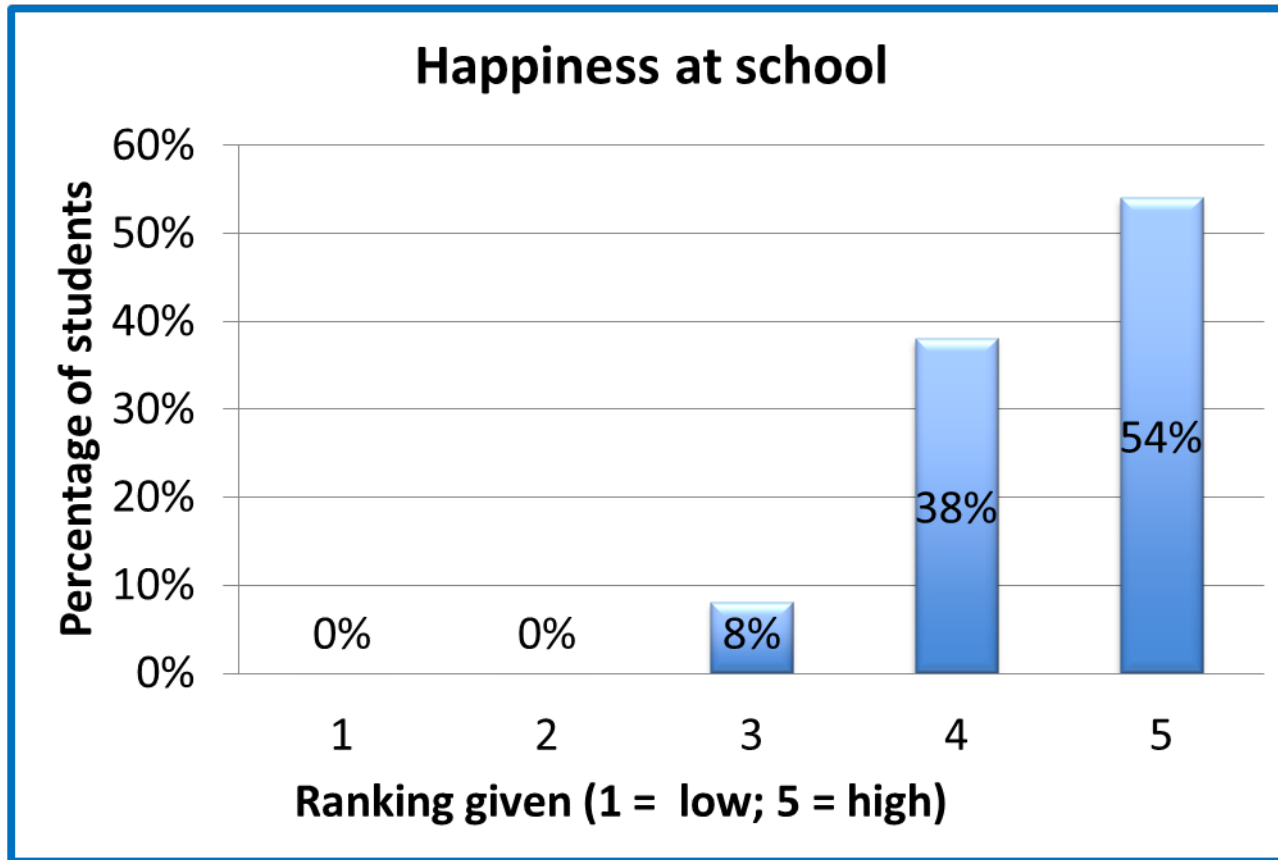
**Student or Teacher display**





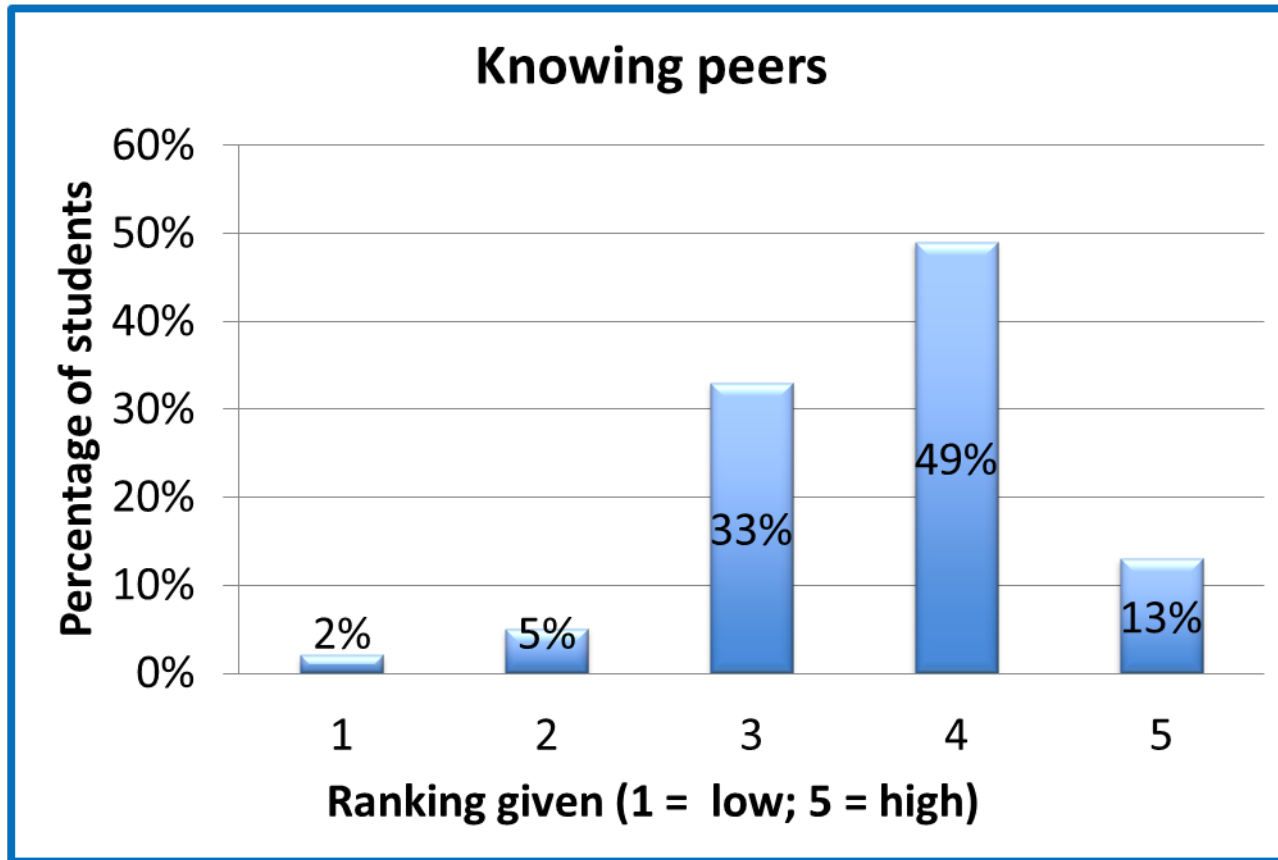
# Data set 4 – student questions

*How happy are you at school?*



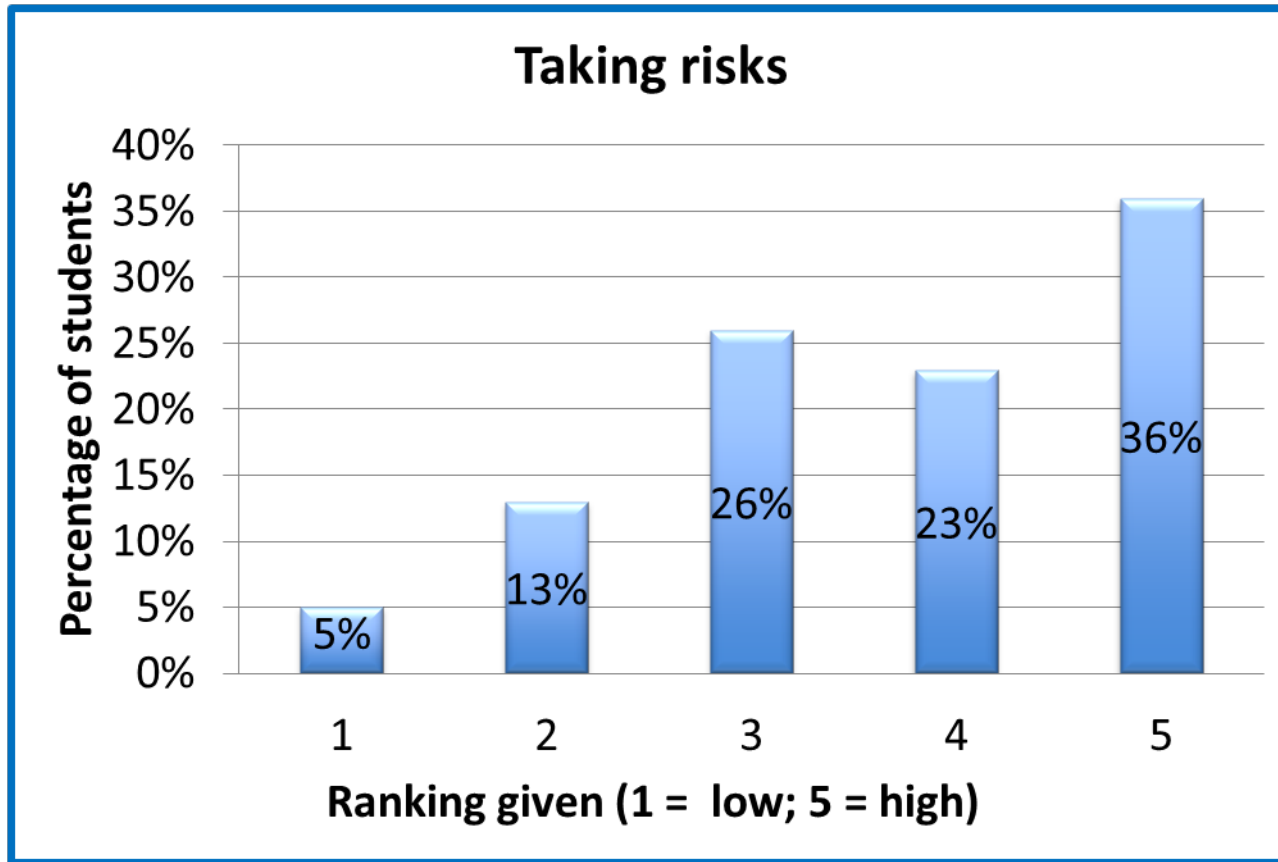
# Data set 5 – student questions

*How well do you know the other students in your class?*



# Data set 6 – student questions

*How safe do you feel to take risks in the classroom?*



# Your wonderings...

What do you see?

What do you think?

What do you wonder?

**Let's celebrate Grade 5/6!**

# Walkthrough Feedback

- Context
- Data presented in ways that are simple to analyze (two types of graphs)
- Wonderings (let other wondering come from teachers) – any alterations to instruction required
- Celebrations (through photos)

# Walkthrough 2

March 2013

Focus: evidence of Guided Reading set up  
(Anchor charts and WALTs)



# Feedback on previous walkthrough...

## Focus: evidence of a Relational Learning display

- While it was not the focus of this weeks walkthrough, it was observed that after the discussions and presentation of data on the Relational Learning Walkthrough two weeks ago, an additional 17% of Relational Learning Walls had been enhanced.
- This equates to 42% of classrooms having updated Relational Learning Walls over the past fortnight, indicating the ongoing nature of this work.

**Feedback on previous walkthrough...**

# This week: Context

- 24 learning spaces were visited between 9.00am and 10.40am
- 30 children from Grade 1 to Grade 6 were interviewed from 15 classrooms

# A quick definition of anchor charts

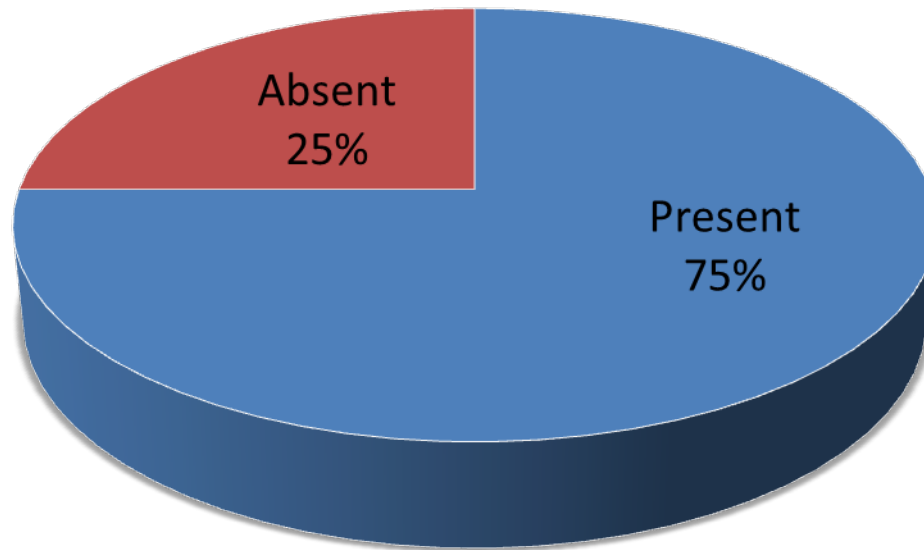
## Features of an anchor chart:

- A single focus
- Co-constructed with the students (their thoughts)
- An organised appearance with a WALT
- Matches the learners' developmental level
- Supports ongoing learning
- Makes student thinking visible

Adapted from <http://www.cornerstoneliteracy.org/newsletter-archive/anchor-charts>

# Data set 1 - observations

## Anchor charts on display

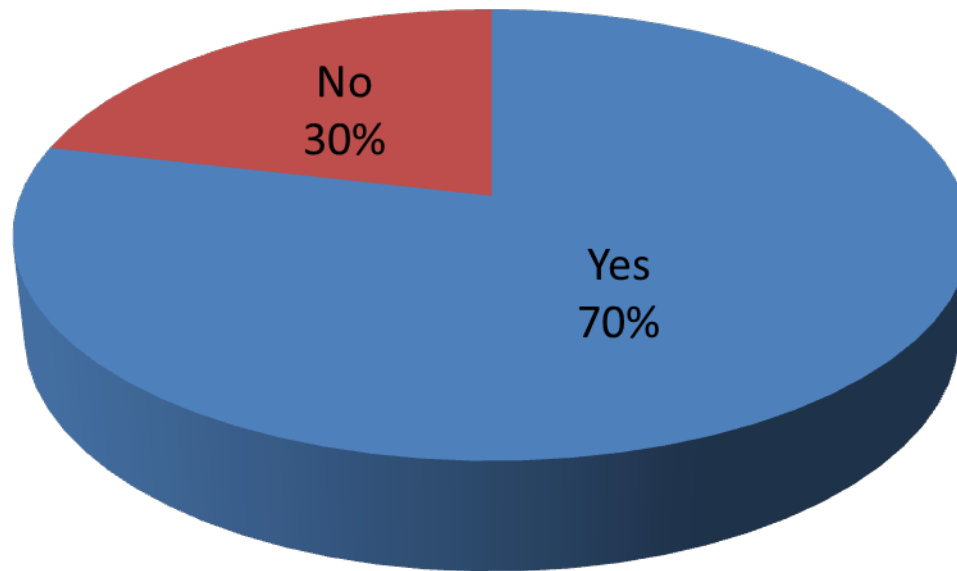


*In collecting this data, it was noted that in the Prep classrooms the beginning stages of setting up Guided Reading Workshops was evident which is an appropriate stage following on from the socialisation focus thus far.*

## Data set 2 – student questions

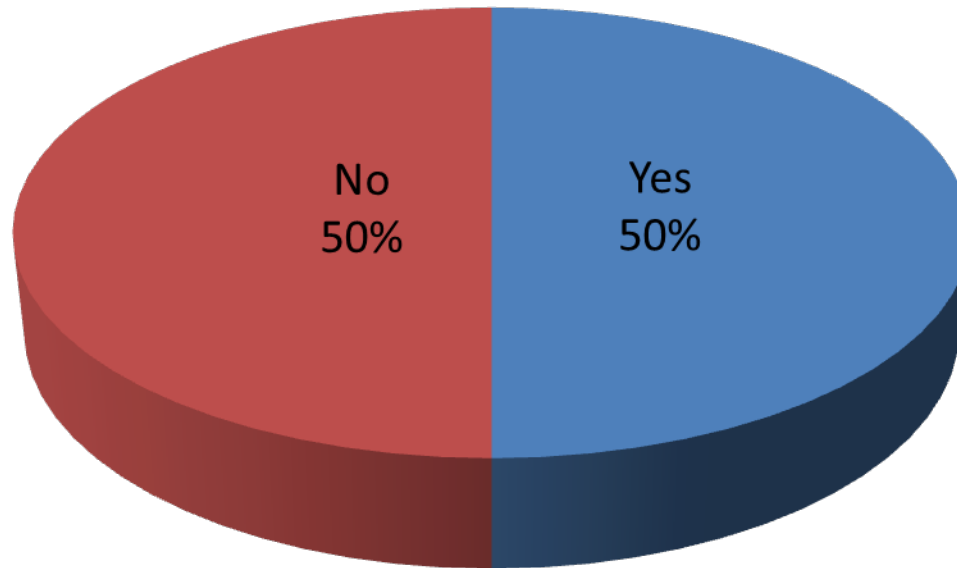
*Looking at this anchor chart, can you tell me about what you do in a Reading Workshop?*

Anchor chart purpose identified:



## Data set 3 – student questions

*Can you tell me a WALT, Learning Intention or Learning Objective that you've had with your teacher this week/year?*



## **An observation:**

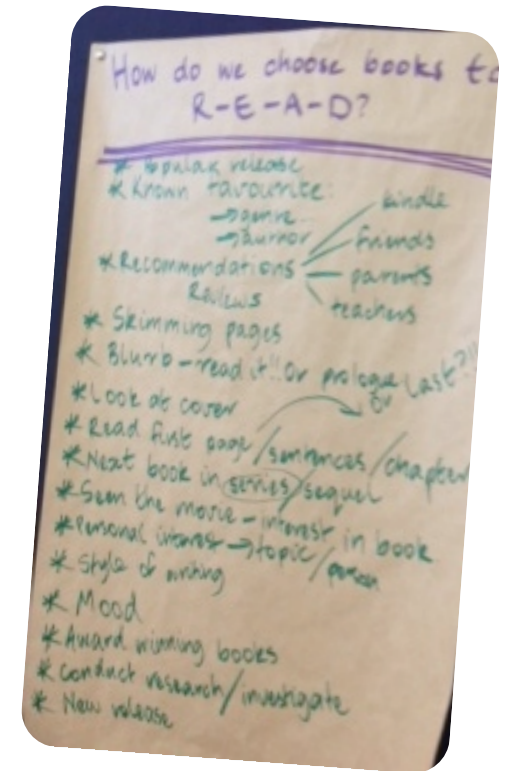
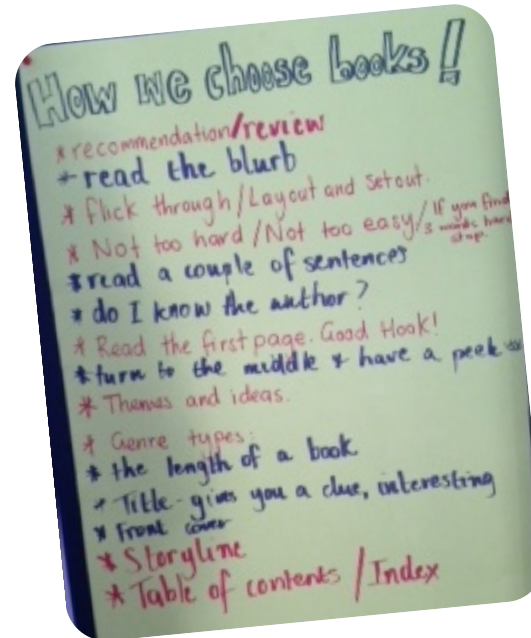
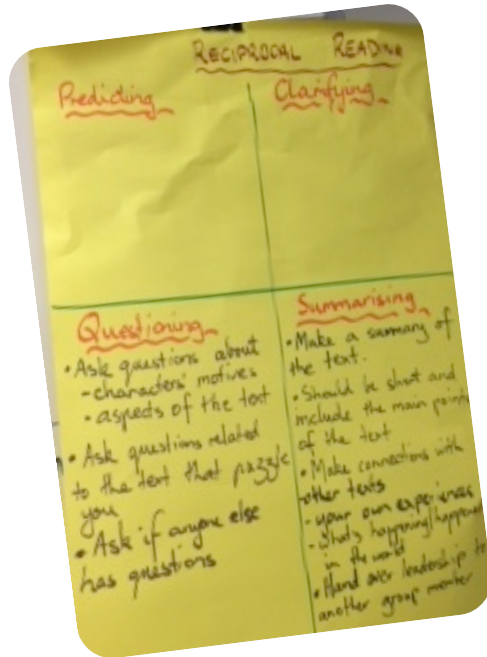
- A notable number of students declared that they could not remember a WALT as the teacher had rubbed it off the board

## **A wondering:**

- Is there value in keeping a running documentation of WALTs with students in a large visual diary in order to refer back to them?
- If you would like to trial the effect of this, we will provide visual diaries for you



# Let's celebrate Grade 5/6!



# Quotes from the kids...

*We can look at this poster here to refresh ourselves on what it all means*

*We're learning about making movies in our head*

*We're learning to make a higher voice when you see a question mark*

*If you do too hard books it would just take days, and if you do too easy ones well then you're not really reading*

*Questioning and summarising is about respect, resilience, excellence and responsibility – those things on that wall there*

*The intentions are good because if you forget you get reminded*

*I've just chosen a book that's just right – most of the words I can read but some are challenging so that's good*

# Quotes from the kids...

*We write words down as we read so we can understand about words in history because they are the most important words in the world*

*A WALT is sort of like what we focus on, you know, what have to get better at*

*This book is just right for me because I'm interested in it*

*Well, our Learning Intentions haven't really changed because the teacher can't rub them off the poster*

*It's about the five finger rule – if there are 5 words that are too hard on the page, that book is too hard*

*You create questions in your reading journal and use sentence starters to help you think about your book*

# Walkthrough Feedback

- Context
- Data presented in ways that are simple to analyze (two types of graphs)
- Wonderings (let other wondering come from teachers) – any alterations to instruction required
- Celebrations (through photos)
- Student quotes (now video clips)
- You can refer back to previous data sets (relational learning)

# Sample Data Collection Sheet

| EPS Walkthroughs – WALT's   |         |                |    |                         |    |                                     |    |  |         |
|-----------------------------|---------|----------------|----|-------------------------|----|-------------------------------------|----|--|---------|
| May 13 <sup>th</sup> , 2013 |         |                |    |                         |    |                                     |    |  |         |
| Conducted by Mark Walker,   |         |                |    |                         |    |                                     |    |  |         |
| Class                       | Teacher | WALT displayed |    | Student Identifies WALT |    | Teacher refers back to a prior WALT |    | Student feeling on how WALT's focus their learning |         |
|                             |         | Yes            | No | Yes                     | No | Yes                                 | No | Low  | High    |
| JSA                         |         |                |    |                         |    |                                     |    | 1  | 2 3 4 5 |
| JSB                         |         |                |    |                         |    |                                     |    | 1  | 2 3 4 5 |
| JSC                         |         |                |    |                         |    |                                     |    | 1  | 2 3 4 5 |
| JSD                         |         |                |    |                         |    |                                     |    | 1  | 2 3 4 5 |
| JSE                         |         |                |    |                         |    |                                     |    | 1  | 2 3 4 5 |
| LOTE                        |         |                |    |                         |    |                                     |    | 1  | 2 3 4 5 |
| JSF                         |         |                |    |                         |    |                                     |    | 1  | 2 3 4 5 |
| JSG                         |         |                |    |                         |    |                                     |    | 1  | 2 3 4 5 |
| JSH                         |         |                |    |                         |    |                                     |    | 1  | 2 3 4 5 |
| JSI                         |         |                |    |                         |    |                                     |    | 1  | 2 3 4 5 |
| JSJ                         |         |                |    |                         |    |                                     |    | 1  | 2 3 4 5 |
| JSK                         |         |                |    |                         |    |                                     |    | 1  | 2 3 4 5 |
| JSL                         |         |                |    |                         |    |                                     |    | 1  | 2 3 4 5 |
| JSM                         |         |                |    |                         |    |                                     |    | 1  | 2 3 4 5 |
| PE                          |         |                |    |                         |    |                                     |    | 1  | 2 3 4 5 |
| MUSIC                       |         |                |    |                         |    |                                     |    | 1  | 2 3 4 5 |
| MSA                         |         |                |    |                         |    |                                     |    | 1  | 2 3 4 5 |
| MSB                         |         |                |    |                         |    |                                     |    | 1  | 2 3 4 5 |
| MSC                         |         |                |    |                         |    |                                     |    | 1  | 2 3 4 5 |
| MSD                         |         |                |    |                         |    |                                     |    | 1  | 2 3 4 5 |
| MSE                         |         |                |    |                         |    |                                     |    | 1  | 2 3 4 5 |
| MSF                         |         |                |    |                         |    |                                     |    | 1  | 2 3 4 5 |

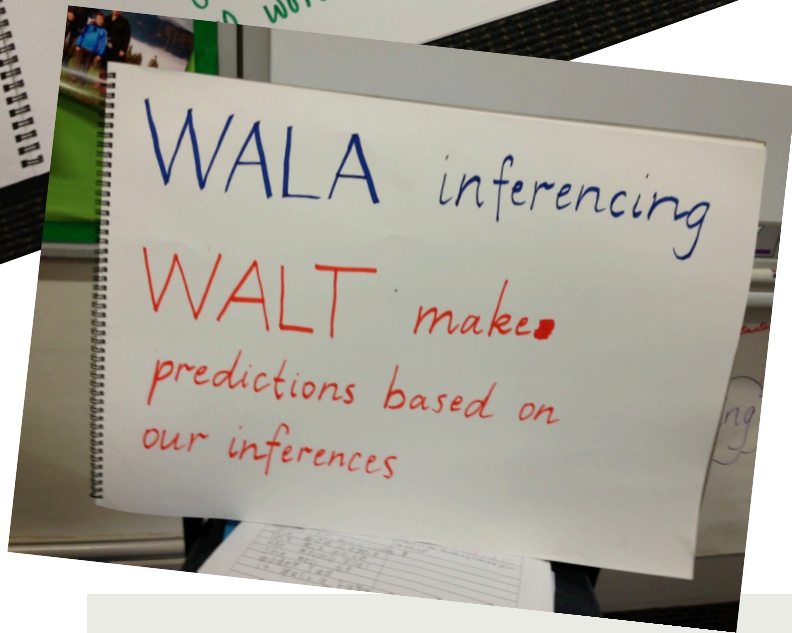
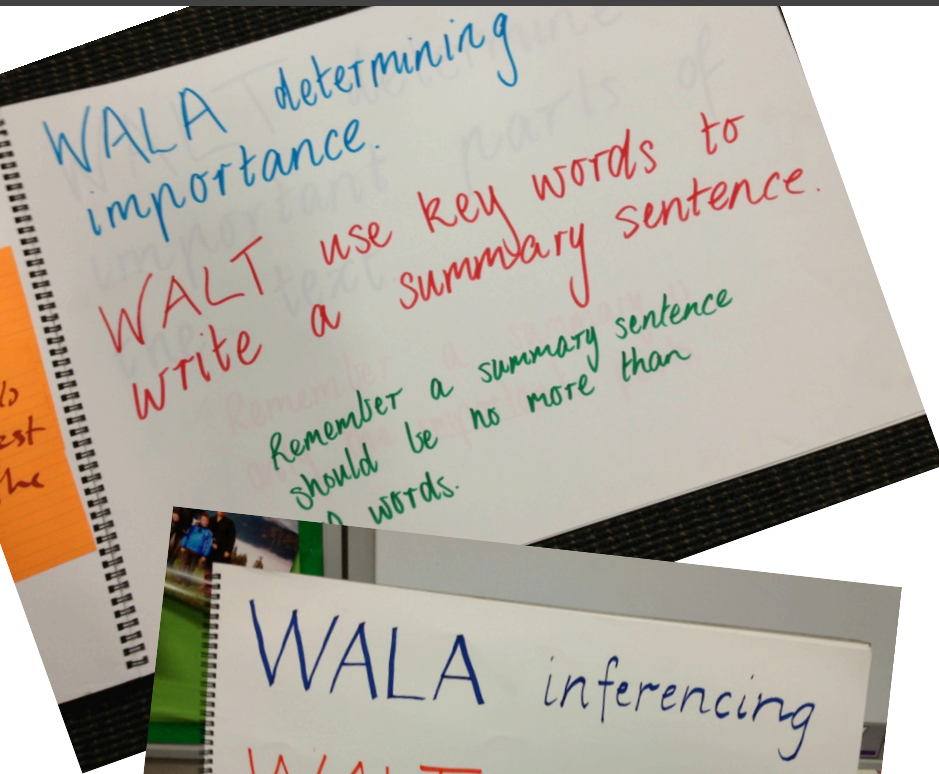
## Questions to ask students:

- Can you spot this lesson's WALT or learning intention?
- Has there been an occasion in which your teacher has referred back to a previous WALT?
- How do you feel WALT's help you (scale of 1-5).

# Instructional adjustments

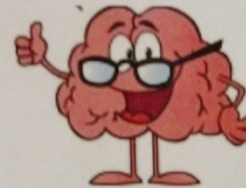


# Learning Intentions or WALA & WALTS



## Learning Intention - **READING**

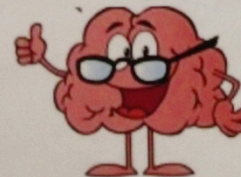
We are learning to...



Refining my ability to work well as part of a **RECIPROCAL READING** group.

## Learning Intention - **WRITING**

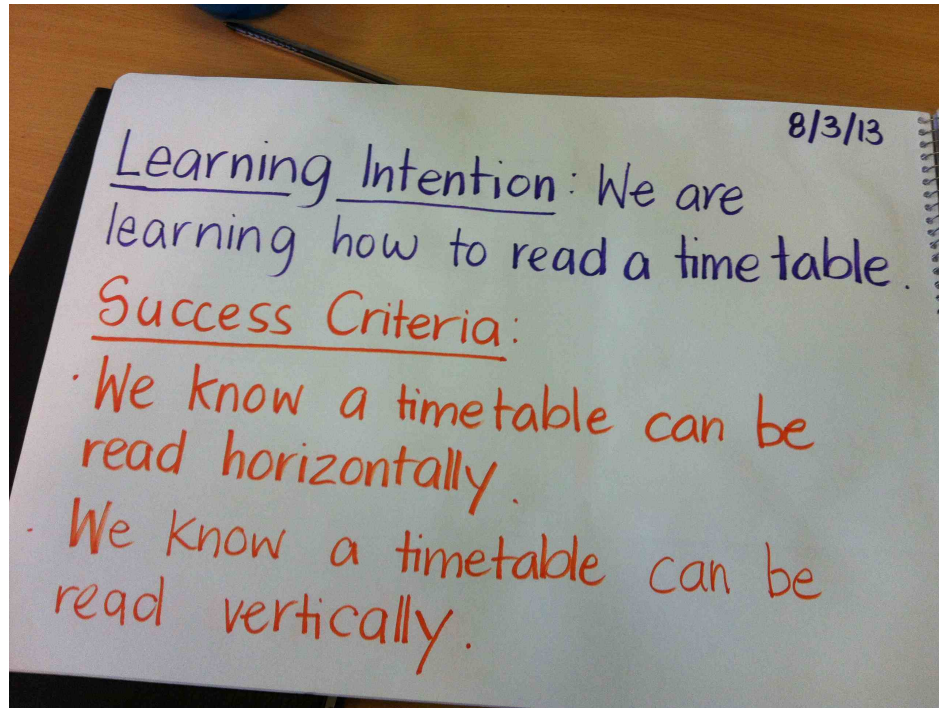
We are learning to...



Using **comparative and evaluative language** to write a compelling critique.  
Carefully following the WRITING PROCESS.



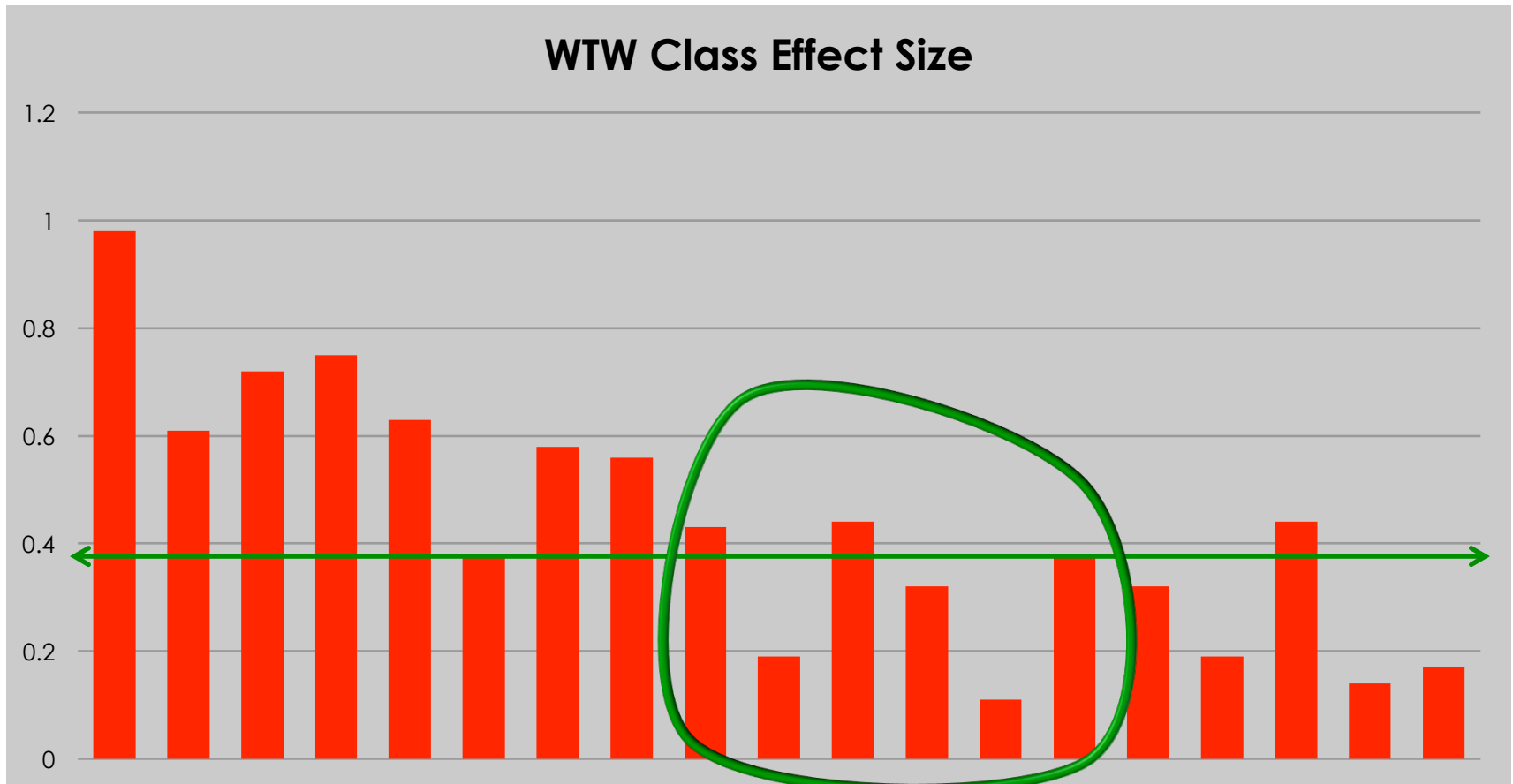
# WALA WALT & Success Criteria



# Learning Intentions

Where to from here

# Data led conversations



# Observational frameworks

## ▣ Walkthroughs

Whole school “quick” feedback

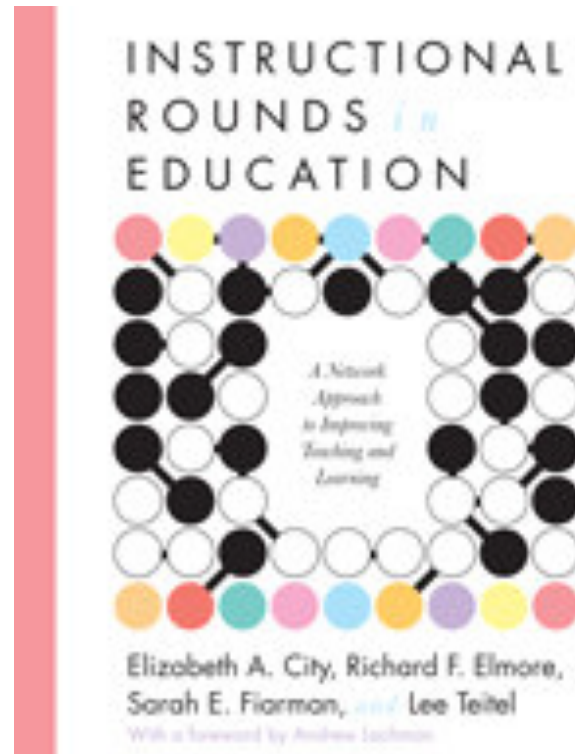
## ▣ Learning Walks

individual feedback

## ▣ Instructional Rounds

Data Wise protocol where groups of teachers observe instruction to solve a problem of practice

# Instructional Rounds



<http://mwalker.com.au/wp-content/uploads/2009/08/InstructionalRoundsSummaryrecommended.pdf>

# Why Instructional Frameworks?

*“Principals and teachers use the common language of instruction/leadership to:*

- converse about effective teaching,
- give and receive feedback, and
- collect and act upon data to monitor growth.

*-Adapted from Marzano's definition from “Creating an Aligned System”*

# Instructional Frameworks



## 1. Engage

- a) Develops shared norms
- b) Determines readiness for learning
- c) Establishes learning goals
- d) Develops metacognitive capacity

## 2. Explore

- a) Prompts inquiry
- b) Structures inquiry
- c) Maintains session momentum

## 3. Explain

- a) Presents new content
- b) Develops language and literacy
- c) Strengthens connections

## 4. Elaborate

- a) Facilitates substantive conversation
- b) Cultivates higher order thinking
- c) Monitors progress

## 5. Evaluate

- a) Assesses performance against standards
- b) Facilitates student self assessment



# Elements of the Marzano Teacher Evaluation Model

## Domain 1: Classroom Strategies and Behaviors

### Routine Segments

Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

1. Providing clear learning goals and scales (rubrics)
2. Tracking student progress
3. Celebrating success

Design Question #6: What will I do to establish and maintain classroom rules and procedures?

4. Establishing classroom rules and procedures
5. Organizing the physical layout of the classroom

[http://www.marzanoresearch.com/services/teacher\\_evaluation.aspx](http://www.marzanoresearch.com/services/teacher_evaluation.aspx)

# Peter Hill's Framework

## Lesson Focus

- ☐ Does the lesson have a clear focus?
- ☐ Is there an explicit link to the curriculum?
- ☐ Do students know the goals of the lesson?

## Prior Knowledge

- ☐ Has the prior knowledge needed to succeed in the lesson been identified?
- ☐ Is this prior knowledge activated?
- ☐ Do students have the required prior knowledge?
- ☐ If not, is this knowledge taught first?

## Introducing New Material

- ☐ Is a seamless link made between prior knowledge and the new material?
- ☐ Is the new material provided by the teacher or discovered by the students?
- ☐ Does the opening anticipate student problems?

## Setting Up the Work Time

- ☐ Are students clear:
  - what they have to do?
  - how much time in which to do it?
  - how they should work?
  - what will happen next?

# Peter Hill's framework 2

## Activities

- ☐ Are a graded set of problems selected?
- ☐ Do they enable all students to get started?
- ☐ Do they offer a level of challenge to all students?
- ☐ Do the problems reflect the focus of the lesson?

## Individual / Pair / Group Work

- ☐ Is there a mix of individual / pair / group work?
- ☐ Does the teacher target individuals/pairs/groups for additional assistance?
- ☐ Is the emphasis on accountable talk?
- ☐ Is the teacher observation non-intrusive?
- ☐ Does the teacher roam to check for understanding?

## Prepare for Closing

- ☐ Are students prepared to share their thinking?
- ☐ Have they made links between different concepts/ideas?

# Peter Hill's Framework 3

## Whole Class Share

- ☐ Is the focus on the goals of the lesson retained?
- ☐ Is the focus on student work retained?
- ☐ Do students do most of the talking?
- ☐ Are a variety of approaches revealed?

## Lesson Summary

- ☐ Are the key ideas of the lesson summarized?
- ☐ Have the students been engaged and did learning occur as planned?

# Goals

- To paint a picture of a school context so that others might connect to where this work might sit within their context.
- To describe some feedback systems (one that includes teacher observation) that promote dialogue (that includes actions to build relational trust and instructional capacity)
- To describe some future work around observing instruction and feedback
- Questions

# Questions and Answers

Check [www.mwalker.com.au](http://www.mwalker.com.au) for further resources