

Thinking & Learning

Conference



BRUCE WELLMAN

Sunday 24 May

Teacher Feedback: What Works!

Session 1

MELBOURNE

BRUCE WELLMAN

Bruce (M Ed) is a prominent consultant who has served as a classroom teacher, curriculum coordinator and staff developer in Oberlin, Ohio and Concord, Massachusetts public schools. He has been honoured by the Education Writers Association and National Staff Development Council and has written for numerous publications on organisation.



A message from Hawker Brownlow Education

We hope that you have found these conference papers and the accompanying sessions useful. Please be aware that the contents of these papers are the intellectual property of the speaker and no reproduction for any purpose is authorised. We urge you to take care of this booklet. Replacement copies will not be made available either during or after this conference.

Published in Australia by



This handout was created by Hawker Brownlow Education for the proceedings of the Hawker Brownlow 12th Annual Thinking & Learning Conference. All rights are reserved by Hawker Brownlow Education. It is a violation of copyright law to duplicate or distribute copies of this handout by any means for any purposes without prior permission in writing from Hawker Brownlow Education. Professors and workshop presenters must first secure written permission for any duplication rights. For copyright questions, permission requests, or information regarding professional development contact:

Hawker Brownlow Education
P.O. Box 580, Moorabbin, Victoria 3189, Australia
Phone: (03) 8558 2444 Fax: (03) 8558 2400
Toll Free Ph: 1800 334 603 Fax: 1800 150 445
Website: www.hbe.com.au
Email: orders@hbe.com.au

© 2015 Hawker Brownlow Education
Printed in Australia

CODE: MELBW0301
0515

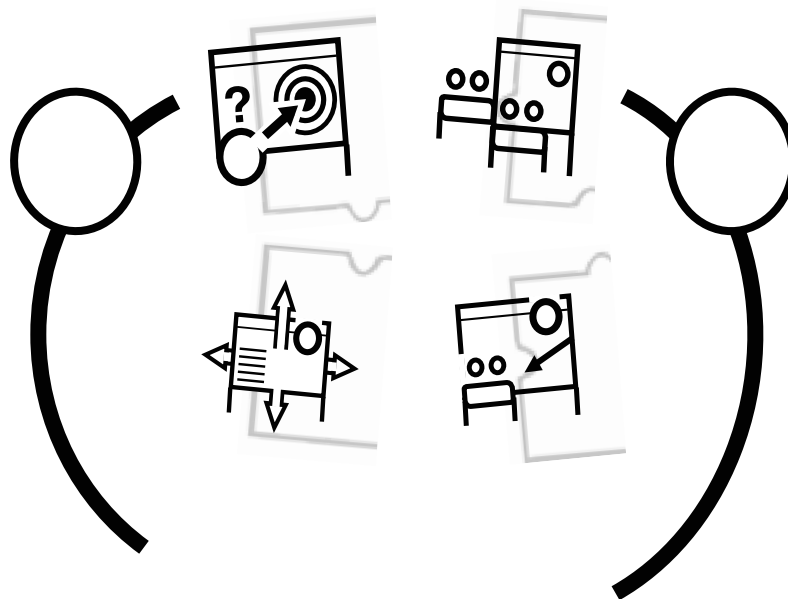
Teacher Feedback: What Works!

Developing Professional Expertise in Standards-Driven Systems

Developed by

Laura Lipton & Bruce Wellman

Co-directors, MiraVia LLC



Laura Lipton
236 Lucy's Lane
Charlotte, VT 05445 USA
802-425-6483 Voice
802-329-2341 Fax
Lelipton@miravia.com

Bruce Wellman
229 Colyer Road
Guilford, VT 05301 USA
802-257-4892 Voice
802-257-2403 Fax
Bwellman@miravia.com
Twitter: @brucewellman



www.miravia.com

Feedback

From the science of cybernetics: The return of a portion of the output of any process or system to the input, especially when used to maintain the output within predetermined limits.

(A thermostat is an example)

In practice: Feedback is information about *past* behavior delivered in the *present* which may influence *future* behavior.

Instructional improvement is a feedback relationship between two systems: what a *growth agent* attends to and how the *growth agent* responds is one system; what the teacher attends to and how the teacher responds is the other system.

The paradox of feedback: When feedback works well we tend not to notice it.

And:

- Even when requested, feedback describes the values and beliefs of the giver.
- Feedback that is not absolutely relevant to the task at hand will not be accepted, and even worse will interfere with that task.
- If you have to make a case for the task-relevance of your feedback, you probably don't have a case, and you certainly won't have any success.
- Feedback is a collaborative process which one person cannot sustain alone.

Adapted from, What Did You Say?: The Art of Giving and Receiving Feedback. Charles N. Seashore, Edith Whitfield Seashore & Gerald M. Weinberg, © 1997, Bingham House Books, Columbia, MD.

Feedback Intervention Theory

- Learners regulate their behavior by comparing feedback with goals or standards and identifying gaps.
- Feedback directed at the self-identity of the receiver (praise or criticism) reduces the cognitive (and emotional) resources needed to improve performance.

Kluger, A., & DeNisi, A. (1996). The effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory. Psychological Bulletin, 119 (2), 254-284.

Assumptions Informing Learning-focused Supervision

IN A learning-focused supervisory process, high quality, data-driven feedback stimulates teachers' thinking about their work. To support the professional growth of teachers, learning-focused supervisors apply standards and structures for guiding their interactions with staff members. These patterns and practices operate in the moment and over time to initiate and sustain teacher learning that is guided by student learning needs. This approach is based on the following four assumptions.

1. Teaching is complex and contextual.

Teaching is a complex craft. Skillful teachers manage the social, emotional and academic needs of increasingly diverse student populations. Total classroom awareness requires attention to these three dimensions while simultaneously tracking the lesson plan, content accuracy, use of examples, clarity of explanations and directions and choice of language to match student readiness. These teachers provide relevant and meaningful tasks, attend to momentum and pacing while purposefully monitoring student understanding, making adjustments as needed. And all of this is orchestrated for individual students, small groups and the full class.

All of this work is done in an ever-shifting context inside and outside the classroom. These dynamics include changing politics and policies, shifting societal expectations, breakthroughs in the science of teaching and learning, ever-expanding content knowledge, and new technological tools that increase access to information.

- *What are some contextual factors that are influencing your work?*

- *What are some ways that supervisory practice in your work setting reflects the complexity of teaching?*

2. Research-based standards define effective teaching.

Well-articulated standards reflect the complexity of professional practice. These detailed descriptions provide common language and reference points for talking about teaching in a variety of domains. Clear standards organized by levels of performance foster shared agreement between teachers and supervisors about the qualities of effective teaching. A robust body of research clearly demonstrates that highly rated teachers produce high performing students.

Thoughtful and thorough depictions of teacher actions and student behaviors establish the foundation for meaningful conversations about and improvements of instructional practice. High quality, standards-driven feedback establishes growth targets for teachers across the range of teaching skills.

- *What are some ways that conversations informed by clear and shared standards influence (or might influence) improvements in teaching practice and student learning?*

3. Supervision is a growth-oriented process.

Learning-focused supervision is a developmental approach to supporting teacher learning. Like effective teachers, skillful supervisors differentiate their practice to increase expertise and support growth across novice to more expert career stages. This growth-orientation guides in-the-moment choices as supervisors draw from a rich repertoire of strategies to meet teachers' immediate needs.

Skillful teaching takes years to master. There are always areas for growth. The primary goal of supervision is to increase teachers' capacity to reflect on their own practice, self-assess, set goals and monitor for continuous improvement.

- *How does this developmental approach to supervision compare with present practices in your work setting?*

4. The deepest purpose of supervision is to create a culture of learning

A learning culture in schools makes knowledge public, spreads good ideas and energizes best practices. This reflective and inquiry-driven environment increases shared understanding of effective practice and provides a wide range of perspectives for examining critical issues. Learning-focused supervisory interactions create essential feedback loops that reinforce these values and amplify high expectations for all: students, teachers and supervisors.

Effective instructional leadership matters. Supervisors need to see themselves as learners and to believe in their own capacity and the capacity of others to grow. For supervisors, the ability to structure and facilitate learning-focused conversations lies at the heart of both one-on-one and collective work with teachers.

- *What are some things in your work setting that promote a culture of learning?*

- *What are some things that get in the way?*

Four Qualities of Learning-focused Supervision

Learning-focused supervision is a growth-oriented process that embeds four essential qualities. This approach to building professional expertise is developmental, standards-driven, data-based and customized.

Developmental

Learning is a developmental process, for children and adults alike. In teaching, as in all fields, there is a definable novice to expert journey. Rubrics describing performance levels illuminate this pathway. As student demographics shift, as technology infuses classrooms and expectations for higher levels of understanding drive changes in assessment systems, all teachers will be on a developmental trajectory no matter how many years of experience they have. Learning-focused supervisors take a growth-oriented approach --- shaping their interactions based on both a teacher's present practices and shared expectations for future practices.

Standards-driven

Standards frame shared expectations and establish and clarify measures of excellence for teacher and student performance. Applied effectively, they become rallying points for important conversations about teaching and learning and they set aspirations for goal setting and continuous growth. In learning-focused cultures, standards not only shape expectations –they raise them. Deeply researched and validated teaching standards with their associated rubrics now define and describe good teaching. Excellence is a measurable destination, not a vague aspiration or locally developed checklist.

Data-based

Productive supervisory interactions are grounded in a variety of data that capture the effects and outcomes of a teacher's practice. Literal notes, student work products and other forms of objective data focus supervisory conversations on tangible evidence that become a catalyst for exploration and analysis. Without accurate information, conversations drift in a sea of inference and distraction. Clear data establish the foundation for calibrating performance against standards, stimulating goal setting and the clarification of desirable actions and measureable results.

Customized

Growth-promoting supervisors customize their work with teachers. The classroom practices of two teachers with similar overall ratings might be vastly different. By clarifying and contextualizing specific elements and discrete components within standards, learning-focused supervisors and teachers can explore fine-grained variation in skills. During planning and reflecting conversations, skillful supervisors clarify expectations using examples based on the teaching assignment, grade level or content area. These supervisors flexibly apply templates and tools to personalize their approach and build professional expertise in individual teachers.

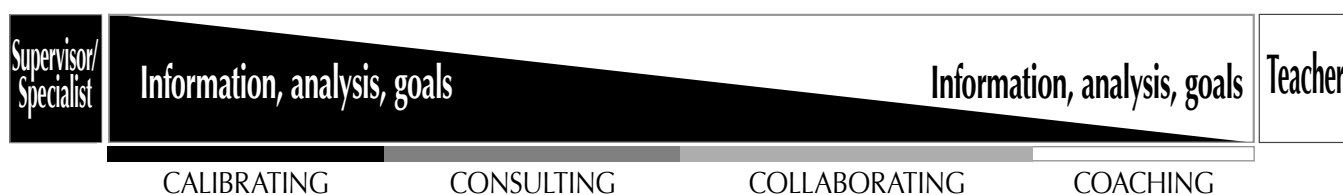
Four Stances: A Continuum of Learning-focused Interaction

Introduction

HOW SUPERVISORS interact with teachers is as important as what they interact about. In learning-focused conversations, accomplished supervisors shift between four stances, calibrating, consulting, collaborating, and coaching to develop teachers' capacities to reflect upon data, to generate ideas and options, and to increase personal and professional awareness and skill. Versatility across this continuum of interaction supports supervisory practices that are developmentally and contextually appropriate for serving the learning needs of teachers across a range of skill and experience. The ultimate aim of each of these stances and their cumulative effect is to support continuous learning on the part of teachers and to enhance their capacity to engage in productive collegial relationships.

Three attributes ultimately define the supervisory stance in any learning-focused conversation. One defining trait is the way that information emerges during the interaction. The second defining trait is the source of problem definition and gap analysis related to differences between planned goals and actual results, or learning standards and student performance. The third defining trait is the source of goals for teacher growth.

The Continuum of Learning-focused Interaction



Three Supervisory Capacities: Fluency, Flexibility and Fluidity

The skillful learning-focused supervisor draws upon three important capacities when navigating the continuum; fluency, flexibility, fluidity.

Fluency of interaction: Fluent supervisors recognize that they have choices in their approach to supervisory conversations. They are clear about the definition and purpose of each of the four stances and are able to operate across them, with a repertoire of strategies for each.

Flexibility of interaction: Flexible supervisors understand that different individuals and different contexts require different approaches. These supervisors have internalized criteria for choosing a given stance in a given situation and are able to be responsive to the teacher's immediate cognitive and emotional needs while being mindful of the ultimate goal of development over time.

Fluidity of interaction: Fluid supervisors are able to skillfully apply the continuum, seamlessly shifting stances as needed. They attend to both verbal and nonverbal cues from colleagues; listening and responding strategically. These supervisors have a level of automaticity that supports their ability to attend and respond to complexities and nuances, drawing upon a wide repertoire of knowledge and skill to make the match that produces the most learning.

There is a sequence to the development of these capacities as they build upon one another. Fluent supervisors become flexible as they expand their skill sets to include differentiated practice and the ability to monitor goals for teachers' development over time. As their integrated skill set becomes more sophisticated and nuanced, flexible supervisors can pay attention and construct responses with increased fluidity.

The Four Stances

In professional conversations, supervisors apply standards and communicate expectations as they support teachers in using data to determine performance gaps and establish goals for improving practice. Learning-focused supervisors operate across a continuum of interaction to accomplish these responsibilities.

In each stance, the approach to these functions differs, as does the internal question supervisors consider when determining which stance to apply.

Calibrating

In the calibrating stance, the guiding question is, "What are the gaps/growth areas indicated for this teacher based on present performance levels and the standards?"

In a learning-focused supervisory relationship, the calibrating stance is the stance of judgment. Based on a variety of data sources, the supervisor determines a level of performance and organizes the data and the conversation to inform and discuss this rating with the teacher. It is the part of the conversation when the supervisor presents and explains his or her thinking about the teacher's level of performance. This stance is necessary when a teacher is unable to analyze his or her own practice and any gap between current performance and desired standards. For example, a supervisor might provide data and highlight examples of distinguished practice to motivate and clarify goals for a developing or proficient teacher who lacks a vision for professional growth.

In the most extreme cases, the calibrating stance becomes the dominant stance in the conversation, with the greater percentage of time spent there. Some triggers for this choice include: teaching behaviors that create an unsafe or harmful environment physically or emotionally, teacher responses that are inappropriate, classroom management that is non-existent, student performance that is consistently below expectations and instructional planning and delivery that is ineffective. Calibrating is also an effective stance for motivating effective teachers to set goals for achieving higher levels of performance.

Supervisory Functions

In the calibrating stance, the supervisor defines and reinforces teaching standards and expectations. The verb to calibrate means an active process of matching an object or performance to an agreed upon value. Simplistically, that value might be a shoe size or the diameter of a section of tubing. In contemporary educational discourse such values are expressed as standards. Important standards include creating a learning environment of respect and rapport, managing classroom procedures and student behaviors, communicating effectively with students, parents and colleagues, engaging students in meaningful learning and demonstrating flexibility and responsiveness based on assessment of student performance.

To operate with integrity within a calibrating stance the conversation must be driven by data. These data are used to identify gaps between expected standards and the present results. Clearly articulating the standards and accessing available resource materials the learning-focused supervisors define and illuminate problems. They present models and examples of such standards in action that are content and grade level specific and explicitly name expectations. In planning for action, skillful supervisors determine achievable goals, success criteria and timelines for completion.

In most cases, the calibrating stance then leads to a rich conversation, shifting among the other stances. When used with chronically low-performing teachers or teachers who appear not to be "getting it," this

stance is the most prescriptive of the four. Follow-up and follow through on the part of the supervisor are vital to ensure standards are being interpreted appropriately, performance targets are clear and student progress is occurring. Taking this stance may be necessary when other approaches are not producing the evidence of the transfer of the teacher's learning into improved classroom practices that produce positive changes in student actions and outcomes.

Cautions

For each stance there are potential pitfalls. In the calibrating stance, it is easy for our personal preferences to become prescriptions. It is critical then, that any judgments are data based and standards driven, supported by clear, external criteria and evidence.

Avoid subjectivity or bias by using literal observation notes, specific classroom artifacts and assessment data. Supervisors' inferences or interpretations can increase the teachers' potential perceptions of personal attack.

Consulting

In the consulting stance, the guiding question is, "What information, ideas and technical resources will be most useful to this teacher at this time?"

Based on the teacher's responses to initial inquiries, the supervisor recognizes gaps in content knowledge, student knowledge, or instructional repertoire. In some cases the teacher's problem frame is narrow, or potentially inaccurate or the range of strategies is limited. As a result, the supervisor shifts to the consulting stance.

Supervisory Functions

From the consulting stance, the supervisor clarifies standards by offering context specific examples to ensure that the teacher understands expectations. The consulting supervisor offers perspectives on present concerns, by naming possible causes and possible approaches to improve performance. Beyond this gap analysis, a thoughtful supervisor also shares essential information about learning and learners and curriculum and content as they relate to existing issues, principles of practice, connections to expected performance standards and relevant craft knowledge. By offering, "Here's what you should pay attention to" and "Here's why that matters" and "Here are some options," learning-focused supervisors make their thinking transparent. As teachers internalize principles of learning and teaching, these understandings become resources for more generating their own approaches and solutions.

In planning for action, skillful supervisors propose a menu of teacher goals to promote student achievement and professional growth, and provide opportunities for the teacher to choose and prioritize. Defining indicators of success and confirming timelines for completion are essential parts of the planning process.

Cautions

The verb to consult comes from the Latin 'consultare' meaning to give or take counsel. It is important to distinguish learning-focused consultation from simply fixing or telling. For many supervisors, the pressing needs they observe in classrooms triggers the impulse to help, by providing information and offering advice. While in the short-term this inclination may reduce the burdens of busy teachers or temporarily resolve an urgent issue, context-rich learning opportunities may be missed if advice is the only resource offered. Further, advice without explanation of the underlying choice points and guiding principles rarely develops teachers' abilities to transfer learning to new settings or to generate novel solutions on their own.

If overused, the consulting stance builds dependency on the supervisor for problem solving. Consultation that is learning-focused within a professional relationship offers the teacher both immediate support and the resources for tackling future problems with increasing independence, whatever that teacher's level of

performance. Learning-focused supervisors do not allow their personal passion or organizational pressures to overcome patience with a teacher's developmental process.

Collaboration

In the collaborating stance the guiding question is, "What are some ways to balance my contributions with this teacher's experiences and expertise?"

The collaborative stance creates a shared platform for the co-construction of knowledge. In this stance, either participant can offer ideas, solutions, analysis, and so on. In many cases the learning-focused supervisor shifts to a collaborative stance to increase the teacher's confidence in their own ability to analyze data, frame problems, develop strategies. Much like the gradual release concept in classroom practice, it works towards greater ownership of the information and actions generated.

In this stance this supervisor provides support for idea generation balanced with respect for the teacher's ability to generate ideas and solutions. A rich, inquiry-driven collaboration creates permission for the supervisor to add ideas and perspectives without dominating the conversation.

Supervisory Functions

From the collaborative stance, the supervisor and teacher jointly clarify standards to ensure shared understanding. Together, they use data to analyze gaps between expectations and current practice. In partnership, they analyze problems, generate potential causal theories, develop ideas and produce strategies for action. Shared perspectives lead to greater insights for both teacher and supervisor.

Each stance is in large part defined by which participant in the conversation is producing the information and/or analysis at a given moment. The collaborative stance has the widest range of participation. In this stance, both parties are contributing, however, the supervisor might lean more towards consulting by suggesting criteria or offering a principle of practice upon which to base the ideas. Or the supervisor might lead with a completely open-ended inquiry which leans more towards coaching.

Cautions

To collaborate with integrity, supervisors need to resist their own impulses to dominate and provide the bulk of the analysis and thinking. It is important to purposefully invite and create a space for teacher contributions. Pausing to allow the teacher time to think and prompting and encouraging idea production communicates a belief in their personal and professional capacities.

Learning-focused supervisors need to be especially careful to monitor for balance in the collaborative stance. Personal enthusiasm and interest in a topic, or a strong preference for a specific solution may override the intention to co-create ideas and actions. False collaboration then becomes disguised consultation or tacit calibration.

Coaching

In the coaching stance the guiding question is, “What mental and emotional resources might be most useful for this teacher at this time?”

The coaching stance assumes that the teacher has the resources necessary to engage in data-centered reflection on practice and modify and manage personal learning. Operating from this stance conveys the supervisor’s respect for the teacher’s expertise and potential regarding these capacities.

Supervisory Functions

In the coaching stance, the supervisor references teaching and learning standards and a variety of data as focal points for the conversation. The supervisor inquires into the teacher’s thinking about each of these resources as they relate to existing issues. In this stance, the teacher is the primary source of problem frames, gap analysis, potential solutions and strategies. Through an inquiry process, the supervisor’s role is to enhance teacher’s capacities for planning, reflecting, problem solving and decision-making. The coaching stance is one of inquiry. This means that there are multiple appropriate responses, and that the supervisor has not predetermined a correct answer.

The value of these questions is that they influence the teacher’s underlying thought processes. By inquiring, pausing, and probing for details as data are explored, the supervisor supports both idea production and the exploration of the “whys” and “hows” of choices, possibilities, and connections. This nonjudgmental approach applied over time, enlarges the frame, developing the teacher’s ever-increasing capacity for expert thinking and practice. The ultimate aim of the coaching stance is to develop a teacher’s internal resources for self-coaching so that with time and practice, an increasingly sophisticated inner voice guides professional self-talk.

In planning for action, supervisor questions guide the teacher’s exploration of goals, success criteria and reasonable timelines for action.

Cautions

In a coaching stance, supervisors reduce potential frustration by posing developmentally appropriate questions. These questions should stretch, not strain, thinking. Questions that require more knowledge or experience than is presently available to the teacher create anxiety and feelings of inadequacy. In such cases, it is more effective to offer information from a consultative stance and then shift to a coaching stance to explore that information.

Effective questions should invite teachers’ thinking. The syntax and intonation of these inquiries welcomes multiple possible responses and does not signal that there is a preferred or correct answer. Supervisors should take care that their own preferences don’t influence their listening or direct their questions.

Except for calibrating, stance is not predetermined and best practice suggests both entering the conversation from a coaching stance with an initial inquiry and ending the conversation with an inquiry to clarify next steps. Both supervisors and teachers must be clear that the intention of the supervisory process is to support learning and growth. Without this clarity, a potential “learning moment” might be lost, or the teacher might misinterpret the supervisor’s intent.

The calibrating stance is unique in that it focuses on what needs to be learned; that is, it names gaps between present practice and expected standards. This stance does not produce the learning, it names the learning targets for the teacher.

Once learning goals have been established, flexible supervisors navigate strategically across the continuum, choosing the most appropriate stances for promoting a teacher’s growth.

Learning-focused Conversations: The Continuum of Interaction

Supervisor/ Specialist		Information, analysis, goals			Teacher	
Information, analysis, goals		Calibrating	Consulting	Collaborating	Coaching	
Guiding question	What are the gaps/growth areas indicated for this teacher based on present performance levels and the standards?	What information, ideas and technical resources will be most useful to this teacher at this time?	What are some ways to balance my contributions with this teacher's experiences and expertise?	What mental and emotional resources might be most useful for this teacher at this time?		
Function	<ul style="list-style-type: none"> • Articulating standards • Using data to identify gaps between expected standards and present results • Defining problems • Prescribing results 	<ul style="list-style-type: none"> • Clarifying standards • Using data to analyze gaps between expected standards and present results • Offering information and ideas • Providing problem analysis and perspectives • Naming principles of practice 	<ul style="list-style-type: none"> • Jointly clarifying standards • Using data to co-analyze gaps between expected standards and present results • Co-generating information and ideas • Co-analyzing problems • Expanding perspectives 	<ul style="list-style-type: none"> • Referencing standards as a focal point • Using data to explore gaps between expected standards and present results • Facilitating teacher idea production • Mediating teacher problem-framing and analysis • Enhancing teacher capacities for planning, reflecting, problem-solving and decision making 		
Role in planning for action	<ul style="list-style-type: none"> • Determining teacher actions/goals • Naming success criteria • Establishing timelines 	<ul style="list-style-type: none"> • Proposing teacher actions/goals • Defining success criteria • Confirming timelines 	<ul style="list-style-type: none"> • Co-constructing teacher actions/goals • Co-developing success criteria • Agreeing on timelines 	<ul style="list-style-type: none"> • Exploring teacher actions/goals • Eliciting success criteria • Clarifying timelines 		
Cues	<ul style="list-style-type: none"> • Credible voice • Using neutral language, as in "These data ..." • "This example ..." 	<ul style="list-style-type: none"> • Credible voice • Using neutral language or personal pronouns, as in, "I think that ..." • "It is important to ..." • "Here is one way to think about that" 	<ul style="list-style-type: none"> • Approachable voice • Collective pronouns, as in "Let's think about ..." • "How might we ..." 	<ul style="list-style-type: none"> • Approachable voice • Second person pronouns, as in "What are some of your ...?" • "How might you ...?" 		
Cautions	<ul style="list-style-type: none"> • Take care not to let personal preferences become prescriptions. Judgments must be supported by clear, external criteria. • Use literal observation notes, classroom artifacts and assessment data to avoid subjectivity or bias. 	<ul style="list-style-type: none"> • Monitor and manage the impulse to help or rescue. Stay learning-focused and don't let personal passion overcome patience with the developmental process. • Be aware that overuse of the consulting stance may build dependency on the supervisor for problem solving. 	<ul style="list-style-type: none"> • Resist the impulse to dominate the conversation and provide the bulk of the analysis and thinking. • Monitor for balance in idea production. Don't allow personal enthusiasm or preferences to override the intention to co-create ideas and options. 	<ul style="list-style-type: none"> • Reduce potential frustration by posing developmentally appropriate questions. Questions should stretch not strain thinking. • Be sure that questions allow for multiple responses and do not signal that there is a preferred answer. 		

Nine Strategies for Learning-focused Consultation

EXAMPLES

Offer a Menu

If one idea is useful, several are even more effective. Suggesting multiple options when planning or problem-solving (we suggest at least three) provides information and support while leaving the choice making, and the responsibility for making that choice, with your colleague. This might sound like: *“Given your concerns about developing meaningful homework assignments, here are three options to consider...”*

Think Aloud

Just as in instructional problem solving or modeling strategic reading strategies for students, sharing the thought process along with a solution or idea enhances the learning and maximizes the likelihood of transfer to future applications. This might sound like: *“When I encounter student confusions like this I first search for the underlying knowledge gaps and thinking patterns that might be contributing to those confusions. Then I try to figure out the instructional building blocks that will help develop essential understandings. So, in this case, you might look at ways to scaffold your students’ understandings of these objectives.”*

Share What, Why and How

When sharing expertise, an effective verbal pattern is describing the ‘what, why and how of an idea or suggestion. This might sound like: *“Here is a strategy for addressing that issue (what); which is likely to be effective because (why); and this is how you might apply it (how).*

Refer to Research

Referring to specific research-based best practices is often a productive consultation strategy. This approach offers expert advice drawn from credible sources that can be applied to the current situation. This might sound like: *“The research on having students create graphic representations has been very consistent across grade levels and content areas. One application of those ideas to consider here would be to teach your students how to develop cause and effect diagrams to illustrate the important relationships in this history lesson.”*

State A Principle of Practice

Connecting a specific strategy or solution to the broader principles of effective practice provides an opportunity to learn and apply the principle, as well as the individual idea, in other situations. This might sound like: *“An important principle of practice related to giving directions is to make sure you have students’ full attention before you give directions -- the big idea here is ‘Attention First’.”*

Generate Categories

Ideas or solutions as categories provide a wider range of choice and a richer opportunity for learning than discrete strategies or applications. For example, a category such as ‘grouping students’ is broader than ‘putting students in pairs’ or suggesting a specific partnering strategy. This approach is especially effective when categories are offered as a menu. This might sound like: *“Several broad categories of successful classroom management include attention moves, establishing routines, maintaining momentum and developing effective transitions between activities.”*

Name Causal Factors

Examples

Rather than suggesting potential solutions, it can be very productive to offer several factors that might be producing the problem. This option is particularly effective when working with experienced teachers. This might sound like: *“There are several things that typically would produce that behavior (or result); for example _____, _____ or _____.”* Followed by a shift to a coaching stance to add: *“Given what you know about your situation, what’s your hunch about which of these, if any, might be an influence?”*

Consider an Alternative Point of View

Effective problem solving can be stimulated by an exploration of multiple perspectives. When idea generation bogs down, surfacing additional points of view can re-energize the conversation. For example offering thoughts on how parents might consider the issue, or administrators, or the students, and so on. This might sound like: *“It is possible that your students are not perceiving the purposes of the new reward system in the ways that you had intended. It might be effective to consider their beliefs about motivational rewards.”*

Reframe the Problem or Issue

Expert problem solvers spend a greater amount of time defining a problem than they do strategizing solutions. Novel approaches to the problem definition not only release new energy and ideas, but often lead to a more effective solution. Related to considering alternative perspectives, reframing is changing the context or representation of a problem; including positive or useful aspects of the issue and alternative descriptions of the goal or approach to the problem. This might sound like: *“There are several ways to think about classroom climate and culture. Typically teachers search for simple rules and fair consequences to apply equally. Another approach might be to work from the inside out and support students in developing the self-management skills to be productive classroom citizens and contributing group members.”*

Establishing the Third Point

Establishing the Third Point

Skilled supervisors establish a clear focus for the conversation, a third point. In learning-focused supervision, a lesson plan or data and a standards-based scale with levels of performance serve as effective third points. The third point shifts the cognitive and emotional energy from the supervisor/teacher relationship to the data. Effective use of a third point includes both verbal and nonverbal elements: a physical shift from face-to-face to eyes on the data; physical reference to the data source with a still hand, or frozen gesture; and neutral pronouns when referring to the data, for example: the observations, these results, this student work.

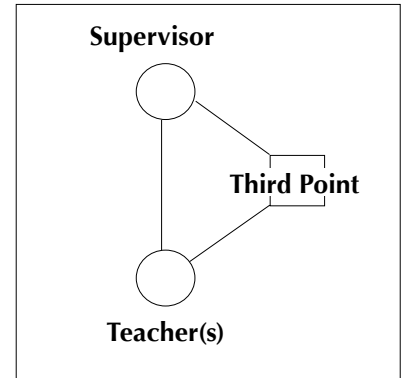
Learning-focused supervisors facilitate thinking from any stance. Skillful supervisors intentionally guide the teacher's experience, through questions, highlights and references. Supervisors also use emphasis to clarify their purpose and importance, to sort significant principles or patterns from less significant details, and to create opportunities for their teachers to build and construct understanding.

Imagine, for instance, a supervisor and teacher are exploring post-observation data. They are focusing on the standards for instruction and reviewing the supervisor's script of the teacher's questions. The supervisor offers the following question:

Supervisor: "As you look at the script of your questions during this lesson, what are some comparisons you're making between your choices and the rubric description for Using Questions and Discussion Techniques?"

Teacher: "I noticed that for three of the questions, there was practically no wait time and many of the questions were recall. But, those are the kinds of questions my students can answer."

At this point, the supervisor might take a consulting stance, sharing some principles of practice related to teacher questions and promoting student thinking, offering a menu of ways to scaffold for greater student success. She might then use a similar pattern exploring other observational data related to standards for instruction. In this way the teacher has several concrete examples that clarify and calibrate to the standards, as well as a model for a more sophisticated lens for examining her own practice. As they continue the conversation, the supervisor might then shift to a collaborative stance, suggesting that they brainstorm ideas for challenging student thinking.



Using the Third Point

"The data indicate . . . "

"Given these behaviors, it is likely that these students . . . "

"Based on these results, next steps need to be . . . "

Mediating Nonverbally

Physically referencing the third point in a space off to the side between the parties provides a psychologically safe place for information, concerns and problems. This careful use of space and gesture depersonalizes ideas. It is now not the supervisor's information or problem, the teacher's information or problem or even 'our' information or problem. It is simply information or a problem about which and with which to think. Information placed as a third point frees the teacher to accept, modify or reject the idea as an idea – not connected to personalities. Thus, placement of the conversational focus creates a triangle, either literally or referentially, keeping the conversational container psychologically safe. Without this subtle, but critical distancing, the teacher might feel trapped in a web of relationship and have difficulty freely accepting or rejecting an idea, for fear of hurt feelings or repercussion.

Nonverbal tools, such as posture, gesture and voice tone are all indicators of the stance we are taking. In a calibrating stance, physical and visual focus should be on the third point documents. While referencing the documents with a frozen gesture, speak with a credible voice using neutral language such as *"the standard"*, *"this domain"*, *"the results"* to articulate expectations and performance gaps. The intention is to make standards and performance metrics the authority and not set up a power struggle between supervisor and teacher.

In a consulting stance, the third point information or referential space focuses the conversations on information and ideas and not on the supervisor or the teacher. Here again, the credible voice conveys the tonality of wisdom and experience. At times it may be appropriate to use personal pronouns as in, *"Here's how I've learned to think about issues like this."* or, *"In my experience is often works best to..."* The possible danger is that some teachers upon hearing the personal pronoun will respond to it as a command and not a suggestion. When in doubt use neutral language such as, *"Best practices suggest that..."* or, *"Other teachers with this dilemma have had success with..."*

In a collaborating stance supervisor and teacher are operating both physically and metaphorically side-by-side, dividing their attention between the third point information and each other. The supervisor's voice tone is collegial and approachably confident using inclusive pronouns such as *"Let's think about this..."* or, *"We might want to start by..."* or, *"Our next step might be to..."*

In a coaching stance, the third point information is a catalyst for idea generation and problem solving by the teacher. There tends to be greater eye contact between the teacher and supervisor who uses a more rhythmic and approachable voice modulation to create a safe space for thought and reflection. The dominant pronoun is "you", as in *"So you're noticing some patterns in your classroom routines that seem to be working."* or, *"What are some ways you're thinking about increasing student engagement in your next math lesson?"*

Because learning-focused supervision is standards-driven and data-based, the use of a third point is especially important in the calibrating and consulting stances. Physically referencing the third point depersonalizes delivery of any information or judgment. It creates a "thing" to which the teacher can attach emotional reactions. By purposefully establishing a third point, the supervisor transforms a potential confrontation into an opportunity to provide clear feedback. By reducing the perception of personal attack, the feedback becomes information that can be heard and applied.

Third Point Examples

Observational data

Samples of student work

Rubrics

Lesson plans

Standards (content, student work or effective teaching)

Test results or other performance data

Learning-focused Conversations

A Template for Planning

ACTIVATING AND ENGAGING

CONTEXT

- What are some things about your students' readiness (social skills, routines, self-management) that are influencing your lesson (unit) design?
- What are some of the skills/ knowledge students will need to bring to this lesson (unit) to be successful?

PRESENTING ISSUES

- What are some special areas/ student needs you will need to address?
- What are some issues you anticipate might influence student learning?

EXPLORING AND DISCOVERING

GOALS AND OUTCOMES

- As you think about what you know about your students, and the content, what are some key learning goals?
- What are some ways that these goals integrate with other content learning?
- What are some thinking skills students will need to apply?

INDICATORS OF SUCCESS

- Given these goals, what are some things you expect to see/hear as students are achieving them?
- Given these goals, how will you monitor student learning?
- What kinds of assessments will you use to determine student success?

APPROACHES, STRATEGIES AND RESOURCES

- What are some strategies you're planning that will both challenge students and support their success?
- What are some ways you'll ensure high engagement for all students?
- What are some resources or materials you/your students will need to support and extend student learning?

POTENTIAL CHOICE POINTS AND CONCERNS

- As you anticipate teaching the lesson, what are some points where students might struggle?
- What are some options for supporting struggling students and enriching those who need greater challenge?
- Should you notice that students' attention is drifting, what are some possibilities for reengaging them?

ORGANIZING AND INTEGRATING

PERSONAL LEARNING

- What are some ways that this lesson provides opportunities to pursue your own learning goals?
- What new learning/skills will you try or exercise in this lesson?

NEXT STEPS

- As a result of this conversation, what are some next steps?

Learning-focused Conversations

A Template for Reflecting

ACTIVATING AND ENGAGING

RECOLLECTIONS

- As you reflect on this lesson/unit, what are some things that come to mind?
- Given your recollections, what are some things that captured your attention?

PERSPECTIVES AND PERCEPTIONS

- In this lesson/unit, what was particularly satisfying?
- In this lesson/unit, what were some things that concerned you?

EXPLORING AND DISCOVERING

WEIGHING EVIDENCE

- What is some of the evidence that supports your impressions/ judgments?
- What are some examples that stand out for you (student responses, work samples, interaction patterns)?

SEARCH FOR PATTERNS

- Given what occurred, how typical are these results?
- What percentage of the time does this (behavior, learning, response patterns . . .) tend to happen?

COMPARE/CONTRAST

- How similar or different is what you anticipated from what occurred?
- How might you compare students who were successful to those who were less so?

ANALYZE CAUSE-EFFECT

- What are some factors that influenced what happened?
- Given (specific success/concern), what's your hunch about what may have it produced it?

ORGANIZING AND INTEGRATING

GENERALIZATIONS

- What are some big ideas that you are taking away from this conversation?
- Based on this experience, what are some new connections (about students, curriculum, instruction) that you are making?

APPLICATIONS

- What are some things that you are taking away from this experience that will influence your practice in the future?
- As a result of new learning, what are some goals you're setting (for yourself, for your students, curriculum, this unit)?

Learning Partners

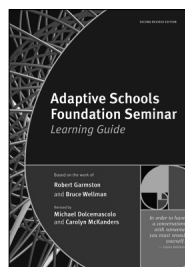
Make an appointment with 3 different people—one for each school supply image. Be sure you each record the appointment on your page. Only make the appointment if there is an open slot at that icon on each of your worksheets..



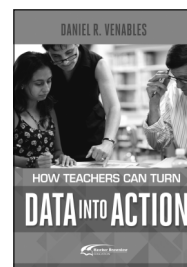


Available from Hawker Brownlow Education

Qty	Code	Title	Price
	CFAS5053	Adaptive Schools Foundation Seminar: Learning Guide, 2nd Revised Edition	\$44.95
	114007	How Teachers Can Turn Data into Action	\$27.95
	SOT3344	Got Data? Now What?	\$25.95
	CO1180	Putting FACES on the Data:	\$27.95
	CO7007	The Data Coach's Guide to Improving Learning for All Students	\$55.00
Total (plus freight) \$			



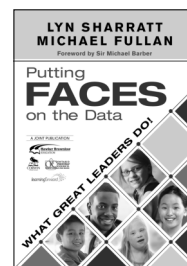
CFAS5053



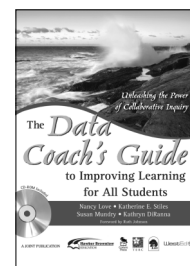
114007



SOT3344



CO1180



CO7007

Attention Order Number

Name of School

Address

..... State P/Code

Country

Email:

Yes, I would like to receive emails from Hawker Brownlow Education about future workshops, conferences and the latest publications.

Terms of Trade

- Prices are quoted in Australian dollars (\$AUD) and include GST
- All prices are subject to change without notice.
- For New Zealand customers, at the time of invoice, we will convert the amount into New Zealand dollars (\$NZD) so that you can pay by cheque or credit card in New Zealand dollars (\$NZD).
- Full money-back guarantee.
- We do realise it is difficult to order sight unseen. To assist you in your selection, please visit our website <www.hbe.com.au>. Go to 'Browse Books' and most titles will give you the option to view the first few pages of the book. Click 'View Contents' on your selected book page.
- We will supply our books on approval, and if they do not suit your requirements we will accept undamaged returns for full credit or refund. Posters are for firm sale only and will not be sent on approval. Please be aware that delivery and return postage is the responsibility of the customer.
- Freight costs are determined at Australia Post rates, with a minimum delivery charge of \$9.50 within Australia and \$15.00 for New Zealand for each order.
- Please provide your street address for delivery purposes.

To place an order, request a catalogue or find out more about our resources:

Call
1800 334 603
(03) 8558 2444

Fax
1800 150 445
(03) 8558 2400

Online
www.hbe.com.au

Mail
Hawker Brownlow Education
PO Box 580,
Moorabbin, VIC 3189

Do you want to know all about the latest professional development events in your area? Be the first to find out about new releases from world-renowned and local authors with the HBE e-newsletter! Upcoming titles will feature authentic assessment and digital media, along with a strong focus on success in mathematics and literacy. Sign up to our FREE e-newsletter at www.hbe.com.au.

Online 'On Account' ordering now available!

If you have a pre-existing account with Hawker Brownlow Education, you can now order online and pay using that account.