

# High-Quality Feedback Innovation Configuration Map

**Purpose:** For individuals, pairs, and teams to assess the quality of their feedback that intends to accelerate improvement in classroom practice

	1	2	3	4
<p><b>Description</b> <u>Purpose:</u> to see and hear what's going on in a classroom</p>	<p>Feedback is highly <b>descriptive</b>, balancing rich descriptions of student behaviors and teacher behaviors. Feedback includes <b>data</b> that was seen and heard, using direct <b>quotations</b> when appropriate.</p> <p><i>"Three students put their heads down during the ten-minute movie, near the six-minute mark. You remained at the back of the room speaking once to a student. It appeared that 10 students wrote something down. One student near the door used a Flow Map."</i></p>	<p>Feedback is mostly <b>descriptive</b>, including <b>approximations</b> for what was seen and/or heard. Feedback may include student behaviors as well as teacher behaviors.</p> <p><i>"Three students slept during the ten-minute movie. You remained at the back of the room watching the movie with the students."</i></p>	<p>Feedback uses primarily <b>evaluative</b> and <b>interpretive</b> language. Feedback may include student behaviors as well as teacher behaviors.</p> <p><i>"Students appeared off-task and bored during the movie despite your directions for them to take notes."</i></p>	<p>Feedback primarily draws on <b>evaluative</b> language. Feedback is limited to teacher behaviors.</p> <p><i>"You allowed the sleeping students too long before you intervened."</i></p>
<p><b>Conditional language</b> <u>Purpose:</u> to ponder a possible gap in practice</p>	<p>Conditional language is effectively used to help the reader <b>deeply consider gaps</b> or unintended results.</p> <p><i>"At least three standards in this observation appear to be affected by students' responsibilities when they arrive to class."</i></p>	<p>Conditional language is effectively used that would spur the reader to <b>pause and consider</b>.</p> <p><i>"It seems that there may be a connection between instructional time lost and classroom routines."</i></p>	<p>Conditional language is used to offer <b>suggestions</b>.</p> <p><i>"We are curious about the potential if students had a consistent routine every time they entered their room."</i></p>	<p><b>Rhetorical questions</b> are used to suggest.</p> <p><i>"What might happen if you had something up on the ACTIVBoard the first moment students entered the room?"</i></p>
<p><b>Point of View</b> <u>Purpose:</u> to accept the feedback more about practice than the person</p>	<p>Feedback primarily focuses on <b>actions</b> instead of the teacher. Passive voice pervades the feedback.</p> <p><i>"The ACTIVBoard was used to model the Circle Map."</i></p>	<p>Feedback is primarily written focusing on the <b>observer</b>.</p> <p><i>"I observed that the ACTIVBoard was used to model the Circle Map."</i></p>	<p>Feedback is primarily written from <b>another person's</b> point of view.</p> <p><i>"You used the ACTIVBoard to model the Circle Map."</i></p> <p><i>"The teacher used the ACTIVBoard to model the Circle Map."</i></p> <p><i>"Ms. Smith used the ACTIVBoard to model the Circle Map."</i></p>	

Column 1 represents the ideal. Shaded cells represent variations that need improvement.

Van Soelen, T.M. (2016). *Crafting the feedback teachers need and deserve: A guide for leaders*. NY: Routledge.

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<b>Assumptions</b> <u>Purpose:</u> to acknowledge the observer has a partial picture	Assumptions inherent in the feedback are <b>explicitly</b> identified. <i>"Students identified that group composition sometimes changes. The grouping rationale was difficult to ascertain today."</i>	Assumptions are drawn from observational evidence. The assumptions are <b>not recognized</b> nor identified by the observer. <i>"Flexible groups are used to offer students more opportunities to learn with others."</i>	Assumptions are drawn from the <b>lack of observational evidence</b> . The assumptions are not recognized nor identified by the observer. <i>"Consider having the groups organized in more intentional ways based on assessment."</i>	
<b>Co-Teaching Model</b> <u>Purpose:</u> to identify purposes and jobs of multiple adults in classrooms	In co-teaching situations, the identified co-teaching model(s) serves as a <b>foundation</b> for the feedback. <i>"The Tree Map drawn on the board by Mrs. Smith as complementary co-teaching while you were discussing was referenced three times by students later in the discussion."</i>	In co-teaching situations, feedback is <b>related</b> to the co-teaching model(s) used but the model is not identified. <i>"Ms. Smith drew a Tree Map on the whiteboard as you discussed with students."</i>	In co-teaching situations, the co-teaching model(s) is identified but <b>disconnected</b> from any feedback. <i>"Today's lesson used the Complementary Co-Teaching model."</i>	In co-teaching situations, <b>nothing</b> in the feedback <b>reflects on the reality</b> of multiple adults present in the classroom. <i>[Feedback does not reference multiple adults in the classroom.]</i>
<b>Co-Teaching Equity</b> <u>Purpose:</u> to not reinforce hierarchies between adults	In co-teaching situations, language focuses on <b>equity</b> : on the <b>action</b> rather than the person. <i>"One Teach, One Observe was used. This content seems to need a co-teaching model where both adults are more actively engaged with students."</i>	In co-teaching situations, language suggests <b>power</b> : "having" another colleague do something. <i>"Consider having your co-teacher alternatively teach during your mini-lesson."</i>		

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