Supporting Teachers through Feedback to Empower Student Ownership

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Today, I will...
Develop an understanding of a 5-step process of how to utilize observation & feedback for support and to drive change

I will know I have it when I can...
Identify strategies and next steps based on my entry point and my team’s needs
Learner-Focused Feedback to Feed Forward

- Requires **analysis**
- Helps teachers **see impact**
- Results in **reflection and growth**
Where’s the magic?

● Does this feedback support a teacher in shifting ownership of learning to students? *Why or why not?*

● **Think:** How does this compare to feedback currently being provided in your school(s)?
From the field...
And discomfort is normalized! - Brené Brown
How do we cultivate growth?

Cultivate a *culture of learning*
Cultivate a *culture of* observation and feedback
Cultivate skills to observe for impact
The Solution

Open Doors

Ongoing Observation & Feedback

Open Minds
Step 1
Clarity and Common Understanding
What are some steps you have taken to create clarity and a common understanding?

• Design a portrait of a graduate
• Strategic planning
• Unpack/Professional learning for expectations like NGSS
• Build understanding of your instructional framework

Think: Is this where you need to start?
What do we want for our learners?

What is worth learning?

What is shared vs. student owned learning?

How do learners take ownership?
Assessment-Capable Learners
Leaders of Their Own Learning

Where am I going?

How am I going?

Where to next?

Learning how to learn &
When students see themselves as their own teachers

Hattie, 2012
Step 2
Skills, Dispositions, & Tools
<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
<th>Students</th>
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<tbody>
<tr>
<td>Skills</td>
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<td><strong>Skills</strong></td>
<td>How to communicate &amp; engage Ss w targets</td>
<td>How to self-assess &amp; determine readiness</td>
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<tr>
<td><strong>Dispositions</strong></td>
<td>Willing to take time to build in reflection opportunities</td>
<td>Willing to sit and try/reflect</td>
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<tr>
<td><strong>Tools</strong></td>
<td>Rigorous targets aligned to standards</td>
<td>Journals/notes</td>
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Step 3
Instructional Framework
### Indicator 1a.3 Intellectual Risk Taking

<table>
<thead>
<tr>
<th>Below Standard</th>
<th>Developing</th>
<th>Proficient</th>
<th>Exemplary</th>
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<tr>
<td>Creates a learning environment that discourages students from taking intellectual risks.</td>
<td>Creates a learning environment in which some students are willing to take intellectual risks.</td>
<td>Creates a learning environment in which most students are willing to take intellectual risks.</td>
<td>Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students.</td>
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CT Common Core of Teaching Framework, 1a
Let’s try it out

• Find a numbered indicator
• Form groups of #1, #2, & #3
• Read your indicators
• Discuss how each serves to cultivate student ownership
Step 4
Look-fors & Evidence-Collection
Strategy 14: Listen to teaching and learning

Strategy 15: View teaching & learning

Strategy 16: Interact with learners
How does a teacher create an environment where students will take risks?

What does it look and sound like when students are taking risks?
Strategy 14: Listen to teaching and learning

Teacher is using wait time & saying, “give Kendra a minute...”
Ss are saying, “I am not sure, but I am thinking...”

Strategy 15: View teaching & learning

Teacher is pointing to the talk moves anchor chart
Ss are all attempting the task using resources & each other

Strategy 16: Interact with learners

What do you do when you don’t know what to do?
Choose 1 indicator at your table. Complete a look-fors chart for each of the evidence-collection methods for that indicator.
Step 5
Classroom Visits & Feedback
From the field...
How will you cultivate growth?

What needs to start from a seed?
What needs to be fertilized?
What simply needs watering?
It’s not who I am underneath that defines me but what I do that defines me. ~Batman

Reach out!
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