



## Feedback: Conversation or written communication

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### **Background Leading to My Inquiry (Slide 2)**

I believe that long observations and walkthroughs are important, however, they often provide little opportunity for meaningful targeted feedback. Formal observation forms are cumbersome. The observer spends a great deal of time matching up what they observe on a checklist of instructional indicators. This process takes the focus away from noticing the teacher's instructional moves and student understanding and places the focus on a form. The form then becomes the focus of discussion. In addition, teachers see these as a tool to give them a "score" rather than a process to incite true reflection and instructional shifts.

Through this AR project, I wanted to develop a process for providing feedback through reflection questions, which is meaningful to teachers, and will allow them a better opportunity to reflect on their craft and help to shift their instructional practice.

### **The Purpose of My Inquiry (Slide 3)**

Therefore, the purpose of my action inquiry was to develop a process for providing meaningful feedback with reflection questions and determine which format teachers preferred.

### **My Wondering (Slide 4)**

With this purpose, I wonder which type of feedback teachers believe is most beneficial to their instruction, reflection questions on a Google Form or reflection questions through a face-to-face conversation.

### **My Actions (Slide 5)**

- In December, I read "The Coach Approach to School Leadership: Leading Teachers to Higher Levels of Effectiveness" By Jessica Johnson, Kathy Perret, and Shira Leibowitz.
- In January, I created a survey and sent it out to all certified teachers regarding the type of feedback they felt would be most beneficial to them , face-to-face or Google Form with reflection questions, and why.
- I then created a classroom visit schedule. The schedule included two back-to back visits during writing block, the first visit provided feedback using a Google Form and the second was a coaching conversation with reflection questions.

- After the two types of feedback were provided, a survey went out for the teacher to choose which feedback type was preferred and why.
- The information gathered from the two surveys was analyzed.

### **Data Collection: Pre Observation Survey (Slide 6)**

In January, a short survey was sent out to classroom teachers. The following two questions were asked on the survey.

1. After an informal classroom observation by your administrator, what type of feedback do you feel would be most beneficial to your continued growth as an educator? Choice A: A narrative that includes a description of what happened during the lesson and two or three questions to reflect on. Choice B: A debriefing meeting with your administrator where you reflect on the lesson through a conversation.
2. Consider the option you selected above; why do you believe this would be the best way for you to receive feedback?

### **My Data: Pre Observation Data (Slides 7)**

#### **Question 1 Results**

Of the 20-classroom teacher who were given the feedback survey 12 responded that they prefer to have a face-to-face meeting with the administrator and 8 said they would prefer a Google Form with reflective questions.

#### **Question 2 Results**

The following reasons were given for choosing a Google Form as the preferred type of feedback:

- It does not take time away from prep.
- Having time to think about the questions posed allows for better reflection.

The following reasons were given for choosing a face-to face meeting as the preferred type of feedback:

- Allows for a better conversation that can spark new ideas.
- The dialogue allows for better reflection.
- The teacher and administrator can talk about the lesson and clear up any confusion. It is a better way to communicate.

### **Data Collection: Post Observation Survey (Slide 8)**

Two classroom observations were conducted. After the first observation, a Google form was sent to the teacher. The form included four reflection questions to answer about the lesson/student understanding. After the second observation the teacher and I debriefed about the lesson. I asked similar reflections questions. A second survey was then sent out to the teacher. The following are the questions on the second survey.

1. Please take a minute to reflect back on the two types of feedback provided to you in recent observations. One type was a Google Form with questions for reflection. The other type was a debriefing conversation. Which type was most beneficial to you and provided you the best opportunity to be reflective about the lesson and make decisions about future instruction?
2. Please explain why you made the selection above.

### **My Data: Post Observation Data (Slides 9)**

#### **Questions 1 Results**

Due to COVID-19, I was only able to complete two observations and give the post survey to 13 teachers. Of the 13 teachers who were surveyed 2 said they preferred the Google Form. One of the two changed from face-to-face to the Google Form. 11 teachers responded they preferred the debriefing face-to-face.

#### **Question 2 Results**

The following reasons were given for choosing a Google Form as the preferred type of feedback:

- Less time coordinating schedules.
- Was able to take their time and think about the reflection questions.
- Liked the reflection questions.

The following reasons were given for choosing a face-to-face meeting as the preferred type of feedback:

- Liked the reflection questions and talking them through with someone.
- Able to discuss individual students and ways to meet their needs.
- Easier to bounce ideas around and brainstorm.

### **My Discoveries (Slide 10)**

1. I learned that teachers prefer a face-to-face conversation after an observation.
2. I learned that teachers found both feedback formats beneficial.
3. I learned that teachers like being asked reflection questions.

#### **Learning Statements Explained**

I learned that teachers prefer a face-to-face conversation after an observation. This finding was evident from the post survey data. 84% of teachers preferred this format. This percentage was higher than the pre observation data. I was pleased with this change because I prefer having the opportunity to sit side-by-side with the teacher and facilitate in guiding their thinking. The responses on the Google Forms were thoughtful but they were limited to only one idea. Sometimes it is necessary to steer the response into deeper thinking by asking another question that allows the teacher to continue digging deeper. This can only be done face-to-face.

I learned that teachers found both formats for providing feedback beneficial. This was revealed in their explanation of their feedback preference. 7 of the 13 teachers, so just over half, said they had a hard time making the choice because both types were beneficial. Only one teacher said they hated the Google Form. This learning will help guide my feedback decisions next year. I might use both types with those who said they had a difficult time deciding. I will know to never use this format with the teacher who stated she hated the Google Form.

I learned that teachers like reflection questions as a way to give feedback. This was also revealed through their explanation of the feedback preference. In both format options over half the teachers stated, they liked the reflection questions. This is helpful because I will try and be more diligent about asking good reflection questions after a long observation or a walkthrough next school year rather than go through the formal document.

### **Where I Am Heading Next (Slide11)**

#### **My Big Ideas from My AR Project**

The action research journey brought me new insight on helping teachers be reflective about their instruction and student understanding. I learned that asking good questions is critical. I learned the format matters but the questions matter more. This project affirmed what I already knew about the Howard teachers. Even though it takes more time and can be more challenging, they prefer setting aside the extra time to reflect on their craft.

#### **What is Next for Me?**

- At the beginning of next school year, I will send out a survey asking teachers to choose an area they would like to improve or receive feedback on throughout the school year.
- Moving forward, I will ask reflection questions after both formal and informal observations. I will no longer use the observation document as the main reference for the discussion.
- The teachers will video record one lesson in their area of focus. I will watch the recording to determine reflection questions. The teacher and I will watch parts of the recording together and reflect.

#### **My New Wondering**

I wonder how teacher's mindset about instruction would change if they were the observer and the asker of good reflection questions?

**Bibliography (Slide 12)**

Leibowitz, S., Perret, K., Johnson, J. (2017). *The Coach Approach to School Leadership: Leading Teachers to Higher Levels of Effectiveness*. United States: ASCD.

Knight, J. (2015). *Better Conversations: Coaching Ourselves and Each Other to Be More Credible, Caring, and Connected*. United States: SAGE Publications.

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feedback



*I wonder if teachers have a preference in the type of feedback they receive?*

*I wonder if teachers believe one type of feedback helps them to better reflect on their craft?*

*What types of feedback could I test?*

## Background Leading to my Inquiry

I believe that long observations and walkthroughs are important, however, they often provide little opportunity for meaningful targeted feedback. Formal observation forms are cumbersome. The observer spends a great deal of time matching up what they observe on a checklist of instructional indicators. This process takes the focus away from noticing the teacher's instructional moves and student understanding and places the focus on a form. The form then becomes the focus of discussion. In addition, teachers see these as a tool to give them a "score" rather than a process to incite true reflection and instructional shifts.

Through this AR project, I wanted to develop a process for providing feedback through reflection questions, which is meaningful to teachers, and will allow them a better opportunity to reflect on their craft and help to shift their instructional practice.

# The Purpose of my Inquiry

The purpose of my action inquiry was to develop a process for providing meaningful feedback with reflection questions and determine which format teachers preferred.





# My Wondering

I wonder which type of feedback teachers believe is most beneficial to their instruction; reflection questions on a Google Form or reflection questions through a face-to-face conversation.

*Will these visits and feedback help me make better instructional decisions for our school and for individual teachers?*

*Will these visits and feedback help teachers feel less stressed when I am in their classroom?*



# Actions Taken

- In December, I read "The Coach Approach to School Leadership: Leading Teachers to Higher Levels of Effectiveness" By Jessica Johnson, Kathy Perret, and Shira Leibowitz.
- In January, I created a survey and sent it out to all certified teachers regarding the type of feedback they felt would be most beneficial to them , face-to-face or Google Form with reflection questions, and why.
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- The information gathered from the two surveys was analyzed.





# Pre Observation Data

In January, a short survey was sent out to classroom teachers. The following two questions were asked on the survey.



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2. Consider the option you selected above; why do you believe this would be the best way for you to receive feedback?

# Question 1 Results

Of the 20-classroom teacher who were given the feedback survey 12 responded that they prefer to have a face-to-face meeting with the administrator and 8 said they would prefer a Google Form with reflective questions.



# Question 2 Results

The following reasons were given for choosing a Google Form as the preferred type of feedback:

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The following reasons were given for choosing a face-to-face meeting as the preferred type of feedback:

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# Post Observation Data

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# Question 2 Results

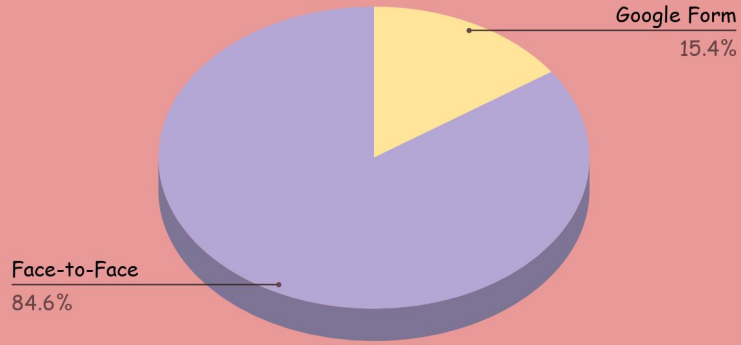
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Type of Feedback Preferred



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My Discoveries



## Next Steps

# BIG IDEAS

The action research journey brought me new insight on helping teachers be reflective about their instruction and student understanding. I learned that asking good questions is critical. I learned the format matters but the questions matter more. This project affirmed what I already knew about the Howard teachers. Even though it takes more time and can be more challenging, they prefer setting aside the extra time to reflect on their craft.

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- Moving forward, I will ask reflection questions after both formal and informal observations. I will no longer use the observation document as the main reference for the discussion.
- The teachers will video record one lesson in their area of focus. I will watch the recording to determine reflection questions. The teacher and I will watch parts of the recording together and reflect.



I am now wondering...

I wonder how teacher's mindset about instructional strategies would change if they were the observer and the asker of good reflection questions?

# Bibliography

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