



COLORADO

Department of Education

The Purpose of Evaluation: Feedback! Supporting Evaluators to Do It Well!

CEI Showcase – Snowmass, Colorado

June 23, 2015



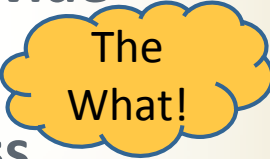

Objectives

- To think about different types of feedback that can be meaningful to educators' growth
- Learn about the Educator Effectiveness Liaison Network (EELN) that started this past school year

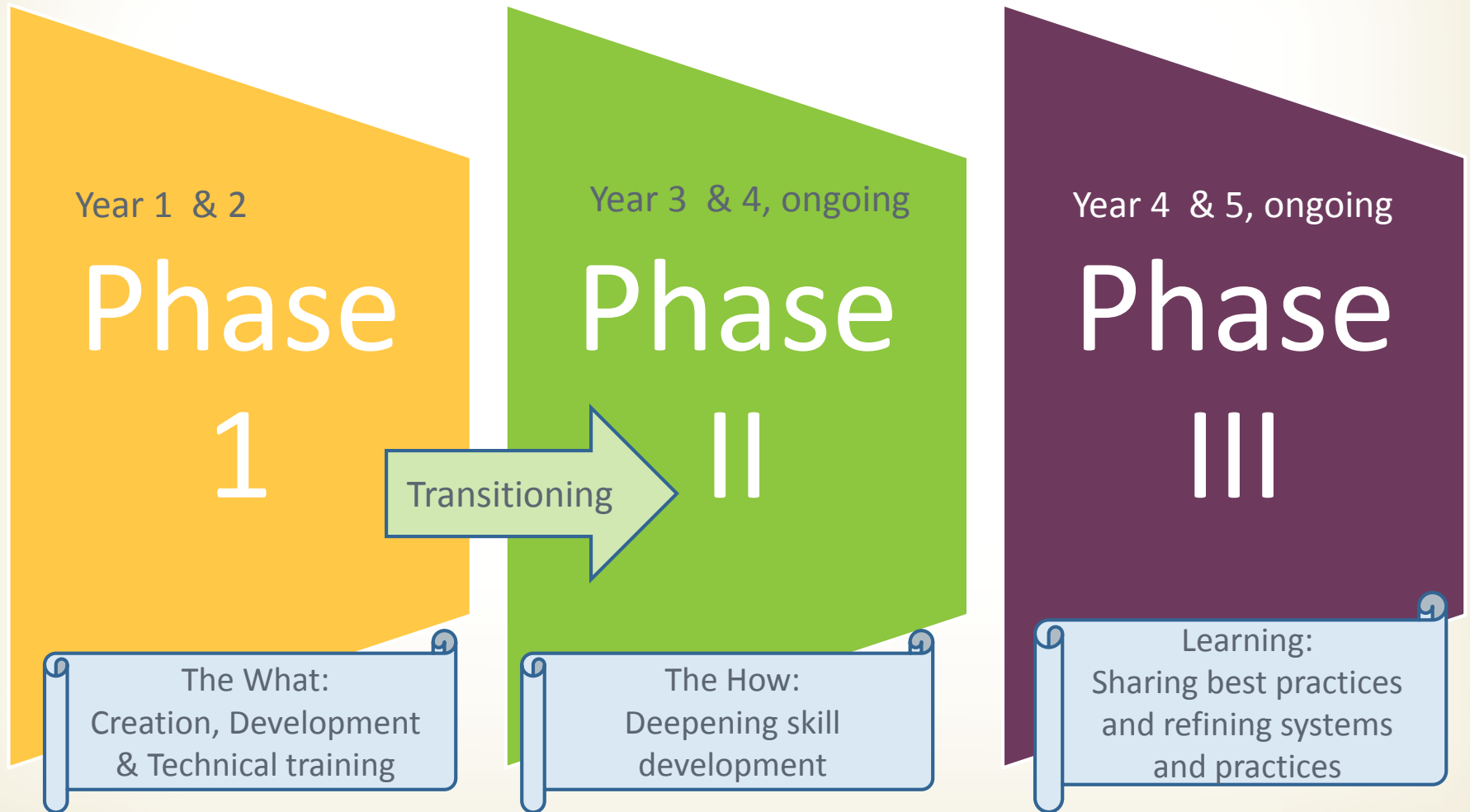


Educator Effectiveness History

Where we started and our trajectory...

- Policy framework- Expectations in 191 and Rules 
- System development- create rubrics, User's Guide, MSL guidance
- Piloting and refinement 
- System communication- factsheets, newsletters, state-wide presentations about what is coming 
- Technical system training-rubrics, scoring, 9 Step Process
- Now moving from “The What” to “The How” 

Evolving Support, The CO Journey of 191 Implementation



CDE's Theory of Action

Educator Effectiveness Liaison Network

If CDE convenes an Educator Effectiveness Liaison Network and ensures:

- It's grounded in the Colorado Academic Standards; and
- Liaisons are provided content around best practices for observation and feedback to deepen their understanding; and
- Each district has a feedback and observation system in place; and
- Liaisons prioritize and create Action Plans for immediate implementation; and
- On-site support of Liaisons to implement their district's Action Plans.

Then:

- District Liaisons will have an increased understanding of evaluation systems, structures, and processes that move from compliance to a meaningful process that;
- Increases high quality, reliable teacher observation and feedback; and thus

Resulting in
increased student
achievement

Increases teacher
effectiveness



Educator Effectiveness Liaison's Theory of Action

If Educator Effectiveness Liaisons work directly with principals in their district to:

- Ground this work in the Colorado Academic Standards; and
- Deepen their understanding of best practices around observation and feedback; and
- Ensure fidelity of implementation of the State Model Evaluation Process and district practices; and
- Partner with principals to identify quality teacher instructional practices; and
- Provide coaching feedback to principals on their implementation and help plan next steps for continuous improvement of the evaluation cycle.

Then:

- District principals will have an increased understanding of evaluation systems, structures, and processes that move from compliance to a meaningful process that;
- Increases high quality, reliable teacher observation and feedback; and thus

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Feedback

“Feedback is information about how we did in light of what we attempted. Intent vs. effect. Actual vs. ideal performance. The best feedback is highly specific, descriptive of what we did and did not do in light of standards, and occurs in both a timely and ongoing way. Think of the best feedback systems: computer games, your shower faucets, or tasting the meal as you cook. Or recall how often the music or tennis coach provides a steady flow of feedback to show you how your actions cause this or that result...

What feedback most certainly isn't is praise and blame or mere encouragement.”

Grant Wiggins



Five Forms of Feedback

- Think about 2-4 examples of feedback you have given or received.

Write each one on a separate sticky note.

- Judgments
- Personal Observations
- Inferences
- Data
- Mediative Questions



Five Forms of Feedback

The coach uses data and mediative questions to enable the coachee to make his/her own judgments, personal observations, and inferences.

EELN Panel Discussion



Contacts

CDE team and EELN Panel Members

- Mary Bivens
 - Bivens_M@cde.state.co.us
- Sue Gill
 - susangill7982@gmail.com
- Zack Allen
 - zack.allen@moffatsd.org
- Lynn Kintz
 - lynnkintz@gmail.com
- Jim Parr
 - jparr@cortez.k12.co.us
- Dan Snowberger
 - dsnowberger@durango.k12.co.us

