Providing Feedback and Support

PUBLIC CONSULTING GROUP

engage^{ny}

CCSS INSTRUCTIONAL PRACTICE GUIDE

This guide provides concrete examples of what the Core Actions for implementing the Common Core State Standards (CCSS) for English Language Arts in grades 6-12 look like in daily planning and practice. It is designed as a developmental tool for teachers and those who support teachers and can be used to observe a lesson and provide feedback or to guide lesson planning and reflection. For all uses, refer to the CCSS for English Language Arts and Literacy (corestandards.org/ELA-Literacy).

ELA
ENGLISH LANGUAGE ARTS

6-12
GRADES 6-12

D
DAILY

The Shifts required by the Common Core State Standards for English Language Arts and Literacy are[1]:
1. Building knowledge through content-rich nonfiction
2. Reading, writing, and speaking grounded in evidence from text, both literary and informational
3. Regular practice with complex text and its academic language

Date:

Class:

Teacher:

Unit or Lesson:

Standards Addressed:

The Core Actions should be evident in planning and observable in instruction. For each lesson, artifacts or observables might include: lesson plan, text(s) and materials, tasks, teacher instruction, student discussion and behavior, and student work. When observing a portion of a lesson, some indicators may be appropriately left blank.

CORE ACTION 1: Focus each lesson on a high quality text (or multiple texts).

INDICATORS	EVIDENCE OBSERVED OR GATHERED	
A. A majority of the lesson is spent reading, speaking, or writing about text(s).	1　　2　　3　　4 There is no text under consideration in this lesson. ⟶ The lesson is focused on a text or multiple texts.	Notes:
B. The text(s) are at or above the complexity level expected for the grade and time in the school year.[2]	1　　2　　3　　4 The text(s) are below both the quantitative and qualitative complexity expected for the grade and time in the school year. ⟶ The text(s) are at or above both the qualitative and quantitative complexity expected for the grade and time in the school year.	
C. The text(s) exhibit exceptional craft and thought and/or provide useful information.	1　　2　　3　　4 The quality of the text(s) is low — they are poorly written and do not provide useful information. ⟶ The quality of the text(s) is high — they are well written and/or provide useful information.	

CORE ACTION 2: Employ questions and tasks that are text dependent and text specific.

INDICATORS	EVIDENCE OBSERVED OR GATHERED	
A. Questions and tasks address the text by attending to its particular structure(s), concepts, ideas, and details.	**1** **2** **3** **4** Questions and tasks do not refer directly to the text and instead elicit opinion answers. Questions and tasks repeatedly return students to the text to build understanding.	Notes:
B. Questions and tasks require students to cite evidence from the texts to support analysis, inferences, and claims.	**1** **2** **3** **4** Questions and tasks can be answered without reference to evidence from the text. Questions and tasks require students to cite evidence from the text.	
C. Questions and tasks attend to the academic language (i.e., vocabulary and syntax) in the text.	**1** **2** **3** **4** Questions and tasks do not explicitly attend to academic language or focus exclusively on domain-specific vocabulary. Questions and tasks intentionally support students in developing facility with academic language.	
D. Questions are sequenced to guide students in delving deeper into text and graphics. These inferences should relate to key ideas of the text.	**1** **2** **3** **4** Questions do not follow a clear sequence or are all at the same level of depth. Questions are sequenced to support and challenge students in deep examination of the text.	

CORE ACTION 3: Provide all students with opportunities to engage in the work of the lesson.

Scale:
1 = The teacher does not provide students opportunity and very few students demonstrate this behavior.
2 = The teacher provides students opportunity inconsistently and few students demonstrate this behavior.
3 = The teacher provides students opportunity consistently and some students demonstrate this behavior.
4 = The teacher provides students opportunity consistently and all students demonstrate this behavior.

INDICATORS	ILLUSTRATIVE STUDENT BEHAVIOR	EVIDENCE OBSERVED OR GATHERED	
A. The teacher provides the conditions for all students to focus on text.	Students persist in efforts to read, speak and/or write about demanding grade-level text(s).	**1 2 3 4**	Notes:
B. The teacher expects evidence and precision from students and probes students' answers accordingly.	Students habitually provide textual evidence to support answers and responses.	**1 2 3 4**	
C. The teacher creates the conditions for student conversations and plans tasks where students are encouraged to talk about each other's thinking.	Students use evidence to build on each other's observations or insights during discussion or collaboration.	**1 2 3 4**	
D. The teacher acts on knowledge of individual students to promote progress toward independence in grade-level literacy tasks.	When possible, students demonstrate independence in completing literacy tasks.	**1 2 3 4**	

This tool is for use by teachers, those providing support to teachers, and others working to implement the CCSS for English Language Arts and Literacy – it is not designed for use in evaluation. The guide is intended for use in conjunction with the CCSS Instructional Practice Guide: Supplement for Reflection Over the Course of the Year. Both tools are available at achievethecore.org/instructional-practice.

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The Shifts required by the Common Core State Standards for English Language Arts and Literacy are:
1. Building knowledge through content-rich nonfiction
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3. Regular practice with complex text and its academic language

Date: 10/31/2013

Class: ✓

Teacher: J. Teacher

Unit or Lesson: R+J 9.1.3 #7

Standards Addressed: RL.9-10.3, 9-10.4, 9-10.5

The Core Actions should be evident in planning and observable in instruction. For each lesson, artifacts or observables might include: lesson plan, text(s) and materials, tasks, teacher instruction, student discussion and behavior, and student work. When observing a portion of a lesson, some indicators may be appropriately left blank.

CORE ACTION 1: Focus each lesson on a high quality text (or multiple texts).

INDICATORS	EVIDENCE OBSERVED OR GATHERED
A. A majority of the lesson is spent reading, speaking, or writing about text(s).	**Notes:** Reading about R+J after the Ball. — Students reading excerpts along with Audio file All but 3 students Are following along with Pen.

A. A majority of the lesson is spent reading, speaking, or writing about text(s).

1 — 2 — 3 — 4
There is no text under consideration in this lesson. / The lesson is focused on a text or multiple texts. *(3 circled)*

B. The text(s) are at or above the complexity level expected for the grade and time in the school year.[2]

1 — 2 — 3 — 4
The text(s) are below both the quantitative and qualitative complexity expected for the grade and time in the school year. / The text(s) are at or above both the qualitative and quantitative complexity expected for the grade and time in the school year. *(3 circled)*

C. The text(s) exhibit exceptional craft and thought and/or provide useful information.

1 — 2 — 3 — 4
The quality of the text(s) is low – they are poorly written and do not provide useful information. / The quality of the text(s) is high – they are well written and/or provide useful information. *(3 circled)*

Refer to Common Core Shifts at a Glance (achievethecore.org/ELALitShifts) for additional information about the Shifts required by the CCSS.
[2] Refer to achievethecore.org/ela-literacy-common-core/text-complexity/ for text complexity resources.

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CORE ACTION 2: Employ questions and tasks that are text dependent and text specific.

INDICATORS	EVIDENCE OBSERVED OR GATHERED
	Notes: Graphic Organizer used as notes for students after brief whole class discussion. Qs —What were some of — Why do you think — what kind of Person do you think — How did Shakespeare show —
A. Questions and tasks address the text by attending to its particular structure(s), concepts, ideas, and details.	**1** Questions and tasks do not refer directly to the text and instead elicit opinion answers. **2** **3** **4** Questions and tasks repeatedly return students to the text to build understanding.
B. Questions and tasks require students to cite evidence from the texts to support analysis, inferences, and claims.	**1** Questions and tasks can be answered without reference to evidence from the text. **2** **3** **4** Questions and tasks require students to cite evidence from the text.
C. Questions and tasks attend to the academic language (i.e., vocabulary and syntax) in the text.	**1** Questions and tasks do not explicitly attend to academic language or focus exclusively on domain-specific vocabulary. **2** **3** **4** Questions and tasks intentionally support students in developing facility with academic language.
D. Questions are sequenced to guide students in delving deeper into text and graphics. These inferences should relate to key ideas of the text.	**1** Questions do not follow a clear sequence or are all at the same level of depth. **2** **3** **4** Questions are sequenced to support and challenge students in deep examination of the text.

CORE ACTION 3: Provide all students with opportunities to engage in the work of the lesson.

INDICATORS	ILLUSTRATIVE STUDENT BEHAVIOR	EVIDENCE OBSERVED OR GATHERED		
				Notes: Students form groups. Are they assigned? heard from student: why do you believe that when the text says this?
A. The teacher provides the conditions for all students to focus on text.	Students persist in efforts to read, speak and/or write about demanding grade-level text(s).	1 2 3 **4**		
B. The teacher expects evidence and precision from students and probes students' answers accordingly.	Students habitually provide textual evidence to support answers and responses.	1 2 **3** 4		
C. The teacher creates the conditions for student conversations and plans tasks where students are encouraged to talk about each other's thinking.	Students use evidence to build on each other's observations or insights during discussion or collaboration.	1 2 **3** 4		
D. The teacher acts on knowledge of individual students to promote progress toward independence in grade-level literacy tasks.	When possible, students demonstrate independence in completing literacy tasks.	1 2 **3** 4		

Scale:
1 = The teacher does not provide students opportunity and very few students demonstrate this behavior.
2 = The teacher provides students opportunity inconsistently and few students demonstrate this behavior.
3 = The teacher provides students opportunity consistently and same students demonstrate this behavior.
4 = The teacher provides students opportunity consistently and all students demonstrate this behavior.

One group (I'm left Corner) talk... that mode...

Providing Feedback and Support Case Studies

Professionals gain insight from the discussion surrounding an analysis of a real-life scenario that a case study presents.

Case Study 1: Walk Through Observation

John Principal has a few minutes before a scheduled meeting with a parent. He decides to drop into a ninth grade classroom. He enters Jane Teacher's ELA classroom and begins to scan the area. He reads the board quickly and determines that the class is reading *Romeo and Juliet*—a lesson he has seen hundreds of times in his 15 years as an administrator. He notices immediately the students are organized into small groups of three and four people. Ms. Teacher is standing on the far side of the room interacting with one group. He begins to walk among the groups and hones in on a conversation of one group in the back. The students are discussing the scenes immediately following the Capulet's ball. The group records answers to questions on a graphic organizer provided by the teacher. The questions all begin with language that emphasizes the content of the play in chronological order. He looks over at another group in the room; the students are engaged in conversation. While listening, he realizes that they are discussing plans for the weekend. He notices that group has a completed graphic organizer. A third group is still on the first section of the graphic organizer. When he looks up, he notices that the teacher has moved to another group and is pointing to the graphic organizer while talking. He looks at his watch, realizes he has been in the classroom for close to ten minutes, and begins to walk to the door. He stands just outside of the door and begins to make notes about his classroom visit.

Debrief

- What are your first reactions to this case study?
- What specific observations did this principal make?
- How would you provide feedback to this teacher?
- How does your feedback align to the Instructional Practice Guide?

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Case Study 2: Snapshot Observation

John Principal has a plan to spend at least 20 minutes in each classroom to provide feedback to teachers about how they are doing with the CCSS implementation at his school. He begins his day with this intention; however, a teacher pulls him into a parent meeting and he has to start mid-period. When he walks into Joe Teacher's classroom, students are listening to *Romeo and Juliet* read by an actor through the computer. Half of the students are looking at the text; the other half are marking the text as they read along with the actor. A few students have highlighters; the majority are using a pen or pencil. The reading stops. Mr. Teacher asks the class, "What was your overall impression of the scene?" Three students raise their hands. He calls on a student in the front row. The student spends three minutes on his view of the scene. The behavior of the other students in the class indicate boredom after the first minute. The teacher shifts the lesson toward group work. Students move into groups of four based on seating location. John Principal notices that the groups organized themselves efficiently and without much direction. Students assume assigned roles in the group and begin immediately to engage in the questions on the graphic organizer. In the group closest to the back wall, the principal sees everyone writing down notes on what the other students in the group are discussing. The teacher speaks to one group about on task behavior before asking a follow-up question to the first question on the graphic organizer. The teacher waits for a student in the group to speak up. Another student adds to his peer's response. The teacher circulates to another group. After another five minutes, the teacher warns the whole class there is one minute to finish the work in the groups. The teacher ends class with a Quick Write. Students have five minutes to give their opinion in response to the question, "Should Romeo have revealed himself?" Some students do not write a response. Students hand the assignment in at the door on their way out of class. The teacher does not assign homework.

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Debrief

- What are your first reactions to this case study?
- What specific observations did this principal make?
- How would you provide feedback to this teacher?
- How is this feedback different/same from the walk through case study?
- How does your feedback align to the Instructional Practice Guide?

Checklist

Was the feedback:	Evidence of Feedback Criteria:
Goal-referenced?	
Tangible and transparent?	
Actionable?	
User-friendly?	

Note Catcher

Challenges to Effective Feedback

Use the space below to record your thinking on the using a coaching approach while giving feedback to teachers.

Questions to Consider As You Review Evidence Guide
What are essential components of an effective feedback session with a teacher?   What other challenges do you face in providing effective feedback to teachers?   How will you work toward not falling back on the familiar methods of feedback?

Note Catcher

Session Reflections

Use the space below to record your thinking from this session. Think about ways to share your learning back at your school with your administrative team and your teaching staff.

Reflection Questions
Does effective feedback require the tough conversation? Explain.   What are the things you would see/hear in a coaching session after an observation?   What should you not see/hear?