USING FEEDBACK TO PROMOTE TEACHERS’ GROWTH

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ABOUT YOUR CO-PRESENTERS

Jane Ellison is Co-Director of the Center for Cognitive Coaching℠. She provides consultation to school districts and other organizations in the areas of change and transition, Cognitive Coaching℠, The Adaptive School: Developing Collaborative Groups, quality professional and organizational development, curriculum development, effective instruction, supervision, facilitation and group development.

Jane was the Director of Elementary Education for Douglas County School District Re. 1, Colorado, the fastest growing county in the nation, from 1992-1998, In that position, Jane was responsible for the development of elementary standards and curriculum, the monitoring of instruction and the supervision of principals. Jane also facilitated elementary principal search committees. Jane was a principal for 15 years -- 4 in Douglas County, Colorado and 11 in Tinley Park, Illinois. Her teaching experience is in the primary grades and at the graduate college level. She holds a B.A. in Elementary Education and Social Sciences from SMU, an M.Ed. in Elementary Supervision from the University of North Texas, and an Ed.D. in Administration from VPI&SU, Blacksburg, Virginia. She is licensed as an administrator in Colorado and Illinois, and as a supervisor in Texas.

Carolyn McKanders is Co-Director of the Center for Adaptive Schools along with Michael Dolcemascolo. As an educational consultant, Carolyn specializes in individual, group and organization development. Her passion is promoting quality human relationships through communication, collaboration and leadership skills development.

Carolyn’s background includes 28 years of experience in Detroit Public Schools as a teacher, counselor and staff development specialist. Presently, she presents seminars internationally on developing Adaptive Schools, enhancing presentation effectiveness, and facilitation skills. She also provides Polarity Management™ training, which supports organizations in identifying and managing competing tensions inherent in social systems.

Carolyn has extensive experience in group facilitation. She has successfully helped groups to clarify vision and work collaboratively to achieve professional community and desired results. In addition to her work in educational settings, she is a family and women's counselor. From her counseling experience she brings to her work a deep belief in the unlimited capacity and resilience of the human spirit.

Carolyn holds a Bachelor of Science degree in Child Development and Education from Michigan State University, a Master of Arts Degree in Counseling and Education from the University of Michigan, and a Master of Social Work Degree in Family and Children Services from Eastern Michigan University.
OUTCOMES

• Understand how feedback affects thinking

• Understand the impact that data has on behavior

• Learn how to collect and deliver feedback that supports thinking

AGENDA

Welcome and Introductions

Four Support Functions

Categories of Feedback

The Role of Data in Supporting Thinking

RESOURCES

## FOUR SUPPORT FUNCTIONS

<table>
<thead>
<tr>
<th>SUPPORT FUNCTION</th>
<th>INTENTION</th>
<th>PURPOSE</th>
<th>SOURCE OF CRITERIA FOR JUDGMENT</th>
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<tr>
<td>Cognitive Coaching&lt;sup&gt;SM&lt;/sup&gt;</td>
<td>Transform the effectiveness of decision-making, mental models, thoughts, and perceptions and habituate reflection.</td>
<td>Enhance and habituate self-directed learning: self-managing, self-monitoring, self-modifying.</td>
<td>The teacher</td>
</tr>
<tr>
<td>Collaborating</td>
<td>Form ideas, approaches, solutions, and focus for inquiry.</td>
<td>Solve instructional problems; apply and test shared ideas; learn together.</td>
<td>The teacher and colleague</td>
</tr>
<tr>
<td>Consulting</td>
<td>Inform regarding student needs, pedagogy, curriculum, policies, procedures, and provide technical assistance. Apply teaching standards.</td>
<td>Increase pedagogical and content knowledge and skills; institutionalize accepted practices and policies.</td>
<td>The consultant</td>
</tr>
<tr>
<td>Evaluating</td>
<td>Conform to a set of standards and criteria adopted by the organization.</td>
<td>Judge and rate performance according to understood externally produced standards.</td>
<td>The evaluator in reference to established standards</td>
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DISTINCTIONS AMONG SUPPORT FUNCTIONS


The many terms that are used in education to describe support services intended to improve instruction are often confusing: *consulting, mentoring, peer assistance, catalyst, supervision, coaching, evaluation*.

We distinguish four categories of functions intended to support teacher development: evaluating, collaborating, consulting and Cognitive Coaching™.

Three of these functions (coaching, collaborating and consulting) interact to improve instructional practice. For beginning teachers, the consulting and collaborating features prevail. Over time, coaching becomes the dominant function. These three functions, plus periodic evaluations of teacher performance based on adopted teaching standards, lead to increases in student learning. Each function plays a significantly different role, with very different mechanisms and intentions.

**Evaluation**

Evaluation is the assessment and judgment of performance based on clearly defined external criteria or standards. In most systems, personnel authorized by their position as administrator, supervisor, or department chair conduct evaluations. According to Donald Haefele (1993), evaluation serves to do the following:

- Screen out unqualified persons from certification and selection processes
- Provide constructive feedback to individual educators
- Recognize and help to reinforce outstanding service
- Provide direction for staff development practices
- Provide evidence that will withstand professional and judicial scrutiny
- Aid institutions in terminating incompetent or unproductive personnel
- Unify teachers and administrators in their collective efforts to educate students

**Consulting**

To consult is to “inform regarding processes and protocols, advise based on well developed expertise, or advocate for particular choices and actions” (Lipton and Wellman, 2000). In most school districts, skilful teachers have been designated as consultants, mentors, or peer coaches. These role titles do not necessarily describe how they do their work, for they may employ consulting, collaborating, and coaching to achieve their aims. Mentoring is the educational setting is usually thought of as a relationship between a beginning teacher and a more experienced colleague; however, principals sometimes mentor new principals. If the evaluation process reveals concerns about an experienced teacher/s work, a mentor may be assigned to suggest improved practices.
Consultants serve as information specialists about or advocates for content or processes based upon their greater experience, broader knowledge, and wider repertoire. A supporting teacher, working as a consultant, provides technical information to a more novice teacher or to peers about the content or skills being taught, the curriculum, teaching strategies, and child growth and development. As a process advocate, a consultant informs a teacher about alternative strategies and consequences associated with different choices of methodology and content. For beginning teachers, a consultant also provides information about school policies, procedures for obtaining special resources, protocols for parent conferences, and the like. Consulting skills include clarifying goals, modeling expert thinking and problem-solving processes, providing data, drawing on research about best practices, making suggestions based on experience, offering advice, and advocating.

To be successful, the consultant must have permission from the teacher to consult, which requires a high degree of credibility and trust. The consultant also must hold commonly defined goals and the client’s desired outcomes in mind.

The true test of a consulting relationship is the transfer of skills, behaviors, and increased “coachability” over time. The support person who needs to be needed can trap the teacher and himself into a dependency relationship. Likewise, the support person whose identity is primarily about being an expert may also trap herself into dependency relationships with the teacher. Within the context of Cognitive Coaching℠, consulting functions consistently lead toward the ultimate goal of self-directedness.

**Collaborating**
Collaborate comes from “co-labor.” Collaboration involves people with different resources working together as equals to achieve goals. Thus, teacher and support provider plan, reflect or problem solve together. Both are learners, offering ideas, listening deeply to one another, and creating new approaches toward student-centered outcomes. Both bring information to the interaction. Goals may come from a coaching question or from the expert perspective of a consulting voice.

**Cognitive Coaching℠**
Cognitive Coaching℠ is the nonjudgmental mediation of thinking. A Cognitive Coach can be anyone who is skillful in using the tools, maps, beliefs and valued of mediation described earlier in this chapter. Many of the tools of Cognitive Coaching℠ can be used in consulting and collaborating. However, the greatest distinction of Cognitive Coaching℠ is its focus on cognitive processes, on liberating internal resources, and on accessing Five States of Mind (consciousness, craftsmanship, efficacy, flexibility, interdependence) as the wellsprings of constructive thought and action. We discuss these in detail in Chapter 6. Cognitive Coaching℠ describes the assistance provided to support a teacher in self-directed learning while improving instruction.
FIVE CATEGORIES OF FEEDBACK

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<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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The coach uses ____________ and ______________
to enable the coachee to make his/her own

________________________, ______________________ and

________________________.
DATA AND SELF-DIRECTED LEARNING

What are data? How is it collected?
• Data are information, often in the form of facts or figures, obtained from observations, experiments, or surveys, used as a basis for making calculations or drawing conclusions.
• Data have no meaning except that which we make of it.
• Coaches address three categories of data:
  - data about student learning
  - data about teacher learning
  - data about teams/systems
• The coach and teacher agree on what data to collect and how to collect it—specificity is important.

What is the purpose and value of data?
• Data ground impressions and inferences on that which is observable.
• Data are gathered and communicated in ways that support self-directedness.
• The use of data differs with each support function:
  SM  - Cognitive Coaching—to mediate self-directed learning
  - Collaborating—to develop shared meaning
  - Consulting—to persuade/influence
  - Evaluating—to document judgments

How are data shared?
• First, the person being coached recalls the data—accurate self-reflection is a learnable skill.
• After the person has recalled his or her internal data, the coach gives the external data.
• Tips for sharing data:
  - Withhold all judgments
  - Show, don’t tell the data, when possible
  - Use quotes
  - Give behavioral descriptions
  - Record the times events occurred, when appropriate
  - Use a repertoire of data-gathering devices (e.g., charts for classroom traffic patterns, graphs for student response patterns, lists of students for time-on-task data)
  - Follow sharing of data with meditative questions (e.g., "What do you make of this?" or "What is your hunch about what was going on?")
POSSIBLE METHODS OF DATA COLLECTION

• Interviews/discussions
  one-on-one, small group, whole class

• Observe teacher–student interactions

• Observe students

• Review student artifacts -- class sets/random samples of
  - portfolios
  - daily assignments
  - learning logs
  - products for projects
  - performance
  - classroom assessments

• Review test scores
  classroom, district, state, national

• Administer written surveys/questionnaires
  student, individual teacher, department/team, staff

• Elicit parent feedback
  specific, general, written, oral

• Other: