

AEII Effective Feedback Webinar

Understanding How to Provide
Effective Feedback on
Interactions, Instruction, and
Curriculum Implementation



Webinar Basics



Keep your audio muted (when you're not speaking)



You can turn your video on or close it – your choice!



Use the chat bar and other interactive features to communicate with the presenter and others.

Free
resources for
you!



CLASS[®] Feedback Protocols



Classroom-Level External CLASS[®] Reports



Classroom-Level Local CLASS[®] Observation Feedback
Template and CLASS[®] Calculator



Informal Local Observations Forms



AEII Webpage



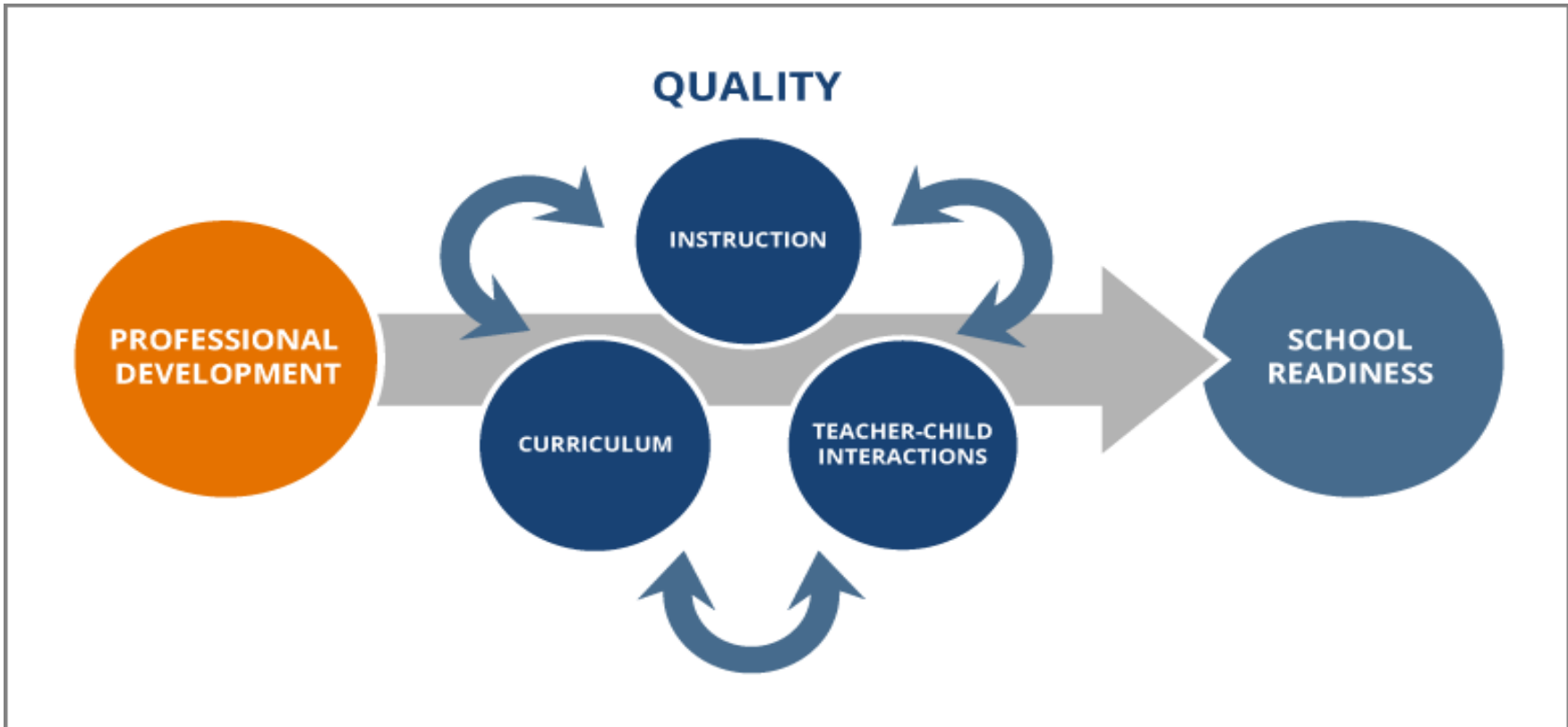
ECI Online PD Modules



Know, See, Do Action Planning Resources

Objectives

1. Understand the **principles of effective feedback** – and how feedback fits into effective PD
2. Explore **how to use formal and informal observation data** (including CLASS®) **to provide effective feedback**
3. Learn about **how to provide teachers with targeted action plans** to support growth in their teaching practices (interactions, instruction, curriculum implementation)



6 Elements of Effective PD



Data-driven



Specific, articulated objectives with a sustained focus on key areas



Practice-focused



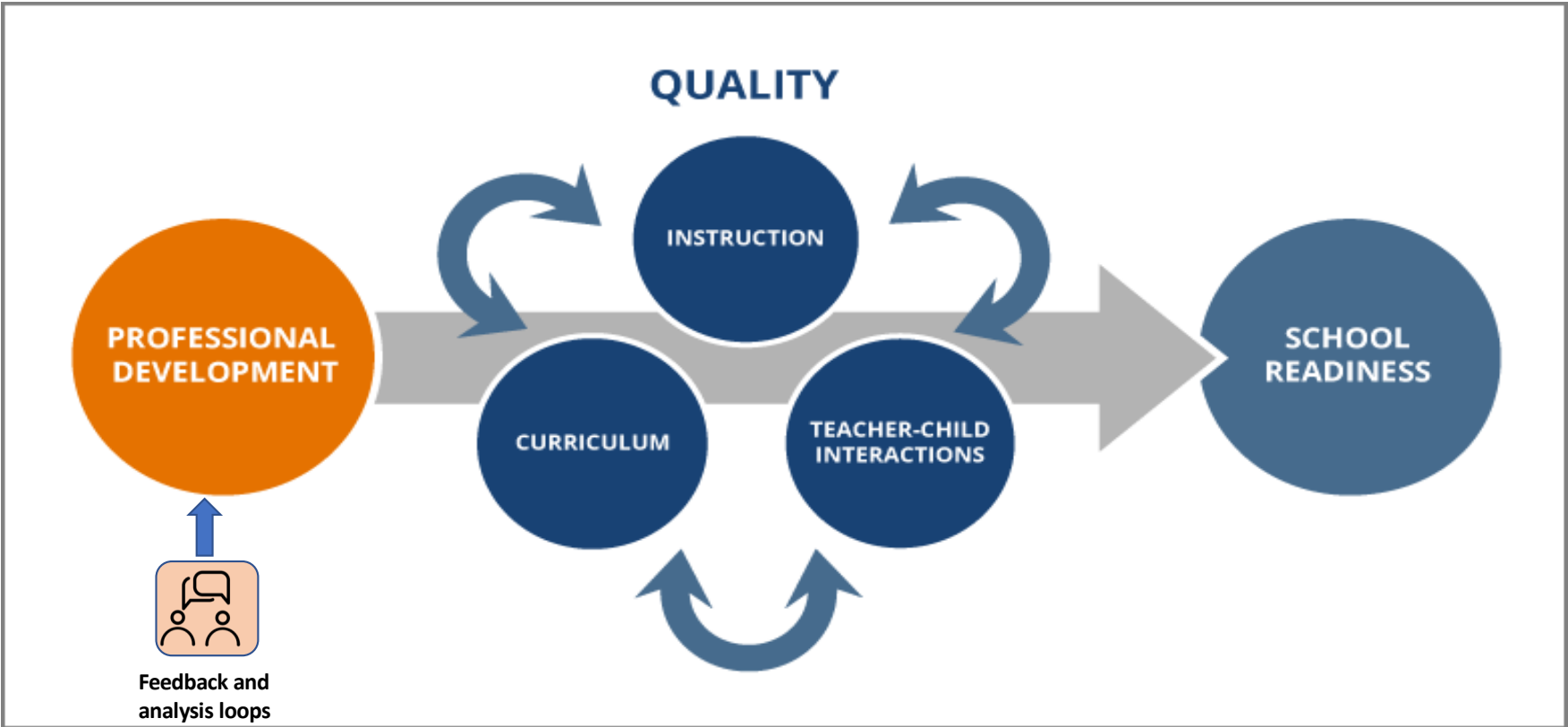
Feedback and analysis loops



Coherence



Access for all teachers





Feedback should focus on practices that matter

Which pathway makes the most sense for your division?

Interactions

Curriculum

Instruction



Frequent
feedback is
better!



Formal CLASS[®] External + Local Observations

- **External** collected every-other-year by CASTL
- **Local** collected 2x/year by programs (fall + spring)- Required starting 2020-21

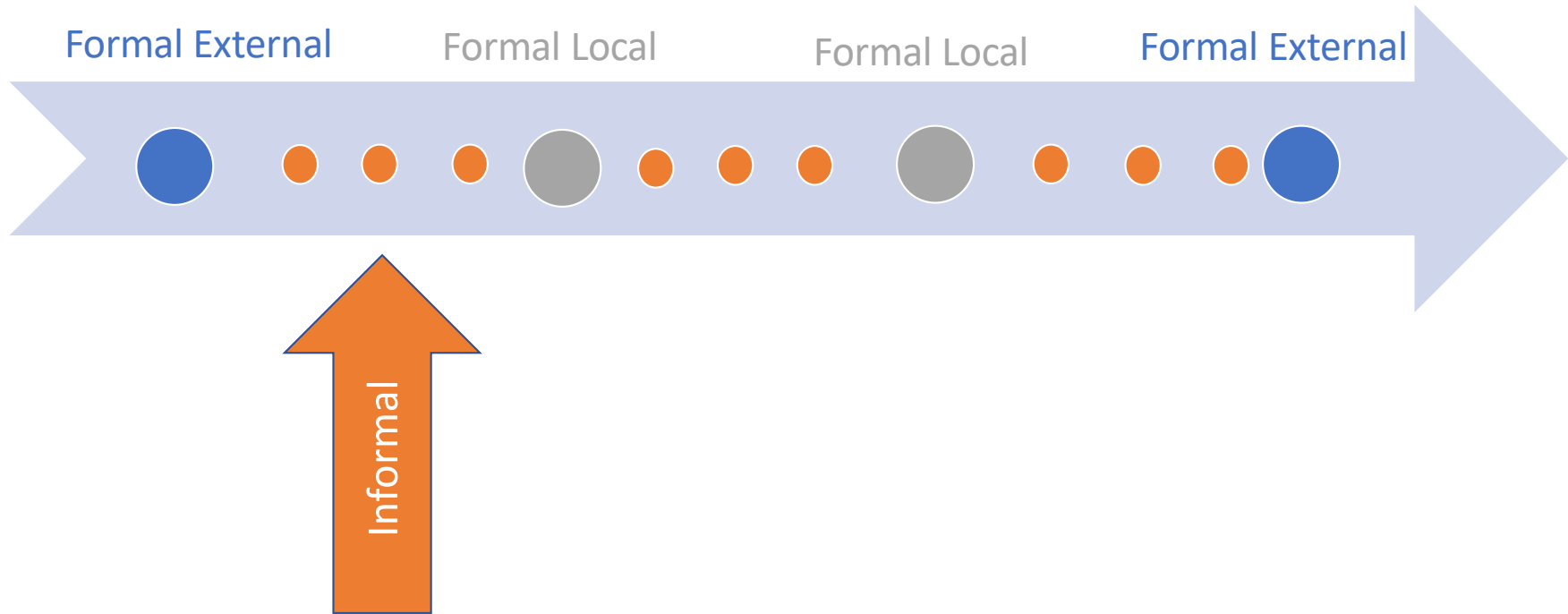
Early
Adopters

2020-21	2021-22
1x External Formal CLASS [®] Observation	
2x Local Formal CLASS [®] Observation	2x Local Formal CLASS [®] Observation

Current
Adopters

2020-21	2021-22
	1x External Formal CLASS [®] Observation
2x Local Formal CLASS [®] Observation	2x Local Formal CLASS [®] Observation

How can we support **growth** between these formal observations?





3 Types of CLASS[®] Reports and Feedback Opportunities

- External CLASS[®] Reports (formal)
- Local CLASS[®] Observation (formal) Feedback Form (optional template)
- Focused Observation (informal) forms for note-taking and feedback planning (optional)

Sample External CLASS[®] Report (formal)

Observation Date: 2/27/19
Teacher 1: Jane Smith

Virginia Elementary
Teacher 2: Anne Jones

Virginia Division

Classroom-Level CLASS Observation Report

You were recently observed using the Classroom Assessment Scoring System (CLASS)[®] as part of your participation in the Virginia Preschool Initiative (VPI) Plan to Ensure High-Quality Instruction in All VPI Classrooms, administered by the Virginia Department of Education. The CLASS[®] is a measure of teacher-child interactions. Using the CLASS[®], observers note the evidence of warmth, engagement, and cognitive stimulation in each classroom, and use their observations to assign scores.

The CLASS[®] assesses teacher-child interactions in three domains:

- Emotional Support (ES): The degree of warmth, respect, and evidence of close relationships; sensitivity and responsiveness to children's needs; support for children's autonomy; lack of negativity
- Classroom Organization (CO): The teacher's management of class time and attention to get the most learning out of every day; efficient routines and transitions; proactive behavior management; active facilitation of learning
- Instructional Support (IS): The teacher's use of strategies that support higher order thinking and connections between concepts; use of scaffolding (hints) and individual feedback to support learning; use of strategies to promote language

The three domains of the CLASS[®] are broken down into 10 different dimensions of teacher-child interactions.



External CLASS[®] Report Components

Page 1: Intro page explaining the CLASS[®] domains and dimensions

Page 2: Interpreting your Pre-K CLASS[®] scores

- State VPI thresholds by domain
- Scoring scale/range
- Note on Negative Climate

Page 3: Observation Data Report

- Dimension Scores by Cycle, and averages across cycles
- Domain Scores, averaged across cycles
- Domain Scores Relative to VPI Goals chart

Pages 4 - 6: Observation Areas of Strength and Areas with Room for Growth

- Emotional Support
- Classroom Organization
- Instructional Support

Have you
received any
VPI CLASS®
reports of
your own yet?



If YES: Thumbs up or
Chat "yes" or say "yes"



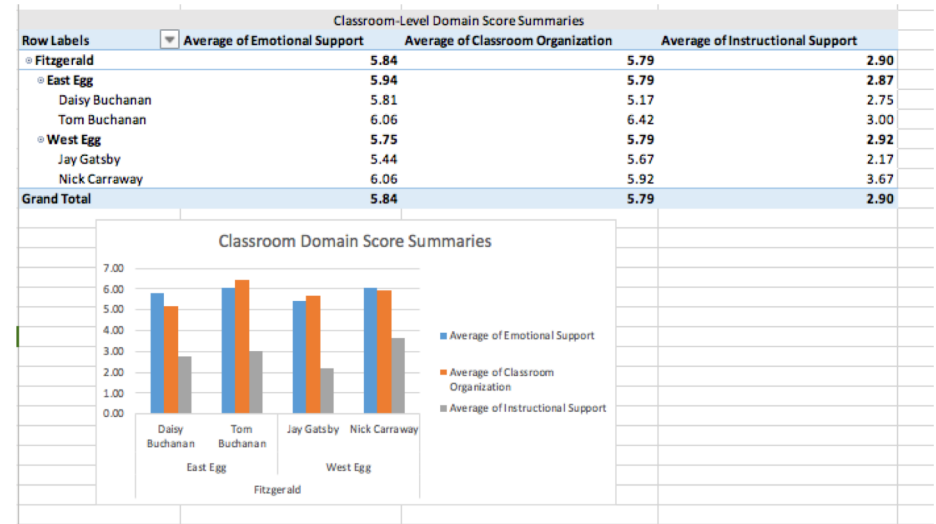
If NO: Thumbs down or
Chat "no" or say "no"

Local CLASS® Feedback Observation Form Template and Calculator (formal)

Local CLASS® Observation Feedback Form

Teacher Name: Jane Teacher	Instructional Assistant Name: Annie Teacher
Observation Date: 12/15/19	Local CLASS Observer: Principal Jones

Domain	Dimensions/Indicators	Observations
Emotional Support	Positive Climate Average Score: 5.5	Strengths: Shared smiles and laughs between teacher and students – and between peers. Teachers asked questions about the children’s lives at home and greeted each child warmly. Areas for Growth: Moments of flatter or mismatched emotion at times, such as during calendar time. The students were excited and upbeat, but the teachers were less connected and less warm.
	Negative Climate Average Score: 1.0	Strengths: No evidence of negativity between teachers and students – or between peers. Areas for Growth: n/a
	Teacher Sensitivity Average Score: 6.2	Strengths: Teachers showed that there were a secure base for children when they were sad or hurt. Children were comfortable answering questions, even when unsure of the answer. Areas for Growth: Teachers occasionally missed cues from students who were becoming bored or frustrated during center time activities



Sample CLASS[®] Observation and Feedback Form (informal)

Informal Observation Form

Teacher's Name:	Observer's Name:	Date / Time:
Focus Area (dimension, indicator, or behavioral marker):		
Behaviors to Notice:		
Observation Notes:		
Reflective Questions:	Next Steps:	

Sample Practice-
Based Coaching
Focused
Observation Form
(informal)

Focused Observation Log			
Teacher:		Coach:	
Date:	Time spent preparing:		Time spent in observation:
Time for reflection and feedback:		Time spent in follow up:	
Focus:			
What I observed:		What I want to share:	

Giving Effective Feedback

Tell us about
your
experiences!



Share an example of a recent time where you gave a teacher feedback and it went well.



For instance, what did you say to the teacher? How did the teacher respond?




Six Principles of Effective Feedback


CLASS Feedback Protocol 2


CLASS Feedback Best Practices: Six Principles of Effective Feedback

Introduction:
The most effective feedback does more than convey information; it ideally promotes teacher engagement, reflection, and motivation to grow his/her practice. The following research-based practices are provided to help feedback providers reflect on their practices, and, in parallel with teachers, hone their craft for maximum impact. On the coming pages, each principle is unpacked, and specific strategies are provided to support you in giving feedback in the most impactful and helpful way possible for the teachers you support.

Six Principles of Effective Feedback

 1. Supportive, Positive Relationships

 2. Specific, Observable/Behavioral, and Non-Judgmental

 3. Shared Lens and Language



1. Supportive, Positive Relationships



2. Specific, Observable/Behavioral, and Non-Judgmental



3. Shared Lens and Language



4. Targeted Areas of Strength, Manageable Areas of Focus



5. Teachers as Active Participants



6. Clearly Articulated Goals and Action Steps

Phase 1 – Before the Feedback Session



Distribute

Distribute Teacher-Child Interactions Self-Assessment to teacher/s

Giving CLASS Feedback:
Quickstart Guide

Introduction:

Giving feedback is an essential part of supporting teacher practice growth. Effective feedback does more than just provide the teacher an outsider's perspective on where she/he is "good/bad" or "needs to improve". An effective feedback session (or preferably, a series of sessions over time) meets these objectives:

- Enhances (or reinforces) teacher's knowledge of effective interactions
- Promotes teacher reflection, including enhanced awareness (self-evaluation) of strengths as well as areas to grow
- Enhances teacher motivation toward growth, including taking steps to implement something back in the classroom

This guide provides an organized, brief set of steps to provide CLASS-based feedback in 3 phases: Before, During, and After a CLASS feedback session. For each phase, steps with examples and connected resources are provided. An Appendix contains supporting tools. The purpose of this guide is to provide step-by-step support to feedback providers, especially those who are new to giving feedback on the CLASS tool.

Note on a Complementary Resource:



Schedule

Schedule a time to meet

- 2-3 weeks after receipt of report
- For at least 30 minutes
- Teaching teams if possible/desired



Share

Share the CLASS® Observation Report with teachers ahead of meeting



Plan

Plan for Feedback Meeting

Phase 2 – During the Feedback Session



General
check-in with
teacher/s



Deep dive into
Teacher-Child
Interactions
Self-
Assessment



Deep dive into
Classroom-
Level CLASS
Observation
Report



Determine an
area of focus



Identify 1 or
more clear
action steps
related to
area of focus

CLASS Feedback Protocol 1

Giving CLASS Feedback: Quickstart Guide

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Note on a Complementary Resource:

Phase 3 – After the Feedback Session



Feedback
Session
Summary



Note Meeting on
CASTL tracking
sheet



Provide relevant
Professional
Development
resources



Schedule future
meeting/s

CLASS Feedback Protocol 1

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Note on a Complementary Resource:

Let's practice!

Teacher-Child Interactions Self-Assessment

Distribute and then review ahead of feedback session

Teacher-Child Interactions Self-Assessment

Instructions:

- Read each statement and self-assess *how often* you are currently having these kinds of teacher-child interactions on a typical day.
- Add *comments* about any specific strengths, areas you want to grow, or questions.
- Then please *rank order your top 3 teaching interactions* that you would most want to learn more about and grow with your students.

Teacher-Child Interactions: CLASS-PreK Domains and dimensions	I am doing this now... Rarely Sometimes Consistently	Top 3 areas I want to learn more about/ grow
Emotional Support: Helping children develop positive relationships, enjoyment in learning, comfort in the classroom, and appropriate levels of independence.		
1. Positive Climate: I develop positive relationships (with and among children) by joining in children's activities, having positive communication, and showing warmth, enjoyment and respect with children.	1 2 3 4 5 <i>Comments:</i>	
2. Negative Climate: I avoid negative interactions with children (e.g., using of negative language, harsh tone or punishment).	1 2 3 4 5 <i>Comments:</i>	
3. Teacher Sensitivity: I individualize support by noticing and responding promptly to individual students' academic and social-emotional needs (e.g., helping to resolve problems).	1 2 3 4 5 <i>Comments:</i>	
4. Regard for Student Perspectives: I support children's independence by giving children opportunities to talk, make choices, and lead.	1 2 3 4 5 <i>Comments:</i>	

Review full CLASS[®] report and prepare your notes

Where would you want to focus the attention of the teachers for improvement in this classroom based on this data? Why?

Observation Date: 2/27/19
Teacher 1: Jane Smith

Virginia Elementary
Teacher 2: Anne Jones

Virginia Division

Observation Report Data

Dimension Scores

	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Average
PC	7	7	6	6	6.50
NC	1	1	1	1	1.00
TS	7	7	7	7	7.00
RSP	3	4	4	3	3.50
BM	7	7	7	6	6.75
PR	6	5	5	6	5.50
ILF	5	3	5	5	4.50
CD	1	1	2	1	1.25
QF	1	1	3	2	1.75
LM	1	3	3	2	2.25

Domain Scores

Emotional Support PC + reversed NC + TS + RSP / 4 6.00	Classroom Organization BM + PR + ILF / 3 5.58	Instructional Support CD + QF + LM / 3 1.75
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	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Average
PC	7	7	6	6	6.50
NC	1	1	1	1	1.00
TS	7	7	7	7	7.00
RSP	3	4	4	3	3.50
BM	7	7	7	6	6.75
PR	6	5	5	6	5.50
ILF	5	3	5	5	4.50
CD	1	1	2	1	1.25
QF	1	1	3	2	1.75
LM	1	3	3	2	2.25

*NC reverse scored



Looking at this data, and thinking about the principles of effective feedback, what are two questions you might ask these teachers to promote active engagement during a feedback session?



1. Supportive, Positive Relationships



2. Specific, Observable/Behavioral, and Non-Judgmental



3. Shared Lens and Language



4. Targeted Areas of Strength, Manageable Areas of Focus



5. Teachers as Active Participants



6. Clearly Articulated Goals and Action Steps

Once you have decided on an area of focus for improvement, how would you focus on action planning to support improvements after the feedback session?



1. Supportive, Positive Relationships



2. Specific, Observable/Behavioral, and Non-Judgmental



3. Shared Lens and Language



4. Targeted Areas of Strength, Manageable Areas of Focus



5. Teachers as Active Participants



6. Clearly Articulated Goals and Action Steps

What strategies might you use before, during, and after the feedback session to grow your supportive, positive relationship with this teaching team?



1. Supportive, Positive Relationships



2. Specific, Observable/Behavioral, and Non-Judgmental



3. Shared Lens and Language



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6. Clearly Articulated Goals and Action Steps

Using CLASS[®] Data for any pathway

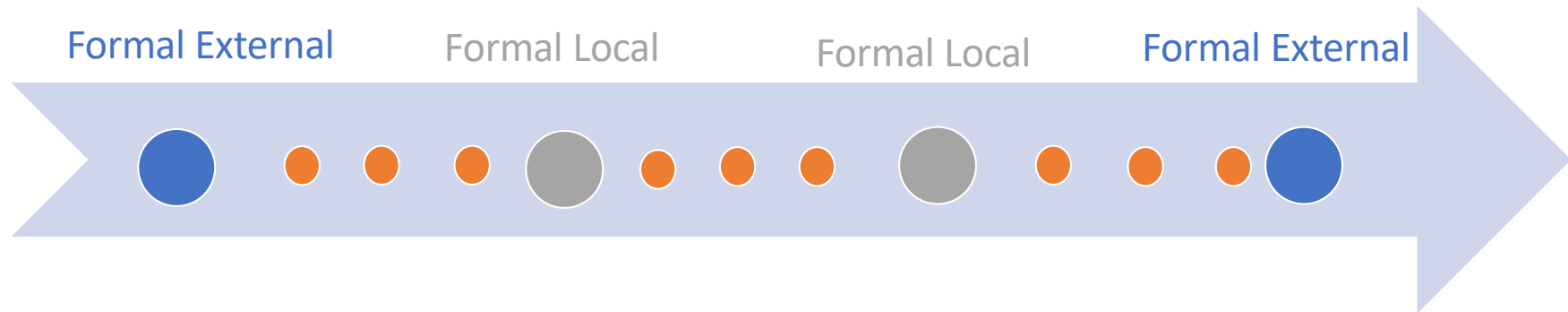
Interactions

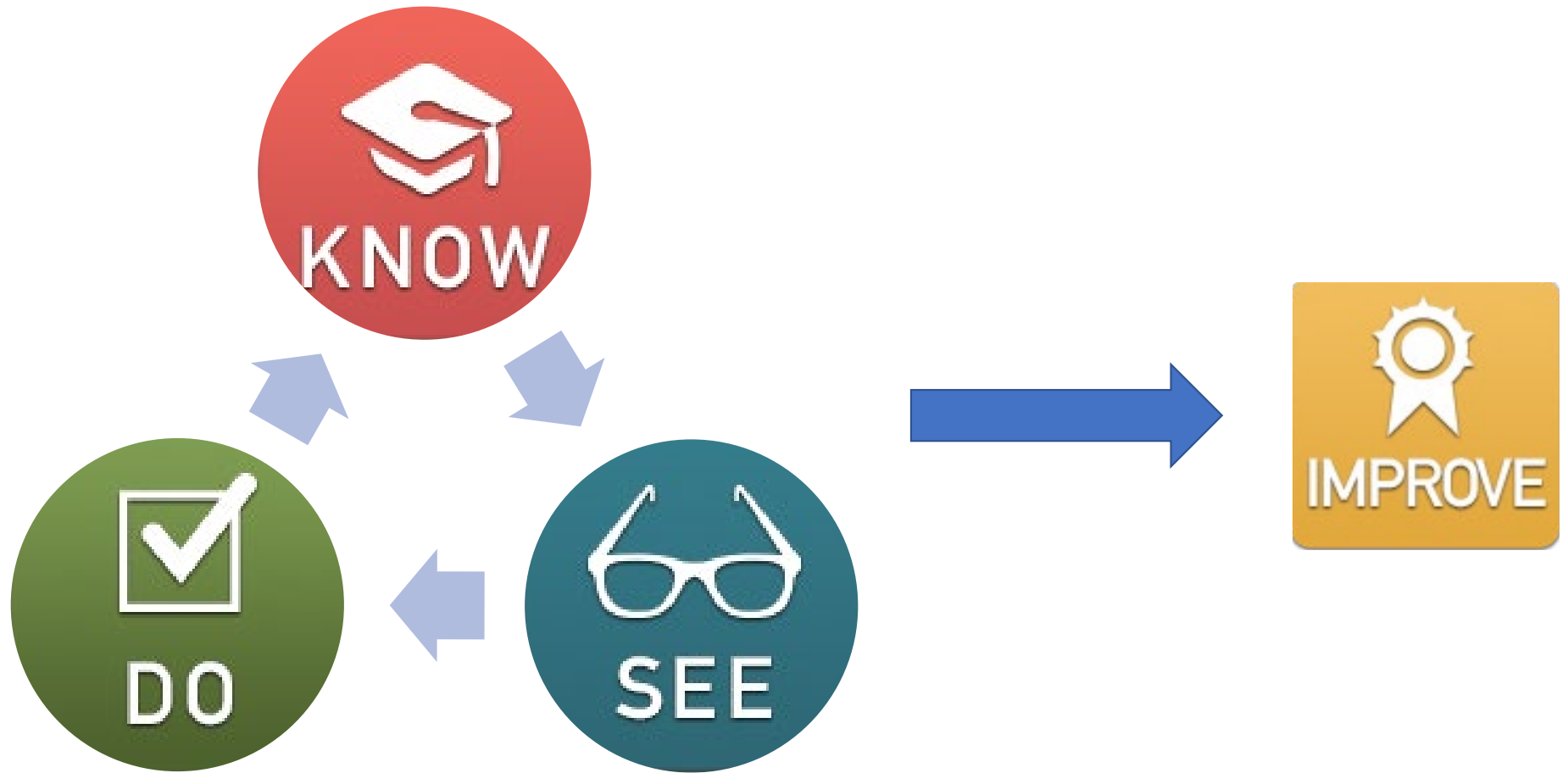
Curriculum

Instruction

Action Planning

Action Planning to propel **growth** (after any feedback session!)





Teachers need to know a lot to be effective at their jobs:

- How children develop,
- The content they're teaching,
- How to effectively convey content,
- How to meet the varying needs and abilities of the children in their care,
- And on and on and on...



Just knowing is not enough!

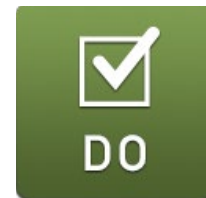
To become effective, one needs to be able to see what effective teaching looks like – in many contexts.

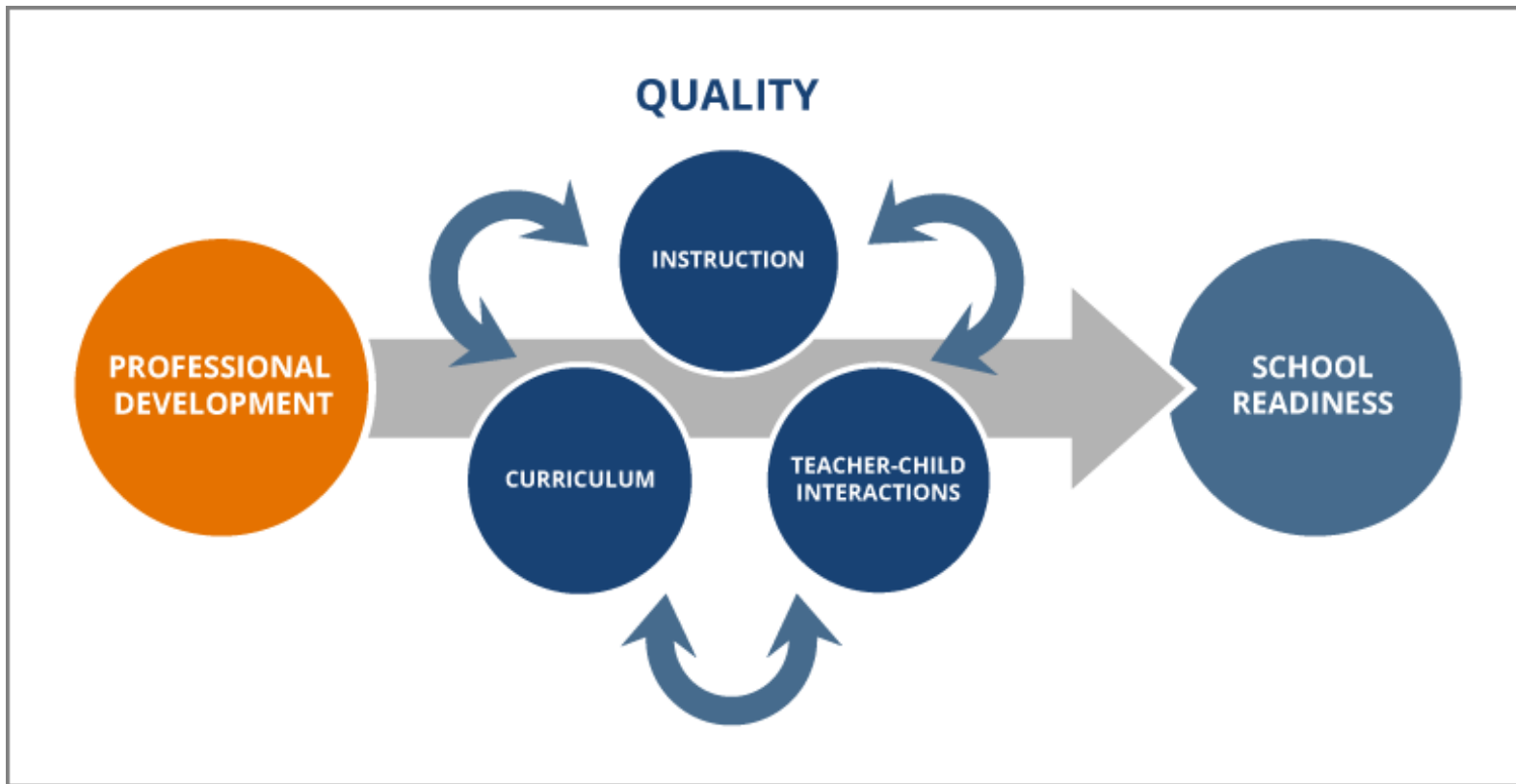
Teachers rarely get to see one another teaching...When they have the opportunity, many say it is extremely helpful.



Ultimately, teachers cannot learn to be effective without PRACTICE!

Just as children in the classroom need to do something new multiple times to learn and retain new skills, so do we as adults.





Action planning and pathways

Interactions

Curriculum





Instruction

Know, See, Do Resources for Action Planning

Step 1: Pick A School Readiness Goal

Supporting Children's Thinking Skills

The preschool years are a time when children's brain development is in high gear. Children are developing thinking skills like: making connections and inferences, problem solving, and developing the ability to be aware of their own thinking and communicate their thoughts with others through language. Supporting the development of these thinking skills provides children with the tools they need to be successful both in school and in life outside of the classroom. Below are some interactions and instructional strategies that provide opportunities for children to stretch and grow their thinking skills.

Interaction and Instruction Strategies	Description	Aligned CLASS® Dimensions	Know, See, and Do Resources
Explore Connections	Provide learning activities and/or problems to solve that are linked to children's lives outside of school/real world experiences/other aspects of their learning.		KNOW: 4, 9 SEE: 2, 3, 7, 10 DO: 1, 2, 7
Consider the "whys" and "hows" behind learning	Provide opportunities for children to consider, explore, experience, and discuss varied perspectives about the "whys" and "hows" behind what they are learning.		KNOW: 2, 3, 7, 8 SEE: 4, 8, 10 DO: 1, 7
Promote child-led analytic problem solving	Give children an active role in problem solving peer conflicts and classroom challenges and scaffold their ability to take an open-ended, analytic approach to solving problems.		KNOW: 1, 3 SEE: 1, 9 DO: 3, 5, 8
Support creativity	Provide creative, engaging		KNOW: 2, 5

5 Know, See, Do Action Planning Resources

- Supporting Children's **Thinking Skills**
- Supporting Children's **Self-Regulation Skills**
- Supporting Children's **Social Skills**
- Supporting Children's **Language and Literacy Skills** (coming soon!)
- Supporting Children's **Math Skills** (coming soon!)



Action Plan: Provide conversation and feedback that expands, extends, and clarifies	
KNOW Week of 10/07/19	Learn more about how to provide hints and assistance that allow students to be successful. Resource: Scaffolding Children's Learning As you are reviewing this resource, consider how giving hints that allow the child to come to the answer impact learning and engagement.
SEE Week of 10/07/19	Watch: Talking about Patterns during Center Time
DO Week of 10/14/19	Each day this week, look for a child who is struggling to complete a task or answer a question. <ul style="list-style-type: none"> ▪ Instead of providing the answer/solving the problem for them or moving on to another child, give the child a hint or suggestion that will help them solve the problem/answer the question on their own. ▪ If they still don't get it, encourage children to use additional resources, like looking in a book with you, recalling a previous activity, or getting help from a peer.
Follow Up Week of 10/21/19	Feedback provider: <ul style="list-style-type: none"> • Will observe both large group and interest areas (10/17 from 9:30-10:30) • Will listen for how the teacher provides support to children to come up with correct answers or solve problems themselves. (10/17 from 9:30-10:30) • Will have a reflective conference with teacher following observation. (10/24/19 from 2:15 - 3:00)



Feedback Session Potential Challenges/ Points of Resistance

And strategies (talking points) you can use!

*“Why are we
doing one
more thing,
again?”*

- The CLASS® is not a checklist, a curriculum, or something **new** to do.
- Rather, it is an observational **measure of teacher-student interactions in the classroom** (regardless of the content being taught, curriculum being used, or kind of instruction that is happening). CLASS® looks at the average experience of the students in the classroom and the interactions that are supporting their overall development.
- So just do what you do every day, interact with the students in your classroom. This information **will help us all be more intentional with interactions** so we **maximize our positive impact on children.**

“I don’t even remember that day...”

“That was a terrible day for them to observe because...”

“The scores aren’t going to mean much because that wasn’t a typical day for us.”

- Yes, this was one day for a two-hour observation. On that day, the CLASS® observers noted the following interactions. This is not the only observation we’ll do, you’ll have more opportunities to show what you can do...
- In the meantime, we can use the information in this report as a springboard to talk more about the interactions that are happening in your classroom.
- The CLASS® data provides a useful estimate of interactions and describes them in objective, specific, and behavioral ways.

“My scores were lowered because I have (a) kid(s) with challenging behaviors.”

• **One student and/or one incident does not typically sway the scores one way or another because:**

- The CLASS® looks at the overall average experience of the children in the classroom.
 - Observers consider all the interactions within a twenty-minute period, take notes, code, and then assign a code for that time period. Then they start a new cycle, specifically NOT taking into account what happened prior. Each cycle is an independent event.
- **That said, if challenging behaviors are a need, let's plan strategies that will support children's self-regulation AND interactions!**
- See Know-See-Do: Supporting Self-Regulation

“I want my scores to be higher. I should have 7’s in all dimensions.”

- The CLASS[®] categorizes teacher/student interactions using a 7-point scale that ranges from less effective to more effective. It’s not about being a “bad” or a “good” teacher. And 7 isn’t about being perfect. We’re focused on “better,” not perfection!

Low Range		Mid Range			High Range	
1	2	3	4	5	6	7
The low-range description fits the classroom. Most indicators in the low range are present.		The mid-range description fits the classroom. Most indicators in the mid range are present.			The high-range description fits the classroom. Most indicators in the high range are present.	

A young girl with dark hair, wearing a bright yellow long-sleeved shirt, is sitting at a desk. She is looking intently at a blue spiral-bound notebook in front of her. Her right hand is holding a white pencil, and her left hand is resting on the notebook. The background is a blurred wooden chair. The overall lighting is soft and focused on the girl.

Questions?

CLASS[®] Feedback Protocols

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Note on a Complementary Resource:

A companion resource - **CLASS Feedback Practices: Six Principles of Effective Feedback** - is referenced throughout the 3 phases. Browsing this document is recommended for all feedback providers as a way to build awareness of the roles that relationships, communication, and collaborative planning strategies play in practice. For feedback providers more experienced with giving feedback and/or the CLASS tool, this resource may be particularly valuable as a way to study and reflect on current practices to sustain and grow.

CLASS Feedback Best Practices:

Six Principles of Effective Feedback

Introduction:

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Six Principles of Effective Feedback



1. Supportive, Positive Relationships



2. Specific, Observable/Behavioral, and Non-Judgmental



3. Shared Lens and Language

Classroom-Level External CLASS® Reports

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Virginia Elementary
Teacher 2: Anne Jones

Virginia Division

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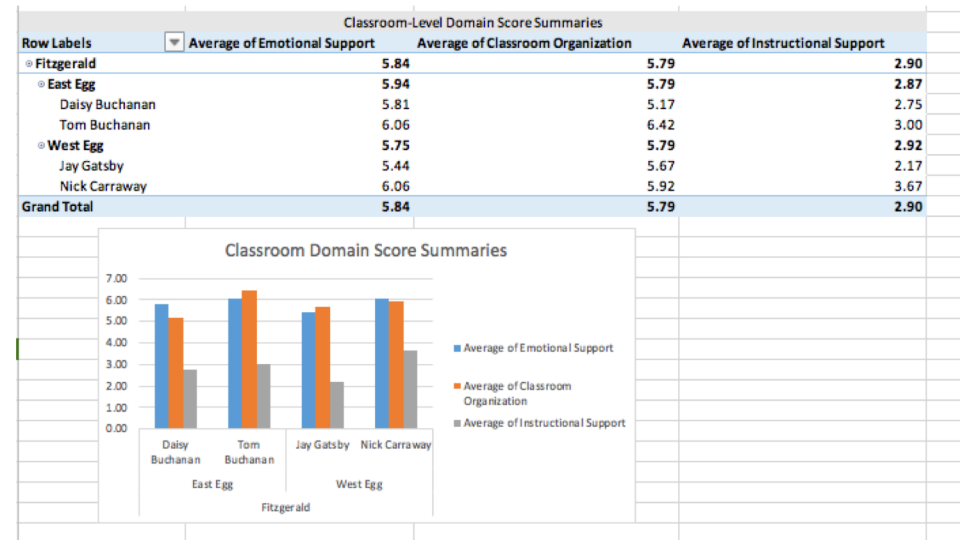


Classroom-Level Local CLASS[®] Observation Feedback Template and CLASS[®] Calculator

Local CLASS[®] Observation Feedback Form

Teacher Name: Jane Teacher	Instructional Assistant Name: Annie Teacher
Observation Date: 12/15/19	Local CLASS Observer: Principal Jones

Domain	Dimensions/Indicators	Observations
Emotional Support	Positive Climate Average Score: 5.5	Strengths: Shared smiles and laughs between teacher and students – and between peers. Teachers asked questions about the children’s lives at home and greeted each child warmly. Areas for Growth: Moments of flatter or mismatched emotion at times, such as during calendar time. The students were excited and upbeat, but the teachers were less connected and less warm.
	Negative Climate Average Score: 1.0	Strengths: No evidence of negativity between teachers and students – or between peers. Areas for Growth: n/a
	Teacher Sensitivity Average Score: 6.2	Strengths: Teachers showed that there were a secure base for children when they were sad or hurt. Children were comfortable answering questions, even when unsure of the answer. Areas for Growth: Teachers occasionally missed cues from students who were becoming bored or frustrated during center time activities



Informal Local Observations Forms

Informal Observation Form

Teacher's Name:	Observer's Name:	Date / Time:
Focus Area (dimension, indicator, or behavioral marker):		
Behaviors to Notice:		
Observation Notes:		
Reflective Questions:	Next Steps:	

Focused Observation Log

Teacher:		Coach:	
Date:	Time spent preparing:	Time spent in observation:	
Time for reflection and feedback:		Time spent in follow up:	
Focus:			
What I observed:		What I want to share:	

AELL Webpage

ADVANCING EFFECTIVE INTERACTIONS & INSTRUCTION IN VPI CLASSROOMS

The Advancing Effective Interactions and Instruction in Virginia Preschool Initiative (VPI) Classrooms initiative is designed to ensure that teachers and leaders are able to provide children with high-quality preschool experiences. The initiative is implemented by the University of Virginia's Center for Advanced Study of Teaching and Learning, in partnership with the Virginia Department of Education, in all VPI classrooms across Virginia.

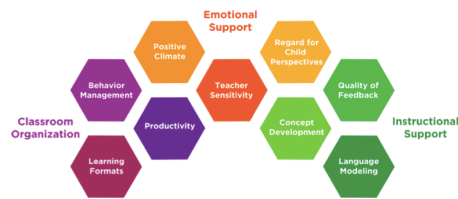
<https://curry.virginia.edu/faculty-research/centers-labs-projects/castl/advancing-effective-interactions-instruction-vpi>

RESOURCES

- + AELL Initiative***
- + CLASS Observational Measurement***
- + VPI CLASS External Observations***
- + VPI CLASS Local Observations***
- + CLASS-Based Feedback***
- + Webinars***
- + Project Team***

A Road Map for the ECI PD Suites

ECI offers 13 professional development modules. An introductory module focuses on the role of interactions in the classroom and their impact on children's healthy development. It also introduces the Classroom Assessment Scoring System (CLASS) in more detail. The remaining 12 modules are organized into three professional development suites, based on the domains of the CLASS: **Emotional Support**, **Classroom Organization**, and **Instructional Support**. One module in each focuses on areas of child development that are specially relevant to the domain as a whole. The remaining modules explore the dimensions of the CLASS.



1. All About Concept Development

What is it?

Concept Development is all about how teachers foster children's understanding of new ideas and promote their higher-order thinking skills. In the next series of lessons, we'll see how teachers do this when they:

- **Teach information clearly** to support children as they work to understand new information.
- **Integrate knowledge** to help children build stronger connections between what they know and new information.
- **Make learning meaningful** by helping children apply their thinking to the world around them.
- **Encourage children to think deeply.**



Our Concept Development Framework

Teach Information Clearly	Integrate Knowledge	Make Learning Meaningful	Encourage Children to Think
<ul style="list-style-type: none"> • Identify essential features • Provide examples and non-examples • Repeat concepts throughout the day 	<ul style="list-style-type: none"> • Find out what children know • Link new information to prior knowledge 	<ul style="list-style-type: none"> • Connect information to the real world • Provide opportunities for children to practice using knowledge • Capitalize on everyday learning opportunities 	<ul style="list-style-type: none"> • Ask questions that promote thinking • Engage children in brainstorming • Foster problem-solving • Promote experimenting • Encourage planning

Concept Development

Teach Information Clearly



Integrate Knowledge



Make Learning Meaningful



Encourage Children to Think



ECI Online PD Modules

Know, See, Do Action Planning Resources

- Supporting Thinking Skills (available now!)
- Supporting Self-Regulation (available now!)
- Supporting Social Skills (available now!)
- Supporting Early Math Skills (coming soon!)
- Supporting Early Language and Literacy Skills (coming soon!)