Educator Evaluation

Materials Packet

Handouts posted online at: http://bit.ly/1ET49Xu or rappsproject.org

THE MICRO VIEW OF FEEDBACK:
DESCRIBING WHAT YOU SEE

FOCUS QUESTIONS	DEFINITIONS	REFLECTIONS (What is your level of skill?)
Is the feedback timely?	Many people think feedback should be immediate, but that's not always true. Immediate feedback works well for knowledge of facts (like spelling words), but for complex performances like teaching a lesson, it's more useful to give feedback after the teacher has had some time to reflect on the lesson	
Does the feedback contain the right amount of information?	When feedback wanders over a lot of different topics, it's difficult to focus on the main issues and figure out next steps. Feedback should focus on the major strengths of the observed teaching and on one or two key areas for improvement.	
Does the feedback compare the work to criteria?	People see what they're looking for and miss what they're not looking for, even if those details are right under their noses. That's why it's important to know what you're looking for when you observe.	
Does the feedback focus on the work or the process?	Feedback can include looking at finished work (such as student papers) as well as processes (such as how the teacher used questions to help her students interpret the pictures in their storybook).	
Is the feedback positive and clear?	Feedback should name something the teacher did in a particularly skillful, effective, or interesting manner and make at least one suggestion for improvement. Even in the most wonderful classroom, teachers can improve.	
Is the feedback specific, but not too specific?	Feedback should be specific enough to define a growing edge for learning. Feedback shouldn't be so specific that it prevents the teacher from having to actually think about next steps. Feedback that sounds like finger wagging or bossing won't be heard or will cause anger and defensiveness rather than improvement.	

Drawn from How to Give Professional Feedback; Brookhart and Moss; Educational Leadership – ASCD; April 2015

DESCRIPTIVE OBSERVATION PROTOCOL:
DESCRIBING WHAT YOU SEE

QUESTION PROMPTS	DESCRIPTIVE OBSERVATION
What evidence of student learning did you observe?	
How did the teacher engage students in assessing their learning?	
What did you see and hear as you observed the teacher engaging students in learning and content?	
What feedback would you offer the teacher to promote development, growth, and improvement?	
What potential resources would you offer the teacher to promote development, growth, and improvement?	

Drawn from How to Give Professional Feedback; Brookhart and Moss; Educational Leadership – ASCD; April 2015

THE MICRO VIEW OF FEEDBACK:
DESCRIBING WHAT YOU SEE

FOCUS QUESTIONS	ASSESSMENT REFLECTION
Is the feedback timely?	
Does the feedback contain the right amount of information?	
Does the feedback compare the work to criteria?	
Does the feedback focus on the work or the process?	
Is the feedback positive and clear?	
Is the feedback specific, but not too specific?	

Drawn from How to Give Professional Feedback; Brookhart and Moss;
Educational Leadership – ASCD; April 2015

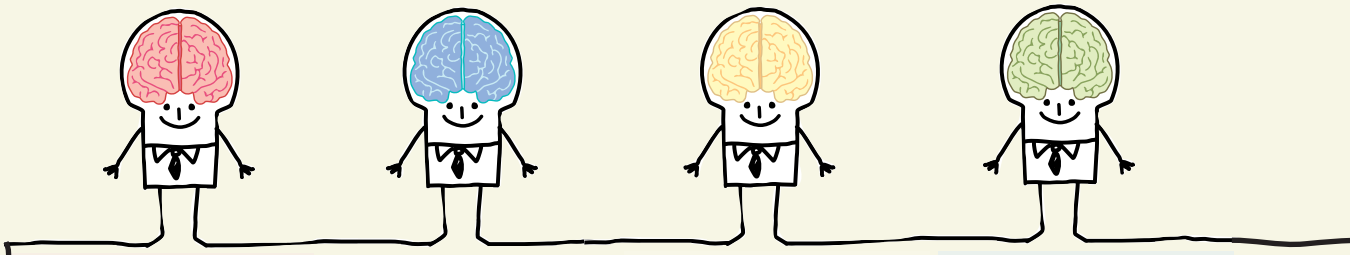
IMPROVING TEACHING ONE CONVERSATION AT A TIME

Listen as Much as You Speak	*Recognize that the teacher likely has ideas about how to improve the lesson, and encourage him or her to process those thoughts. "Since you started using academic conversation cards, what have you observed? What are your thoughts about how you'll refine this strategy?" is infinitely more powerful than, "I'm glad you decided to use those academic conversation cards." The first phrasing honors the fact that the teacher has some thoughts about improving the strategy and invites that teacher to share.*
Be Aware of Body Language	*Leaning in and nodding, sitting next to someone instead of across from him or her—these simple moves invite conversation that might otherwise be stilted. The first thing I did when I became principal was to get rid of the enormous desk in my office that was as deep as it was long. I substituted a round table at which I could sit with teachers when discussing their evaluations and goals for the year. Sitting next to someone reduces the barrier between you. Nodding as a teacher shares strategies lets the teacher know that you value the important work he or she is doing.*
Craft Feedback that Invites Dialogue instead of Shutting It Down.	*In many cases, it's helpful to substitute questions for statements. Consider the power of "Given your knowledge of your students' varied skill levels, how do you plan your groups?" versus "I don't think you should group your students that way." A caution, though: Be careful of "Why" questions ("Why do you do that?"), which can make the teacher feel defensive. "How" questions invite more rigorous thinking about the topic. So instead of "Why didn't you tell that student to stop texting?" say "How do you usually address texting in class?" Instead of "Why did you use exit cards?" say "How do you use the information you obtain through exit cards to plan future instruction?"*
Ask Open-Ended Questions that will Allow for Future Learning Not Just Questions that Are Lesson Specific	*A question like "Will you use more academic conversation skills the next time you teach that lesson?" only allows a yes-or-no response, and it's only focused on that particular lesson. In contrast, the question, "How might you use academic conversation skills in the future?" is more open-ended and broadens the teacher's reflection. In the most successful conversations, teachers will leave with some new generalizations or big ideas that will influence their future lessons and learning.*
Understand that Relationships Matter	*Teachers and administrators who have a trusting working relationship will find that communication is easier and more productive. If we don't have to walk on eggshells around one another and if I am not fearful that you will use what I say against me, the dialogue is much more likely to have a profound effect on teacher growth. In my research, many teachers said it mattered to them when their principal asked about their family, their terminally ill grandmother, or their broken-down car. This support paved the way for richer and more meaningful conversations about teaching.*

Improving Teaching, One Conversation at a Time; Arneson; Educational Leadership; April 2015

How Do You "Know"?

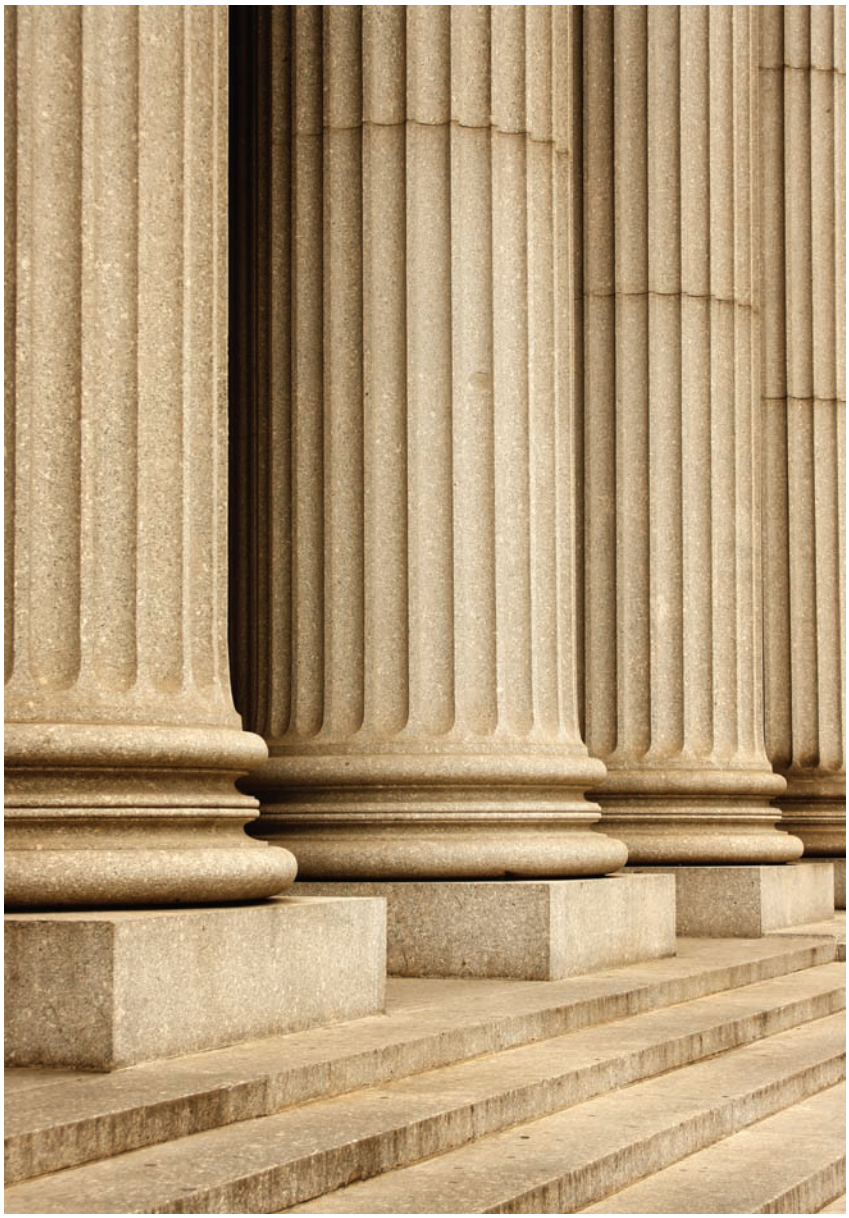
Each of us has a "Way of Knowing" that filters our experience of ourselves, others, and our relationships. This chart offers a framework based on Robert Kegan's constructive-developmental theory to understand how each of us, depending on our way of knowing, develops during adulthood. It also includes ideas about how we can challenge ourselves and support each other's growth. Use the top part of the chart to identify which "way of knowing" best describes you. The bottom part shows some ways you can further your development to incorporate other ways of knowing. *—Ellie Drago-Severson writes, consults, and teaches about adult educational leadership at Columbia University.*



Stages:	**I am rule-based.**	**I am other-focused.**	**I am reflective.**	**I am interconnecting.**
The most important thing is:	Fulfilling my own needs, interests, and desires.	Meeting expectations and getting approval.	Staying true to my values, which I generate.	Reflecting on my identity, being open to others' views and to changing myself.
Concerns:	• Rules. • Clear definition of right and wrong. • Immediate self-interest. • Other people are either helpful or obstacles. • Abstract thinking has no meaning.	• Authority figures set goals. • Self-image comes from others' judgment. • Responsible for others' feelings and vice versa. • Criticism and conflict are threatening.	• Set goals based on own values and standards. • Self-image based on my evaluation of my competencies and integrity. • Contradictory feelings and conflict are ways to learn.	• Set goals in collaboration. • Share power. • Find common ground, even with seeming opposites. • Open to exploration, conflict, complexity, and others' perspectives.
Guiding questions:	• "Will I get punished?" • "What's in it for me?"	• "Will you like/value me?" • "Will you think I am a good person?"	"Am I staying true to my own personal integrity, standards, and values?"	"How can other people's thinking help me to develop and grow?"
Tasks at your "growing edge":	• Be open to possibility of new "right" solutions. • Take on tasks that demand abstract thinking.	• Generate own values and standards. • Accept conflicting viewpoints without seeing them as a threat to relationships.	• Open up to diverse and opposing views. • Accept and learn from diverse problem-solving approaches.	• Accept that some differences cannot be resolved. • Avoid insisting on absolutely flat, nonhierarchal approaches.
Learning exercises to try:	• Dialogues that offer multiple perspectives and go beyond "right" and "wrong."	• Dialogue that helps to generate and clarify one's own values. • Share perspectives in pairs or triads before sharing with larger groups and authority figures.	Facilitate dialogue, especially when perspectives are diametrically opposed.	• Affiliate with an authority or an impersonal system. • Commit to a project without a clear purpose. • Appreciate the time it takes to reach a conclusion when others may not move at the same pace.
Ways to support the growth of these folks:	• Set clear goals and expectations, agree on step-by-step procedures and specific due dates. • Offer concrete advice, specific skills.	• Invite to leadership roles. • Demonstrate ways to confirm, acknowledge, and accept others' beliefs. • Model disagreement without threat to relationships.	• Offer opportunities to promote, analyze, and critique one's goals and ideas. • Encourage consideration of conflicting or discordant ideas.	• Encourage refraining from taking over and rushing a process. • Model sensitivity to those who do not have the same capacity (e.g., for conflict).

Source: Adapted from Drago-Severson, E., *Leading Adult Learning: Supporting Adult Development in our Schools.* Thousand Oaks: Corwin/Sage Publications, (2010). www.yesmagazine.org/51facts for additional citations.

4 practices serve as PILLARS *for* ADULT LEARNING



Learning-oriented leadership offers a promising way to support growth

BY ELLIE DRAGO-SEVERSON

At a recent workshop I delivered on practices that support adult growth, John, a New York City principal for more than 20 years, captured the others' experiences. "I have a master's degree in educational administration and have taken many courses and workshops on leadership and administration since earning my degree," he said. "None of my coursework focused on understanding how adults learn. I need more knowledge about how I can support adult learning and growth in my school and with the newer principals I mentor." How can we create high-quality learning opportunities for adults with different needs, preferences, and developmental orientations?

Here, I present a new learning-oriented model to support adult development. This model emerged from my research that explored how 25 principals from diverse U.S. schools shape positive school climates and employ practices that support teachers' growth.

WHAT ADULT DEVELOPMENT MEANS

Before introducing four pillar practices that support adult development, I'll share what I mean by adult growth or transformational learning and briefly introduce the theory that informs the pillar practices. Drawing on adult developmental theory, I define growth as "increases in our cognitive, affective (emotional), interpersonal and intrapersonal capacities that enable us to manage better the

complex demands of teaching, learning, leadership, and life" (Drago-Severson, 2004a). An increase in these capacities enables us to take broader perspectives on others and ourselves. The four pillar practices support transformational learning.

CONSTRUCTIVE-DEVELOPMENTAL THEORY

Robert Kegan's (1982, 1994, 2000) constructive-developmental theory informs the learning-oriented model and centers on two fundamental premises: a) We actively make sense of our experiences (constructivism); and b) The ways we make meaning of our experiences can change — grow more complex — over time (developmentalism). Research suggests that in any school or team, it is likely that adults will be making sense of their experiences in developmentally different ways (Drago-Severson, 2004a, 2004b; Kegan, 1994). Therefore, we need to attend to developmental diversity in order to understand and attend to our different ways of knowing.

A person's way of knowing shapes how she understands her role and responsibilities as a teacher, leader, and learner, and how she thinks about what makes a good teacher, what makes a good leader, what constitutes effective teaching practice, and the types of supports and developmental challenges she needs from colleagues to grow from professional learning opportunities. Three different ways of knowing are most common in adulthood: the instrumental, the socializing, and the self-authoring way of knowing.

THE INSTRUMENTAL WAY OF KNOWING

A person who has an instrumental way of knowing has a very concrete orientation to life. Adults who make meaning in this way have a "What do you have that can help me? What do I have that can help you?" perspective and orientation to teaching, learning, and leadership. Instrumental knowers understand that events, processes, and situations have a reality separate from their own point of view, though they understand the world in very concrete terms. Instrumental knowers orient toward following rules and feel supported when others provide specific advice and explicit procedures so that they can accomplish their goals. In general, another person's interests are important only if they interfere with or positively influence one's own. These learners cannot yet fully consider or acknowledge another person's perspective. Principals and teachers can help instrumental knowers grow by creating situations where they must consider multiple perspectives. For example, participating in teams or mentoring relationships — or any pillar practice — can support their growth.

THE SOCIALIZING WAY OF KNOWING

A person who makes meaning mostly with a socializing way of knowing has an enhanced capacity for reflection. Unlike instrumental knowers, socializing knowers have the capacity to think abstractly and to consider other people's opinions and expectations of them. In other words, a socializing knower will subordinate her own needs and desires to the needs and desires of others. These adults are most concerned with understanding other people's feelings and judgments about them and their work. However, she is not yet able to have a perspective on her relationships — the relationships compose her sense of self. Others' approval and acceptance is of utmost importance to socializing knowers. An authority's expectations, for example, become one's own expectations. Interpersonal conflict is almost always experienced as a threat to a socializing knower's self. Colleagues and supervisors can support socializing knowers' growth by encouraging them to share their perspectives about pedagogy, student work, and policies in pairs or small groups before sharing them with a larger group. This will help them to clarify their own beliefs and, over time, to construct their own values and standards, rather than adopting those of others.

ELLIE DRAGO-SEVERSON is a professor of education leadership at Columbia University's Teachers College. Her research and teaching passions include leadership for supporting adult development and qualitative research. You can reach her at drago-severson@tc.edu.

THE SELF-AUTHORING WAY OF KNOWING

Adults with a self-authoring way of knowing have the developmental capacity to generate their own internal value system, and they take responsibility for and ownership of their own internal authority. They can identify abstract values, principles, and longer-term purposes and are able to prioritize and integrate competing values. Self-authoring knowers can assess other people's expectations and demands and compare them to their own internal standards and judgment. The self-authoring knower has grown to have the capacity to reflect on and manage her interpersonal relationships, but is limited by an inability to recognize that other people can legitimately hold completely opposing perspectives that can inform her own. Principals and colleagues can support self-authoring knowers' growth by

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gently challenging them to let go of their own perspectives and embrace alternative, diametrically opposing points of view that can inform her own.

PILLAR PRACTICES TO SUPPORT GROWTH

Principals who participated in my research used four practices to support transformational learning or growth: teaming, providing others with leadership roles, collegial inquiry, and mentoring. These pillar practices support adults with different ways of knowing. Each practice centers on adult collaboration and creates opportunities to engage in reflective practice as a tool for professional and personal growth.

1. TEAMING

All of these principals used teaming to promote personal and organizational learning and capacity building through adult collaboration. Many organized their schools for teamwork and created curriculum, literacy, technology, teaching, and diversity teams to support adult development. They described how teaming opens communication, decreases isolation, enables them to share leadership, helps to overcomes adults' resistance to change, and enhances implementation of changes. In teams, adults questioned their own and other people's assumptions about evaluating curricula and student work, shared philosophies of teaching and learning, discussed schools' missions, and made decisions collaboratively. Working in teams creates a safe place for adults to share perspectives and challenge each other's thinking and provides a context for growth.

Each pillar practice centers on adult collaboration and creates opportunities to engage in reflective practice as a tool for professional and personal growth.

Voicing opinions can be risky for individuals with different ways of knowing. Adults with different ways of knowing will experience teaming differently and will benefit from team members offering different kinds of supports and challenges for growth. For example, instrumental knowers will need supports and developmentally appropriate challenges to be able to consider multiple perspectives. Adults who are socializing knowers can find teaming uncomfortable initially, especially when conflict around ideas emerges. They will need encouragement to understand that conflict can be a means to developing more effective solutions to dilemmas. In contrast, learning from dialogue and conflict is stimulating and growth-enhancing to self-authoring knowers. Encouraging these adults to consider perspectives that oppose their own supports their growth.

2. PROVIDING LEADERSHIP ROLES

In many of these schools, teachers, staff, and administrators were invited to embrace leadership roles. The principals reported that leadership roles provided teachers — and themselves — with opportunities for transformational learning. Principals understood this practice as inviting teachers to share authority and ideas as teachers, curriculum developers, or administrators worked toward building community, sharing leadership, and promoting change. Working with others in a leadership role helps adults uncover their assumptions and test out new ways of working as professionals.

As with teaming, assuming leadership roles is experienced differently by teachers — and all adults, for that matter — with different ways of knowing. While those who are challenged by assuming their own authority — instrumental and socializing knowers — will initially require considerable support as they take on new leadership roles, self-authoring knowers will appreciate the opportunity to put their ideas into action and to offer their ideas for improving school initiatives.

3. COLLEGIAL INQUIRY

Collegial inquiry is shared dialogue with the purpose of helping people becoming more aware of their assumptions, beliefs, and convictions about their work and those of colleagues. Principals used this practice to engage adults in conflict resolution, goal setting, decision making, and learning about key educational issues, such as diversity. Creating situations for adults to regularly think and talk about practice encourages self-analysis and can improve individual and school or systemwide practices.

Collegial inquiry provides adults with opportunities to develop more complex perspectives through listening to and learning from their own and others' perspectives. Examples include: (1) reflecting privately in writing in response to probing questions, followed by discussion; (2) collaborating in the process of goal setting and evaluation with others; (3) responding to questions related to a school's mission and instructional practices; and (4) reflecting collectively in conflict-resolution meetings.

Adults with different ways of knowing will need different supports and challenges in order to engage in collegial inquiry as a growth-enhancing practice. Let's look at one common example — the goal-setting process — and consider how adults with different ways of knowing will need different kinds of supports and challenges. Instrumental knowers will assume that a supervisor knows what the right goals are and should tell them. Leaders can support growth by offering example goals and encouraging adults to move toward more abstract goals. Providing step-by-step directions to achieve goals will be a support. Socializing knowers expect

that someone in a position of authority knows what the best goals are for them. While these knowers generate some goals internally, they need to be encouraged to voice them, and eventually, to separate them from those of others. Self-authoring knowers, on the other hand, will form their own goals. Such knowers can be challenged to grow through a process that helps them become less invested in their own goals and able to look at a variety of alternatives.

4. MENTORING

Mentoring or coaching creates an opportunity for broadening perspectives, examining assumptions, and sharing expertise and leadership and can be a more private way to support adult development. It takes many forms, including pairing experienced teachers with new teachers or university interns, pairing teachers who have deep knowledge of school mission with other teachers, and group mentoring. Principals talked about how mentoring program purposes varied from "mission spreading" to exchanging information to providing emotional support to new and experienced teachers and/or staff. One essential element in structuring mentoring relationships is to consider the fit between the mentor and mentee and the fit between the principal's expectations for teachers and teachers' developmental capacities to engage in this practice.

Our ways of knowing will influence what we expect of and need from mentors and influence the kinds of supports and challenges that will help us grow. For example, instrumental knowers will feel supported by mentors who help them meet their concrete needs and goals with step-by-step procedures. Over time, however, a mentor can support growth by encouraging her mentee to move beyond what he sees as the right goals or right way to do things and toward engaging in open-ended discussion about alternative and perhaps more abstract goals.

Pillar practices take into account how a person makes meaning of her experience in order to grow from participation in them.

A socializing knower, on the other hand, will feel best supported by a mentor's explicit acknowledgment of the importance of his beliefs and ideas. Feeling supported by mentors will enable these adults to take greater learning risks. Mentors can gently support a mentee's growth by encouraging her to voice her own perspective before learning about other people's perspectives. Self-authoring knowers will feel best supported by mentors who enable them to learn about diverse perspectives, critique and analyze their own and their mentor's perspectives, goals, and practices. Mentors can encourage these adults to move away from their investment in their own philosophy without feeling internally conflicted (Drago-Severson, in press).

The way in which adult learners engage in these practices or any from of collaborative work will vary according to how we make sense of our experiences — our ways of knowing. With appropriate supports and challenges, though, we can grow and participate in these processes and the life of schools even more effectively.

IMPLICATIONS FOR LEADERSHIP

Learning-oriented school leadership assists adults in developing capacities to manage the complexities of teaching and leadership in 21st-century schools. This work offers four key lessons:

- A developmental perspective helps with understanding that adults will experience learning opportunities in different ways.
- A developmental vocabulary helps us to move away from labeling adults based on behaviors.
- Implementing any one of the pillar practices can support adult development.
- Adults need different supports and challenges, which can be embedded in the four pillar practices, in order to grow.

The pillar practices take into account how a person makes meaning of her experience in order to grow from participation in them. While there might be different reasons for adults' preferences for particular practices (e.g. age, career phase), leaders would be wise to consider adults' ways of knowing. Learning-oriented leadership offers a promising way to support adult growth and, in turn, improvement of practice.

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PILLAR PRACTICES TO SUPPORT GROWTH

What are the possibilities in your context…

Teaming	**Leadership Roles**
Collegial Inquiry	**Mentoring**