Calibration Protocol for Peer Review of Feedback to Teacher

Objective

This protocol supports the calibration of high quality feedback from administrators to teachers about instructional practice. The activity is designed for a group of evaluators/administrators and utilizes authentic examples of written observational feedback as the focus of analysis.

The "peer review" model allows evaluators/administrators to work together in small groups around an authentic piece of feedback, discuss what made it strong and how it could be improved, and come to a shared understanding of feedback that is rigorous, constructive, evidence-based, and actionable.

Facilitator Preparation

- Selects a piece of written feedback that each administrator gave to a teacher after an unannounced classroom observation (the teacher's name removed).
- Determine ahead of time those administrators that will be grouped together as a team.
- Prepare for facilitation by making enough copies of each formative feedback form to provide each participant on a team a copy and copies of the Quality Documentation document for each participant.

Meeting Protocol

1) **5 min.** The facilitator (typically a district administrator) reviews the activity.
   "Today we will…."
   - *Work in small teams to review one another's feedback.*
   - *Provide objective and supportive feedback.*
   - *Come to a collective understanding of what constitutes high quality and meaningful feedback.*

- "Remember the following LOOK FORS when reviewing feedback … (See attached document, "Quality Documentation)"
  - √ *Evidence is fact on seen and heard actions of teacher and students or artifacts collected.*
  - √ *Evidence is aligned to the correct criteria.*
  - √ *Evidence substantiates the selected rating.*
  - √ *Recommendations are written in a supportive style and aim to move the educator to the next Performance Level.*
  - √ *Recommendations are prioritized as having the greatest impact on instruction.*
  - √ *Recommendations are actionable because they include clear examples and/or support for implementation.*

2) **15-20 min.** Group members will select one feedback form to review. All members will read over the feedback keeping the above LOOK FORS in mind.
3) **5-10 min.** Participants will share with the peer administrator feedback on the LOOK FORS, noting what was done well.
4) **5-10 min.** Participants then shares suggestions for how the peer might improve their feedback.
5) Participants repeat Steps 2-4 until each peer's formative feedback has been reviewed.

Reflections on Peer Review Calibration

- Group members should highlight the different techniques observed from their peers that could be exemplars for providing feedback to teachers.
- Group members should come to a new common understanding or practice for the team to adopt.

Quality Documentation

For Formative Feedback

What?	Advanced Example	Why?	Insufficient Example	Why?
Evidence Statement	As students enter the room, teacher greets each one at the door saying, "Good morning, nice to see you."	Provides a clear statement of what was seen and heard from teacher and students.	Teacher displays a friendly and welcoming manner towards students.	Does not clearly provide details that would indicate "friendly" and "welcoming". This is an interpretation of what was possibly observed. The specific details of what the teacher should or should not continue would be hard to determine.
Evidence Alignment	3b. Five students raised their hand at different points to ask questions. The teacher responded	From the details provided in this statement, the teacher "ignored or brushed	2b. Five students raised their hand at different points to	Evidence provides details as to how responsive the teacher was to the

	to each student by stating, "put your hand down and get your test done."	aside students' questions".	ask questions. The teacher responded to each student by stating, "put your hand down and get your test done."	students' needs in the classroom. While the students raising their hands may be a way or them to distract others or avoid the task, the details in this evidence do not clearly note this as the situation.
Levels of Performance ratings	**Rating: Need Improvement** 2a. A station for students to access any missing materials was observed in the back corner of the room with a sign saying, "Need something?" Three students raised their hand during the teacher's explanation of the activity to ask the teacher for a pencil.	While the teacher does have a procedure for the students to access materials and reduce interruptions to instruction, a number of students do not use the procedure. Procedures that are established support the pacing and flow of instruction.	**Rating: Effective** 2a. A station for students to access any missing materials was observed in the back corner of the room with a sign saying, "Need something?" Three students raised their hand during the teacher's explanation of the activity to ask the teacher for a pencil.	During this situation, the procedures in the place did not allow the teacher to instruct without interruption in learning. To have a procedure is not the same as established procedures. Established procedures in place should minimize loss of instruction.
Recommendations	3e. Evidence-Students were not made aware of the performance criteria for the planned assessment prompts and therefore students were not observed assessing and monitoring	The recommendation is written in a supportive style and provides specific details for what	3e. Evidence- Students were not made aware of the performance	The recommendation is vague.

quality of their own work against any criteria. S1-S2-"Is this right?" S2-S1-"I'm not sure what she wants." S3-S4-"How many bullet points should we have in each section? Do you think that two is enough?" S4-S3-"She didn't give us a number." Lesson recommendation-It is recommended that your lesson assessments have clearly defined criteria for success (1e.) and that criteria be shared with students so that students are able to self-assess their progress towards the criteria and make changes to improve progress (3e.). Refer to the modules at www.assessmentforlearning.edu.au/default.asp for support. Read the modules, *Success criteria & rubrics* and *Student self-assessment* under the Professional Learning tab**.**	educator to do and why. The recommendation references resources and next steps to assist the educator with implementation. Recommendations should show how the educator might move to the next Performance Level.	criteria for the planned assessment prompts and therefore students were not observed assessing and monitoring quality of their own work against any criteria. S1-S2-"Is this right?" S2-S1-"I'm not sure what she wants." S3-S4-"How many bullet points should we have in each section? Do you think that two is enough?" S4-S3-"She didn't give us a number." Lesson recommendation: Students should be made aware of all assessment criteria.	