

CONFERENCING AND FEEDBACK

TKES AND LKES QUICK GUIDE

WHAT IS EFFECTIVE FEEDBACK?

Conferencing and feedback are required components of the Teacher Keys Effectiveness System (TKES) and the Leader Keys Effectiveness System (LKES). Both systems are focused on increasing the effectiveness of teachers and leaders as well as the academic achievement of our learners. In order to meet the requirements of the effectiveness systems and to engage in quality conversations that boost instructional practices and student growth, evaluators must become confident and comfortable with effective feedback.

What is feedback, anyway? The term *feedback* is often used to describe comments that are made after the observation or data review, including the actual scoring of the evaluation, any advice and/or praise. However, *effective* feedback includes information about how we are doing in

relation to a goal. It focuses on specific, observed behaviors. Quality feedback reinforces positive behaviors and identifies actions to improve.

Valuable tools in an evaluator's toolbox include low-inference observations and feedback. Low inference feedback and observations involve describing what is taking place as concrete, observable behaviors. The observation and feedback are free from interpretation, inference, and assumptions. This includes conversations with evaluatees that do not include any value judgments or recommendations, but instead only factual information about how one is progressing in relation to a goal. It also includes asking open-ended questions to prompt further thinking

Feedback that falls short of being effective can have counter-productive effects on both teachers and students and may cause one to abandon his/her goal. Ineffective feedback wastes valuable instructional time, while effective feedback is likely the most constructive tool an educator may have.

"...helpful feedback is goal-referenced; tangible and transparent; actionable; user-friendly (specific and personalized); timely; ongoing; and consistent."

- Grant Wiggins, Educational Leadership (Feedback for Learning; September, 2012; Vol. 70, No.1)

DO'S AND DON'TS OF EFFECTIVE FEEDBACK:

DO:

- Use simple data to cite your experiences.
- Create a protocol to help generate specific feedback. This will allow you to have a structured process for facilitating conversations that are goal oriented.
- Reference the language of the TKES and LKES rubrics.

Examples:

- "12 of your 25 students showed inattentive behaviors including texting and talking."
- "Your use of examples of real life applications kept all students engaged in the opening session."

DON'T:

- Include value judgments or recommendations. Instead, give actionable information.
- "Grade" – Instead, provide descriptive information.
- Only use feedback for summative settings. Evaluatees need time to react and take action

Non-Examples:

- "Good work."
- "You need to reference your Essential Question more often."