

School: Durham Community School
Team Name: Whole school
Team Members: School staff
<p>District Goal: (Focus on Student Achievement through Improved Student-Centered Teaching and Learning)</p> <p>We have identified a number of mediators of feedback and achievement including the distinction between focusing on giving or receiving feedback, how the culture of the student can mediate the feedback effects, the importance of disconfirmation as well as confirmation, and the necessity for the climate of the learning to encourage “errors” and entice students to acknowledge misunderstanding and particularly the power of peers in this process. ~ Hattie from <u>Feedback: The communication of praise, criticism, and advice.</u> 2011</p> <p>This two year goal is to improve the effectiveness of feedback from both teachers and peers to increase student achievement across content areas.</p>

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
Develop goal and establish plan.	Read article from Hattie’s research on feedback. View video on visible learning on feedback. Establish goal and launch activity for staff.	School Leadership Team	August 25th SLT retreat	Resources identified and plans made
Launch goal	Share reading with whole staff and video clip. Outline plans for the year.	Will & Hiram	August 31, 2017	Staff understand the goal and make initial connections to existing work.

Build understanding of feedback vs advice	Articles on feedback	School Leadership Team meeting.	10/11/17	Select article for whole staff work.
Build understanding of feedback vs advice	Whole staff discussion Teams identify sub goals	Will & Hiram	10/31/17 Added as PD time due to power outage	Teams and PLCs list of target content/context for feedback.
Communicating levels of success	Exemplars, progressions, rubrics	School Leadership Team	11/8/17	Articles selected
Communicating levels of success	Reflecting on and sharing exemplars, progressions, rubrics.	School Leadership Team and staff.	11/15/17	Staff feedback
Building skills in: Listening to feedback. Peer to peer feedback Providing feedback Formative assessment practices How to communicate success levels.	Teams working on their specific goals. Determining how to communicate success; how to determine where students are and how they are made aware of their progress; how to communicate next steps.	School Leadership Team and staff.	12/6/17	Identify target students to focus on and establish baseline data. Exemplars
Skill building continued	Menu of workshop choices TBD	School Leadership Team and staff.	2/7/18	Teachers reflect upon and share practices.
Review progress and plan next steps	Reflect upon year long learning and review progress of identified students. Identify next steps.	School Leadership Team and staff.	4/25/18	Review data of target students.

Reflection on year 1

Throughout year one of this goal we learned a lot as a school and recognized we have a lot still to learn! As is often the case with goal setting, as the plan unfolds one becomes increasingly aware of what you don't know as much as what you do know. The work was led predominantly through the school leadership team at the PLC level, but also through school wide PD time. Some of the outcomes that were achieved included:

PK-2

Creation of student facing rubrics.

Setting individualized student goals.

Teams explored and utilized progressions in writing, reading and science.

Increased student role in identifying and acting upon next steps.

5-8

Use of student facing rubrics, exemplars and progressions to clearly define measures of success.

Timely feedback and opportunity for students to look at their work relative to success criteria.

PK - 8

Worked collaboratively to deepen understanding of aspects of the feedback model.

As the goal work developed last year, we became increasingly aware of several factors involved with providing impactful feedback that go beyond the procedural steps we had started out pursuing. Identifying success criteria and learning intentions is relatively straightforward, although ensuring it is student friendly while meeting the expectations for rigor takes time and practice. Likewise, giving students feedback as to where they are relative to success, or having them identify for themselves their progress, is a familiar skill and has been more about refinement and consistency than new learning. However, giving specific feedback as to the next steps a learner should take to get closer to success has been the biggest hurdle for teachers. The common denominator of those who are most successful at this is that they have a high level of content knowledge. We have shown this in a formula:

- **clear success criteria and learning intentions + content knowledge = confidence and ability to give “next step” feedback.**

Content knowledge leads not only to confidence to give next step feedback, it also results in that feedback being most useful. Another factor that we had not anticipated being so significant is the need to have a strong culture for feedback. Unless the learners know how to receive feedback and are willing to use it, it doesn't matter how good the feedback is, it won't have an impact. Therefore when considering the importance of a culture for feedback it results in another formula:

- **confidence and ability to give “next step” feedback + culture for feedback = student growth from feedback.**

Along with the importance of content knowledge and a culture for feedback, the third significant factor we had not accounted for was the importance of teachers recognizing feedback we receive all the time from students. Hattie and colleagues state that student to teacher feedback is more important than teacher to student feedback. This feedback comes in many forms, but as teachers it is critical that we are open to, and create situations where we can receive feedback about our impact.

We had wrestled with how to assess growth in this goal when first writing it and had determined to select a range of students to monitor their progress. The additional learning that continues around the practice of effective feedback meant that we decided to defer that measurement to year two. Therefore in year two we are looking at several measures of success:

Teacher outcomes:

- Teachers demonstrate increased content knowledge about effective feedback practices.
- Teachers develop and sustain a culture for feedback within their classrooms.
- Teachers receive feedback from their students, colleagues, and through self reflection.
- Teachers apply what has been learned through feedback, to their practices in increasingly effective and diverse ways.

As measured by:

Mini observations

Teacher reflections

Student growth on classroom based performance assessments. (based on selected sub groups)

School goal 2018-19

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Reflect on year 1 and plans for year 2	PLC leaders share reflections from year 1. Will to share learning from attending Visible Learning Conference	School Leadership Team (SLT)	8/24/18	Presentation focus for PD day on 8/30
Frame key components of learnings from year 1 and frame year 2 goals	Interactive presentation to frame work and priorities for year 2.	Will	8/30/18	Presentation notes
PLC based goal on process development	PLCs continue work based on team level area of focus	SLT through PLC work	9/12/18	Updates shared at SLT meeting

PLC based goal on process development	PLCs continue work based on team level area of focus	SLT leaders in PLC	11/7/18	Identify target students to focus on and establish baseline data.
Building a culture for feedback.	Whole staff work on factors involved in developing a culture of feedback for students and staff alike. Focus on the overlap with growth mindsets and risk taking as learners.	SLT.	12/5/17	Specific plans from PD work. Feedback of staff . Action steps for PLCs and the school
Teachers as receivers of feedback	Whole staff work on identifying forms of feedback that teachers receive from students and how to respond to it.	SLT	1/2/19	Specific plans from PD work. Feedback of staff . Action steps for PLCs and the school
Progress monitor and review practices. (teacher feedback)	PLCs continue work based on team level area of focus	SLT leaders in PLC	2/13/19	Updates shared at SLT meeting
Progress monitor and review practices.(teacher feedback)	PLCs continue work based on team level area of focus	SLT leaders in PLC	3/13/19	Updates shared at SLT meeting
Review progress and identify next steps	Reflect upon year long learning and review progress of identified students. Identify next steps.	SLT and staff.	4/24/18	Review data of target students, SLT teachers share their respective experiences. Teacher self reflections on their learning.
Make action plans from identified next steps.	Summarize key learnings, strengths, and needs. Determine next steps for ongoing refinement.	SLT and staff	6/5/19	Action steps for next year: PD needs Expectations on intranet

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