Achieving Greatness: Improving Teaching Through Feedback and Self-Assessment

Mary T. Brownell, Melinda Leko, Kyena Cornelius, Dana Wagner, & Amy Colpo

Today

- Mission of CEEDAR
- Role of practice in improving instruction
- Features of effective practice opportunities
- Two efforts to improve teacher preparation and beginning teacher practice from MN and GA
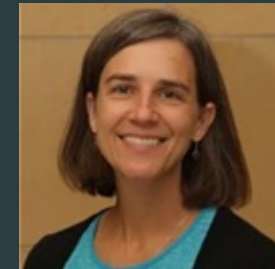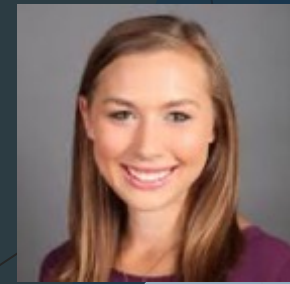
Mary Brownell

Melinda Leko
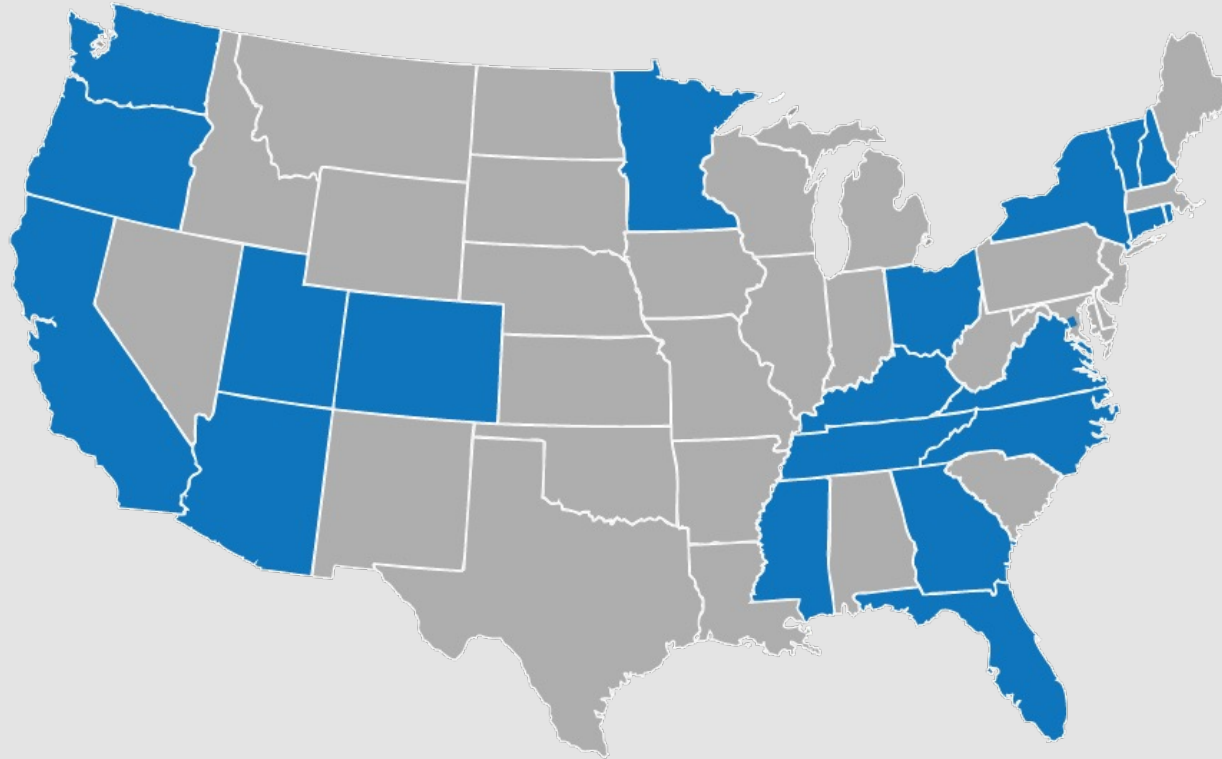
Kyena Cornelius

Dana Wagner

Amy Colpo

Our Mission

To support students with disabilities (SWDs) in achieving college- and career-ready standards by building the capacity of state personnel preparation systems to prepare teachers and leaders to implement evidence-based practices (EBPs) within multi-tiered systems of support (MTSS).

CEEDAR States

To improve teaching and leading, . . .

Cohesive, focused, repeated, deliberate practice opportunities

Brownell et al., 2019; Grossman & McDonald, 2008

Features of deliberate practice

Model

Feedback

Reflection & Analysis

Brownell et al., 2019; Leko et al., in press

Minnesota State University, Mankato

Program Description and Background

- Undergraduate Cohort Model
  - Cross-categorical mild/moderate licensure program
- Literacy Courses
  - Elementary Methods
  - Secondary Methods
- Central HLPs in the Literacy Methods Courses
  - 6 - Use student assessment, analyze instructional practices, and make necessary adjustments that improve student outcomes.
  - 14 - Teach cognitive and metacognitive strategies to support learning and independence.
  - 16 - Use explicit instruction
  - 18 - Use strategies to promote active student engagement
  - 22 - Provide positive and constructive feedback to guide students' learning and behavior.

Practice Based Learning Opportunities with Evidence Based Interventions
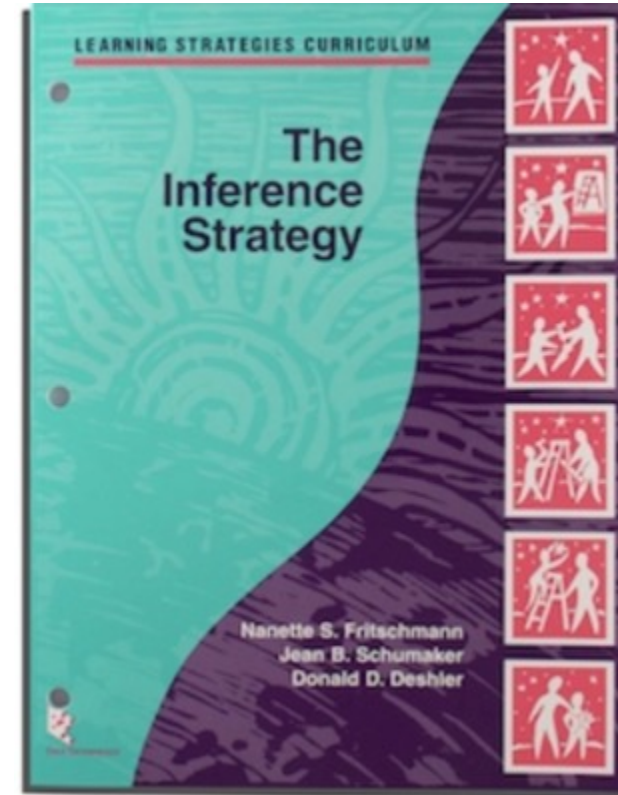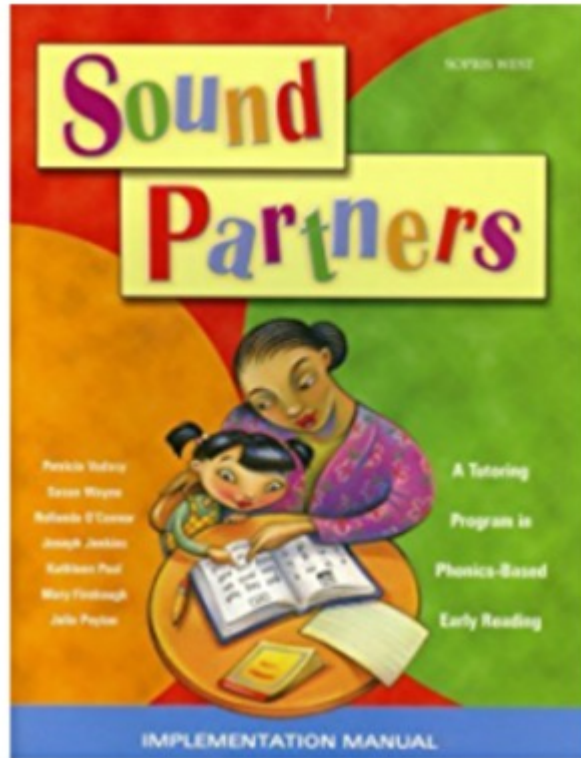
Practice Based Learning Opportunities

Microteaching
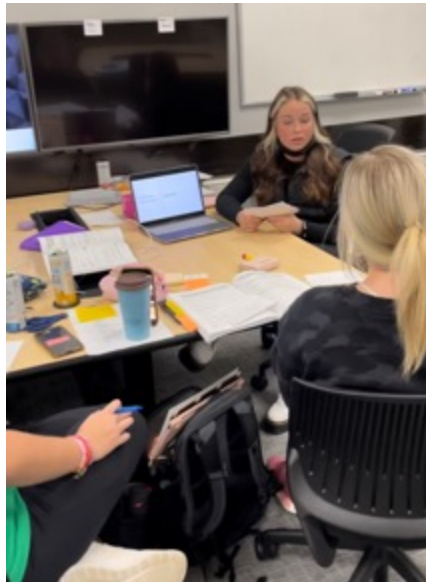
Targeted Field Experience

Structured Video Analysis
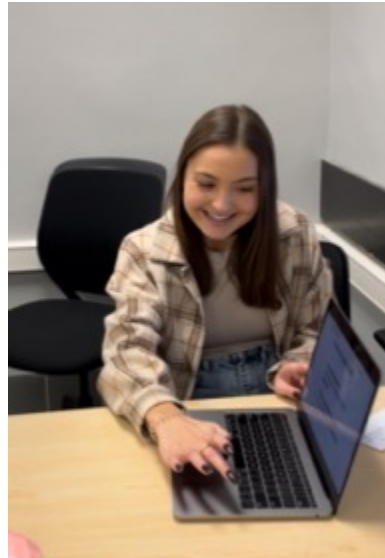
Performance Feedback

Effective performance feedback should be immediate, specific, positive, corrective when needed (Cornelius & Nagro, 2014).

Provided by faculty, peers and candidates themself using multiple observation tools:

- Implementation Fidelity Checklists with Qualitative Feedback

- Rating Scales of High-Leverage Practices

- Direct Observation of Teacher/Student Interactions (based off of the COSTI; Doabler et al., 2015; Smolkowski & Gunn, 2012)

Implementation fidelity checklists

Lesson element	Yes	No	Notes
Reviews errors from previous lesson			
Gives advance organizer • Lesson purpose, Expectations • Displays cue card 5			Description/Demonstration
Defines "predicting" and "Predicting Questions" Displays cue card 13			
Distinguishes between "Think and Seek" Predicting and "Self-Questioning" Questions			
Gives examples of Predicting Questions Displays cue card 14			Student Engagement
Talks about key words in Predicting Questions Displays cue card 15			
Provides rationales for making predictions while reading			Feedback
Explains the characteristics of a good answer to a Predicting Question Displays cue card 8			
Explains how to use the INFER Steps with Predicting Questions Displays cue card 1 • Interact with the questions • Note what you know • Find the clues • Explore any supporting details • Return to the question			

Component	Criteria	Yes	No
Word Reading	Provides a correct and clear demonstration of sounding out the first word without stopping between sounds		
	Provides clear and correct prompts for student to sound out each word in the first line		
	Gives direction for student to sound out the rest of the words without prompting		
	Asks students to isolate beginning, middle and ending sounds with a variety of sounds		
	Asks students to write three words with varying beginning, middle, and ending sounds		
	Prompts student to segment each word before writing it and read each word after writing it		
	Does not move on until student responses are firm		
	Provides appropriate immediate correction procedure for all errors		
	Provides follow-up practice for all errors		
	Provides specific positive praise		
	Maintains a brisk pace throughout word reading		
	Spends an appropriate amount of time on word reading		

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Peer feedback using a checklist

Lesson element	Yes	No	Notes
Displays passage 1 and questions Demonstrates the Interact Step for the first question	x		Description/ Demonstration
Demonstrates the Note Step for the first question	X		
Demonstrates the Interact and Note Steps for the remaining questions	X		
Demonstrates the Find the Clues Step for all the questions	X		
Demonstrates the Explore any Supporting Details Step	x		
Demonstrates the Return to the Question Step	x		

In the Notes column:

Description/ Demonstration

- The content was accurate and complete.
- I think that as you teach the strategy more, it will become more automatic and feel a bit more natural.
- There was enough detail where the student could understand, but not too much detail that it got overwhelming or boring.
- You use an enthusiastic and engaging tone when presenting the lesson.
- Pacing was good. I didn't get bored.

Student Engagement

- You did an excellent job of providing opportunities for the student to respond.
- One thing to possibly work on would be to find a way to provide follow up practice.
- The way this lesson was set up, there were a lot of verbal responses. There could be opportunities to add some written responses.
- The questions for these lessons are very structured, so you followed that well.

Feedback

- The way that you provide feedback is positive and immediate. I think that your feedback was specific.
- Again, finding a way to insert follow up practice would be something to consider.
- You do a good job of making students feel good about their participation even if they were incorrect.

Peer feedback sessions
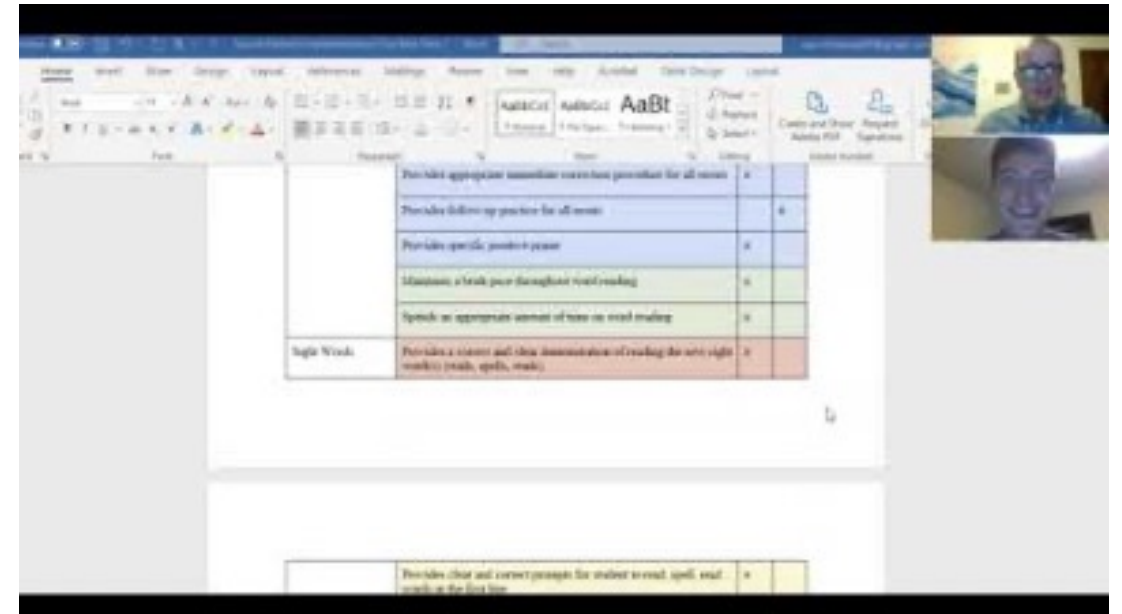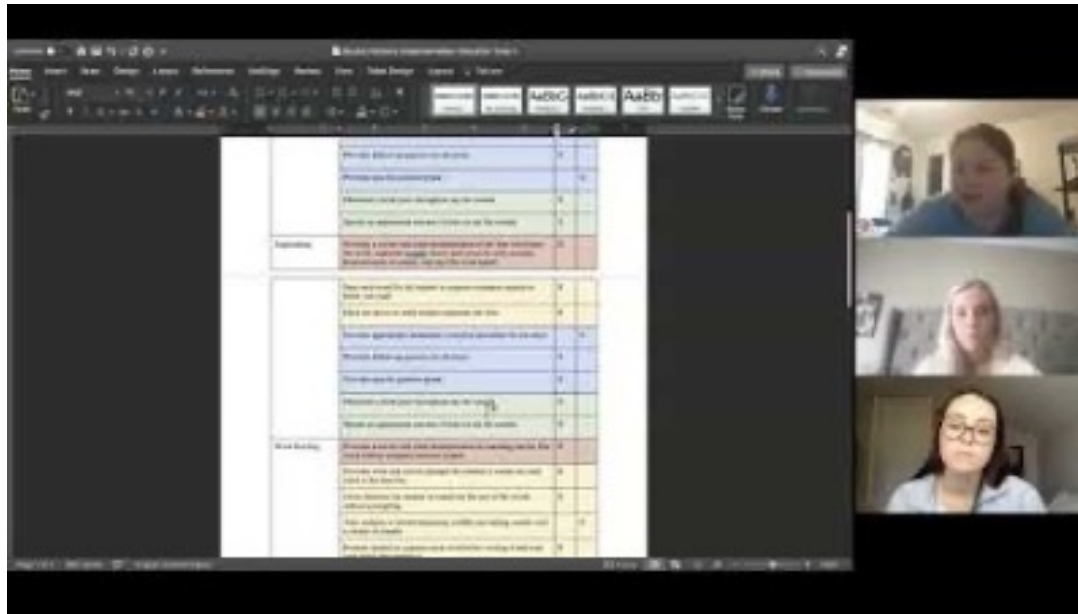
Rating Scale of High-Leverage Practices

During a model, describes/explains the skill/strategy/concept with a think-aloud AND demonstrates the skill/strategy/concept and use of appropriate supports *(description; think-aloud; demonstration using appropriate supports; examples/nonexamples; relevant; correct; clear and concise; complete)* • Was the description accurate? Yes No • Was the demonstration accurate? Yes No	0 1 2
Promotes Active Engagement • Sufficient variety of response strategies • Consistently uses a lively pace to maximize instructional time (adheres to 3 second rule) • Process-oriented prompting and questioning when needed	0 1 2
Uses voice, non-verbals, and proximity to promote engagement	0 1 2
Unguided practice is a valid assessment of the lesson objective *(aligned with lesson objective AND completed independently)* • Only known skills (i.e. sounds/words, numbers/skills) are represented • New skills (i.e. sounds/words, numbers/skills) are over represented	0 1 2

Collects data to demonstrate student proficiency before leaving guided practice
     Monitors academic progress and collects data at multiple points in the lesson
          • Records all student errors (number and type) during the lesson and collects unguided practice data   Yes   No
     Uses data to make instructional decisions throughout the lesson
          • Provides more practice if response is not firm   Yes   No
          • Provides appropriate error correction and delayed test if there is an error and reviews errors at the end of the lesson. Yes   No
	0 1 2

Direct Observation of Teacher/Student Interactions

Student Teacher Interactions																				
Teacher Demonstration/ Prompt																				
Opportunity to Respond																				
Student response (correct/error)																				
Appropriately corrected error																				
Provided appropriate follow up practice																				
Provided appropriate affirmation																				

Direct Observation Tool for Project TEAM

Interventionist _____   Content _Reading_   Date of Lesson _10/1_   Observer _____

During a model, describes/explains the skill/strategy/concept with a think-aloud AND demonstrates the skill/strategy/concept and use of appropriate supports (description; think-aloud; demonstration using appropriate supports; examples/nonexamples; relevant; correct; clear and concise; complete) • Was the description accurate? _Yes_ No • Was the demonstration accurate? _Yes_ No	} Initially demos great skills ≈ this @ start of video. See comment @ bottom of page re: "O" sound	0 (1) 2
Promotes Active Engagement • Sufficient variety of response strategies • Consistently uses a lively pace to maximize instructional time (adheres to 3 second rule) • Process-oriented prompting and questioning when needed	Nice pacing noted!	0 (2)
Uses voice, non-verbals, and proximity to promote engagement	Great rapport established!	0 1 (2)
Unguided practice is a valid assessment of the lesson objective (aligned with lesson objective AND completed independently) • Only known skills (i.e. sounds/words, numbers/skills) are represented • New skills (i.e. sounds/words, numbers/skills) are over represented	Reviewed a good blend of known & unknown ≈ 75% known.	0 1 (2)
Collects data to demonstrate student proficiency before leaving guided practice Monitors academic progress and collects data at multiple points in the lesson • Records all student errors (number and type) during the lesson and collects unguided practice data Yes (No) Not clear. Uses data to make instructional decisions throughout the lesson • Provides more practice if response is not firm (Yes) No — Doesn't always have student repeat correct sound /words • Provides appropriate error correction and delayed test if there is an error and reviews errors at the end of the lesson (Yes) No. Goes back to review previous errors.		0 (1) 2

reviewing correction

Student Teacher Interactions	got	?	Sad	Mock		Dot	Bot	Mat		Tom	Mac	Mad	can	cut	?	?	not	Mock	Tom	Dot	Mat	Cut	?
Teacher Demonstration/ Prompt	l									l	l	l											
Opportunity to Respond		l	l	l	l	l			l	l	l	l	l	l		l	l	l	l	l	l l
Student response (correct/error)	E	E	C	E	E	C	C	C	C	C	C	C		C	C	C	C	C	C c
Appropriately corrected error	l	l		l	l	l														17
Provided appropriate follow up practice		l		NO practice																
Provided appropriate affirmation											V8	V6	GJ					6J	6J	6J	GJ for saying sound

That is the hardest

Start time __6:20__   Stop Time __9:20__

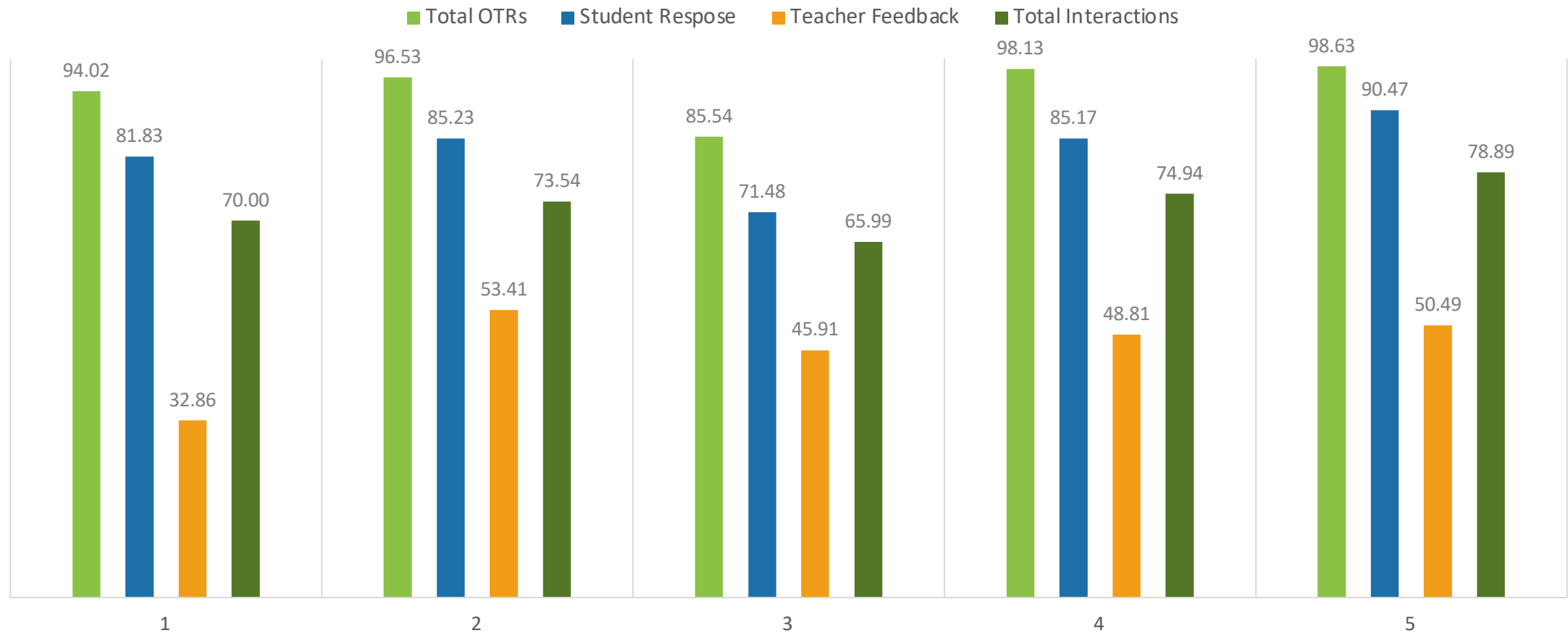* Watched several minutes @ start
* Poor introduction to "O" — Stated that the O sound was "Ō" initially, fixed it eventually

How did peer feedback compare to faculty feedback?

Faculty and Candidate Agreement on Engagement and Feedback

Video Self-Analysis

Then write your reflection about the lesson, be sure to provide examples of each item below

Described:

Analyzed:

Judged:

Applied:

Candidate reflections

- *Not that my lessons were amazing by any means. I had errors. For being this far in my program I feel like the errors and mistakes are all part of the learning process.*

- *I am not afraid to have flaws when teaching and in fact I want some, to grow and learn from my mistakes. That's probably the biggest takeaway from this whole project. You don't have to be perfect or present a perfect lesson. As long as the student is learning and you are engaging them and making connections with them you will be successful.*

- *I think that I need to work on paring down the amount of teacher talking time to what is necessary and helpful to my students. I plan to begin making my lesson plans look more like note sheets as well as following along more closely to scripted curriculums, especially initially. In class we have discussed how it may be a good idea to use the script the first time that you are working with a curriculum and then adjust as needed based on how that goes…*

- *I could have chosen to gather student responses such as asking more probing questions that had the student thinking deeper. Using more open question types could have included the students in the thought process behind decisions for answering the comprehension questions.*

GEORGIA STATE BIRD:

★ ATHENS

★ ATLANTA

★ AGUSTA

★ MACON

★ COLUMBUS

SAVANNAH ★

BROWN TRHASHER

Georgia–CEEDAR Partnership

Began in 2014:

- Georgia Department of Education
- Professional Standards Commission
- University System of Georgia
- Georgia State University
- Columbus State University
- Kennesaw State University (KSU)

Scaling up 2017–2021:

- University of North Georgia
- University of West Georgia
- Georgia Gwinnett College
- Clark Atlanta
- University of Georgia
- Georgia Southern University
- Mercer University

Reform	Revise	Refine	Realign
Teacher and Leader Preparation Programs	Licensure Standards to Align with Reforms	Personnel Evaluation Systems	Policy Structures and Professional Learning Systems

High-Leverage Practices in Georgia: From Awareness…

2018
- Initial HLP and Multitiered System of Support Statewide Summit
- Seven-part HLP webinar series (2018–19 academic year)

2019
- Georgia HLP Induction Professional Learning Series
- Purposeful practice of HLPs using mixed-reality simulation (MRS) for preservice teachers and leaders at KSU and the University of West Georgia

High-Leverage Practices for Students with Disabilities

HLP Awareness

High Leverage Practices (HLPs) in Georgia

Specific teacher practices likely to result in improved outcomes for ALL students

Georgia HLP Induction Professional Learning Series

Start Here	Learn More	Application
HLP Glossary	HLP Video Examples	HLPs & edTPA
Four Aspects of HLPs	GA HLP Webinar Series	Resources for Induction
HLP Resource Book Downloadable PDF Link to Order	Inclusive Leadership Resources	HLPs in MTSS/ GTSSS

Webinar Series

The Georgia High-Leverage Practices Webinar Series is a 7-part webinar that creates awareness of High-Leverage Practices and how these practices align within Georgia's Tiered System of Support for Students. This series provides information and resources that are applicable to stakeholders in various settings including: P-12 teachers, Administrators, Academic/Instructional Coaches, and Educator Preparation Program Providers. This series helps participants understand the components of High-Leverage Practices and consider ways to effectively and sustainably implement those practices in their learning environments.

… to implementation

2020
- HLP Hub
- Retention of Special Education Teachers and Early Intervention Providers Office of Special Education Program Grant
- Center on Great Teachers and Leaders (GTL Center) to develop a model induction program for K–12 special education teachers to support induction and retention based on HLPs

2021
- "Train the trainer" for GLRS and LEAs on HLPs
- Integration of MRS to practice HLPs
- Coaching supports for Georgia Teacher/Provider Retention Program (TPRP) induction teachers

Induction as a Retention Strategy

- Quality induction predicts novice special education teachers' intention to stay (Billingsley & Bettini, 2019; Jones, Youngs, & Frank, 2013).

- 2019 OSEP survey found that mentorship and induction was one of the most effective methods for improving teacher retention.

Georgia Teacher/Provider Retention Program

- Purpose: To improve the retention of special education teachers **and** early intervention providers in Georgia: Parts B and C.

  – U.S. Department of Education's Office of Special Education Programs Grant

  – Awarded $500,000 per year for up to 5 years

  – **Four key goals: Model Induction Program, leadership development, Early Intervention Part C, and easy access to crucial data**

- $100,000 to support coaching to support induction teachers

EFFECTIVE PERSONNEL FOR ALL

ATTRACT
PREPARE
RETAIN
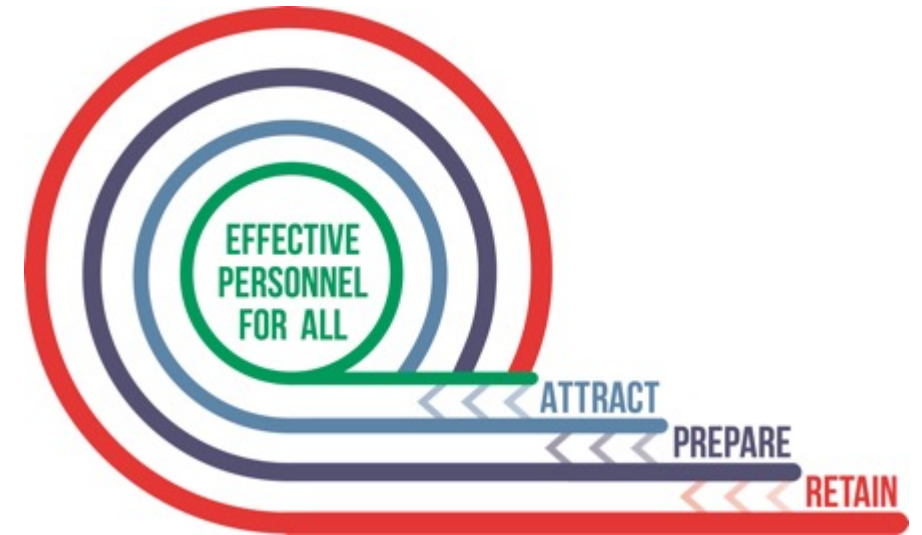
Goals of the Model Induction Program

- Increase effective use of HLPs through:
  - Knowledge building
  - Mixed-Reality Simulation for practice
  - Coaching and feedback

- Increase the **retention** of new special education teachers by developing and implementing high-quality professional learning and mentoring.
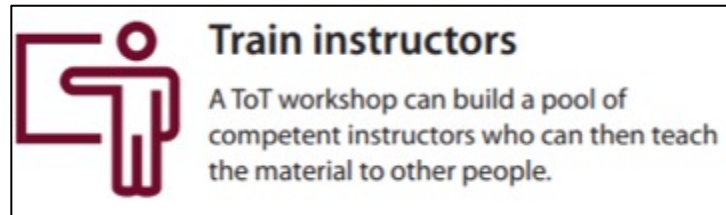
Highlights of the Teacher Retention Program

- The **Center on Great Teachers and Leaders** (GTL Center) and **Kennesaw State University** (KSU) developed a model **train-the-trainer induction program** for K–12 special educators to support induction and retention.

- Content focuses on **HLPs** and **individualized education program (IEP) development and implementation**.

- **Mixed-reality simulation** (MRS) supports practice for new special education teachers in a safe environment with constructive feedback for professional growth.

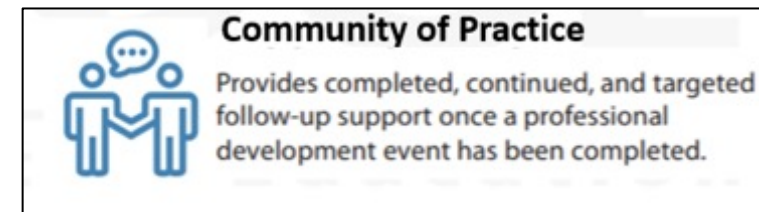- Regional technical centers and 10 LEAs deliver **content and coaching.**

Train-the-Trainer Model

Train instructors

A ToT workshop can build a pool of competent instructors who can then teach the material to other people.

GTL & KSU train GLRS trainers

Deliver Training

Deliver training to a group of educators

GLRS trainers train teachers
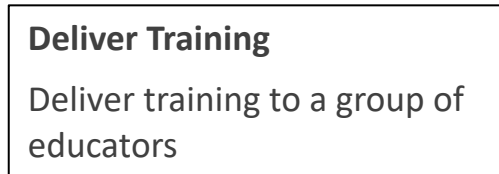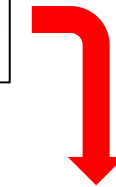
- GLRS trainers participate in CoP with GTL/KSU
- GLRS trainers provide ongoing coaching to teachers

Community of Practice

Provides completed, continued, and targeted follow-up support once a professional development event has been completed.

HLP Trainings for Teachers

- **HLP 7:** Establish a Consistent, Organized and Respectful Learning Environment
- **HLPs 8/22:** Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior
- **HLP 9:** Teach Social Behaviors
- **HLP 16:** Use Explicit Instruction
- **HLP 18:** Use Strategies to Promote Active Student Engagement

HLP Trainings for Teachers

- **IEP Procedural & Substantive Requirements** (includes HLPs 4, 5, 6, 11, 12, & 13):
  - Evaluation/Present Levels of Performance
  - Writing Goals and Objectives
  - Progress Monitoring
  - Supplemental Services
  - Services Grid, including Least Restrictive Environment

- **Facilitating IEP Meetings & Collaborating with IEP Team** (includes HLPs 1 – 3)

Mixed Reality Avatar Simulation Lab
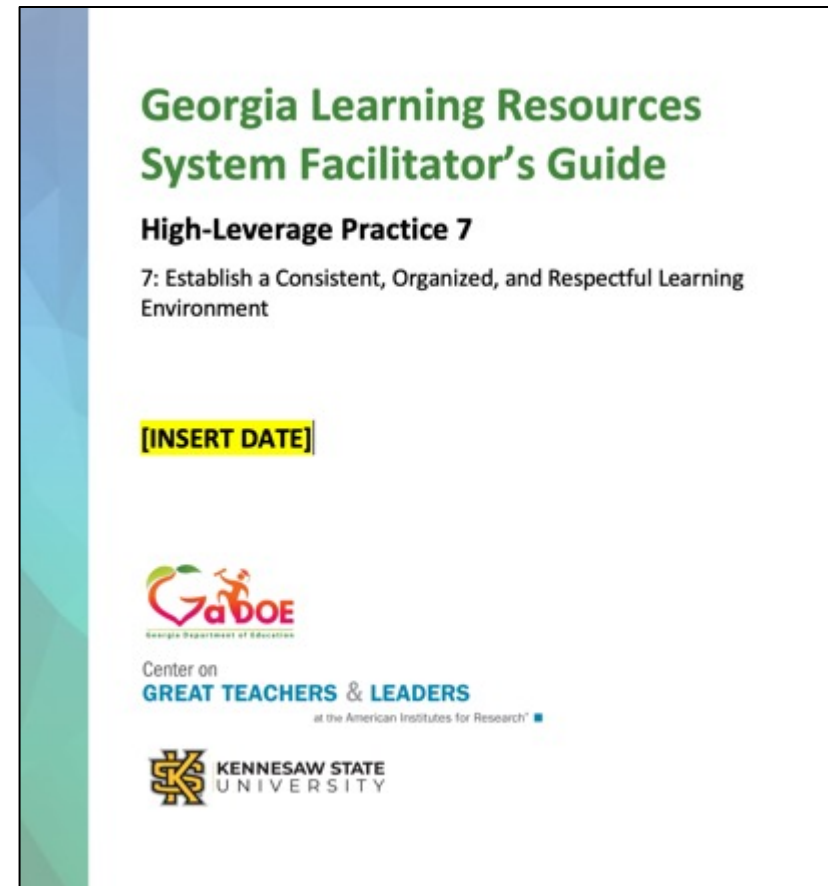

https://youtu.be/QboyNwQJLM8

- Regional directors and coaches learn how to use MRS to design professional learning experiences for induction teachers.

- Induction-level special education teachers practice teaching HLPs with the avatars as their students.

Training Materials for Trainers

- Facilitator's guide
- PPT slide deck
- Meeting agenda with recommended time allotments
- Professional learning activity handouts

Georgia Learning Resources System Facilitator's Guide

High-Leverage Practice 7

7: Establish a Consistent, Organized, and Respectful Learning Environment

[INSERT DATE]

GaDOE
Georgia Department of Education

Center on
GREAT TEACHERS & LEADERS
at the American Institutes for Research

KENNESAW STATE
UNIVERSITY

Coaching Component

Social/Emotional/Behavioral Domain	
HLP 7: Establish a Consistent, Organized, and Respectful Learning Environment	
Select the HLP components observed.	
1	Discusses and provides rationale for classroom expectations, rul[es,] procedures using terms that are observable, measurable, positive understandable, and always applicable.
2	Ensures that classroom expectations, rules, and procedures refl[ect] values, and beliefs of students and families from various ethnic, linguistic backgrounds represented in the school.
3	Teaches and reinforces expectations (e.g., be respectful, be res[ponsible,] safe), rules, and procedures using explicit instruction.
4	Incorporates student input in class rules.
5	Transitions quickly from one activity to another.
Comments:	

**Probes for coaching discussions:**

Begin by asking the teachers about their practice with HLP 7: Establishing a Consistent, Organized, and Respectful Learning Environment:

From your perspective, do you feel like your students have a clear understanding of classroom rules and are able to adhere to them? What strategies have you put into place to reinforce classroom expectations?

- Potential feedback:
  - It was very clear in my observations that the students were both aware of and able to follow classroom rules and procedures. Students were able to locate and summarize classroom rules when asked.
  - I noted that a few of the students were exhibiting disruptive behavior and that those behaviors seemed to escalate throughout the day – most particularly during unstructured times. You might consider pairing these students with peers who can model appropriate behavior and ensuring the students that struggle is frequently reinforced for positive behavior.
  - One of the student's consistently displayed disruptive behavior even with positive reinforcement. The student may benefit from explicit instruction in the desired behavior using simulations, games, and/or role plays. For example, raising hand before speaking, appropriately initiating conversations with peers, or requesting to leave a situation.

Coaching Dashboard
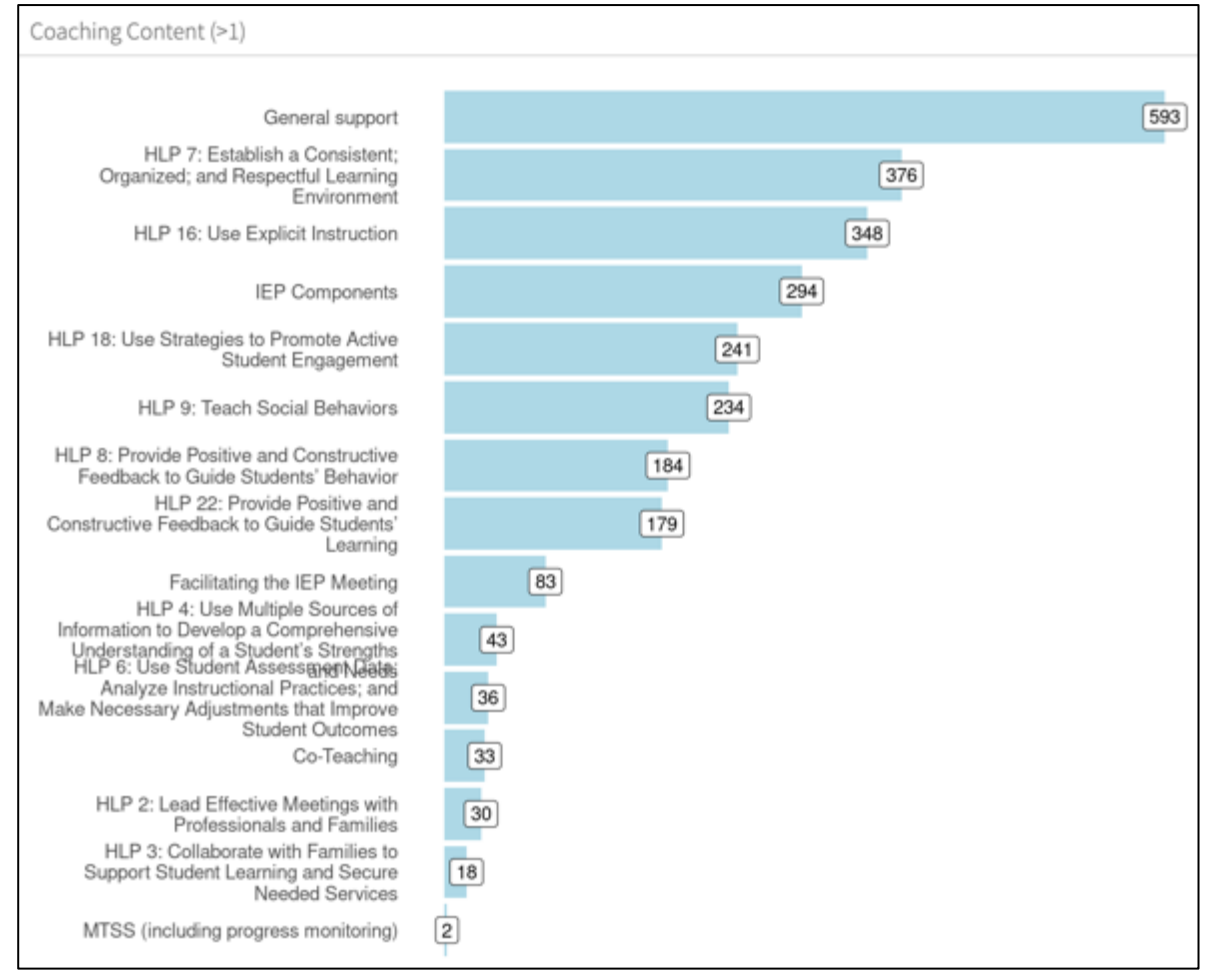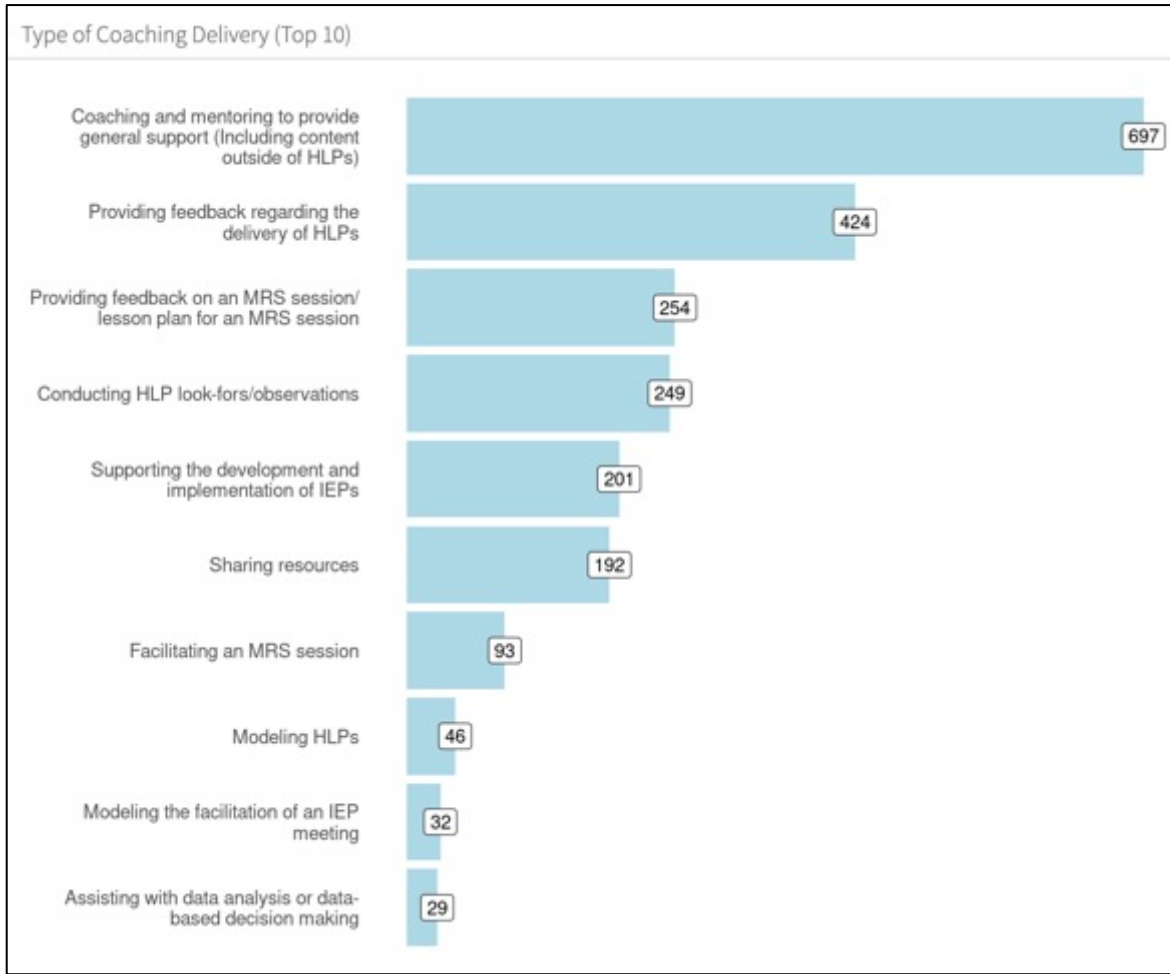
TPRP Data from Cohort 1

▶ July 2021 – April 2022

Self-Assessment Tool

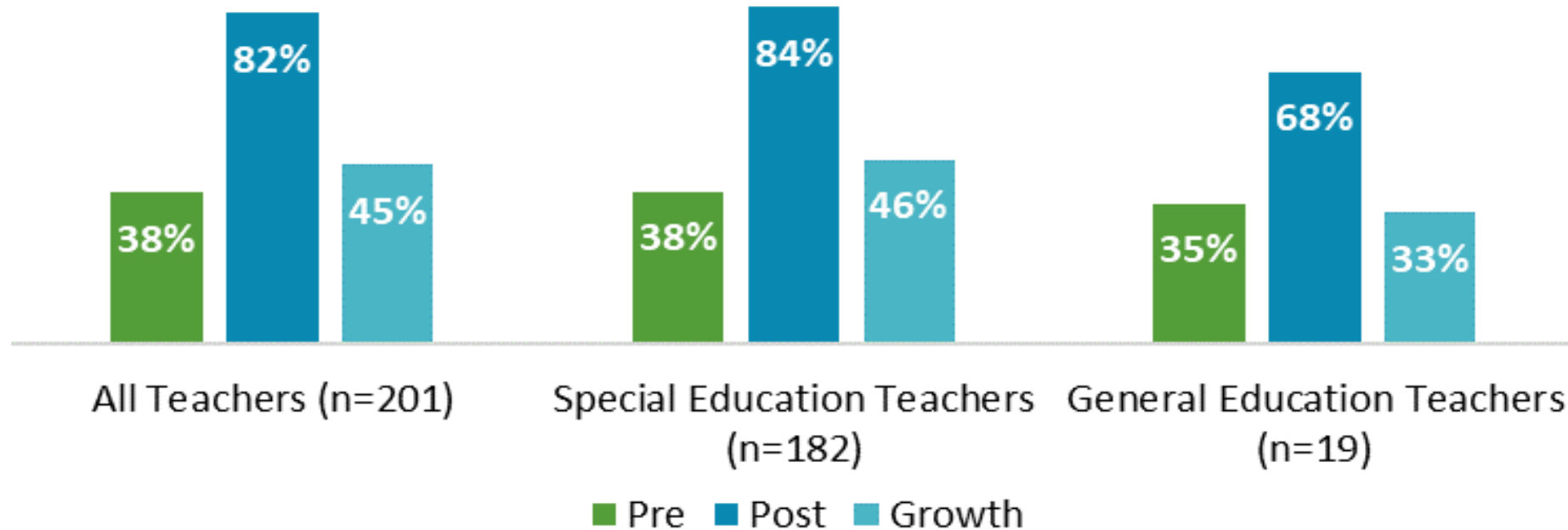| Social/Emotional/Behavioral Domain						
HLP 7: Establish a Consistent, Organized, and Respectful Learning Environment						
Rate the extent to which you incorporate this HLP.	N/A	1	2	3	4	5
1	I discuss and provide the rationale for classroom expectations, rules, and procedures with students using terms that are observable, measurable, positively stated, understandable, and always applicable.					
2	I make sure that classroom expectations, rules, and procedures reflect the cultures, values, and beliefs of students and families from various ethnic, cultural, and linguistic backgrounds represented in the school.					
3	I explicitly teach, reteach, and model three to five positively stated expectations (e.g., be respectful, be responsible, and be safe).					
4	I incorporate student input in class expectations.					
5	I understand that behavior is a form of communication, and I take this under consideration when I interpret and respond to a student's behavior in the classroom.					
6	I limit the amount of unstructured time.					
7	I post expectations, rules, and procedures in highly visible areas of the classroom.					
8	I lay out the classroom and other high-traffic areas in a way that will meet the needs of the students.					

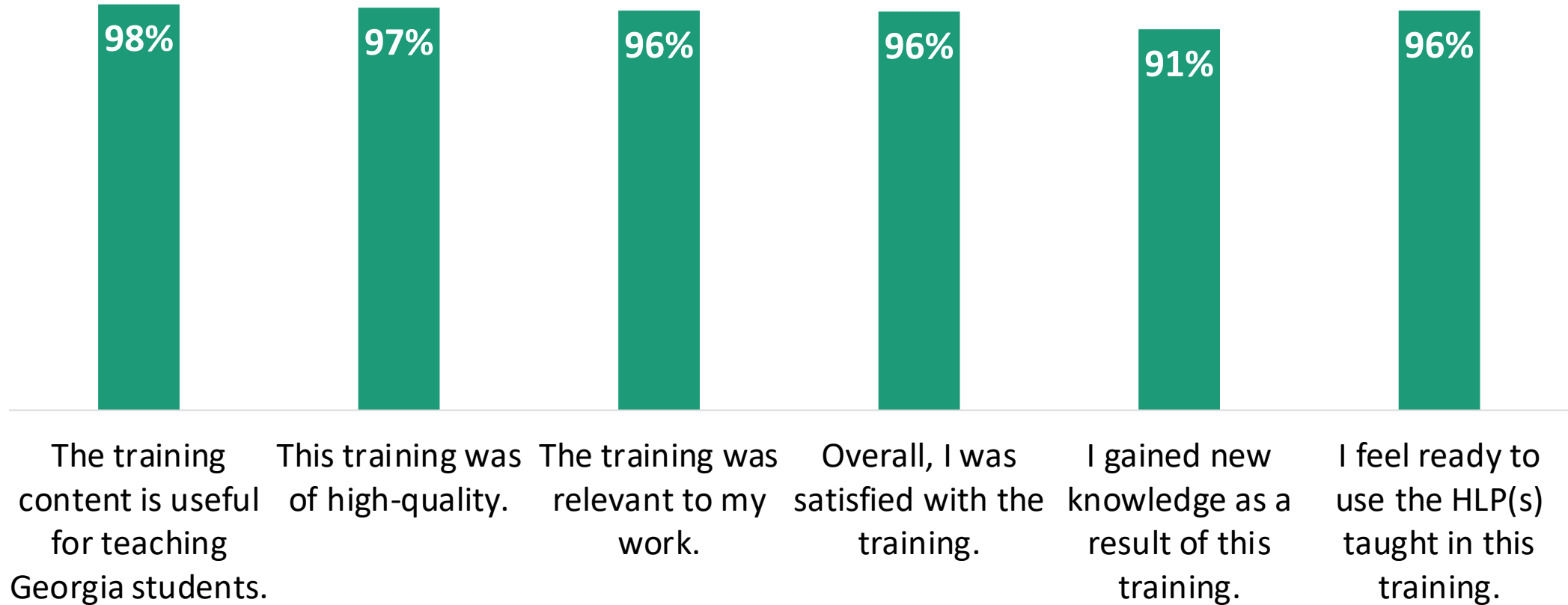| Rate the extent to which you incorporate this HLP	N/A	1	2	3	4	5
15. I clearly model and facilitate student practice to show students how to use self-regulation procedures (e.g., goal setting, self-monitoring) when participating in tasks/activities.						
16. I provide scaffolded supports (e.g., graphic organizers, sentence stems) across a wide range of areas (e.g., academics, behavior, social skills)						
17. I provide an explanation of student data, including progress monitoring data, in a way that all team members can use the data to make informed decisions.						
18. I consider the setting and circumstances of when a specific social skill is needed and develop examples, nonexamples, and role-playing scenarios to support students in generalizing the skill.						
19. I encourage discussion and problem solving among families and team members to ensure that a student's individualized education program is high quality.						
20. I apply the antecedent-behavior-consequence (A-B-C) model when developing the Functional Behavioral Assessment hypothesis statement. For example, when someone coughs (A), a student might pinch them (B), leading them to get attention (C).						
21. I provide students with opportunities to respond (e.g., asking questions) throughout my lessons.						
22. I consider my students' assistive technology needs related to their goals, access to the general education curriculum, and extracurricular activities.						
23. I use progress monitoring to track student improvements.						
24. I use cooperative learning structures (e.g., jigsaw) to meet academic, behavioral, and/or interpersonal instructional objectives.						
25. I provide positive and specific feedback on student learning.						

Scoring

- Collaboration: 1, 4, 9, 14, 17   _____ out of 25
- Assessment: 3, 8, 11, 12, 19   _____ out of 25
- Socio-emotional/Behavioral: 5, 6, 13, 18, 20   _____ out of 25
- Instructional: 2, 7, 10, 15, 16, 21, 22, 23, 24, 25   _____ out of 50

Average Pre/Post Self-Assessment Results

Figure 7: Average Pre/Post HLP Self-Assessment Results (July 2021 - March 2022)

All Teachers (n=201): Pre 38%, Post 82%, Growth 45%
Special Education Teachers (n=182): Pre 38%, Post 84%, Growth 46%
General Education Teachers (n=19): Pre 35%, Post 68%, Growth 33%

Legend: ■ Pre ■ Post ■ Growth

Average GLRS/District Teacher Induction Training Events Post Evaluation Results by Month

98%	97%	96%	96%	91%	96%
The training content is useful for teaching Georgia students.	This training was of high-quality.	The training was relevant to my work.	Overall, I was satisfied with the training.	I gained new knowledge as a result of this training.	I feel ready to use the HLP(s) taught in this training.

Percentage of TPRP Participants in Agreement that the Professional Learning (Training, Coaching, MRS Labs) Influenced Teachers' Plans to Continue Teaching (2022)

All (n=286): 91%
Special Education (n=243): 91%
General Education (n=28): 89%
Other (n=11): 90%
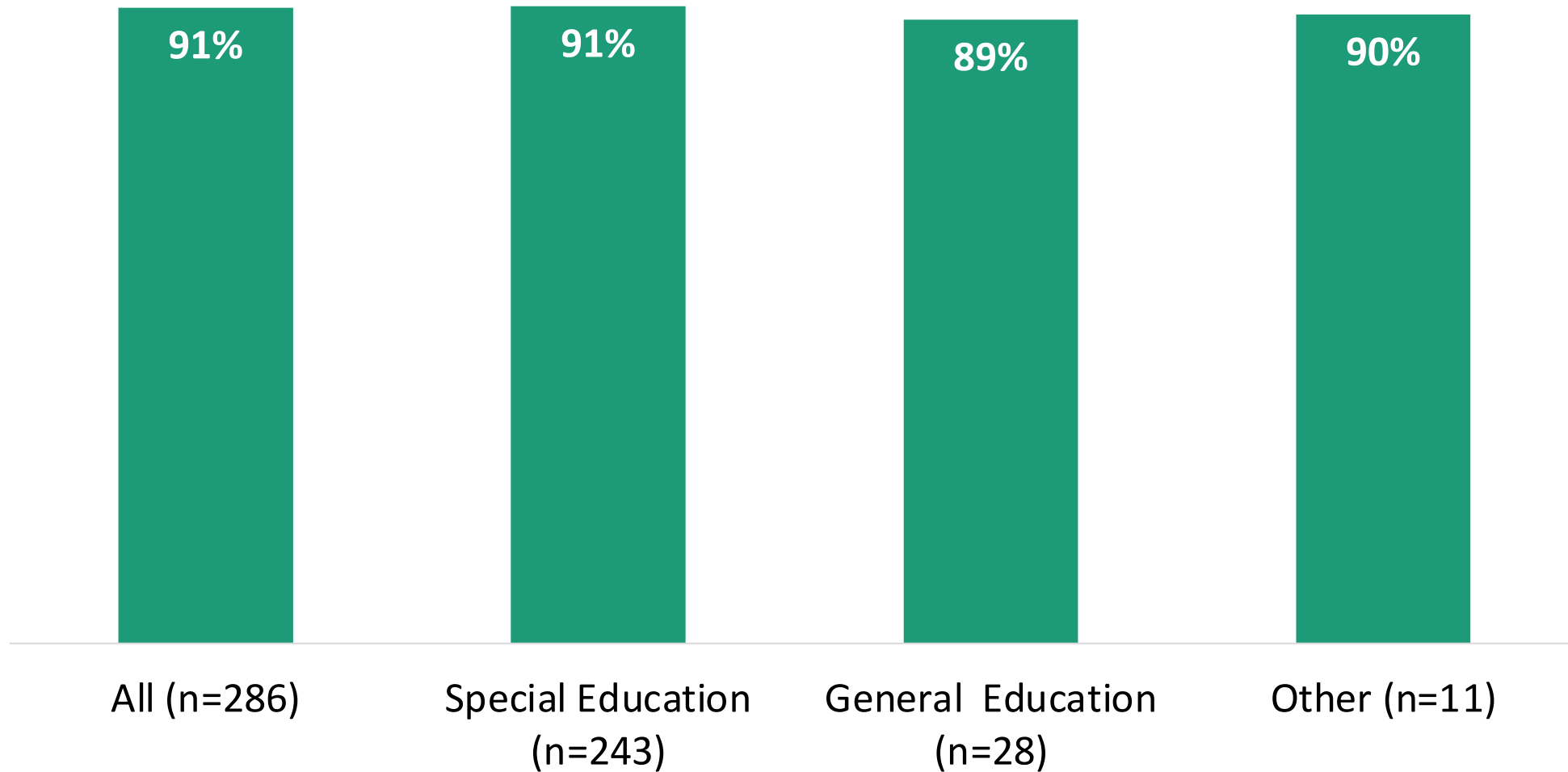
Feedback from participating teachers

- "The New Teacher Induction Program provided a safe network of support while also offering relevant training and collaboration opportunities."

- "The relevant trainings improved my daily practices and increased student engagement."

- "As new teachers, we face unique challenges. It was comforting to know that I wasn't alone and that others were experiencing similar challenges."

- "I am an IRR [Immediate Reinforcement and Remediation] special education teacher. The training on explicit instruction was exceptionally helpful for me to reach all my students."