

## Modeling C.O.R.E. within the Teacher Evaluation Process

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January 31, 2013  
**MSD Warren LIS Meeting**



## Welcome

- As you get settled, complete the Feedback Self-assessment and total your scores.
- Consider, in 1 sentence, what has supported or hindered your attempt to provide effective feedback to staff in your building?
  - If you are wired, post your anonymous(or not) response at:  
**<http://todaysmeet.com/WarrenLIS>**



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## **Civility: Understanding Your Role**

“It takes courage to start a conversation. But if we don’t start talking to each other, nothing will change. Conversation is the way we discover how to transform our world, together.”

~ Meg Wheatley



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## **Provide Feedback vs. Advise**

- Consider these examples.
  - Which are feedback?
  - Which are advise?



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## Feedback vs. Advise

- I hit a tennis ball with the goal of keeping it in the court, and I see where it lands—in or out.
- I teach a lesson with the goal of engaging students, and I see that some students have their eyes riveted on me while others are nodding off.
- A reader comments on my short story, "The first few paragraphs kept my full attention. The scene painted was vivid and interesting. But then the dialogue became hard to follow; as a reader, I was confused about who was talking, and the sequence of actions was puzzling, so I became less engaged."
- I tell a joke with the goal of making people laugh, and I observe the audience's reaction—they laugh loudly or barely snicker.
- A baseball coach tells me, "Each time you swung and missed, you raised your head as you swung so you didn't really have your eye on the ball. On the one you hit hard, you kept your head down and saw the ball."
- A friend tells me, "You know, when you put it that way and speak in that softer tone of voice, it makes me feel better."



*From Wiggins(2012). Seven Keys to Effective Feedback.*

## What's the Difference?

- Advise is:
  - one's opinion about what could or should be done about a goal, situation, or problem.
- Feedback is:
  - goal-referenced;
  - tangible and transparent;
  - actionable;
  - user-friendly (specific and personalized);
  - timely;
  - ongoing and consistent.



*From Wiggins(2012). Seven Keys to Effective Feedback.*

## Points to Consider

In your role:

- Focus on Specifics
  - Use tools that will support objectivity



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### Level of Questioning Observation Tool

Teacher Observed: \_\_\_\_\_ Observer: \_\_\_\_\_

Date: \_\_\_\_\_ Time of Observation: \_\_\_\_\_ to \_\_\_\_\_

Cognitive Process Dimension	Factual Knowledge	Conceptual Knowledge	Procedural Knowledge	Meta-Cognitive	Total	%
<b>Remember</b> recognizing, recalling						
<b>Understand</b> explaining, clarifying, interpreting, categorizing, classifying, comparing, contrasting, inferring, predicting, extrapolating, exemplifying, illustrating						
<b>Apply</b> applying a procedure to a familiar or an unfamiliar task						
<b>Analyze</b> differentiating, distinguishing, organizing, integrating, outlining, attributing						
<b>Evaluate</b> checking, monitoring, testing, critiquing						
<b>Create</b> generating, hypothesizing, planning, designing, producing						
<b>Total of Questions Asked =</b>						





## Points to Consider

In your role:

- Focus on Specifics
  - Use tools that will support objectivity
- How might the following phrases support the feedback/evaluation process?
  - I noticed...
  - I wonder...
  - What if?...
  - How might?...



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## Order: Establishing an Effective Evaluation Process

“We cannot solve our problems with the same thinking we used when we created them.”

~Albert Einstein







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## Create a Structure for Problem Solving

- Focused conversation protocols help to ensure *depth* of feedback sessions.
- A frequently used process is O.R.I.D
  - (Objective, Reflective, Interpretive, Decisional)

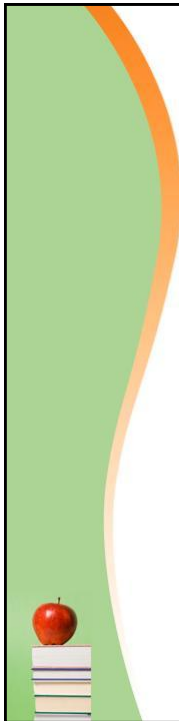


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Level of Questions	Purpose	Questions to Answer
<b>O</b> <b>Objective Level</b> 	<ul style="list-style-type: none"> <li>✓ To examine the data</li> <li>✓ To identify factual information</li> </ul>	<ul style="list-style-type: none"> <li>✓ What do you see?</li> <li>✓ What factual statements can you make based on the data?</li> </ul>
<b>R</b> <b>Reflective Level</b> 	<ul style="list-style-type: none"> <li>✓ To encourage participants to make connections</li> <li>✓ To encourage free flow of ideas and imagination</li> </ul>	<ul style="list-style-type: none"> <li>✓ What surprised you?</li> <li>✓ What encouraged you?</li> <li>✓ What discouraged you?</li> <li>✓ How does this make you feel?</li> </ul>
<b>I</b> <b>Interpretive Level</b> 	<ul style="list-style-type: none"> <li>✓ To identify patterns and determine their significance or meaning</li> <li>✓ To articulate underlying insights</li> </ul>	<ul style="list-style-type: none"> <li>✓ Describe the "Big Idea"</li> <li>✓ What does the data tell us? What new insights do you have?</li> <li>✓ What good news is there for us to celebrate?</li> <li>✓ What doesn't it tell us and what else might we need to know?</li> </ul>
<b>D</b> <b>Decisional Level</b> 	<ul style="list-style-type: none"> <li>✓ To propose next steps</li> <li>✓ To develop an action plan</li> <li>✓ To make decisions</li> <li>✓ To experience "coming together"</li> </ul>	<ul style="list-style-type: none"> <li>✓ What are our proposed next steps?</li> <li>✓ What decisions can we make?</li> <li>✓ What is our action plan for moving forward?</li> </ul>



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**Respect:**  
**Considerations about the Ways in Which Feedback is delivered**

“It is far easier to discourage someone with our words than to encourage them.”

~Albert Bandura

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**Ways of EXPRESSING Conflict**

	Emotional Restraint	Emotionally Expressive
Direct	Discussion Style	Engagement Style
Indirect	Accommodation Style	Dynamic Style

*Intercultural Conflict Styles Inventory*



## The Words You Speak

- The word "but," along with its cousins "however" and "although," when said in the middle of a thought, create contradictions or mixed messages.
  - Be Straightforward and Sincere
  - Avoid the Sandwich Approach
    - Don't throw it out, just know when to use it.



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## Support Teachers in Developing S.M.A.R.T. Goals

S	Specific	Goals should be <b>specific</b> .
M	Measureable	Goals should be <b>measurable</b> . Have a yardstick for measuring outcomes.
A	Attainable	Goals should be <b>attainable</b> . Draft realistic goals that challenge you.
R	Relevant	Goals should be <b>relevant</b> . Make sure each goal is consistent with other goals you have established and fits with your immediate and long-range plans.
T	Timely	Goals should be <b>timely</b> . Give yourself time to achieve your goals.



This becomes your tool for accountability!

## Excellence: Considering Your Toolbox

“Excellence is not the opposite of failure. To learn about success you have to study success. Only successful examples can tell you what excellence looks like.”

~ Marcus Buckingham



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## Check Your Lenses

- “You can’t teach what you don’t know”
  - Be the Change you want to see.
- Be knowledgeable enough to support problem solving for change.
- Do you have the resources you need to offer an objective and fair evaluation?
  - If not, create S.M.A.R.T. goals



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## Some Examples

- Implementation of Differentiated Instruction
  - (Domain 1)
- Developing Rigorous and Relevant lessons
  - (Domain 2)
- Effective lesson plans to meet the needs of diverse learners
  - (Domain 2)
    - Culturally Responsive Instructional Strategies
    - Field Dependent vs. Field Independent Students
- Increasing Engagement
  - (Domain 2)
- Strategies for Checking for Understanding
  - (Domain 2)
- Culturally Responsive Classroom Management
  - (Domain 3)

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### RIGOR

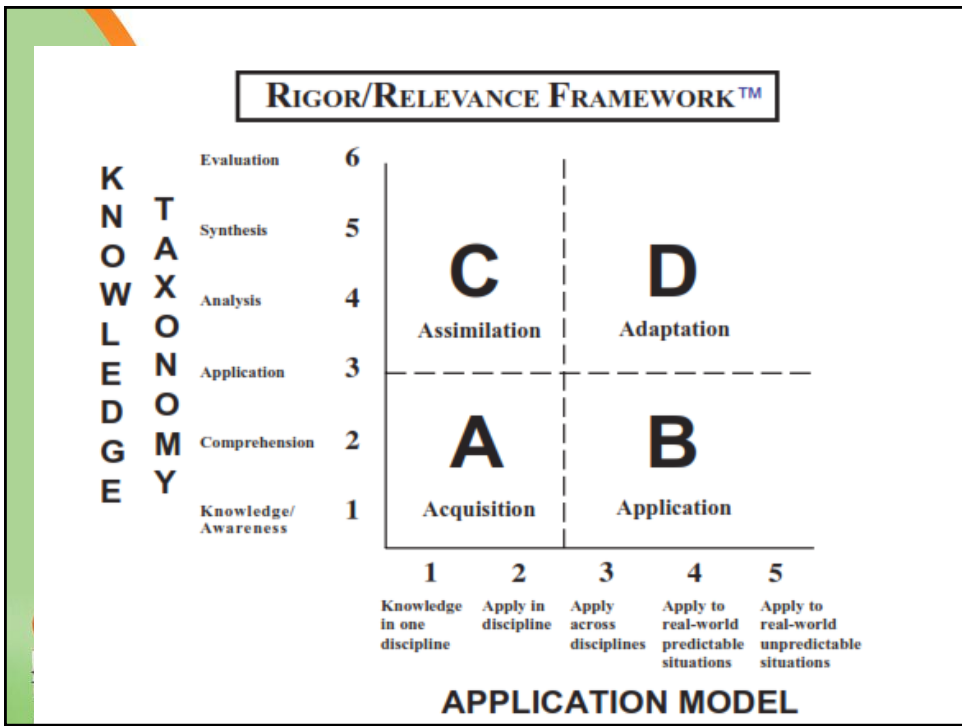
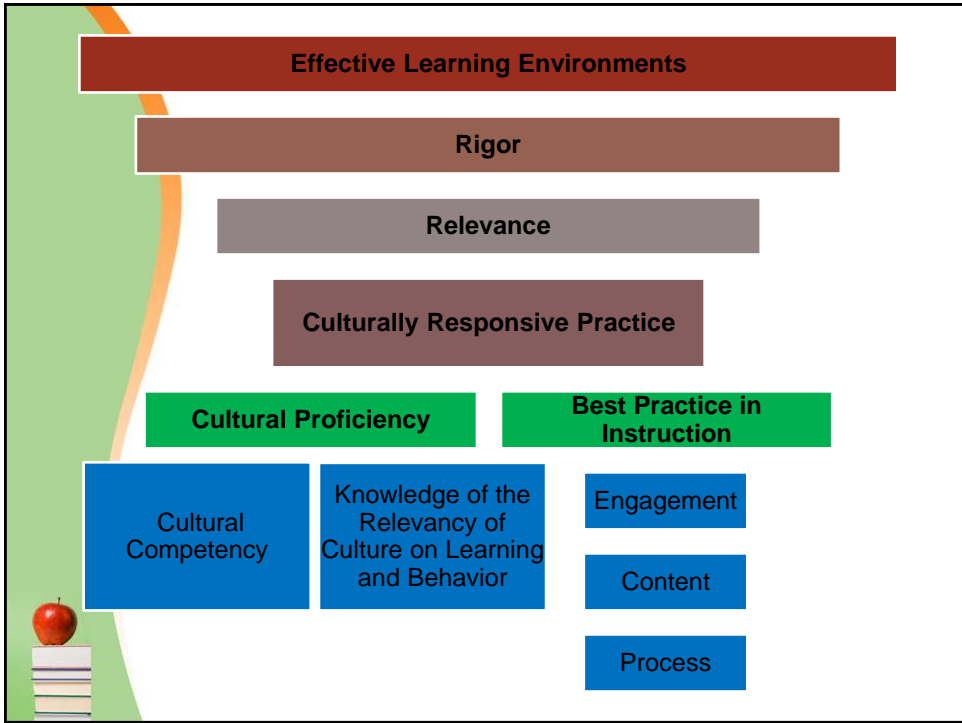
- The degree to which instruction focuses on a student's demonstration of thorough, in-depth mastery of what is taught.
- Difficulty and/or challenge(s) presented in any academic setting.

### RELEVANCE

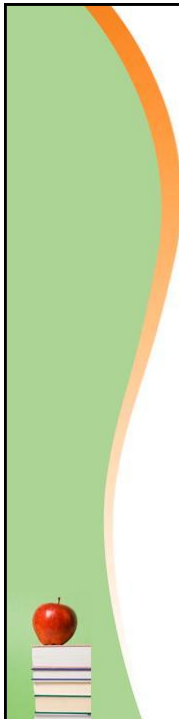
- Instruction through which students apply knowledge, concepts, or skills to solve real-world problems.
- Ensuring what is taught by schools applies to the needs and interests of students and society.

Relevance Makes Rigor

But, What is needed for Relevance?



## Bloom's Taxonomy Question Stems



**Knowledge**

- What happened after ...?
- How many ...?
- Who was it that ...?
- Can you name the ...?
- Described what happened at ...?
- Who spoke to ...?
- Can you tell why ...?
- Find the meaning of ...?
- What is ...?
- Which is true or false ...?

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**Comprehension**

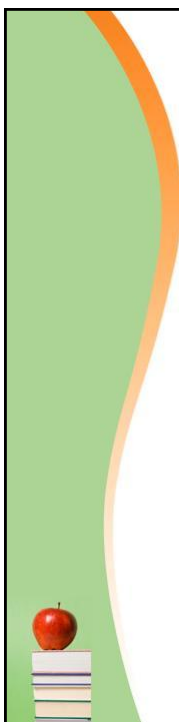
- Can you write in your own words ...?
- Can you write a brief outline ...?
- What do you think might happen next ...?
- Who do you think ...?
- What was the main idea ...?
- Who was the key character ...?
- Can you distinguish between ...?
- What differences exist between ...?
- Can you provide an example of what you mean ...?
- Can you provide a definition for ...?

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**Application**

- Do you know another instance where ...?
- Could this have happened in ...?
- Can you group by characteristics such as ...?
- What factors would you change if ...?
- Can you apply the method used to some experience of your own ...?
- What questions would you ask of ...?
- From the information given, can you develop a set of instructions about ...?
- Would this information be useful if you had a ...?

## Bloom's Taxonomy Question Stems



**Analysis**

- Which events could have happened ...?
- If ... happened, what might the ending have been?
- How was this similar to ...?
- What was the underlying theme of ...?
- What do you see as other possible outcomes?
- Why did ... changes occur?
- Can you compare your ... with that presented in ...?
- Can you explain what must have happened when ...?
- How is ... similar to ...?
- What are some of the problems of ...?
- Can you distinguish between ...?
- What were some of the motives behind ...?
- What was the turning point in the game ...?
- What was the problem with ...?

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**Synthesis**

- Can you design a ... to ...?
- Why not compose a song about ...?
- Can you see a possible solution to ...?
- If you had access to all resources how would you deal with ...?
- Why don't you devise your own way to deal with ...?
- What would happen if ...?
- How many ways can you ...?
- Can you create new and unusual uses for ...?
- Can you write a new recipe for a tasty dish?
- Can you develop a proposal which would ...?

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**Evaluation**

- Is there a better solution to ...?
- Judge the value of ...?
- Can you defend your position about ...?
- Do you think ... is a good or a bad thing?
- How would you have handled ...?
- What changes to ... would you recommend?
- Are you a ... person?
- How would you feel if ...?
- How effective are ...?
- What do you think about ...?

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## Field Dependence and Independence

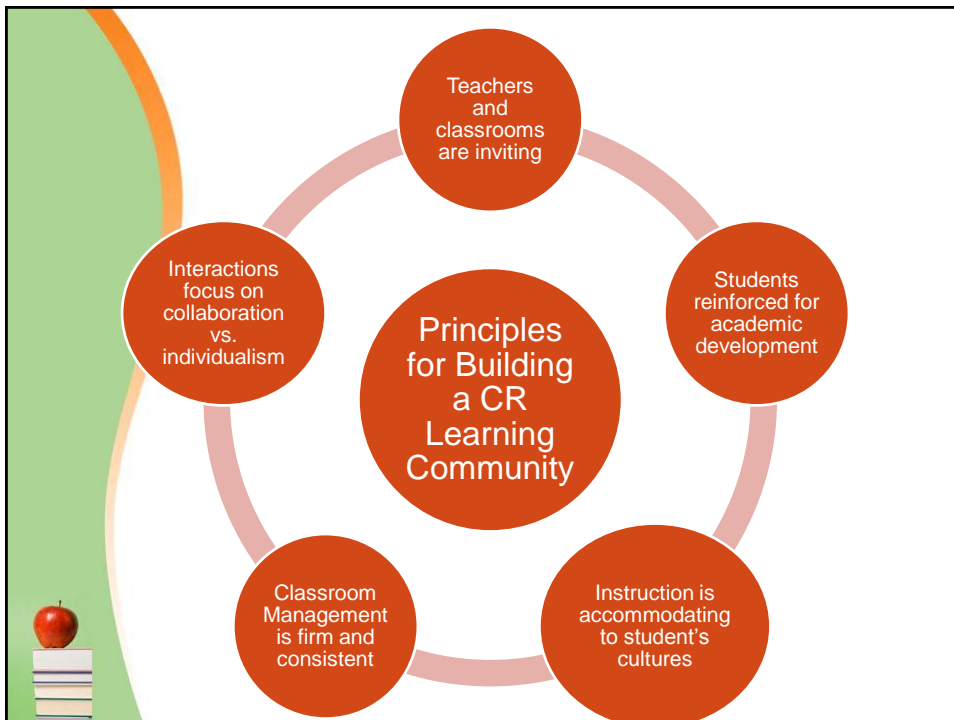
Learning Styles	
FIELD-DEPENDENT	FIELD-INDEPENDENT
Perceives globally	Perceives analytically
Makes broad general distinctions among concepts, sees relationships	Makes specific concept distinctions, little overlap
Learns material with social content best	Learns social material only as an intentional task
Attends best to material relevant to own experience	Interested in new concepts for their own sake
Requires externally defined goals and reinforcements	Has self-defined goals and reinforcements
Needs organization provided	Can self-structure situations
Uses spectator approach for concept attainment	Uses hypothesis-testing approach to attain concepts

Garger and Guild (1997)

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## Strategies to Ensure Content Comprehension and Engagement

1. Cold Call
2. No Opt Out
3. Pepper
4. Chalkboard Splash
5. Action Thermometer
6. Bounce Cards
7. Numbered Heads Together
8. Categorizing and Sorting
9. Hold Ups
10. Quick Writes
11. Processing Cards
12. 30 sec Speech
13. Windshield
14. Rally Table



## Modeling C.O.R.E. in Other Areas

- CR- Instructional Practices
- RTI
- CCR-PBIS™
  - Comprehensive, Culturally Responsive Positive Behavioral Interventions and Supports
- CR- Family/School partnerships
  - Consider how the essential ideas discussed today apply to these additional areas



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## THANK YOU



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