

INSTRUCTIONAL
LEADERSHIP
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Episode #74

15 Evidence-Driven™ Questions for Feedback on Virtual Teaching



Our Essential Question

How can we ask the right questions in feedback conversations when teachers are teaching at least some of their students virtually?

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Whether You're Holding Classes...

- Fully virtual
- Fully in-person
- Hybrid

...all instructional leaders will need to give feedback outside of the traditional supervision process this year.

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No Formal Evaluations?

Even if you're not required to do formal teacher evaluations this year, the need for professional growth and organizational learning has never been greater.

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Sources of Evidence

“Observing” virtual instruction is often not very evidence-rich. Useful feedback may need to rely on other forms of evidence beyond direct observation.

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Direct Observation

Continue using the 10 Questions for Better Feedback on Teaching (Without Triggering Resistance)



PrincipalCenter.com/feedback

10 Questions for Evidence-Driven Feedback on Teaching

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1. **Context:** I noticed that you []...could you talk to me about how that fits within this lesson or unit?
2. **Perception:** Here's what I saw students []...what were you thinking was happening at that time?
3. **Interpretation:** At one point in the lesson, it seemed like [] ...What was your take?
4. **Decision:** Tell me about when you [] ...what went into that choice?
5. **Comparison:** I noticed that students [] ...how did that compare with what you had expected to happen when you planned the lesson?
6. **Antecedent:** I noticed that [] ...could you tell me about what led up to that, perhaps in an earlier lesson?
7. **Adjustment:** I saw that [] ...what did you think of that, and what do you plan to do tomorrow?
8. **Intuition:** I noticed that [] ...how did you feel about how that went?
9. **Alignment:** I noticed that [] ...what links do you see to our instructional framework?
10. **Impact:** What effect did you think it had when you [] ?

Amplified Observability Bias

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We can *see* less of teachers' actual work than ever before, so we must *talk* to gain insight into practice—and we must talk about other forms of evidence.

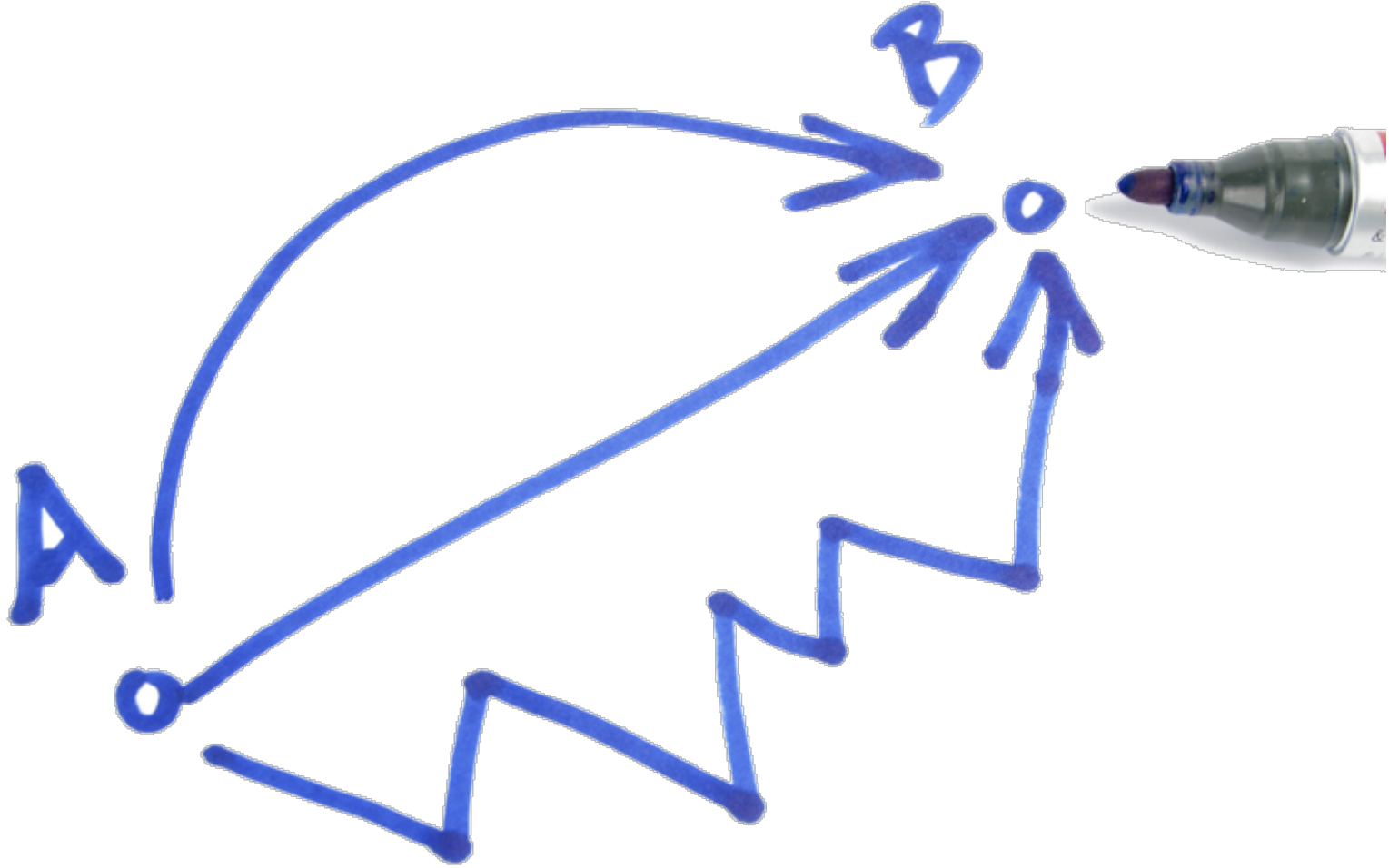
Assessing Student Thinking



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The Instructional Gap: Where Learning Occurs



The Instructional Gap: Where Learning Occurs

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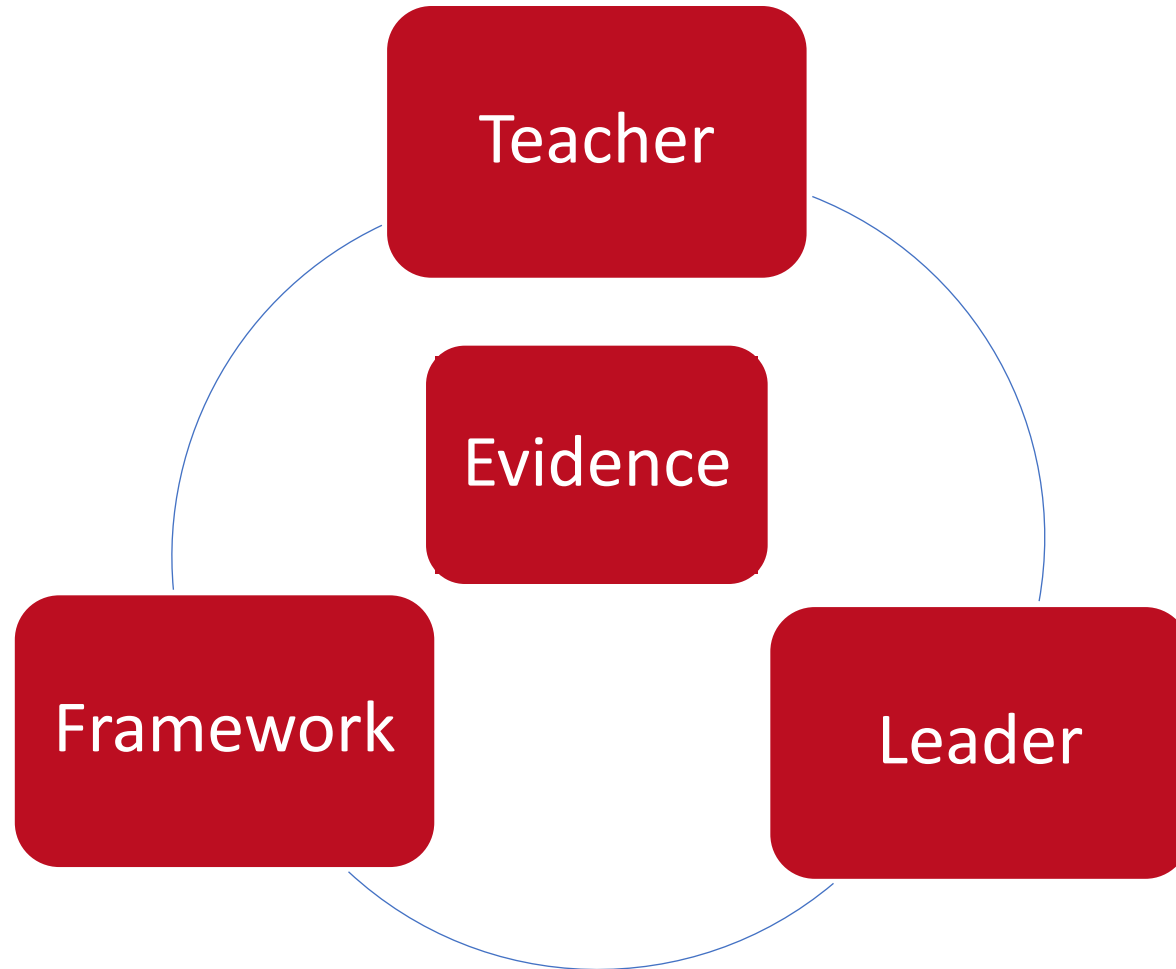
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Where
students are

Instructional
Gap

Where we
want them to
be

3 Parties in Feedback Conversations



Where To Start—5 Sources of Evidence for Feedback Conversations

In addition to direct observation, we can use as evidence for feedback conversations:

- Standards/curriculum/pacing documents
- Teacher-*created* artifacts
- Teacher-*curated* artifacts
- Student work artifacts
- Data/assessment results

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Questions for Starting with Standards/ Curriculum/Pacing Document

- Where are you within the standards/curriculum/pacing document, and what instructional gap(s) do you see as most relevant for your students right now?
- What difficulties do students typically have with this content, and what may be especially challenging for remote learners?
- What aspects of student thinking will be especially difficult to assess and engage with remotely, and how are you thinking about doing so?

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Questions for Starting with Teacher-*Created* Artifacts

- What instructional gap(s) did you create this artifact to address, and how is it working so far?
- How did you determine that you needed to create something new, rather than use something that already existed?
- How did students experience it, and how did that compare with your expectations?

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Questions for Starting with Teacher-*Curated* Artifacts

- What instructional gap(s) did you intend for this artifact to address when you selected it, and how is it working so far?
- How did you choose this particular artifact over the alternatives and over creating something yourself?
- How did students experience it, and how did that compare with your expectations?

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Questions for Starting with Student Work Artifacts

- What specific instructional gap(s) did you intend for this assignment to address?
- What evidence does this response give you about the student's thinking, and what do you see as *their* next step?
- What do you see as *your* next step based on this and other student work samples you've reviewed?

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Questions for Starting with Student Data/Assessment Results

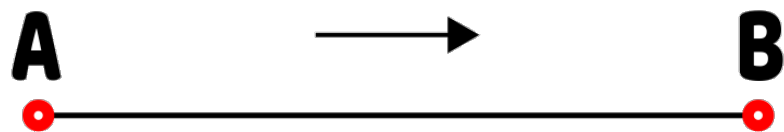
- What patterns in the data stood out to you as especially relevant, and what do they tell you about student thinking and remaining instructional gaps?
- How have student thinking and instructional gaps changed since last time you assessed?
- What instructional gaps remain, and how are you thinking about addressing them based on this data?

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Recommendations

- Draw teachers' attention to student thinking—how they will access it?
- Focus on instructional gaps, not activities—what will get students from Point A to Point B?



- Dig deep into teacher decision-making—how can teachers make better use of their time to close key instructional gaps?