

Elevated Achievement Group presents...

The Value of Question-Driven Feedback

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Presenters

Elevated Achievement Group

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Today's Session

As instructional leaders, we know the impact meaningful conversations have on learning. The most effective method to support stronger teachers' decision-making is through a question-driven process. Learn about a method of discourse that allows teachers to own the feedback process by explaining, clarifying, and reflecting on the decisions they are making. Interact with a process that helps teachers become more effective and efficient decision-makers regarding classroom practice by asking teachers how they make decisions and supporting their metacognition through the articulation of their thinking.

This live and interactive session delivers key tools and resources while answering these questions:

- Why question-driven feedback is a vital skill of instructional leadership?
- How to use question-driven feedback to build metacognition around teachers' decisions: how they are making them, why they are making them, and the impact these changes are having on student learning?
- What are some examples of questions that drive feedback at the lesson level focused on student achievement?

develop INSTRUCTIONAL LEADERSHIP through...

Question-Driven Feedback

Agenda

LEARNING CONTEXT	The power of instructional leadership is to support teachers to make the most effective and efficient decisions regarding curriculum, instruction, assessment, and classroom climate.
LEARNING OUTCOME	Participants will review the research and clarify the components of question-driven feedback.
LEARNING PROCESS	<ul style="list-style-type: none">• Define instructional leadership• Clarify the role of teacher and administrator• Analyze question-driven feedback as a vehicle for school improvement• Observe question-driven feedback in action• Q&A
LEARNING DEMONSTRATION	Participants will reflect upon their abilities to implement question-driven feedback.
LEARNING APPLICATION	Participants will practice question-driven feedback with their teachers.

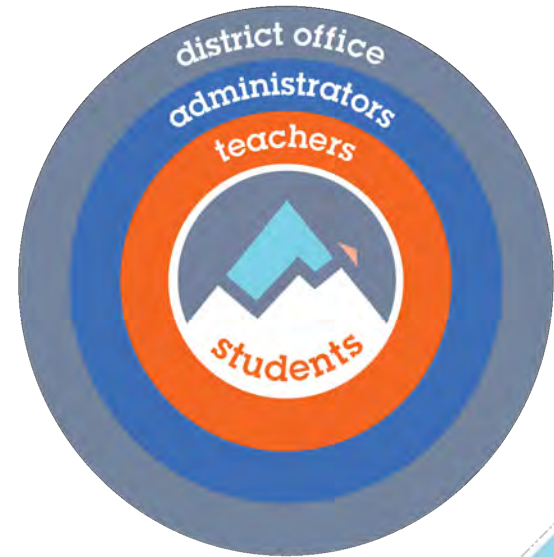
What Is the Role of Teacher and Administrator?

❖ Role of Teacher—

to consistently make decisions during planning, delivery, and reflection that increase the likelihood of elevated student achievement

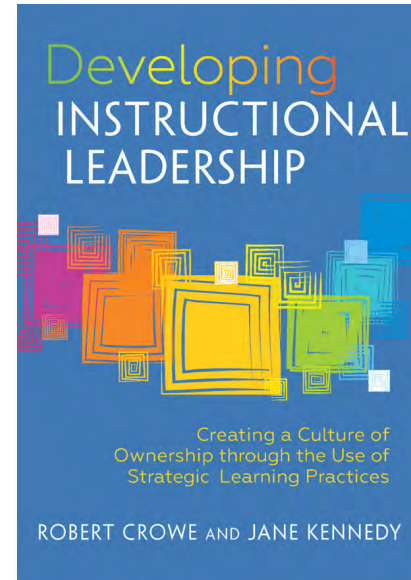
❖ Role of Administrator—

to consistently support the teacher as decision-maker



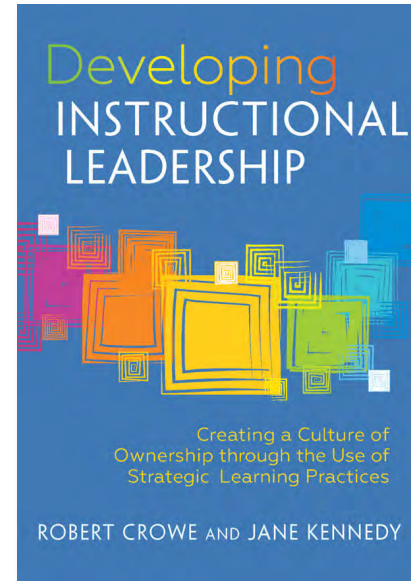
Role of Teacher During Observation/Feedback

“...the teacher [must] own the feedback process by explaining, clarifying, and reflecting on the decisions they are making.”



Role of Administrator During Observation/Feedback

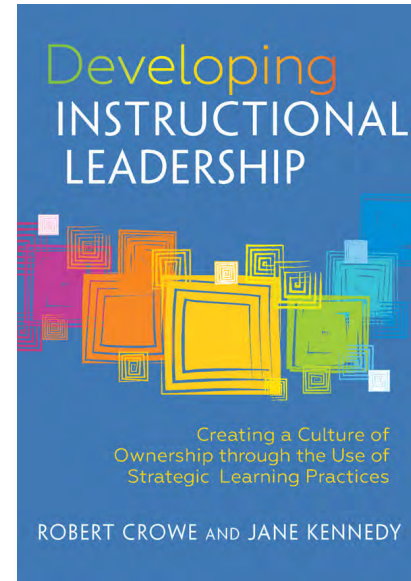
“This can only happen if they are supported to build metacognition around their decisions: how they are making them, why they are making them, and the impact these changes are having on student learning.”



Why Question-Driven Feedback?

“ An administrator... understands that the most effective method to support stronger teachers' decision-making is through a question-driven process.

Telling or asking closed questions saves people from having to think. Asking open questions causes them to think for themselves. ”



Questions to Drive Feedback: Lesson Level

There are five student-centered phases of an effective lesson.

1. **Setting the Learning Context:** *Why is the learning important?*
2. **Stating the Learning Outcome:** *What will the students learn?*
3. **Engaging in the Learning Process:** *How will the students learn it?*
4. **Producing the Learning Demonstration:** *How will the students demonstrate that they learned it?*
5. **Implementing the Learning Application:** *How will the students continue to use what they have learned?*



Tools for Planning

Questions to Drive Feedback: Lesson Level

The purpose of these questions is to support the teacher to reflect on their own decision-making at the lesson level. This thinking can be elicited by asking, "How did you decide that?" after each question.

Begin by asking broader questions:

- What were the students learning?
- What did the students do to show that they had learned it?
- Was the lesson successful for you? Were you pleased with the results?

Then, reflect on the phases of the lesson and ask the following questions to get a complete picture.

Learning Context: Why is this learning important?

- How did the students learn this skill?
- Why were they learning this?
- How does today's learning connect to subsequent learning?

- How will your student use this learning in the future?
- Which resources did you use for this lesson?
- How did you decide the answers to these questions?
- How did you share this information with your students?

Learning Outcome: What did the students learn?

- What skill were the students learning?
- What did the students do to show that they learned this skill?
- How did the students know the learning outcome of the lesson?
- How did you decide the answers to these questions?
- How did you share this information with your students?

Begin by asking broader questions:

- What were the students learning?
- What did the students do to show that they had learned it?
- Was the lesson successful for you? Were you pleased with the results?

Learning Process: How did the students learn it?

- What strategy did you select to teach the skill?
- How did you share this information with your students?

Learning Application: How will the students continue to use what they learned?

- How does today's learning connect to subsequent learning?
- How will your students use this learning in the future?
- How will your students own this learning in the future?
- How did you decide the answers to these questions?
- How did you share this information with your students?

Table 7.1: Questions to Drive Feedback at the Lesson Level

Questions to Drive Feedback: Lesson Level

The purpose of these questions is to support the teacher to reflect on their own decision-making at the lesson level. This thinking can be elicited by asking, "How did you decide that?" after each question.

Begin by asking broader questions:

- What were the students learning?
- What did the students do to show that they had learned it?
- Was the lesson successful for you? Were you pleased with the results?

Then, reflect on the phases of the lesson by asking more detailed questions to get a complete understanding of the teacher's thinking.

Learning Context: *Why is the learning important?*

- How did the students know the learning outcome of the lesson?
- Why were they learning this?
- How does today's learning connect to yesterday's and tomorrow's?
- How will your student use this learning in the future?
- Which resources did you use for this lesson?
- How did you decide the answers to these questions?
- How did you share this information with your students?

Learning Outcome: *What did the students learn?*

- What skill were the students learning?
- What did the students do to show that they learned this skill?
- How did the students know the learning outcome of the lesson?
- How did you decide the answers to these questions?
- How did you share this information with your students?

Learning Process: *How did the students learn it?*

- What strategy did you select to teach the skill?
- How did you share this information with your students?
- Was the strategy effective? What is your evidence?
- Were you pleased with the instructional decisions you made?
- How did you decide the answers to these questions?

Learning Demonstration: *How did the students show that they have learned it?*

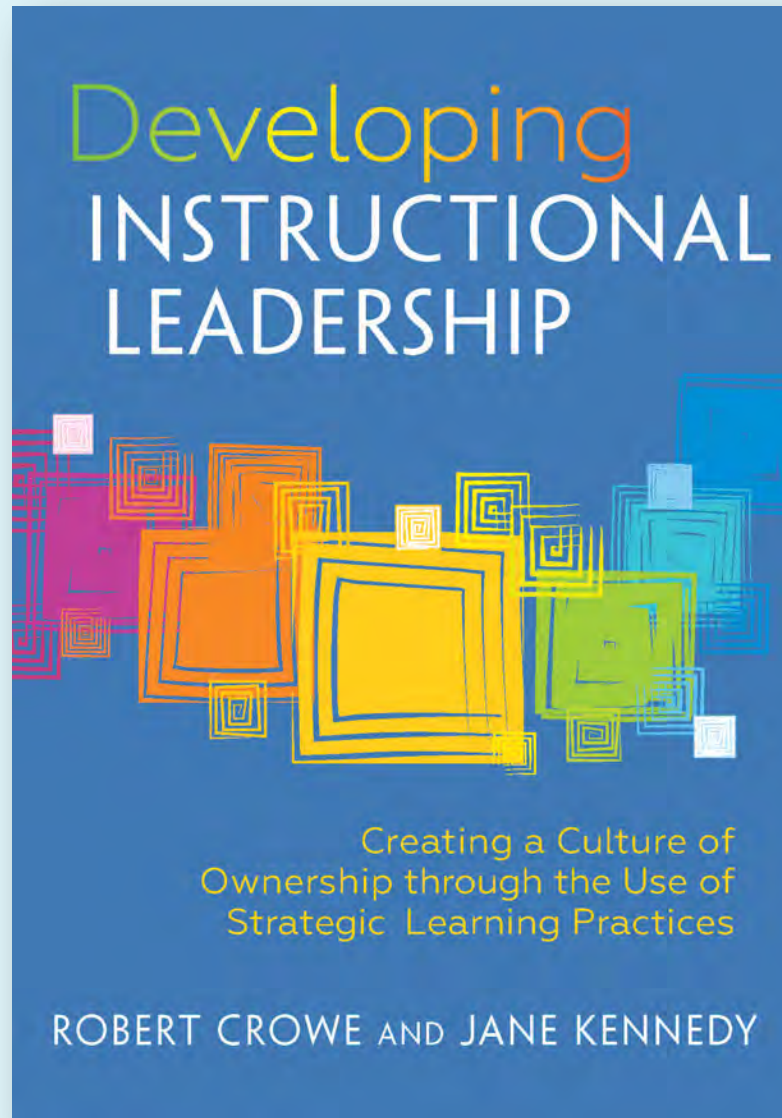
- What did the students do to show that they learned the skill?
- How did you share this information with your students?
- What were the results?
- How did you decide the answers to these questions?

Learning Application: *How will the students continue to use what they learned?*

- How does today's learning connect to subsequent learning?
- How will your students use this learning in the future?
- How will your students own this learning in the future?
- How did you decide the answers to these questions?
- How did you share this information with your students?

Table 7.1: Questions to Drive Feedback at the Lesson Level

A Toolkit for You



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