



PROVIDING
MEANINGFUL
FEEDBACK



www.dese.mo.gov

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator – Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; email civilrights@dese.mo.gov.

Contents

Introduction 4

Purpose 6

Recommendations from Missouri Districts 8

Meaningful Feedback and Improvement..... 9

The Delivery of Meaningful Feedback 10

Making Feedback Meaningful..... 11

The Role of Peers in the Feedback and Evaluation Process..... 14

Including the Student’s Perspective 16

References and Resources 19

Sample Student Survey Questions..... 20

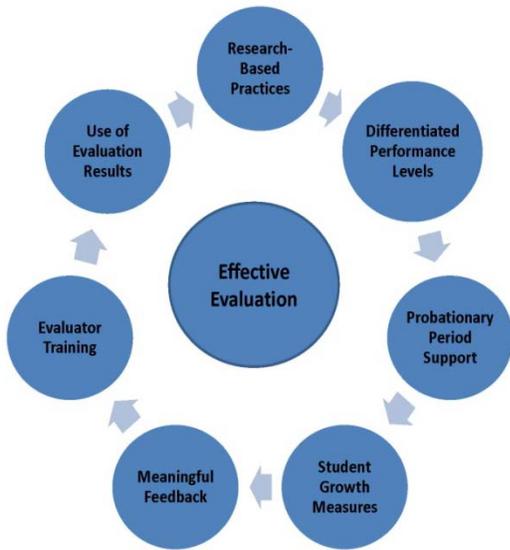
Guidelines for Providing Meaningful Feedback

Introduction

An educator's primary responsibility is the learning of his or her students. Engaging in a process of continual growth and improvement of practice is a professional obligation to ensure the continued growth and improvement of student learning. The accurate assessment of educator performance is integral to any process of improving practice.

The state of Missouri has a long history of implementing various processes designed to improve the practice of teachers and leaders. In 1983, the Missouri legislature adopted statute [168.128 RSMo](#) directing the board of education of each school district to cause a comprehensive performance-based evaluation for each teacher employed by the district and the Department to provide suggested procedures for such an evaluation. This led to the creation of performance-based evaluation models for educators at all levels and marked the beginning of an intentional effort to link together the evaluation and the development of an educator's practice.

More recently, on June 29, 2012 the U.S. Department of Education approved Missouri's Elementary and Secondary Education Act (ESEA) waiver giving the state flexibility with respect to No Child Left Behind (NCLB) requirements. Missouri's ESEA flexibility request addressed three principles: (1) college and career ready expectations for all students; (2) state developed differentiated recognition, accountability and support; and (3) structures for the support of effective instruction and leadership. In addressing the support of effective instruction and leadership, Missouri used current research to identify seven principles of effective evaluation. The research was in response to articles such as *The Widget Effect* (NTP, 2009) which challenged the effectiveness of current processes used to evaluate educators. It called for developing and implementing an evaluation system that not only accurately and reliably rates an educator's performance but also promotes growth and improvement in practice. Missouri's seven Essential Principles of Effective Evaluation which summarize this research include:

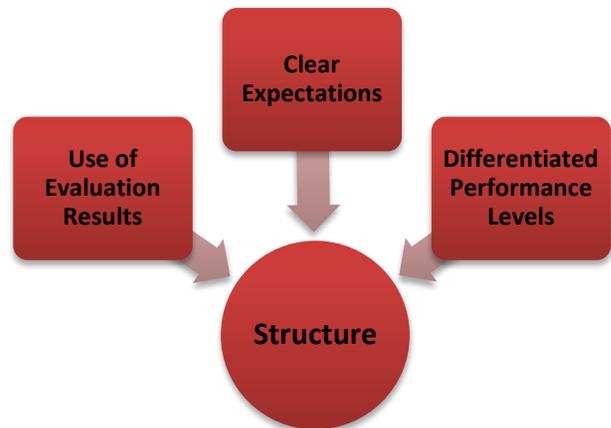


- Making determinations about an educator’s performance using research-based expectations and targets
- Using differentiated, developmental and discrete levels of performance
- Including a process to offer intensive support guiding the development of the novice educator during the probationary period

- Using measures of growth in student learning as a significant contributing factor when determining an educator’s effectiveness
- Developing and using strategies for providing regular and meaningful feedback
- Providing initial and periodic training for evaluators as well as those being evaluated
- Ensuring the use of evaluation results to guide employment policies and decisions

As articulated in Missouri’s Waiver Request and approved by the U.S. Department of Education, the local educator evaluation process for all district/LEAs will be guided by the research that supports these seven Essential Principles of Effective Evaluation by the 2014 – 2015 school year.

Three of the seven principles primarily address the structure of an effective evaluation process while the other four principles address implementation of effective educator evaluation.



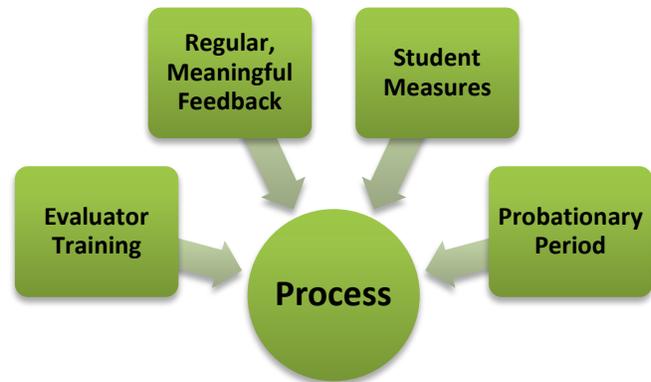
The principles of structure in an effective evaluation system are: (1) clear, research-based expectations, (2) differentiated performance levels, and (3) the use of evaluation results for the development of policies and to inform employment decisions.

The other four principles reflect research about how an effective process is implemented.

The principles of process are (1) support for novice educators during the probationary

period, (2) measures of growth in student

learning are incorporated into the evaluation of educators, (3) the inclusion of regular and meaningful feedback to all educators, and (4) systematic training of those doing the evaluation as well as those being evaluated.



Purpose

A group of stakeholders from Missouri’s professional organizations were organized into focus groups to provide clarification and identify areas of technical assistance for the four principles of process. Pilot districts across the state provided feedback to these focus groups as these guidelines were developed.

This guide is designed to assist Missouri LEAs in determining their approach to implementing one of the four principles of process: providing meaningful feedback as a critical part of the educator evaluation process. Specifically, this guide will help districts/LEAs with the implementation of this principle of process based on the following critical components:

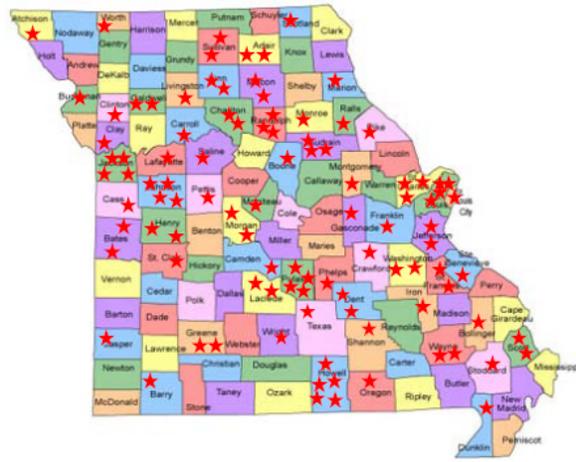
- Is delivered effectively and is meaningful to the improvement of practice
- Focuses on the impact of professional practice to increase student learning
- Is offered at least once annually to everyone, either formally, informally or both

- Occurs in close proximity to the data gathering event (i.e. an observation and data collection on performance)
- Occurs within the context of a professional, collaborative culture

This guide will not answer every question or address every issue, but it will provide LEAs with a starting point. As districts/LEAs work to incorporate the research represented by the seven Essential Principles of Effective Evaluation and in particular how to provide meaningful feedback, a great deal of collective learning will occur. This ongoing learning and development will be used as a means of providing ongoing updates and revisions to these guidelines as Missouri approaches its full implementation year in 2014 – 2015.

A full scale pilot project of Missouri’s model Educator Evaluation System was conducted in the 2012 – 2013 school year. More than 100 districts and several charter schools participated. These districts included both the largest and smallest school communities, and a broad representation of urban, suburban and rural districts. They represented low and high concentrations of minority students, free and reduced-lunch students, and low and high achieving students. These pilot districts represent 20,872 or just over 30% of the state’s teachers. These teachers are responsible for educating 236,842 or nearly

2012-2013 Pilot Project Districts
Model Educator Evaluation System



- | | | | |
|---------------------|--------------------------|--------------------------------|---------------------------|
| Adair Co. R-II | Ferguson-Florissant R-II | Leeton R-X | Southwest R-V |
| Advance R-IV | Festus R-VI | Lexington R-V | Springfield |
| Allen Village | Fox C-6 | Lift for Life Academy | St. James R-I |
| Alton R-IV | Francis Howell R-III | Linn Co. R-I | St. Joseph |
| Arcadia Valley R-II | Ft. Zumwalt R-II | Malta Bend R-V | St. Genevieve Co. R-II |
| Ash Grove R-IV | Gasconade County R-II | Mexico 59 | Stoutland R-II |
| Atlanta C-3 | Gorin R-III | Milan C-2 | Sturgeon R-V |
| B. Banneker Academy | Green City R-I | Moberly | Sullivan |
| Belton 124 | Greenville R-II | Morgan County R-I | Summersville R-II |
| Bevier C-4 | Hazelwood | Morgan County R-II | Swedeberg R-III |
| Braymer C-4 | Henry County R-I | Mountain Grove R-III | Valley Park |
| Brookfield R-III | Hickman Mills C-1 | Mountain View-Birch Tree R-III | Valley R-VI |
| Brunswick R-II | Higbee R-VIII | North Wood R-IV | Van-Far R-I |
| Campbell R-II | Holden R-III | Oak Grove R-VI | Warrensburg R-VI |
| Carrollton R-VII | Howell Valley R-I | Palmyra R-I | Webb City R-VII |
| Central R-III | Hume R-VIII | Paris R-II | Wellsville Middletown R-I |
| Chilhowee R-IV | Junction Hill C-12 | Pattonville R-III | Wentville R-IV |
| Clarksburg C-2 | Kearney R-I | Pike County R-III | West Plains R-VII |
| Clearwater R-I | Kelso C-7 | Ralls Co. R-II | Willow Springs R-IV |
| Clinton Co. R-III | Keytesville R-III | Renick R-V | Winona R-III |
| Community R-VI | Kingston 42 | Richland R-IV | Worth County R-III |
| Crawford Co. R-I | Kirkville R-III | Richwoods R-VII | Zalma R-V |
| Crocker R-II | Lakelnd County C-5 | Scott City R-I | |
| Drexel R-IV | Lakeland R-III | Sedalia 200 | |
| Fairfax R-3 | Laquey R-V | Shawnee R-III | |
| Farmington R-VI | Lebanon R-III | Southwest Livingston Co. R-I | |
- Updated 11/21/2012

27% of Missouri’s students. These pilot districts provided input and feedback on the content of these guidelines in addition to piloting the overall process in the state’s model Educator Evaluation System.

Recommendations from Missouri Districts

Practitioners from Missouri districts agree with the concept of providing meaningful feedback to educators as a necessary and vital component of improving professional practice and the state’s role in providing guidelines to assist districts in this effort. Specific comments about guidance in this area included:

- Feedback must be relevant to areas of significant practice
- It is difficult to give more than binary feedback (yes or no) on non-classroom observable criteria and this type of feedback has very limited application for improving practice
- Student feedback is a valuable source of information for determining progress of improvement; parent feedback about the specific areas of focus for the school is helpful as well
- Feedback should focus the conversations that are happening in the building, provide common vocabulary and enable principals to facilitate growth

Key Ideas

- A district’s local evaluation process must be structured and implemented based on the seven essential principles of effective evaluation by 2014 – 2015.
- One of the essential principles maintains that providing regular, meaningful feedback is essential for promoting growth in practice.
- Another of the essential principles summarizes the research for providing a comprehensive strategy for training evaluators.
- This guide offers clarification and technical assistance for evaluator training and providing meaningful feedback.

Meaningful Feedback and Improvement

Improving an educator's practice is the primary goal of an effective evaluation system and meaningful feedback is essential. Countless studies done in education as well as other industries have established that improvement relies significantly on receiving meaningful feedback. Of considerable more debate is not whether feedback can bring about improvement, but what makes it "*meaningful*". As observed by researcher John Hattie, "there is as much ineffective feedback as effective feedback".

In general, the point of feedback is to cause things to happen. While it is true that feedback causes things to happen, it is important to remember that some of those things are bad. Therefore, it is important to consider how to deliver feedback and what makes it meaningful. Some general reminders about feedback include:

- The purpose of feedback is to improve instruction, inform professional development needs and enhance individual professional growth plans
- Keep the event (i.e. observation and gathering of data on performance) and the feedback tightly connected; it should occur as immediate as possible
- Although documentation is important, feedback is not about forms; it's a conversation about the data/evidence presented
- Feedback is actionable information that motivates; it leads to something next
- Delivery of feedback is as important as content; it determines the degree of change
- Feedback should be given in digestible doses; It's ineffective to drink from a fireman's hose
- Feedback is a two-way street: the evaluatee should have an opportunity to respond to his/her evaluator, while being able to share perceived strengths/weaknesses

The process of providing and receiving feedback is a professional dialogue addressing the complex practice of teaching. It includes deep reflection and data-driven conversation with a focus on improving practice to better meet student needs.

The Delivery of Meaningful Feedback

Research specifically identifies certain strategies for delivering feedback that makes it meaningful and increases its effectiveness. Feedback provided as soon as possible after the event is more effective than delayed feedback. Some suggest that if it does not occur as soon as possible, that it should be within 24 hours. This ensures that the particular characteristics of the event are as memorable as possible to both the one providing the feedback and the one receiving it.

In addition, effective feedback can include both positive information and information that challenges and motivates the recipient. Positive feedback is best delivered in the second person and therefore more personalized. However, it is not an “atta-boy” moment. Rather, objective feedback provided would cite specific data that is observed as having positive results and perhaps tied back to some type of instructional framework or performance rubric. Conversely, a person is more receptive to feedback that challenges when given in the first or third person or as a question resulting in a delivery that is more depersonalized. Again, this is not a “shame on you” moment. Rather, the feedback provided cites data that is observed as not having positive results.

To avoid the distraction associated with “coming to the office” or the public aspect of “in the hallway”, the effective delivery of feedback happens on the recipient’s or neutral turn, that is, in their classroom or office. This allows for an element of personal control for the recipient. In summary, when thinking about how to effectively deliver feedback, keep these considerations in mind:

Summary of Effectively Giving Feedback	
Strategy	Recommendation and/or Example
Feedback Without Delay	When scheduling, include the date/time of both the observation itself and when you'll provide feedback to ensure they occur as close together as possible
Focus on the data	Use data/evidence when discussing performance (positive or challenging) <i>"Several students really seemed to understand after you provided an example"</i>
Use 1 st person: Positive Use 3 rd person: Challenges	Use different types of language when providing feedback that supports or affirms and feedback that challenges and motivates: <i>"I liked the flow of your English lesson, although I wondered if the students were clear on how to transition out of English and into Science. Once underway, I thought you pointed out the essential learning for the lesson very effectively"</i>
Second Person Positive	Personalize positive feedback to the recipient: <i>"YOU were successful in motivating your class to learn the content in today's lesson"</i>
Depersonalize Difficult Conversations	Depersonalize challenging feedback to increase receptivity: <i>"You clearly communicated the intent of the lesson at the beginning but then half-way through I noticed confused looks on the faces of some of our students"</i>
On their turf	Meet in their classroom or in their office when students are not present to reduce defensiveness and distractions; this also ensures that your feedback will be provided face-to-face and allows for some recipient control

Making Feedback Meaningful

Teaching is a complex process. At any given time, multiple interactions are occurring simultaneously each representing multiple opportunities for feedback. To avoid a "shallow analysis" of teaching, it is important to remember that the most meaningful feedback is focused. Researchers recommend concentrating on only one skill or one goal at a time as a way to ensure that the feedback provided is very direct and focused.

It is not only important to use strategies that ensure an effective delivery of feedback, but to also ensure that the feedback that is given is meaningful to the recipient. Feedback that is meaningful and therefore relevant to the recipient is provided in a timely manner or closely connected to the event, relates to specific recipient behaviors, and is conveyed using language that the recipient understands.

The extent to which feedback is meaningful is directly related to the amount of concrete information contained in the content. Accurate, specific, and irrefutable data creates greater clarity by

offering incontrovertible evidence of behavior. This allows for a clear perspective on current behavior and the opportunity of a model for appropriate future behavior.

The nature of the language used in meaningful feedback is important as well. Feedback that uses evaluative language, or language that makes a value judgment, is less meaningful and effective. For example, saying *“I really liked the way you brought Timothy into the discussion”* is an example of evaluative language and while it might sound nicer, it is ultimately less meaningful for the recipient. Rather, saying *“I noticed your use of prompts and questions drew Timothy into the discussion”* provides a specific description which can be replicated in the future to achieve equally positive results.

Additionally, feedback that sounds like advice is less meaningful as well. For example, *“I would use current newspapers to supplement your political science lesson more often; I think your students liked it”* is less meaningful than *“Your students were very engaged when reviewing current stories from the newspaper to add to their presentation on the legislation process”*. Not only does this inadvertently convey the message that the person providing feedback is smarter than the recipient, but it also sounds very directive and really leaves the recipient only two choices: take the advice or don't take it.

Meaningful feedback motivates the recipient into action. Descriptive language is most effective for motivating action as it reduces defensiveness and offers the greatest clarity on behavior. It serves the purpose of clearly describing a concept or event. For example, *“you clearly explained the essential learning outcomes for the lesson while referencing where you had written these on the board for the students”* offers far more description than saying *“you did a good job of introducing your lesson”*. It provides motivation for the recipient to repeat this action.

Ideally, the language used in meaningful feedback is based on data that creates cognitive dissonance. That is, it should make *“salient the discrepancies between one's self-perception and one's ideals and create a psychological climate that prepares people for change”*. It is most effective when the gap of the discrepancy is moderate, motivating change that is realistic and yet provides stretch.

The source of meaningful feedback does not necessarily need to come solely from the evaluator. The most meaningful feedback is bidirectional meaning the recipient is an active participant in the process. In other words, it reflects a professional conversation about performance meaning the recipient responds to the evaluator who responds to the recipient who responds to the evaluator, and so on. This serves to prompt reflection, response and interaction on the part of the recipient. This results in feedback that is far more meaningful because of the recipient's engaged participation and mutual ownership. This professional dialogue can also result in unanticipated solutions. These solutions often include creative thinking about meeting the unique challenges of improving student learning by empowering and enabling teachers to try new and creative solutions. The role of the evaluator is to support and encourage these new ideas strategies that are focused on meeting the unique learning needs of their students.

In summary, when thinking about how to make feedback meaningful, it is important to keep these considerations in mind:

Summary of Meaningful Feedback	
Strategy	Recommendation and/or Example
Content of Feedback	Data is accurate, specific and irrefutable: <i>"I noted three students who did not respond to your directions when you began the learning activity." "Why do you think this occurred?"</i>
Focus of Feedback	Focus specifically on one particular skill or goal: Skill: <i>"You demonstrated wait time effectively as you prompted your students to brainstorm possible solutions to the problem"</i> Goal: <i>"Students actively responded to the discussion you had on the plot of the story". "Did you feel like all of the students responded or only a few?"</i>
Use Descriptive Language	Avoid evaluative language that provides a value judgment: <i>"Your lesson seemed a bit boring since your students were not engaged"</i> Avoid giving advice and calling it feedback: <i>"I think you should use some essential questions when setting up your lesson activity to ensure students are clear on the important concepts"</i> Descriptive language creates clarity: <i>"You gave a slight nod and a smile when you received the response that seemed to most accurately address your question"</i>
Cognitive Dissonance	Create a moderate gap between the actual behavior and the desired behavior to motivate change that is realistic and yet represents a stretch <i>"I hear you saying you want all of your students to improve. What do you think would be a fair starting point for your students in order to score higher on the next quiz?"</i>
Reflection, Response and Interaction	Encourage reflection and response through prompts: <i>"So how do you feel about the response of your students in their presentations?"</i> Encourage making the process a dialogue: <i>"What might be some ways you can offer a little more encouragement to the four students in your red group?" "What professional learning / training do you feel would benefit your performance as an educator based on these results and conversation?"</i>

The Role of Peers in the Feedback and Evaluation Process

In addressing the fact that most teachers do not receive enough meaningful feedback to positively impact an improvement in practice, many states, districts and schools across the country are looking more closely at the potential of peer performance review and feedback. Peer reviewers are people who do similar work and are of similar competence, in this case, teachers. Information about

this practice is offered here for consideration. A district/LEA's or school's particular context will dictate how possible peer review and feedback is as an option.

Receiving feedback from peers can be an additional source of professional learning for teachers. Peer review and feedback not only has the potential to reduce some of the demands on the limited time of the administrator, but might also result in greater feedback on subject-matter expertise. In this way, teachers can receive feedback from other teachers who are instructing on similar content. This is particularly helpful in small districts. This is also addressed in the Guidelines on the Probationary Period of the Novice Educator.

It is important to note the difference between a peer who reviews performance and offers feedback to one involved in the evaluation process. Involving peers in the evaluation process may emphasize the teacher's perspective and enable teachers to assume greater control of the quality of their own profession. However, even if peer generated data is used in the evaluation process, it is particularly important to note that any determinations made about a teacher's performance resides in the hands of the administrator. While the use of peer review and feedback may offer benefits to the evaluation process, there are cautions to consider as well. This is addressed in greater detail in the Guidelines for Evaluator Training.

It is important to determine who will be a peer reviewer with the responsibility of providing feedback to other colleagues. This requires consideration about what types of peer reviewers are most compatible with the district. In order to ensure a peer reviewer's credibility, those selected should themselves be genuinely considered a high quality teacher. A district must offer specific guidelines to clearly articulate the particular responsibilities the peer will assume. The target of the observation and the nature of the feedback they provide should be directly linked to teacher standards. Being a master teacher does not guarantee an accurate observation of performance or a skill set for providing meaningful feedback. Providing feedback to adults who are your colleagues as opposed to students is a

very different skill set. Peers should participate in district designed training specific to these new responsibilities and receive ongoing administrative support.

Some districts/LEAs actively promote collegial feedback that involves all teachers on staff. This is typically non-evaluative feedback, focused only on developing and improving practice. Districts/LEAs that have used this process have created a culture of feedback where every teacher from the most experienced to the novice is observed and observes, both receives and offers feedback, and engages in professional conversations with colleagues about the improvement of practice. In addition to instilling a message that everyone can improve, the process also promotes personal reflection. In professional conversations, teachers invite one another to think about ways they could achieve better results with their students.

Including the Student's Perspective

The Measures of Effective Teaching (MET) project, in its final report released in January 2013, emphasized the benefits of balanced measures. The report found that a balance of evidence “maintains considerable predictive power, increases reliability, and potentially avoids the unintended negative consequences from assigning too-heavy of weights to a single measure”. Regarding a balance of evidence, MET included information about an educator’s performance from the student’s perspective. It is important to note, this does not require a student to be an expert about teaching. Rather, it calls on the student to be knowledgeable about what they experience first-hand: learning. The MET project found that “when asked the right questions, in the right ways, students can be an important source of information on the quality of teaching and the learning environment in individual classrooms”. For example, students are asked if their teacher knows if something is bothering them (Care); if their classmates behave the way the teacher wants them to (Control); or whether students learn to correct their mistakes (Challenge).

Surveys and focus groups are possible ways of collecting student input about the learning experience and are a great source of feedback in addition to being good integrity checks to the other

data being collected as part of the evaluation process. The MET project studied the Tripod survey, developed by Ronald Ferguson, a researcher at Harvard. This survey has been used in thousands of classrooms as a research and professional development tool and been refined over 11 years of administration. The MET project identified four requirements when using student surveys as a part of the evaluation process:

1. Measure what matters by focusing on what teachers do and on the learning environment they create
2. Ensure accuracy by stressing honesty and clear understanding by students of the survey items
3. Ensure reliability by requiring an adequate sampling and an adequate number of items without being overwhelming
4. Support improvement by ensuring teachers receive results in a timely manner, understand what they mean, and have access to professional development resources to help target improvement

It is possible to use a less formal process for gathering data about student perceptions of the learning experience. This can simply involve asking students questions as a part of the classroom observation experience. Possible questions might include:

- What are you working on today?
- Why is this important to learn?
- Are you being challenged with the work/lesson?
- What will you do with what you have learned?
- When and how might you use it?

Regardless of whether a formal or informal process is used, the MET project summary report maintains that using a balance of evidence is important. This evidence would include observation data,

student performance data and the student perspective data as a reliable way to determine an educator's performance and provide the most meaningful feedback for improvement.

Key Ideas

- For improvement of practice to occur, educators must receive meaningful feedback on a regular basis, focusing on the data and evidence collected
- For feedback to be meaningful, it must be delivered effectively, timely and contain actionable, relevant information.
- Self-reflection is an important source of feedback.
- In addition to receiving feedback from administrators, peers may be an appropriate source of feedback as well.
- Including data about the learning experience from the student's perspective provides additional important information.

References and Resources

Bambrick-Santoyo, P. (2012, December). Good coaching leads to good leadership. *Phi Delta Kappan*, 94(4), 70-71. Retrieved from www.kappanmagazine.org

Bill & Melinda Gates Foundation. (2012, September). MET Project. Asking Students about Teaching (Policy and Practice Brief). Retrieved from http://www.metproject.org/downloads/Asking_Students_Practitioner_Brief

Blase, J., & Blase, J. (1999). Effective instructional leadership: Teacher's perspectives on how principals promote teaching and learning in schools. *Journal of Educational Administration*. Retrieved from <http://peoplelearn.homestead.com/Instruc.Effective.pdf>

Brinko, K.T. (1993). The practice of giving feedback to improve teaching: What is effective?. *The Journal of Higher Education* 64(5). Retrieved from http://curriculum-and-instruction-science.cusd.schoolfusion.us/modules/locker/files/get_group_file.phtml?gid=1460728&fid=10717324&sessionid=520db467ce8769a7636e0b68f785992a

Bramschreiber, T. (2012). Taking Peer Feedback to Heart. *Teacher Evaluation: What's Fair? What's Effective?*. *ASCD*, 70(3)

Coggshall, J.G., Rasmussen, C., Colton, A., Milton, J., & Jacques, C. (2012). *Generating teaching effectiveness: The role of job-embedded professional learning in teacher evaluation (Research and Policy Brief)*. Washington, D.C.: National Comprehensive Center for Teacher Quality. Retrieved from <http://www.tqsource.org/publications/GeneratingTeachingEffectiveness.pdf>

Darling-Hammond, L. (2012). *Creating a comprehensive system for evaluating and supporting effective teaching*. Stanford, CA: Stanford Center for Opportunity Policy in Education. Retrieved from <http://edpolicy.stanford.edu/publications/pubs/591>

Goe, L., Holdheide, L., Miller, T. (2011). *A practical guide to designing comprehensive teacher evaluation systems: A tool to assist in the development of teacher evaluation systems*. Washington, D.C.: National Comprehensive Center for Teacher Quality. Retrieved from <http://www.tqsource.org/practicalGuide/>

Jerald, C. (2012). *Ensuring accurate feedback from observations: Perspectives from practice*. Seattle: Bill and Melinda Gates Foundation. Retrieved from <http://www.gatesfoundation.org/college-ready-education/Documents/ensuring-accuracy-summary.pdf>

Jerald, C.D., Van Hook, K. (2011). *More than measurement: The TAP system's lessons learned for designing better teacher evaluation systems*. Santa Monica, CA: National Institute for Excellence in Teaching. Retrieved from http://www.tapsystem.org/publications/eval_lessons.pdf

Moore Johnson, S., & Fiarman, S.E. (2012, November). Taking Peer Feedback to Heart. *Teacher Evaluation: What's Fair? What's Effective?*. *ASCD*, 70(3), 20-25. Retrieved from <http://www.ascd.org/publications/educational-leadership/nov12/vol70/num03/The-Potential-of-Peer-Review.aspx>

Kane, T.J., & Staiger, D.O. (2012). *Gathering feedback for teaching: combining high-quality observations with student surveys and achievement gains (Research paper on the MET project)*. Seattle: Bill and

Melinda Gates Foundation. Retrieved from http://metproject.org/downloads/MET_Gathering_Feedback_Research_Paper.pdf

Marshall, K. (2012, November). Let's Cancel the Dog-and-Pony Show. *Phi Delta Kappan*, 94(3), 19-23. Retrieved from <http://www.kappanmagazine.org>

McClellan, C. (2012). *Teacher evaluation training and certification: Lessons learned from the Measures of Effective Teaching Project (Practitioner Series Report)*. San Francisco: Teachscape. Retrieved from <http://www.teachscape.com/resources/teacher-effectiveness-research/2012/02/teacher-evaluator-training-and-certification.html>

Reform Support Network. *First Year Reflections on Implementing a New Teacher Evaluation System in Tennessee*. Retrieved from <http://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/tle-sap-tn.pdf>

Scheeler, M.C., Ruhl, K.L., & McAfee, J.K. (2004). Providing performance feedback to teachers: A review. *Teacher Education and Special Education*, 27(3). Retrieved from <http://www.eric.ed.gov/PDFS/EJ694123.pdf>

Scriven, M. (1995). Student ratings offer useful input to teacher evaluations. *Practical Assessment, Research & Evaluation*, 4(7). Retrieved from <http://pareonline.net/getvn.asp?v=4&n=7>

The Essential Capacities of School Leadership for Breakthrough Results. Requisites of a Leader... (2003). Matthews, NC: School Leadership for Breakthrough Results 4 Sight Learning, Inc.

Wiggins, G. (2012). Seven Keys to Effective Feedback. *Feedback for Learning. ASCD*, 70(1), 10-16.

Sample Student Survey Questions

State of Missouri <http://dese.mo.gov/eq/documents/2b-Surveys.pdf>

State of Colorado <http://colegacy.org/teachersurvey/>

Tripod Project <http://tripodproject.org/>

http://www.gse.harvard.edu/ncte/news/NCTE_Conference_Tripod.pdf