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The Experience and Effect of Evaluation Feedback on Teachers' Practice

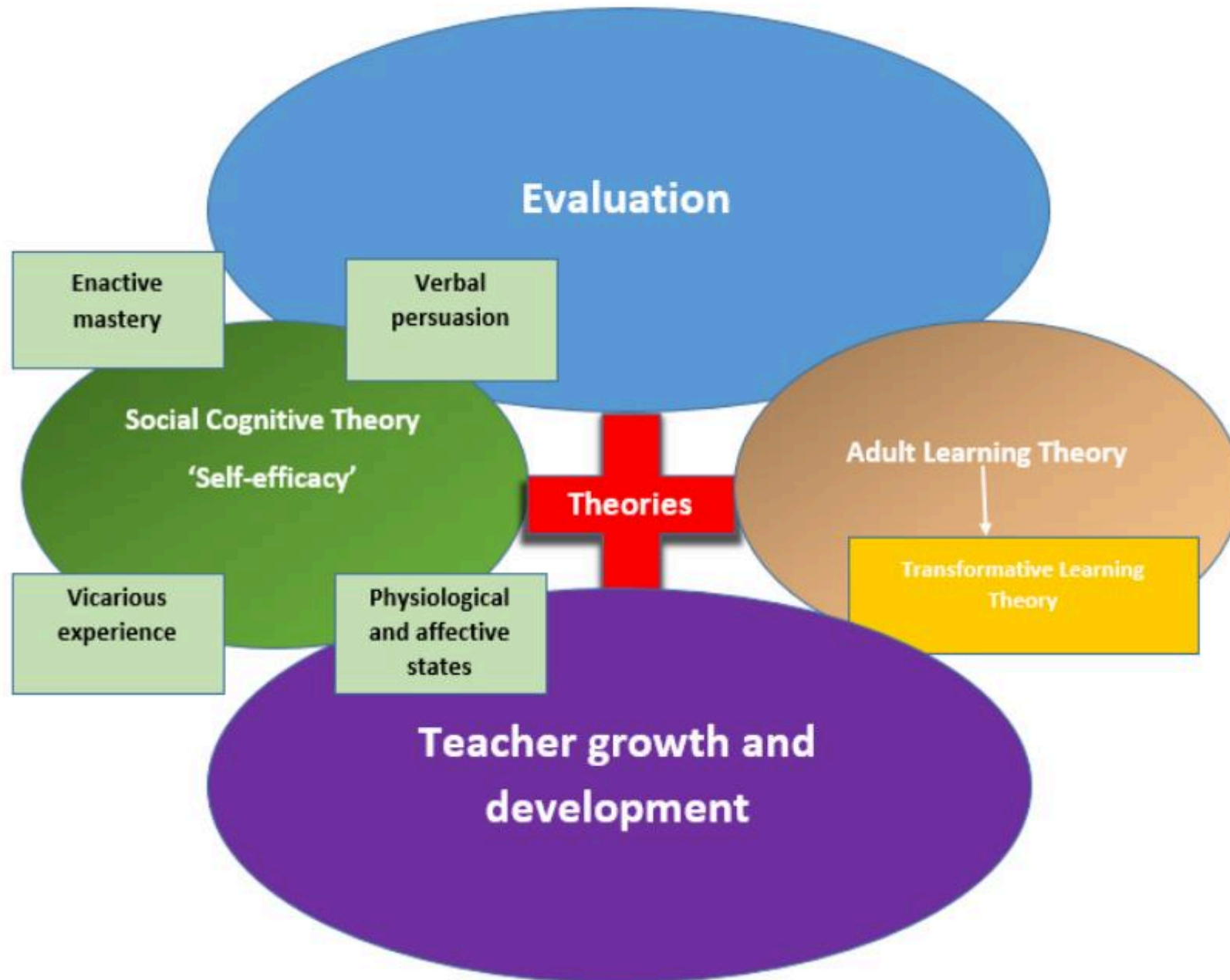
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Background to the Study



- Focused on External Evaluation by the Department of Education's Inspectorate with a selection of Primary Schools
- Worked as a Senior Inspector with the Department for 14 years
- Research aimed to garner teachers' insights into how teachers experience evaluation and the impact on their practice.

Theoretical Underpinnings for the Research





- What are the experiences and effects of external evaluation on teachers' practice?

(Supplementary questions addressed in this paper)

- Did feedback (provided as part of evaluation) effect teachers' practice and support improvement in practice?
- Did feedback identify strengths in teachers' practice?
- Did feedback identify areas for development in teachers' practice?

What does the literature say?

Feedback overall

- Feedback can have a powerful influence on **learning and achievement** and plays a crucial role in **individuals' learning success** (Hattie & Timperley, 2007)
- Feedback is communication that provides a significant function in **knowledge acquisition** (Poulos and Mahony, 2008)

Within the Teacher Growth and Development literature

- Feedback is identified as a significant characteristic of **effective professional development** (Darling & Hammond, 2017; TALIS reports, 2009, 2016 and 2019)
- Studies show that feedback had contributed to teachers – **job satisfaction, self efficacy**, development of **professional knowledge and skills**, a deepening of their understanding of **instructional issues** and supported the development of their **teacher identity** (Kaasia & Lauriala, 2010; Manoucchhari, 2002)

What does the literature say?

Feedback and evaluation

- Crucial aspect of the external evaluation process (Ball, 1998, 2002; Perryman, 2006, 2007, 2009; Ehren & Visscher, 2006; Matthews and Sammon, 2004)

Conditions apply – Feedback needs to...

- Be detailed, specific and measurable
- Ensure learners are active in the feedback process – critical dialogue – right of reply
- Tailored to the needs of the individual or organisation
- Consistent
- Identify improvements made in progress to date
- Include language that is carefully chosen – misuse of language can cause misinterpretations and negative reactions
- Engender positive relations, raise morale, use data (evidence) & be cognisant of environmental factors

Mixed Methodology

- **Online questionnaire** to teachers and principals in 71 schools who had experience of both a whole school evaluation and Follow-through evaluations (2016 – 2019) **(Sample One)**
- **Semi-structured interview** with a sample of teachers and principals from the 71 schools above **(Sample two)**
 - 8 principals interviewed (8 individual interviews)
 - 8 groups of teachers from 8 of the schools above (group sizes ranged from 2 to 7 from a selection of school types)

Data Analysis

- Quantitative analysis of data in surveys (Deductive analysis)
- Thematic Analysis of of qualitative data in questionnaires and interview data (Inductive analysis)

Consistency

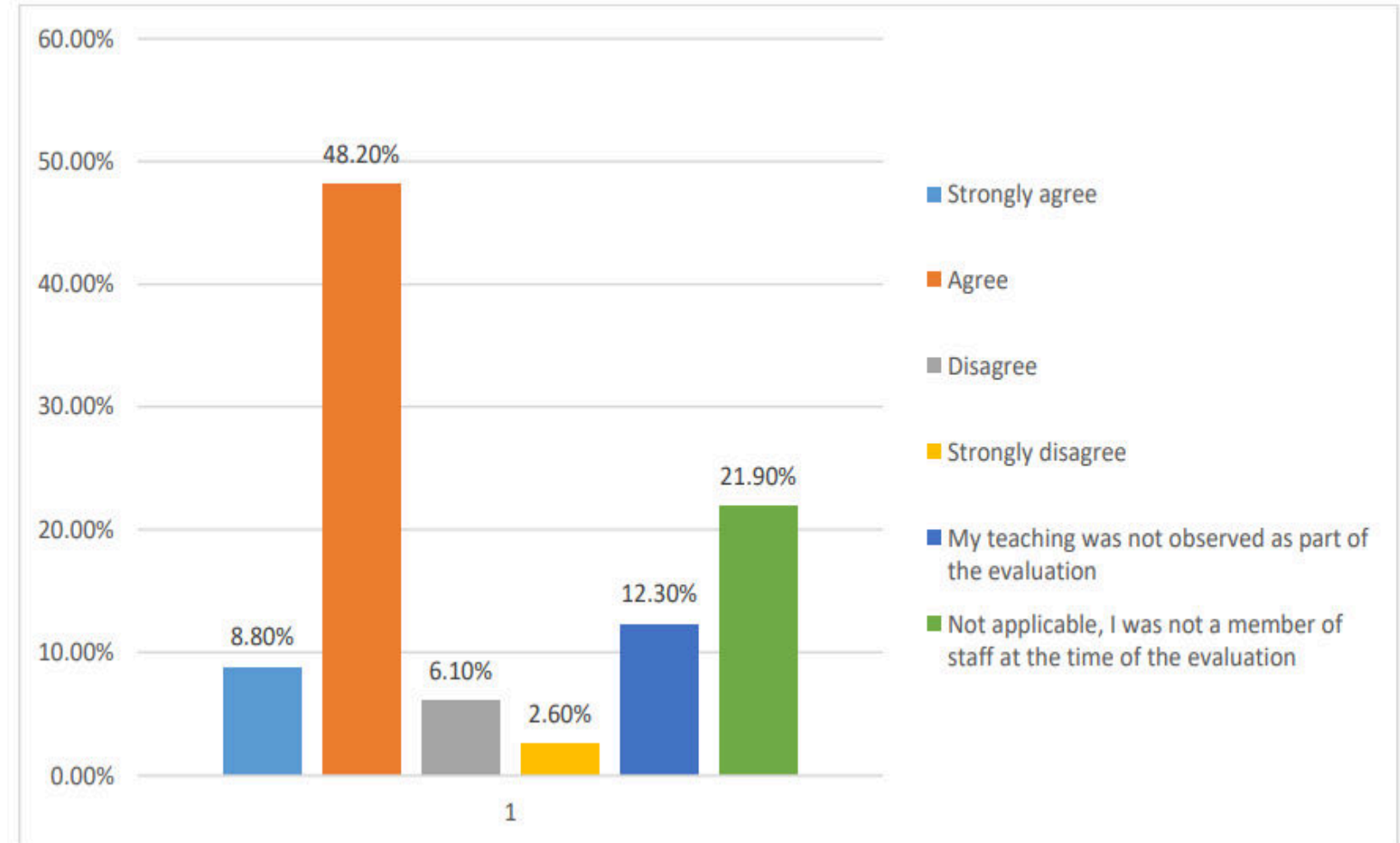
Balance

**Actionable and
solution-focused**



Feedback identifying strengths

- Well **over half** of the respondents (57%) agreed or strongly agreed that the feedback they received during the WSE effectively identified strengths in their teaching practices.
- **A minority** (8.7%) disagreed or strongly disagreed with the statement



Consistency

Balance

**Actionable and
solution-focused**



Balance

- Feedback should focus on key strengths, the progress teachers have made, their successes with the class and pupils and the identification of specific, actionable and solution-focused areas for development within their teaching practices.

Balance

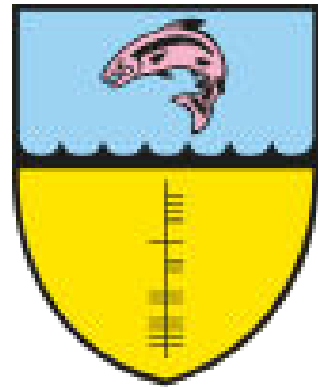
- Advice and recommendations made during feedback should be contextualised to focus on teachers' ability and capacity rather than concentrating disproportionately and unrepresentatively on faults in teachers' practices that inspectors have observed

Recommendations



Consistency

- To better support consistency between the oral feedback and the final written report, thorough quality assurance measures should exist within evaluation systems and be firmly applied to ensure consistency between what inspectors orally report to teachers and what is written in the final evaluation report for the school.
- A record of the quality of teaching practices observed by inspectors during the in-school evaluation phase should be provided to any teacher who has been observed in the evaluation. Inspectors should be required to consider these records when writing their evaluation reports.
- Mechanisms need to be put in place that afford teachers the right to reply and to discuss and challenge evaluation findings not only at the oral feedback stage but also when they receive the written report.



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**Thank you for
listening**