

CONCEPTUAL FRAMEWORK

Bandura's Social Cognitive Theory was examined to determine the possibility of a teacher accepting feedback given by an observer. Self-efficacy is the concept which makes people feel like they are able to be successful. Owens and Valesky (2011) state if people have a strong sense of self-efficacy then they are more likely to try something and if they have a low sense of self-efficacy they are less likely to try something.

Teachers are constantly reflecting on their practices and are required to reflect on their pedagogy as part of the observation and evaluation system in Large Urban School District. According to Bryant & Zillman (2002), people are naturally reflective and want to identify behaviors that will lead to improvement. Through supervision and evaluation, teachers are now being given feedback to correct instructional behaviors.

Based on social cognitive theory (Bandura, 1977) if observers give feedback then the expected outcome would be the application of feedback to result in student achievement, but if recipients are uncomfortable with the feedback then he or she may not apply feedback because of the perception of their ability to carry out specific behaviors.

Observation feedback is needed to help improve instructional practices because teachers may not know if they are doing anything wrong in the classroom. According to Marzano & Simms (2013) teachers will not be able to improve if they do not know what they are doing incorrectly.

According to research, stress and anxiety can affect performance (Bandura, 1977; Owens & Valesky, 2011). People are more likely to perform well when they are not stressed. Feedback must be given in a nonthreatening way to ensure effective communication (Marzano & Simms, 2013). Self-efficacy rises as successes increase and fall as failures increase. Feedback may be accepted or rejected based on the environment and nature of feedback delivery as well as the teacher's sense of self-efficacy. The ability for a teacher to accept and apply helpful feedback may change classroom instructional practices which could in turn positively affect student performance and achievement.

METHODOLOGY

This study used a mixed-methods approach to analyze the relationship between teacher observation feedback comments and student achievement as measured by FCAT 2.0 in the 2013-2014 school year. To complete this analysis the following methods were carried out:

- Data were requested from a large urban school district in Florida
- Teacher observation data and comments from the 2013-2014 school year
 - Purposive sample of 91 teachers who were coded as receiving specific targeted feedback by Rafalski (2015)
- Student assessment data from the 2013-2014 school year
 - FCAT 2.0 reading assessment scores and achievement level data, FCAT 2.0 mathematics assessment scores and achievement level data, and FCAT 2.0 reading retake assessment scores and achievement level data
 - There were no FCAT 2.0 mathematics scores available for this sample
- A rubric was developed based on a sub-rubric from Rafalski's (2015) study.
- 5 different categories were developed to code the content of the observation comments:
 - Coaching tips, procedural feedback, pedagogy related feedback, professional development related feedback, and content related feedback
- A rubric was developed to determine the charge of the feedback to relate information back to the theoretical framework. These categories are:
 - Neutral, negative, and positive
- Observation comments were individually read and coded based on the criteria of both rubrics and then re-read and checked against the rubrics.
- Categories of specific targeted feedback and feedback charge were calculated into percentages for each teacher.
- The mean student achievement level for each teacher and each test category was calculated.
- Descriptive statistics were used to determine the frequencies of categories and the charge of observation data.
- Pearson's r was also used to calculate relationships between specific data:
 - Relationships between observation comment categories and student achievement on FCAT 2.0
 - Relationships between observation comment charge and student achievement on FCAT 2.0
 - Relationships between the elements scored and student achievement on FCAT 2.0

PROBLEM, PURPOSE & RESEARCH QUESTIONS

Problem

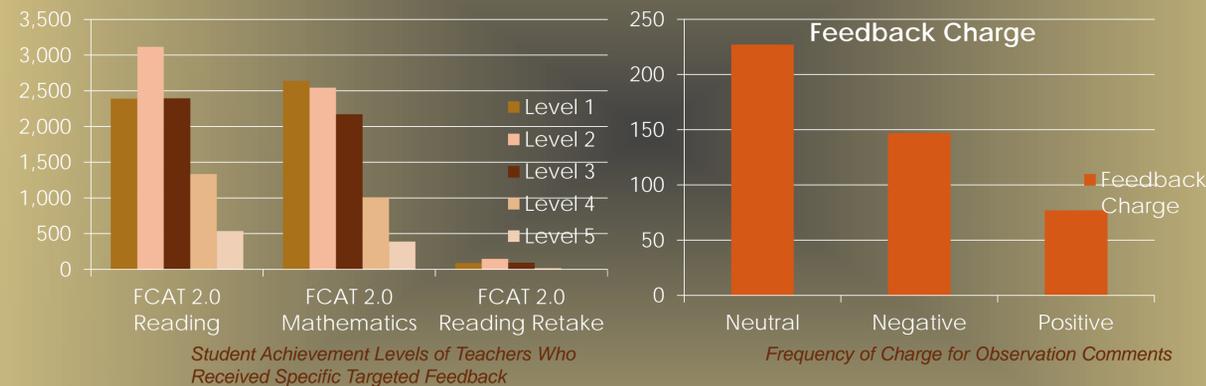
To date, there has been little research on the content of specific feedback related to teacher evaluations and student achievement data. Recent research has shown that feedback to teachers through the iObservation protocol does not provide a significant means for teachers to improve their teaching practices in a way that affects student achievement in a timely manner (Rafalski, 2015). Teacher evaluation systems are used for accountability purposes, but teachers need actionable feedback and professional development in order to improve their teaching practices; thereby, improving student achievement.

Purpose

The purpose of this study was to examine feedback that has been coded as specific and targeted or relevant to improving teacher practice and compare the data to student achievement assessment outcomes.

Research Questions

- What is the frequency of level 1 and 2 students as instructed by teachers who received specific targeted feedback?
- What relationship, if any, exists between the specific targeted feedback as measured by the type of elements scored during a school year and student achievement outcomes as measured by FCAT 2.0? H_{01} : There is no significant relationship between the type of element scored during observations during a school year and student achievement outcomes as measured by FCAT 2.0.
- What is the frequency by content of feedback, defined as content related feedback, pedagogy related feedback, procedural feedback, coaching feedback, or professional development feedback provided by observers to teachers during classroom observations?
- What relationship, if any, exists between the frequency of positive, negative, or neutral feedback and student achievement outcomes as measured by FCAT 2.0? H_{02} : There is no relationship between the content of specific targeted feedback and student achievement outcomes as measured by FCAT 2.0.
- What relationship, if any, exists between the content of targeted specific feedback provided to teachers and student achievement outcomes as measured by FCAT 2.0? H_{03} : There is no relationship between the content of specific targeted feedback and student achievement outcomes as measured by FCAT 2.0.



FINDINGS

- Research question 1
 - FCAT 2.0 reading: Level 1 or level 2: 5,507 (56.3%)
 - FCAT 2.0 mathematics: Level 1 or level 2: 5,182 (59.2%)
 - FCAT 2.0 reading retake: Level 1 or level 2: 236 (68.0%)
- Research question 2
 - Element 3: Reading- $r(89) = .244, p < .05$. Mathematics- $r(89) = .208, p < .05$.
 - Element 10: Reading retake- $r(89) = .229, p < .05$.
 - Element 34: Reading retake- $r(89) = .515, p < .01$. Mathematics- $r(89) = -.330, p < .01$.
 - Element 37: Mathematics- $r(89) = -.209, p < .05$.
 - Element 38: Reading retake- $r(89) = .295, p < .01$. Mathematics- $r(89) = -.209, p < .05$.
- Research question 3
 - Coaching tips: 266 (59.0%)
 - Procedural: 91 (20.2%)
 - Pedagogy: 59 (13.1%)
 - Professional development: 28 (6.2%)
 - Content: 7 (1.6%)
 - Total: 451
 - Neutral: 227 (50.3%)
 - Negative: 147 (32.6%)
 - Positive: 77 (17.1%)
 - Total: 451
- Research question 4
 - No significant relationships between feedback charge and student achievement levels on FCAT 2.0
- Research question 5
 - Procedural: Reading retake- $r(89) = .243, p < .05$. Mathematics- $r(89) = -.247, p < .05$.
 - Other categories: No significant relationships between feedback categories and student achievement levels.



Categories of Feedback in Observation Comments.

CONCLUSIONS & IMPLICATIONS FOR PRACTICE

When evaluating the effectiveness of feedback for teacher growth and instructional support, the following implications should be considered:

- Observation feedback is not significantly affecting student achievement.
- Feedback needs to include a focus on targeting level 1 and level 2 students.
- There should be follow-up to feedback in order to monitor accountability throughout the year.
- Feedback should be clear and immediately applicable.
- There is not a significant amount of feedback targeting higher-level thinking.
- There is a need for more effective communication between teachers and observers regarding implementing feedback.

SUGGESTIONS FOR FURTHER RESEARCH

- The following are recommendations for further research:
 - Further research which closely examines the contents of feedback for accuracy, clarity, and relevancy could be helpful in determining reasons why there were little to no relationships between observation feedback and student achievement.
 - Replication of this study with a focus on one grade level or one education level.
 - Replication of this study with a focus on one assessment.
 - Future research analyzing how observers are trained to help identify gaps in the observation training processes.
 - It may be beneficial for future research to analyze a sample with a larger percentage of specific targeted feedback that focuses on design questions and elements related to helping level 1 and level 2 students.
 - Further research could include collecting perception surveys from teachers. Survey data collection could include how teachers feel about observations, feedback, and reasons why feedback is accepted or rejected. Data should also include what would prompt teachers to respond to feedback and change behaviors based on observation feedback as well as data collection on trainings and professional development teachers need to effectively implement feedback.
 - A study on the relationship between school culture and student achievement as the result of feedback.
 - Replication of this study in another district using the Marzano protocol could determine if results from this study are a result of how observers are trained in the large urban school district of this study.
 - Replication of this study using the new FSA assessment.
 - A study on the effects of conducting all observations (informal and formal) using the formative supervision approach and the relationship to feedback acceptance and student achievement.
 - Analyze the feedback given to school and district leadership.

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