Individual and Team Programs

ADL
Meaningful Teaching & Learning

Angela supports individuals and teams through written feedback, personal conferences and coaching support.

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Written Feedback

Angela has written extensively on the power of feedback for students in her articles:

- Building Equitable Learning Experience Through the Formative Assessment and Feedback Process, NYSASCD Impact On Instructional Improvement (Summer 2022)
- Feedback that Empowers Students, Edutopia (June 24, 2022)
- Keeping the Destination in Mind, Educational Leadership (2012)

The feedback principles Angela describes in these articles apply to adults as well and include:

- **Aligning Feedback with Professional Development Goals:** Ensure that feedback is directly related to the educator's personal development objectives and teaching standards.
- **Recognizing and Building on Existing Strengths:** Acknowledge the educator's competencies and use them as a foundation for further growth.
- **Addressing Specific Areas for Improvement:** Clearly identify and discuss areas where the educator can enhance their practice.
- **Offering Practical Next Steps:** Provide actionable suggestions that the educator can implement to improve their teaching strategies.
- **Personalizing Feedback:** Consider the educator's individual context, experience level, and teaching style when delivering feedback.
- **Communicating Clearly and Respectfully:** Use professional and respectful language that is easily understood, fostering a positive learning environment.
- **Delivering Feedback Promptly:** Provide feedback in a timely manner, allowing educators to reflect and apply insights to their practice without delay.

Two examples of the type of feedback that Angela provides to educators can be found on the following pages.

Feedback Using Comment Boxes

Essential Question: What happens to the individual and the group in a dystopia?

Big Idea: Students understand that the characters change and develop in response to the conflict in their environment.

Standards:

9-10R1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

9-10R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

9-10R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

9-10R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

9-10R9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

9-10W2: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

9-10SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively and build on those of others.

9-10SL4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to the task, purpose, and audience.

Performance Task

Students will identify and analyze a source from modern culture that displays the theme of a dystopia. They will write a 1-page typed analysis, recognizing a dystopia in current culture from a chosen medium, including photographs, paintings, films, television, music, poetry, graphic novels, etc. in which they…

- Choose and develop criteria in order to evaluate the quality of a dystopian-themed source in our current culture (9-10R9)
- Citing strong and thorough evidence from the identified source to support analysis (9-10R1)
- Determine one or more themes or central ideas in a dystopian-themed source and analyze its development (9-10R2)
- Analyze how and why individuals, events, and ideas develop in the source (9-10R3)
- Include a visual representation

Angela Lalor
Good question, but the "what happens"" indicates only one answer. Perhaps, who is most important, the individual or the group?
@mention or reply

Angela Lalor
Can this idea be expanded to also focus on the role of the individual and the group, so it transcends literature?
@mention or reply

Angela Lalor
Standards 1 and 2 are both big writing standards. It is more effective to focus on one type of writing.

Angela Lalor
What formative assessment opportunities will students have prior to completing the final project? How will they receive feedback?
@mention or reply

Angela Lalor
Who will be the audience for the student work? What authentic products and performances will students use to share their opinions?
@mention or reply

Angela Lalor
Students will enjoy this task as they will be able to choose the source they are examining and see the connection to what they are learning.
@mention or reply

Angela Lalor
Clear alignment to the standards
@mention or reply

Angela Lalor
This needs more explanation. What is the purpose of the visual representation?

Feedback in Narrative Form

Dear Margaret,

Thank you for welcoming me into your Algebra II class! I appreciated how you referenced both the vocabulary words and the formulas for linear and exponential functions, reminding students of the tools they have for using precise mathematical language in your classroom. Mathematical language was also reinforced when you restated student explanations using mathematical vocabulary, such as the distributive property and a point on a coordinate plane.

One suggestion for moving forward is to continue to point out and use the standards of mathematical practice as cognitive routines. Another approach is to incorporate thinking routines. Here is a resource for more information about using thinking routines in the math classroom.

I look forward to seeing how these strategies evolve in your classroom and am excited to visit again in January. Please feel free to reach out if you have any questions or would like additional support in the meantime.

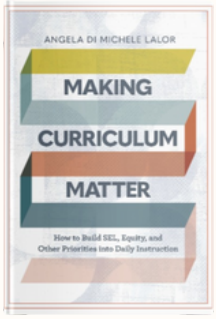
Best Regards,

Angela

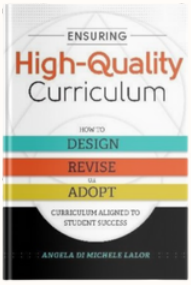


ABOUT ANGELA

Angela Di Michele Lalor is an educational consultant with over 25 years in professional development. She specializes in guiding school districts to design curriculum, assessments, and instructional practices that reflect and advance their educational goals. Angela has presented at ASCD's Annual Conference and the Conference on Educational Leadership. Her work emphasizes curriculum as a transformative tool that can impact student learning. More can be found at adlalorconsulting.com.



In her latest book from ASCD, *Making Curriculum Matter: How to Build SEL, Equity and Other Priorities into Daily Instruction*, Angela provides concrete steps for educators to improve their curriculum and align it with valued outcomes for student learning..



Angela's first book *Ensuring High-Quality Curriculum: How to Design, Revise, or Adopt Curriculum Aligned to Student Success*, provides a comprehensive guide for educators looking to create, revise, or evaluate curriculum.

Articles and Podcasts

- Enhancing Literacy Through Interdisciplinary Learning, NYSASCD Impact On Instructional Improvement (Fall/Winter 2024)
- 3 Ways to Integrate SEL Into the Curriculum, Edutopia (January 12, 2023)
- 4 Reasons to Try Diagnostic Learning Experiences, Edutopia (November 3, 2022)
- How School Leaders Can Support Professional Development, Edutopia (September 22, 2022)
- 5 Elements of a Relevant Curriculum, ASCD Express (July 27, 2022)
- Building Equitable Learning Experience Through the Formative Assessment and Feedback Process, NYSASCD Impact On Instructional Improvement (Summer 2022)
- Feedback that Empowers Students, Edutopia (June 24, 2022)
- Creating a Culture of Learning, Edutopia (October 5, 2021)
- Curriculum Design That Empowers Teachers , After the Bell Podcast