Summary of: *Core Rubric Feedback Survey Results* by Dr. Rebecca Deutscher and Dr. Janet Carlson

This brief summarizes the report, CORE Rubric Feedback Survey Results, by Dr. Rebecca Deutscher and Dr. Janet Carlson[1] which highlights findings from a study focused on the San Francisco Unified School District (SFUSD) use of the CORE Rubric. The research was conducted by a collaboration of Stanford University researchers and SFUSD educators. The CORE Rubric is a tool to examine teaching practices that support: *a Culture of Learning, Essential Content, Academic Ownership, and Demonstration of Learning* [2]. The Rubric relates to SFUSD's Guardrail 3 which calls for curriculum and instruction that is: rooted in excellence, challenging and engaging, student-centered, culturally responsive, and differentiated to meet the academic needs of all students[3].

This phase of the research focused on the feedback teachers received through the Core Rubric walkthroughs, where instructional teams observe teachers in their classrooms. The research questions included:
- Is feedback shared with the teachers?
- What is shared with teachers and in what format?
- What are the teachers' perceptions of the feedback?
- What do teachers do with the feedback?

---

[1]Deutscher, R., & Carlson, J. (2023). *CORE Rubric Feedback Survey Results.* Stanford University & San Francisco Unified School District.

[2]SFUSD Research Application: *Finding the Relationships among Feedback, Instructional Improvement, and Student Success.*

[3]Guardrail 3 - Curriculum & Instruction: SFUSD Website

The researchers conducted separate surveys with K-8 and high school Core Rubric Teams. To gather information from the high school teams, the researchers implemented two separate surveys for teachers and school leaders a week after their school's CORE Rubric Instructional walkthroughs in February 2024. A total of 10 school leaders and 27 teachers completed at least some of the survey. The K-8 team survey was for school leaders and asked about both Instructional Team and "on your own" walkthroughs. An Instructional Team walkthrough included an administrative team from multiple school sites and the district as well as the principal and/or the assistant principal from the walkthrough site. A "on your own" walkthrough was one where just the principal and/or assistant principal did a walkthrough at their own site. A total of 76 site leaders from 60 school sites completed the survey.

Findings

High school survey:
- Most teachers (77%) reported receiving feedback. Another 12% expected to get feedback soon.
- Most teachers (70%) agreed that the feedback was useful.
- Most school leaders (67%) reported that they gave feedback to all of the teachers while 33% reported that they gave feedback to some teachers.
- All school leaders agreed that their feedback was aligned to the CORE Rubric.
- Most school leaders felt that the team walkthrough process supported (moderately, considerably, a great deal) crafting feedback for the teachers.
- The most common method of communication reported by teachers and school leaders was by email or online, followed by in-person feedback.
- Most teachers and leaders agreed that teachers had time during the school day to implement new strategies based on the feedback they received.
- Teachers and school leaders had differing views on various characteristics of the feedback:
  - *Feedback was evidence based and specific*: All school leaders agreed while 32% of teachers did not agree.
  - *Feedback identified teachers' strengths*: All school leaders agreed, while 22% of teachers did not agree. Moreover, school leaders were more likely to strongly agree (78%) than teachers (20%).
  - *Feedback was content specific*: About one-half of teachers did not agree compared to 11% of school leaders.
  - *Feedback included specific strategies that teachers could try in their classrooms*: All school leaders agreed compared to 53% of teachers.
  - *Feedback offered recommendations for finding resources or support*: Only 16% of teachers agreed while 55% of school leaders agreed.
  - *Feedback provided access to relevant professional development to support teachers in implementing the feedback*: All school leaders agreed while one-half of teachers did not agree and about one-quarter were not sure if their school had professional development options.
  - *Feedback provided opportunity to observe expert teachers*: Almost all (90%) school leaders agreed while only 39% of teachers agreed and 22% were not sure.

K-8 School Leaders:
- Forty-seven percent of school leaders reported participating in both Instructional and "On your Own" walkthroughs, 40% said they only had participated in "On your Own" walkthroughs, and 6% reported only participating in Instructional walkthroughs.
- The two most frequently reported methods of providing feedback were individually and at the school site level. This differed for Instructional and "On your Own" Walkthroughs.
  - Individual Feedback: Instructional walkthroughs - 52%: "On your Own" walkthroughs -75%.
  - School site level: Instructional walkthrough - 43%: Own Walkthroughs - 24%.
- For both the Instructional and the "On your Own" walkthroughs the most common form of feedback communication was in person.
- The majority of school leaders (67%) said there was not any difference in the feedback between the "On your Own" and Instructional walkthroughs.
  - Those who did say there were differences mentioned the "On your Own" walkthroughs were more specific, had more individual meetings, and were more evidence-based.
- The feedback that most often occurred during all walkthroughs was intended to help teachers identify their strengths in their teaching (86% said always or very often).
- According to school leaders, the most frequent ways teachers responded to the feedback were trying new instructional strategies and new classroom management strategies. Seeking out professional development opportunities was the least frequent.