



AUTHENTIC PRAISE TEMPLATE

[1] Praise	[2] Probe	[3] Action step	[4] Practice	[5] Plan ahead	[6] Follow up
<i>Specific concrete teacher actions that lead to positive student outcomes</i>	<i>Targeted and scaffold reflection to encourage reflection regarding the action step</i>	<i>Bite-sized measurable action</i>	<i>Role play how to implement the action step to prepare teachers to "go live"</i>	<i>Design or revise upcoming plans to implement the action step</i>	<i>Timeline for follow up</i>

Starting a coaching meeting with authentic praise sets a positive, encouraging and collaborative tone that is helpful to fostering a meaningful relationship with teachers who are proactive about their growth. Praise that is truly authentic honors and acknowledges the teacher’s strengths, demonstrated growth from previous coaching meetings, and actions directly leading positive student outcomes.

Observation focus

During observations, focus on the below to find points of praise:

1. Highlight specific teacher actions that impacted student learning.
 - *Examples might include differentiated checks for understanding and student response strategies, an example of teacher modeling, in-the-moment remediation,*
2. Include an observable data point.
 - *Examples might include the number of students with hands raised or “engaged”, the length of time of a rotation, the number of different students who speak during a period.*
3. Emphasize an action you want to keep seeing, or see more of.
 - *This can be a recent action step a teacher mastered, a new strategy or incentive, or something the teacher does consistently well.*

Using praise during coaching

Points of praise	What it looks like and possible constructive feedback (“Next time try...”)
Data point	<ul style="list-style-type: none"> ● Include a hard count, ratio or percentage ● Provide multiple data points when possible ● Mention the change in data from previous observations, if applicable. <p>“It was great that 19 of 25 hands went in the air when you stopped and asked your checks for understanding, next time try waiting a few extra seconds to see if more hands go up.”</p>



Points of praise (cont.)	What it looks like and possible constructive feedback (cont.) ("Next time try...")
Student impact	<ul style="list-style-type: none">● Make a connection to how the teacher actions positively impacted student learning● Call out a specific student's or group of students' reaction● Consider students' verbal, physical, written and other responses. <p>"When you did <i>this</i> I noticed that Student A did <i>this</i>. Next time try narrating that behavior and observing if other students follow suit."</p>
Can be replicated	<ul style="list-style-type: none">● Also praise an action that you'd like to see more frequently in the teacher's instruction, or a strength that can be transferred.● This can be tied to an element of the instructional cycle or lesson plan that is consistent and occurs daily/weekly. <p>"You did a really excellent job asking organic guiding questions when students were close to the correct response during small groups, next time try that same level of questioning during whole group instruction."</p>
Teacher reflection	<ul style="list-style-type: none">● Allow space for a teacher to share their thoughts on the praise● Explicitly ask a teacher if it felt good or different● Explicitly ask if there was another point during the observation they felt strongly about. <p>"How does that praise feel? Do you agree or disagree? What area or aspect of the lesson did you think went best?"</p>