

SIX STEPS FOR EFFECTIVE FEEDBACK: Leading Post-Observation Face-to-Face Meetings

<p>1 Praise 1-2 min</p>	<p>Praise—Narrate the positive:</p> <p>What to say:</p> <ul style="list-style-type: none"> “We set a goal last week of _____ and I noticed how you [met goal] by [state concrete positive actions teacher took.]. What made you successful? How did it feel?”
<p>2 Probe 2-6 min</p>	<p>Probe—Start with a targeted question & add scaffolding as needed:</p> <p>Opening probe:</p> <ul style="list-style-type: none"> “What is the purpose of _____ [certain area of instruction]?” “What was your objective/goal for _____ [the activity, the lesson]?” <p>Scaffolding:</p> <p>Level 1 (Teacher Drives)—Teacher self-identifies the problem:</p> <ul style="list-style-type: none"> “Yes. What, then, would be the best action step to address that problem?” <p>Level 2 (Leader’s Hands on Wheel)—Ask scaffolded questions:</p> <ul style="list-style-type: none"> “How did your lesson try to meet this goal/objective?” <p>Level 3 (Put on Brakes & Hands on Wheel)—Present classroom data:</p> <ul style="list-style-type: none"> “Do you remember what happened in class when ___? [Teacher then IDs what happened] What did that do to the class/learning?” Show a video of the moment in class that is the issue. “What happened in this moment?” <p>Level 4 (Leader Drives; Teacher Responds)—Intervene or Model:</p> <ul style="list-style-type: none"> Modeled by leader: “What did you notice about how I did it?” Intervention in class: “When I intervened, what did I do?” Show video of effective teaching: “What do you notice? How is this different than what you do in class?”
<p>3 Action Step 1 min</p>	<p>Use probing to lead to bite-sized action step:</p> <ul style="list-style-type: none"> “So based on [what we talked about], our action step is [teacher or leader states it].” State clearly and concisely language the bite-size action step that is the highest lever. Make sure the teacher writes it down and can clearly state the action step.
<p>4 Practice As much time as remains</p>	<p>Practice—Role play how to implement action step in current or future lessons:</p> <ul style="list-style-type: none"> Jump into role play and act out confused/non-compliant students: <p>What to say:</p> <ul style="list-style-type: none"> Level 1: “Let’s practice together. Do you want me to be the teacher or the student?” Levels 2-3: <ul style="list-style-type: none"> “Let’s try that.” or “I’m your student. I say/do _____. How do you respond?” Level 4: Model for the teacher, and then have them practice it.
<p>5 Plan Ahead As much time as remains</p>	<p>Plan Ahead—Design/revise upcoming lesson plans to implement this action:</p> <p>What to Say:</p> <ul style="list-style-type: none"> “Where would be a good place to implement this in your upcoming lessons?” Make sure teacher writes out the steps into lesson plan, worksheet/activity, signage, etc.
<p>6 Follow-up 1-3 min</p>	<p>Set Timeline for Follow-up:</p> <ul style="list-style-type: none"> Levels 1-2: “When would be best time to observe your implementation of this?” Levels 3-4: “I’ll come in tomorrow and look for this technique.” Set dates for all of the following—both teacher and leader write them down: <ul style="list-style-type: none"> Completed Materials: when teacher will complete revised lesson plan/materials. Leader Observation: when you’ll observe the teacher (When valuable) Teacher Observes Master Teacher: when they’ll observe master teacher in classroom or via video implementing the action step (When valuable) Self-Video: when you’ll tape teacher to debrief in future mtg