

GIVING EFFECTIVE FEEDBACK:

See it. Name it. Do it.

<p>Prepare During observation</p>	<p style="text-align: center;">Prepare</p> <ul style="list-style-type: none"> • Have your tools in hand: <ul style="list-style-type: none"> ○ Get Better Faster Scope & Sequence, teacher lesson plan, video tool, observation tracker • Select the highest leverage, measurable, bite-sized action step • Plan your feedback while observing: <ul style="list-style-type: none"> ○ Fill out planning template ○ Videotape while you observe: mark the time stamps in your planning template
	<p style="text-align: center;">See it: Success, Model, & Gap</p> <p>See the Success:</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 that successful? What was the impact of [that positive action]?” <p>See the Model:</p> <ul style="list-style-type: none"> • Narrow the focus: “Today, I want to dive into [specific element of lesson, action step area].” • Prompt the teacher to name the exemplar: <ul style="list-style-type: none"> ○ “What are the keys/criteria for success to _____ [action step/skill]? What is the purpose?” ○ “What did you ideally want to see/hear when _____?” ○ “What was your objective/goal for _____ [activity/lesson]? What did the students have to do to meet this goal/objective?” • (If unable to name the exemplar) Show a model—choose one: <ul style="list-style-type: none"> ○ Show video of effective teaching: “What actions did the teacher take to do _____?” ○ Model: “What do you notice about how I _____?” “What is the impact and purpose?” ○ Connect to PD: “Think back to the PD on _____; what were the keys required for _____?” ○ Debrief real-time feedback: “When I gave real-time feedback, what did I say? What did I do? What was the impact of the real-time feedback?” ○ Read a one-pager or prompting guide: “What are the essential elements of _____?” <p>See the Gap:</p> <ul style="list-style-type: none"> • “What is the gap between [the model/exemplar] and class today? What keys were missing?” • “What was the challenge in implementing [technique/content] effectively during the lesson?” • (If unable to name the gap) Present the evidence: <ul style="list-style-type: none"> ○ Present time-stamped video from observation: “What are the students doing? What are you doing?” “What is the gap between what we see in this part of the video and the [exemplar]?” ○ Present classroom evidence: “Two students in the front row had their heads down during independent practice. How does this impact student learning?” “What is the gap between [the exemplar] and class today?” ○ Present student work: “What is the gap between the [exemplar] and [student work] today?”
<p>See It 2-8 mins</p>	<p style="text-align: center;">Action Step: What & How</p> <p>Name the Action Step:</p> <ul style="list-style-type: none"> • “Based on what we discussed today, what do you think your action step should be?” • “What are the key steps to take to close the gap?” <p>Punch it:</p> <ul style="list-style-type: none"> • “So your action step today is _____”--state clearly and concisely: <ul style="list-style-type: none"> ○ <u>what</u> the teacher will work on (e.g., what-to-do directions) ○ <u>how</u> the teacher will execute (e.g., “1.Stand still, 2.Give a what-to-do direction, and 3.Scan”) • Have teacher restate the action step; then write it down
<p>Name it 2 mins</p>	

Plan, Practice, & Follow Up

Plan before Practice:

- Script the changes into upcoming lesson plans
 - “Where would be a good place to implement this in your upcoming lessons?”
 - “What are all the actions you need to take/want to see in the students?”
 - “Take three minutes to write up your plan.”
- Push to make the plan more precise and more detailed
 - “What prompts will you use with students that we can practice today?”
 - “Now that you’ve made your initial plan, what will do you if [state student behavior/response that will be challenging]?”
- (If struggling to make a strong plan) Model for the teacher and debrief:
 - “Watch what I do and say as I model ____.” “What do you notice about how I did ____?”
- Perfect the plan
 - “Those three steps look great. Let’s add ____ to your [script/lesson plan].”

Practice:

- Round 1: “Let’s Practice” or “Let’s take it live.”
 - [When applicable] Stand up/move around classroom to simulate the feeling of class
 - Pause the role play at the point of error to give immediate feedback
 - Repeat until the practice is successful.
- Additional Rounds: master it while adding complexity:
 - “Let’s try that again, but this time I will be [student x who is slightly more challenging].”
- (Once mastered) Lock it in:
 - “How did what we practice meet or enhance the action step we named?”
 - “Where did our practice fall short or meet the exemplar at the start of the meeting?”

Follow up:

- Plan for real-time feedback:
 - Agree on a predetermined cue for next observation: “When I come in, I will observe for _____. If I see you struggling I will [give you a cue].”
- Set dates—both teacher and leader write them down:
 - Completed Materials: when teacher will complete revised lesson plan/materials.
 - Observation: when you’ll observe the teacher
 - “When would be best time to observe your implementation of this?”
 - “When I review your plans, I’ll look for _____.”
 - (Newer teacher): “I’ll come in tomorrow and look for this technique.”
 - (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 meeting

Do It
Rest of meeting