# Giving Effective Feedback:
See it. Name it. Do it.

## Prepare
- Have your tools in hand:
  - 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:
  - Fill out planning template
  - Videotape while you observe: mark the time stamps in your planning template

## See it: Success, Model, & Gap
### See It
2-8 mins

### See the Success:
- “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]?”

### See the Model:
- Narrow the focus: “Today, I want to dive into [specific element of lesson, action step area].”
- Prompt the teacher to name the exemplar:
  - “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:
  - 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 _____?”

### See the Gap:
- “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:
  - 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?”

## Name the Action Step:
- “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?”

## Punch it:
- “So your action step today is _____”—state clearly and concisely:
  - what the teacher will work on (e.g., what-to-do directions)
  - how 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
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 you do 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