

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/noncompliant 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

Real-time Feedback—Modeling & Teaching in the Moment

Real-time Feedback	When Applicable:
	Indirect Feedback:
	<ul style="list-style-type: none"> • Give a pre-established signal/non-verbal cue to the teacher: e.g., red card means too much teacher talk, green card means affirm a student, etc. • Whisper advice to the teacher when students are working independently.
	Co-Teaching:
	<ul style="list-style-type: none"> • Stretch the thinking: “Ms. B, can I ask a question to the class?” • Check understanding: “Let’s pause for a moment.” Ask CFU question. • Address the management: “I’ve seen this class [do this action] before. Let’s see you do it correctly.”
	Leading the Classroom:
	<ul style="list-style-type: none"> • Plan ahead to do model teaching of part/all of the lesson. • On the spot, step in to teach the lesson.