

SIX STEPS FOR EFFECTIVE FEEDBACK:

Leading Post-Observation Face-to-Face Meetings

Leader Should Bring:	Teacher Should Bring:
<ul style="list-style-type: none"> ● Laptop with Observation Tracker ● One-Pager: Six Steps for Effective Feedback ● Pre-planned script for the meeting (questions, obs evidence, etc) 	<ul style="list-style-type: none"> ● Laptop & school calendar ● Curriculum/unit plan, lesson plans, class materials, data/student work
1 Praise	Praise—Narrative the positive:
	<p style="text-align: center;">What to say:</p> <p style="color: blue;">“We set a goal to ensure that students are being provided an opportunity to demonstrate what they know based on what was taught and I noticed how you did provide them an opportunity to make their own connection to the learning target . ”</p> <p style="color: blue;">“What made that successful?” What are your thoughts on providing exit tickets?”</p>
2 Probe	Probe—Start with a targeted question:
	<p style="text-align: center;">What to say:</p> <p style="color: blue;">What is the purpose of prompting and putting the thinking back on the students while using HABITS OF EVIDENCE (#6)</p> <p style="color: blue;">What was your objective/goal for the lesson I observed on monday?</p> <p style="color: magenta;">“I observed you on Monday the 3rd for your 45min observation. During this time I saw the learning target, "I can recognize problem and solution text structures."</p>
3 ID Problem & Action Step	Progress to Concrete Action Step—Add scaffolding as needed:
	<p style="color: blue; text-align: center;">Today I want to dive specifically into your whole group lesson where you were engaging students with questions .</p> <p style="color: blue; text-align: center;">What are the keys and criteria to success and purpose of USING HABITS OF EVIDENCE SPECIFICALLY PROMPTING? putting the thinking back on students?</p> <p style="color: blue;">If you think back to your lesson , what did you have in place that allowed students to meet this criteria of success?</p> <p style="color: blue;"> </p>

WANT YOU TO PAY ATTENTION TO THE PURPOSE FOR CHECKING FOR UNDERSTANDING BY ENGAGING ALL

STUDENTS:[HTTPS://WWW.YOUTUBE.COM/WATCH?V=TXDXPJcMzKE](https://www.youtube.com/watch?v=TXDXPJcMzKE)

FROM PATRICK THOMPSON ON JULY 11TH, 2018

WHAT ACTIONS DID THE TEACHER TAKE OR DO?

WHAT IS THE GAP BETWEEN WHAT YOU SAW THIS TEACHER DO AND WHAT YOU DID DURING YOUR LESSON?

did not engage all students or check for understanding
Did not know whether scholars got it or didnt.
only a few participated , is that do now a focus?

punch it:

So your action step today will be
What the teacher will do---
how the teacher will execute----
WRITE THIS DOWN

(GO TO PLAN AHEAD 1ST BEFORE PRACTICE)

Practice—Role play/simulate how they could have improved current lesson:

4
Practice

What to say:
Let's try that. [Immediately jump into role play.]
Let's re-play your lesson and try to apply this.
I'm your student. I say/do _____. How do you respond?
[Level 4: Model for the teacher, and then have them practice it.]

Plan Ahead—Design/revise upcoming lesson plans to implement this action:

5
Plan Ahead

What to Say:
Where would be a good place to implement this in your upcoming lessons?
[Teacher works by self or follow these next steps]:
Let's write out the steps into your [lesson plan, worksheet/activity, signage, etc.]

6

Set Timeline for Follow-up:

<p>Set Timeline for Follow-up</p>	<p>What to Say: When would be best to observe your implementation of this? Levels 3-4: I'll come in tomorrow and look for this technique.</p> <p>What to Do—Set Timeline for:</p> <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 implementing the action step● (When valuable) Video: when you'll tape teacher or master teacher to debrief in upcoming meeting
--	--