SIX STEPS FOR EFFECTIVE FEEDBACK:

# Leading Post-Observation Face-to-Face Meetings

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| Leader Should Bring:* Observation Tracker & One-Pager-Six Steps for Effective Feedback

Pre-planned script for the meeting (questions, class evidence, etc.) | Teacher Should Bring:Laptop, school calendar, curriculum/ lesson plans, materials, data/student work |
| 1Praise | Praise—Narrative the positive: |
| What to say:We set a goal last week of….. and I noticed this week how you [met goal] by [state concrete positive actions teacher took.]. What made you successful? How did it feel? |
| 2Probe | Probe—Start with a targeted question: |
| What to say:What is the purpose of [certain area of instruction]?What was your objective/goal for [the activity, the lesson]? |
| 3ID Problem& Action Step | Bite-sized action step (do in a week) & highest lever; add scaffolding as needed: |
| What to say:Level 1 (Teacher-driven)—Teacher self-identifies the problem:Yes. What, then, would be the best action step to address that problem?Level 2 (More support)—Ask scaffolded questions:How did your lesson try to meet this goal/objective?Level 3 (More leader guidance)—Present classroom data:Do you remember what happened in the 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? [or the appropriate question to accompany the video]Level 4 (Leader-driven; only when other levels fail)—State the problem directly: [State what you observed and what action step will be needed to solve the problem.] [If you modeled in class] When I intervened, what did I do?[Show video of effective practice] What do you notice? How is this different than what you do in class? |
| 4Practice | Practice—Roleplay/simulate how to improve current or future lessons: |
| What to say:Level 1: Let’s practice together. Do you want me to be the teacher or the student?Levels 2-4: Let’s try that. [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.] |
| 5Plan Ahead | Plan Ahead—Design/revise upcoming lesson plans to implement this action: |
| What to Say:Where would be a good place to implement this in your upcoming lessons? Let’s write out the steps into your [lesson plan, worksheet/activity, signage, etc.] |
| 6Set Timelinefor Follow-up | Set a Timeline for Follow-up: |
| What to Say:When would it be best to observe your implementation of this?Levels 3-4: I’ll come in tomorrow and look for this technique.What to Do—Set Timeline for:* Completed Materials: when a teacher will complete a 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 a teacher to debrief in the upcoming meeting |
| Intervening | When Applicable: |
| [Whisper advice to the teacher when students are working independently.]Ms. B, can I ask a question to the class?[Give a pre-established signal to the teacher: e.g., the red card means too much teacher talk, green card means affirm a student, etc.] |