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 |
| 1  Praise | 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? | |
| 2  Probe | 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]? | |
| 3  ID 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? | |
| 4  Practice | 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.] | |
| 5  Plan 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.] | |
| 6  Set Timeline  for 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.] | |