

SIX STEPS FOR EFFECTIVE FEEDBACK: Leading Post-Observation Face-to-Face Meetings

1 Praise 1-2 min	Praise—Narrate the positive:
	<p style="text-align: center;">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 that successful? What was the impact of [that positive action]?”
2 Probe 2-6 min	Probe—Start with a targeted question & add scaffolding as needed:
	<p style="text-align: center;">Opening probe:</p> <ul style="list-style-type: none"> • “What is the purpose of _____ [concise action step/taxonomy topic]? What impact does that have on your instruction?” • “What was your objective/goal for _____ [the activity, the lesson]? How did your lesson try to meet this goal/objective? What was the outcome?” • “I noticed in class today that you [state difficulty teacher was having.] What is the challenge in implementing this effectively?” <p style="text-align: center;">Scaffolding (When Teacher Doesn’t Get to Answer by Self):</p> <p>Use Video/Classroom Observation Data:</p> <ul style="list-style-type: none"> • Show a video of the moment in class that clearly demonstrates the problem. “What are the students doing? What are you doing?” • “Do you remember what happened in class when ____? [Teacher then IDs what happened; leader provides data if teacher cannot] • “What effect did that have on the class/learning?” <p>Present a Model or Intervene:</p> <ul style="list-style-type: none"> • Show video of effective teaching: “What do you notice about how the teacher did _____? How is this different than what you did in class?” • Modeled by leader: “What did you notice about how I just did [this action] compared to how you did it in class today?” • Intervention in class: “When I intervened, what did I do? What was the impact of the intervention?”
3 Action Step 1 min	Land on a bite-sized action step:
	<ul style="list-style-type: none"> • Choose an action step that is linked to the teacher’s PD goals. “In keeping with our goal of _____, the next thing we want to do is…” • State clearly and concisely language the bite-size action step that is the highest lever. • Have teacher restate the action step; then write it down

SIX STEPS FOR EFFECTIVE FEEDBACK: Final 3 Steps

4 Plan Ahead As much time as remains	Plan Ahead—Design/revise upcoming lesson plans to implement this action:
	<ul style="list-style-type: none"> • “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?” • Script the language and actions to be taken—have lesson plans and/or a template ready for the teacher to fill in. • Plan before you practice: keep probing to make the plan more precise and more detailed • “Now that you’ve made your initial plan, what will do you if [state student behavior/response that will be challenging]?”
5 Practice As much time as remains	Practice—Role play how to implement action step in current or future lessons: Jump into role play and act out confused/noncompliant students: <div style="text-align: center;">Round 1</div> <ul style="list-style-type: none"> • “Let’s practice.” or “Let’s take it live.” <ul style="list-style-type: none"> ○ If teacher needs extra development: Model for the teacher first, then debrief. “What do you notice about how I did that?” ○ [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. CFU: “What made this successful?” <div style="text-align: center;">Round 2</div> <ul style="list-style-type: none"> • [Once successful in Round 1]: “Let’s try that again. This time I will be [student x who is slightly more challenging].”
6 Follow-up 1-3 min	Set Timeline for Follow-up:
	<ul style="list-style-type: none"> • “When would be best time to observe your implementation of this?” OR “When I review your plans, I’ll look for this modification.” • Newer teacher: “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

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