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Giving Effective Feedback

See it. Name it. Do it.

Bambrick-Santoyo, Paul (2018). *Leverage Leadership 2.0: A Practical Guide to Building Exceptional Schools*. San Francisco: Jossey-Bass.

Prepare During observation	**Prepare** Have your tools in hand: ● Get Better Faster Scope & Sequence, teacher lesson plan, video tool, observation tracker Select the highest leverage, measurable, bite-sized action step Plan your feedback while observing: ○ Fill out planning template ○ Videotape while you observe: mark the time stamps in your planning template
See It 2 – 8 mins	**See it: Success, Model & Gap** **See the Success:** ● "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]?" **See the Model:** ● Narrow the focus: "Today, I want to dive into [specific element of lesson, action step area]." ● Prompt the teacher to name the exemplar: o ›"What are the keys/criteria for success to ____ [action step/skill]? What is the purpose?" o "What did you ideally want to see/hear when ____?" o "What was your objective/goal for ____ [activity/lesson]? What did the students have to do to meet this goal/objective?" ● (If unable to name the exemplar) Show a model—choose one: o Show a video of effective teaching: "What actions did the teacher take to do ____?" o Model: "What do you notice about how I ____?" "What is the impact and purpose?" o Connect to PD: "Think back to the PD on ____; what were the keys required for ____?" Debrief real-time feedback: "When I gave real-time feedback, what did I say? What did I do? What was the impact of the real-time feedback?" o Read a one-pager or prompting guide: "What are the essential elements of ____?" **See the Gap:** ● "What is the gap between [the model/exemplar] and class today? What keys were missing?" ● "What was the challenge in implementing [technique/content] effectively during the lesson?" ● (If unable to name the gap) Present the evidence: o Present time-stamped video from observation: "What are the students doing? What are you doing?" "What is the gap between what we see in this part of the video and the [exemplar]?" o Present classroom evidence: "Two students in the front row had their heads down during independent practice. How does this impact student learning?" "What is the gap between [the exemplar] and class today?" o Present student work: "What is the gap between the [exemplar] and [student work] today?"
Name It 2 mins	**Action Step: What & How** **Name the Action Step:** ● "Based on what we discussed today, what do you think your action step should be?" ● "What are the key steps to take to close the gap?"

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	Punch it: ● "So your action step today is ____"--state clearly and concisely: ○ what the teacher will work on (e.g., what-to-do directions) ○ how the teacher will execute (e.g., "1. Stand still, 2. Give a what-to-do direction, and 3. Scan") ● Have teacher restate the action step; then write it down
Do It Rest of meeting	**Plan, Practice & Follow Up** **Plan before Practice:** ● Script the changes into upcoming lesson plans o "Where would be a good place to implement this in your upcoming lessons?" o "What are all the actions you need to take/want to see in the students?" o "Take three minutes to write up your plan." ● Push to make the plan more precise and more detailed o "What prompts will you use with students that we can practice today?" o "Now that you've made your initial plan, what will do you if [state student behavior/response that will be challenging]?" ● (If struggling to make a strong plan) Model for the teacher and debrief: o "Watch what I do and say as I model _____." "What do you notice about how I did ____?" ● Perfect the plan o "Those three steps look great. Let's add _____ to your [script/lesson plan]." **Practice:** ● Round 1: "Let's Practice" or "Let's take it live." **o** [When applicable] Stand up/move around classroom to simulate the feeling of class **o** Pause the role play at the point of error to give immediate feedback **o** Repeat until the practice is successful. ● Additional Rounds: master it while adding complexity: **o** "Let's try that again, but this time I will be [student x who is slightly more challenging]." ● (Once mastered) Lock it in: **o** "How did what we practice meet or enhance the action step we named?" **o** "Where did our practice fall short or meet the exemplar at the start of the meeting?" **Follow up:** ● Plan for real-time feedback: **o** Agree on a predetermined cue for next observation: "When I come in, I will observe for ___. If I see you struggling I will [give you a cue]." ● Set dates—both teacher and leader write them down: **o** Completed Materials: when teacher will complete revised lesson plan/materials. **o** Observation: when you'll observe the teacher ▪ "When would be best time to observe your implementation of this?" ▪ "When I review your plans, I'll look for _____." ▪ (Newer teacher): "I'll come in tomorrow and look for this technique." **o** (When valuable) Teacher Observes Master Teacher: when they'll observe master teacher in classroom or via video implementing the action step **o** (When valuable) Self-Video: when you'll tape teacher to debrief in future meeting

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