



# Effective Feedback Around Instruction: The Post Observation Process

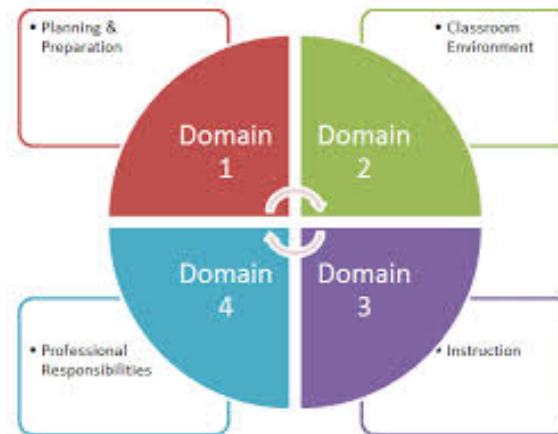
HFM Leadership Academy

March 26, 2015

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# What matters most?

Using the teaching rubric to actually improve teaching and learning



# Article: “From Gotcha to Grow”

- How does the title of Janice Bradley’s article say it all?
- How are her findings consistent with Fullan’s approach?

## You are:

1. **Christina Valant** (p. 11)
2. **Marissa Becker** (p. 12)
3. **Christina Valant and Maria Kaldas** (p.12)
4. **Carla Stenson** (p.12)

Speak in character and explain the specific strategy you took to create a supportive condition for teacher growth in your school.

... or

5. **Lori Easton** (author) explaining what a collaborative design cycle is and how it could work in your school



# Effective Feedback Around Instruction: The Essential Question ...



*How can effective  
feedback focus upon  
reflective practice and  
actions with the goal of  
improved student  
learning?*

# The Jury is In:

## Characteristics of Effective Feedback:

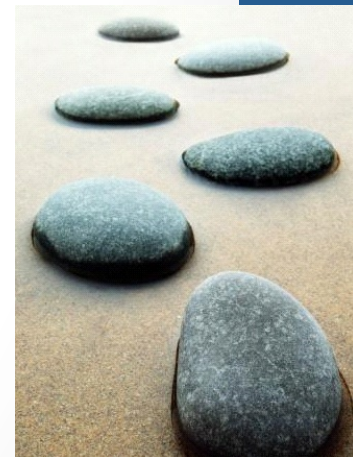
- **SPECIFIC AND EVIDENCE BASED**
  - Gives facts, low inference evidence; not detailed narrative
  - Evidence is aligned to rubric
- **SELECTIVE**
  - Prioritizes 1-2 most important ‘bite size’ practices that will improve student learning
- **ACTIONABLE**
  - Identifies clear actions that can be taken in next few weeks.
  - Next steps are developmental and specific
- **TIMELY**
  - Given within agreed upon time frames
- **ACCOUNTABLE**
  - “The dots connect” past and future observations

# Coaching Protocol for Post Observation engageny

[https://www.engageny.org/sites/default/files/resource/attachments/principal\\_postobs\\_protocol.docx](https://www.engageny.org/sites/default/files/resource/attachments/principal_postobs_protocol.docx)

## Six Steps:

- Explain the purpose of the conversation
- Begin with positive feedback and reinforcement
- Ask targeted questions to help lead the teacher to the core issue
- Name the issue(s) together
- Explore solutions together
- Confirm next steps



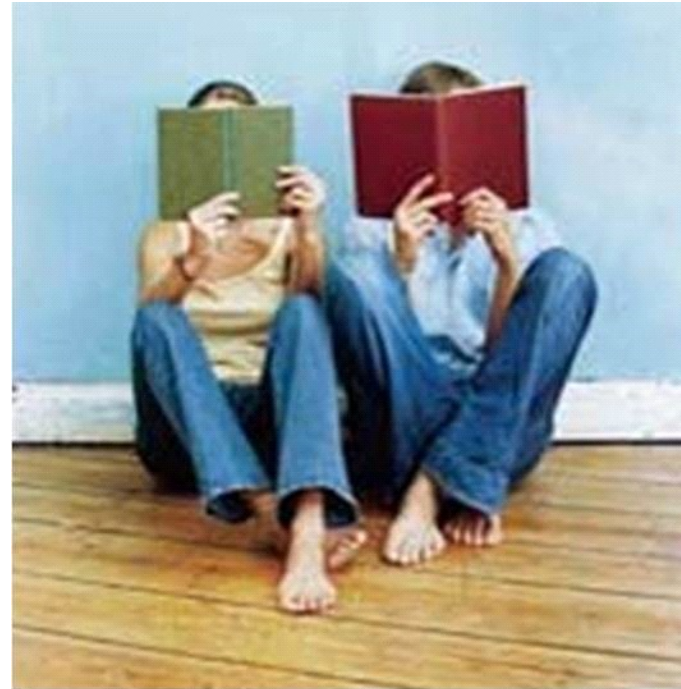
# Important considerations:

- Know the difference between high inference and low inference feedback. Practice low inference feedback.
- Understand what “targeted questions” are and how to ask them
- Accept that conferences will differ and range from teacher driven, to shared, to administrator driven
- Continually practice enabling conditions that make coaching conversations more productive
- Follow best practices for a successful conversation

# Reading the Post Obs Protocol:

***Divide into 5 groups. Take five minutes to read your section and be ready to share it with the large group:***

- Page 1 Group
- Page 2 Group
- Page 3 Group
- Page 4 Group
- Question Stems Group





# Let's listen in ...

...on the conversation Mr. Brettle had with his supervisor following his 8<sup>th</sup> Grade Math lesson observation.

<https://www.teachingchannel.org/videos/professional-development-teacher-evaluation>

How well does this post observation conversation reflect the characteristics of effective feedback?

# What would your approach be?

- In your group, decide:
  - What positive feedback would you begin with?
  - What is an example of one low inference finding you would share?
  - What is an example of a targeted question you would ask?
  - What issue or issues would you name together?
  - How could you actively explore solutions together?
  - What would the next step be?

# Let's practice ...

- Ms. Ziegler's 11<sup>th</sup> Grade History Class: "Philosophical Chairs"
- <https://www.teachingchannel.org/videos/reading-like-a-historian-taking-positions>
- In your group, decide:
  - What positive feedback would you begin with?
  - What is an example of one low inference finding you would share?
  - What is an example of a targeted question you would ask?
  - What issue or issues would you name together?
  - How could you actively explore solutions together?
  - What would the next step be?

# Remember ...

We can't do this alone!  
Support your teachers and one  
another... Best of Luck!

