Observation and Feedback

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Time to Dive in!

Introductory Video
Teaching Music

• What does Yo-Yo Ma do to teach his musicians to play better?

• What makes his coaching so effective?
The real purpose of observation & feedback is not to evaluate a teacher, but to develop them.

Teachers grow with bite-sized feedback that you practice to perfection.
Goals for this Workshop:

• Establish a common language around observation & feedback

• Implement all aspects of effective observation & feedback

• Improve the development of all teachers, especially rookies & struggling teachers, in our schools
## Agenda:

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<th>Today</th>
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<td>A Framework for Working with Teachers</td>
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<td>• First Meeting Setup</td>
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**Deciding Your Focus**

- **Identify the Right Action Steps**

Give Feedback

- Six Steps to Effective Feedback
Seven Levers of Leadership—Instruction:

Data-Driven Instruction:
• Define the roadmap for rigor and adapt teaching to meet students’ needs

Observation & Feedback:
• Coach teachers to improve the learning

Planning:
• Prevent problems and guarantee strong lessons

Professional Development:
• Strengthen culture and instruction with hands-on training that sticks
Seven Levers of Leadership—Culture:

**Student Culture**
- Creating a rigorous, joyful student culture that drives learning and character development

**Staff Culture**
- Building a strong, supportive adult culture

**Managing and Developing Leadership Teams**
- Developing and managed additional instructional leaders who can lead implementation of the instructional levers
Seven Levers of Leadership—Instruction:

Data-Driven Instruction:
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• Prevent problems and guarantee strong lessons

Professional Development:
• Strengthen culture and instruction with hands-on training that sticks
Our Norms

• Iron Sharpens Iron
  – We will be honest and frank in our feedback
  – We will seek out and incorporate feedback

• We will participate actively
  – Everyone is all in: managers & principals together
  – All technology on tasks

• We are urgent in the work
  – We start on time
  – We stay until we are done
Our Norms

• We are creative problem solvers
  – We make it work
  – We ask for help
  – We find the third way
The Need

Future of our Schools
Big Idea:

We can take teachers as they come . . . or we can make them better.

Today will be about using the power of our feedback—to help teachers get better faster.
Follow the Leader...

Working Group on Observation-Feedback
Four Keys

Making Observation & Feedback Effective
The Four Keys:

Regular Observation:
• Lock in frequent and regular observations

Right Action Steps:
• Choose the best action steps for improvement in each classroom observation

Effective Feedback:
• Give face-to-face feedback that practices action step

Accountability:
• Create systems to ensure feedback translates to practice
Check out Chapter 2 in Leverage Leadership
Choosing the Right Action

Step

Now that You’ve Observed,
Where Do you Focus?
The Four Keys:

Regular Observation:
  • Lock in frequent and regular observations

Right Action Steps:
  • Choose the best action steps for improvement in each classroom observation

Effective Feedback:
  • Give face-to-face feedback that practices action step

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  • Create systems to ensure feedback translates to practice
Premise—
Knowledge of Effective Teaching:
Teach Like A Champion, Doug Lemov
The Right Action Step

A Sampling of Action Steps
Sample Feedback Actions for Teachers:
What Characteristics do these action steps have in common?

Action Steps—Management:
- Stand at the corner of the room so that you can see all students
- Be Seen Looking: crane your neck to appear to be seeing all corners of the room

Action Steps—Student Misunderstanding:
- Roll back the answer: repeat the wrong answer back to the student to get them time to identify their error
- Close the loop: after correcting the error, go back to students with the wrong answer to have them summarize
Core Idea:

Adults can really only improve in 1-2 areas at a time.

The most effective coaches, then, narrow their focus to the highest leverage action steps—and nothing more.
Criteria for Right Action Steps:

Clear and Measurable:

• Can anyone understand the action?
• Can you easily measure if the teacher has made the change? What evidence will you have of mastery?

Bite-sized:

• If you can’t make the change in a week, the action step isn’t small enough

Highest Leverage:

• Will this help the teacher to develop most quickly and effectively?
Converting Long-Term Goals to Bite-Sized Action Steps—Management:

PD Goal—Too High to be an Action Step
  • Keep students on task

Still Too High
  • Monitor students to prevent off-task behavior

Better
  • Stand at the corner of the room so that you can see all students
  • Be Seen Looking: crane your neck to appear to be seeing all corners of the room
Converting Long-Term Goals to Bite-Sized Action Steps—Rigor:

PD Goal—Too High to be an Action Step
  • Support students when they get a wrong answer

Still Too High
  • Ask them additional questions

Better
  • Roll back the answer: repeat the wrong answer back to the student to get them time to ID their error
  • Close the loop: after correcting the error, go back to students with the wrong answer to have them summarize
Precise Action Steps

Your Turn
Converting Professional Development Goals to Bite-Sized Action Steps—Management:

• Too High
  o 100%

• Still Too High
  o Manage individual student noncompliance effectively

• Better
  o
Criteria for Right Action Steps:

Highest Leverage:
- Will it make the biggest impact the most quickly?

Clear and Measurable:
- Can anyone understand the action? Can you easily measure if the teacher has made the change?

Bite-sized:
- If you can’t make the change in a week, the action step isn’t small enough
Feedback on Effective Action Steps:

**RECEIVE FEEDBACK** (3 min)

- Share the final action steps for each slide
- Give feedback to the objectives based on the key questions:
  - Is it high-leverage: will it make a significant impact?
  - Is it clear & observable: does it refer to something a teacher will be able to do when they walk out of the meeting? Will you be able to easily evaluate if they accomplished the lever?
  - Is it bite-sized: can a teacher accomplish this in one week?
Converting Professional Development Goals to Bite-Sized Action Steps–Rigor

• Too High
  o Improve ratio

• Still Too High
  o Get students to do more of the thinking

• Better
  o
Criteria for Right Action Steps:

Highest Leverage:

• Will this help the teacher to develop most quickly and effectively?

Clear and Measurable:

• Can anyone understand the action?
• Can you easily measure if the teacher has made the change? What evidence will you have of mastery?

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  o Is it bite-sized: can a teacher accomplish this in one week?
Core Idea:

Writing down the action step builds the road map for effective feedback.

When we aren’t clear where we’re headed, teachers won’t be either.
A Guide For Action Steps

Top Ten Areas for Action Steps & Rookie Teacher Scope & Sequence
Highlight the Guides:

• Put a star next to the action steps that would improve your repertoire.
Core Idea:

Writing down the action step builds the road map for effective feedback.

When we aren’t clear where we’re headed, teachers won’t be either.
The right action step is the first domino.

Once you knock it down, you’ll see the next one behind it, and the chain of improvement begins.
Reflection:

• What are the areas of the scope & sequence that I could best use to target my feedback more effectively?

Want more practice? Go to Leverage Leadership, pg. 77 to convert more poor steps
Choosing the Right Action
Steps

Video Case Study #1
Define Your Action Step (7 min):

Small Group Work—Using your Rookie Teacher S & S:
• What is “off” about teacher or student actions? What is the root cause of that ineffectiveness?
• Develop the best action step for the teacher to take
• Generate the larger PD goal and focus for upcoming weeks
• **Criteria** for selection of the action step:

  **Highest Leverage:**
  • Will it make the biggest impact the most quickly?

  **Clear and Measurable:**
  • Can you easily measure if teacher has made the change?

  **Bite-sized:**
  • If you can’t make the change in a week, the action step isn’t small enough
Core Idea:

Most feedback goes poorly because of an imprecise action step.

An action step is clear if you can **see** it or **hear** it. Getting it right is half the battle.
Choosing the Right Action
Steps

Video Case Study #2
Define Your Action Step (5 min):
Small Group Work—Using your Rookie Teacher S & S:
• What is “off” about teacher or student actions? What is the root cause of that ineffectiveness?
• Develop the best action step for the teacher to take
• Generate the larger PD goal and focus for upcoming weeks
• Criteria for selection of the action step:
  
  **Highest Leverage:**
  • Will it make the biggest impact the most quickly?

  **Clear and Measurable:**
  • Can you easily measure if teacher has made the change?

  **Bite-sized:**
  • If you can’t make the change in a week, the action step isn’t small enough
Why it Matters

A Teacher’s Perspective:
the power of bite-sized feedback
Reflection:

• What are your big takeaways for how to write quality action steps?
Giving Feedback Effectively

Making it Stick
Breaking it Down

Six Steps of Effective Feedback
Six Steps to Effective Feedback:

1. **PRAISE**: narrate the positive with precise praise
2. **PROBE**: Use targeted open-ended question and scaffold to identify the core issue
3. **ACTION STEP**: state concrete action step
4. **PLAN AHEAD**: Design/revise upcoming lesson plan to implement action
5. **PRACTICE**: Role play/simulate how to improve current class
6. **FOLLOW-UP**: Establish timeline when action step will be completed
Plan your Implementation

Making a Plan for Your School
School Planning:

- What are the steps we will commit to improving our development of teachers?

- How we can hold each other accountable to more effective feedback for our teachers?
Conclusions

A Vision for the Future:
Celebrating our Teachers
Observation and Feedback

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