





Six Steps* for Effective Feedback
Leading Post-Observation Face-to-Face Conferences


Goal: *Maximize the usefulness of post-observation conferences to increase student learning through improved teacher practice.*


Leader Should Bring: This document Rubric & Observation Form Pre-planned questions/script

Teacher Should Bring: Rubric & Observation Form

Step		What to Do	Planning for Your Conference
PART 1			
Discuss ratings	15	<ul style="list-style-type: none"> • Introduce the structure of the conversation – 15 minutes on ratings and 15-20 minutes on action step and practice • Briefly highlight 1-2 key strengths and let the teacher know you'll talk about these in depth later in your conversation • Ask the teacher what questions they have. When possible, reinforce key strengths and connect areas of improvement to the focus of the action step 	<p>Introduction</p> <p>Strengths:</p> <p>Probing questions for ratings discussion, if needed: Which rating were you most excited about? Which rating were you most surprised about? Which area do you think you can improve in most quickly?</p>
PART 2			
1. Praise	1	<ul style="list-style-type: none"> • Highlight key strengths – any indicators scored higher than 4 OR any indicators scored at a 3 identified as 	Praise—Narrate the positive

Step		What to Do	Planning for Your Conference
		<p>strengths</p> <ul style="list-style-type: none"> • Recognize & reinforce improvement related to individual development goals 	
2. Probe	3	<ul style="list-style-type: none"> • Ask open-ended questions about the purpose of the lesson to understand where the teacher is starting • Narrow the focus to the core issue/action step • Check for understanding of the core issue 	<p><i>Probe—Start with a targeted question & add scaffolding as needed</i></p> <p>Opening Probe:</p> <p>IF THEY DON'T ID ACTION STEP: Scaffolded Follow-up Questions:</p> <p>Classroom Evidence/Data:</p> <p>Model/Video:</p>
3. Identify the Opportunity & Concrete Action Step	5	<ul style="list-style-type: none"> • Guide the teacher to remember a specific moment in the lesson when the problem/missed opportunity occurred • Directly state (or have the teacher state) the problem/opportunity • State a concrete action step for the teacher to take 	<p><i>Bite-sized action step that is highest lever</i></p>

Step		What to Do	
4. Practice	4	<ul style="list-style-type: none"> <li data-bbox="373 418 798 553">• Choose a moment from the lesson or a hypothetical situation and have the teacher do the action step with you <li data-bbox="373 808 726 873">• Role play to build muscle memory <li data-bbox="373 1133 716 1159">• Insist on correct practice 	<p data-bbox="825 412 1759 440"><i>Practice—Role play how to implement action step in current or future lessons</i></p> <p data-bbox="825 488 1083 516">Scenario for Practice:</p> <p data-bbox="825 662 982 690">What to Say:</p>
5. Plan Ahead	1	<ul style="list-style-type: none"> <li data-bbox="373 1242 785 1307">• Design/revise upcoming plans to implement action 	<p data-bbox="825 1242 1738 1269"><i>Plan Ahead—Design/revise upcoming lesson plans to implement this action</i></p>

Step		What to Do	
6. Follow-Up	1	<ul style="list-style-type: none"> • Set date for observation to see action step • Set time for plans/materials to be complete/submitted <p><i>Additional Support as needed:</i></p> <ul style="list-style-type: none"> • Set date for observation of a Master Teacher who uses the action step • Set date for videotaping teacher to review in a future meeting 	<i>Set Timeline for Follow-up</i>

* Based on Bambrick's Six Steps to Effective Feedback, *Leverage Leadership*, Paul Bambrick-Santoyo 2012.

Revised 9/17/14