

PUTTING FEEDFORWARD TO WORK

CASE STUDY: When Feedback Doesn't Land Right

During October, I observed a teacher in an ELL class. Some students knew some English and some knew little to none. The teacher asked students to read their individual books for SSR for 15 minutes at the beginning of class. It took about 13 minutes for all students to settle in. For the next 45 minutes, students worked on vocabulary exercises in their workbooks. Three students in the back talked in Spanish throughout the class and were using their phones. This continued for the remainder of the period. The teacher asked one student who was off task to move to the front, which he did.

In the post observation, I discussed how it is important to engage students in developing the norms of the class and to give them some agency over the learning environment. At the beginning of the school year, the teacher had given the class her expectations. I suggested that she involve them in creating a classroom climate that enables everyone to do their best. I told her that if she didn't get the situation under control, her students would be driving her crazy by March.

Later, I learned that the teacher made a formal complaint to the union, stating that I spoke to her in a condescending tone of voice during our discussion.

ASSUMPTIONS	POSITIVES
CHANGES	