

A Systems-Approach to Prioritizing Feedback to Teachers: Teacher and Observer Partners for Success

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View the presentation: <http://bit.ly/TOPSLF2019>

Who are you and why are you here?

- Find someone with the same color shoes as you who you don't know.
- Introduce yourself:
 - Your name
 - Your position & where you work
 - Your role with doing teacher observations
 - **The MOST HELPFUL observation you ever had as a teacher**

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 - Your name
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Learning Targets for this Session

1. **Customize** an existing observation protocol to emphasize **your organization's** instructional initiatives.
2. Practice engaging in **short, productive feedback conversations** in order to develop your own skills in collaborating with teachers.
3. Learn **strategies for seeing more teachers more often** and balancing instructional leadership with managerial roles.

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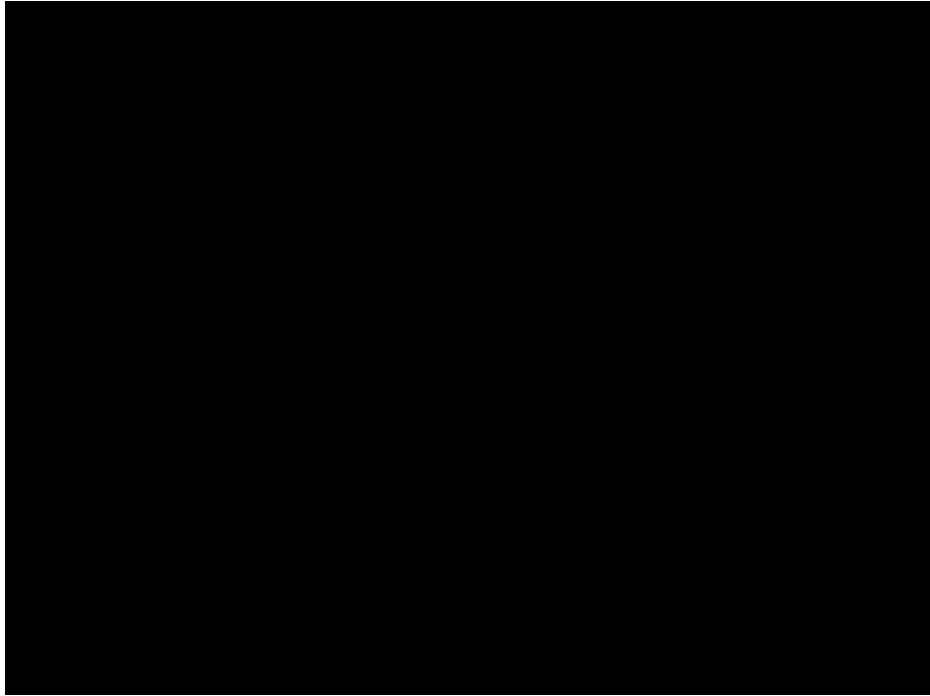
Imagine...



*Imagine if you had a basketball coach who watched you for 45 minutes twice a season, and then just told you “Good job,” at the end of each observation. **Would you actually improve?***

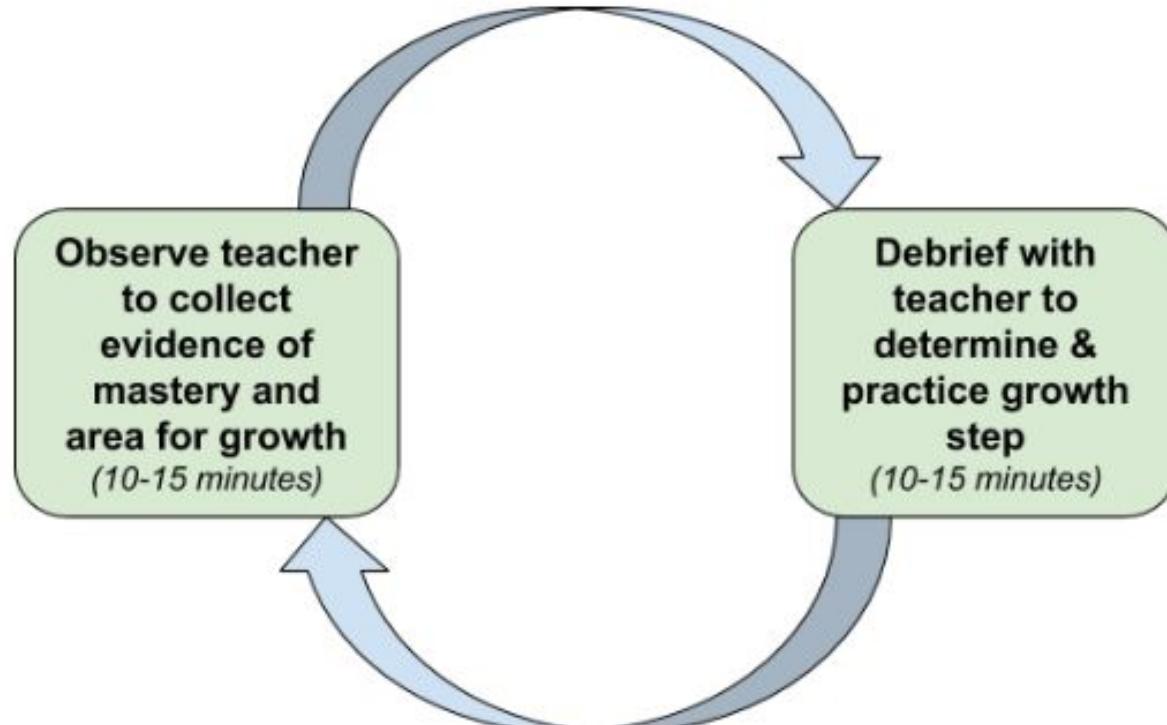
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Teacher Observations: What's working well here? What's not working?



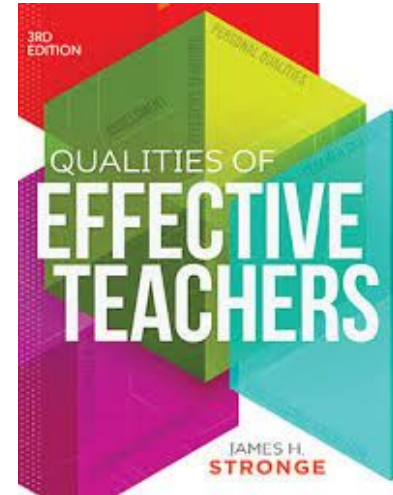
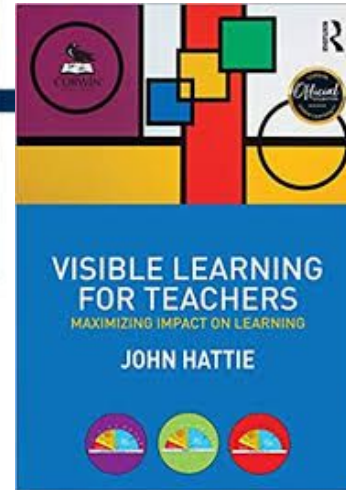
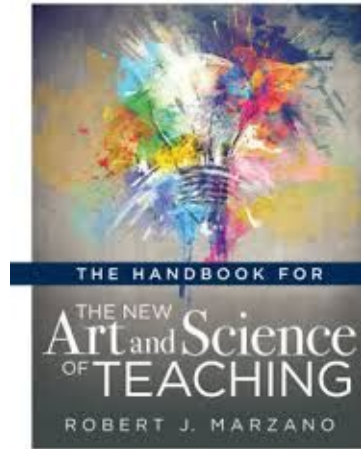
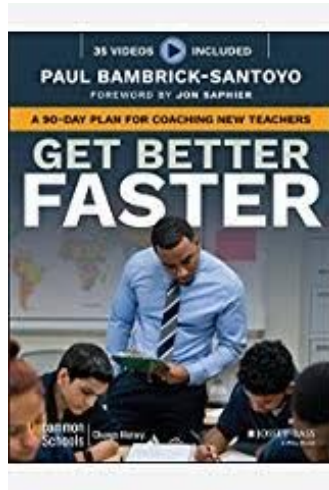
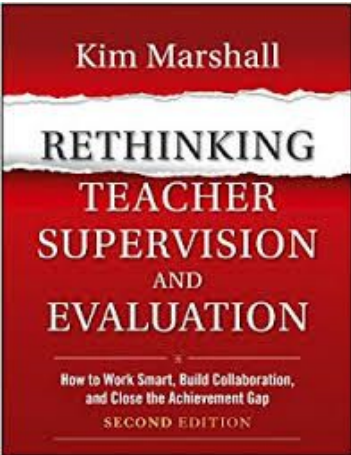
And how is this
like
observations
you've been a
part of in the
past?

Time to Support Teachers Who Need It: The Teacher & Observer Partners for Success Cycle



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Inspirations for this Work



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How many of these problems have you encountered?

1. Not enough time to observe all teachers who need it
2. Little growth that actually comes from observations
3. Deciding what to fix first out of a long list
4. Providing support and resources for teachers

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Deciding What to Work on First & Why

Which of these would you choose to work on first with a new teacher?

- A. The teacher sticks mainly to lower level/procedural questions.
- B. Several students are off-task during group work.
- C. Students take awhile to come back to whole group after independent work.
- D. The teachers keeps the lights off while using the interactive whiteboard and many students cannot see the papers in front of them.

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Deciding What to Work on First & Why

The TOPS process provides observers with a list of standards-based questions in a hierarchy of what to work on first for teacher growth:

- “Quick wins”
- Building blocks

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Deciding What to Work on First & Why

1. An administrator asks him/herself a series of questions about the quality of the teaching and learning in the classroom AT THAT TIME, in order, stopping at the first question where the Answer is No.
2. The administrator writes down the evidence that led them to stop at this question.
3. During the debrief, the administrator and teacher work together to choose an action step, practice, and provide a time for a follow-up observation.

In what order would you put these questions, from first to address to last?

- A. Do students know what success with the learning targets should look like?
- B. Do students take ownership of their own learning?
- C. Do students follow routines and procedures?
- D. Do students understand the relevance of the lesson to other content areas and/or real life?
- E. Do students actively engage in the lesson?
- F. Are students working on appropriately aligned content at the appropriate cognitive and developmental levels?
- G. Does the physical environment support student safety and learning?
- H. Do students feel emotionally safe and respected?

Customize Your Tool

Use the link below to make a an editable copy in Google.

<http://bit.ly/TOOLTOPS>

1. Go to File (top left)
2. Choose Make a Copy
3. A PDF version is also found in the Handouts for this session on the Learning Forward Site.

What are the major initiatives in your district?

Build those in, either as questions or into the growth steps under other questions.

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Feedback Errors: Why are these errors?

- Error #1: More is better.
- Error #2: Lengthy written evaluations drive change as effectively as any other form of feedback.
- Error #3: Just tell them; they'll get it.
- Error #4: State the concrete action step. Then the teacher will act.
- Error #5: Teachers can implement feedback at any time.

Source: Paul Bambrick-Santoyo, *Leverage Leadership*

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- Error #1: More is better.
 - **Bite-sized feedback is more effective.**
- Error #2: Lengthy written evaluations drive change as effectively as any other form of feedback.
 - **Face-to-face makes a difference.**
- Error #3: Just tell them; they'll get it.
 - **Those who do the thinking internalize the lesson.**
- Error #4: State the concrete action step. Then the teacher will act.
 - **Guided practice makes perfect.**
- Error #5: Teachers can implement feedback at any time.
 - **Having a concrete timeline makes sure everyone has clear expectations and adds a sense of urgency.**

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Tips & Tricks to Getting the Observations DONE

- Don't plan at the start of school, end of school, or during lunch
- Have one administrator on "TOPS" duty and one on school management duty
- Put the debrief on your schedule BEFORE you schedule the observation
- Be flexible; one administrator can do the debrief or the return observation if the other is unavailable

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Timelines

Within 24-72 hours of the first observation,
conduct the debrief conference

Within 3-7 days of the debrief conference,
conduct the return observation

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During the Observation, the administrator...

- Takes brief notes
 - Not the same as scripting the lesson
 - Asks each of the questions in turn
 - If the answer to a question is “yes,” move on. Can jot brief evidence, but don't get caught up on trying to write evidence for every question.
 - If the answer to a question is “no,” stop and jot down evidence WHY
- Determines what clarifying questions might need to be asks
- Tentatively decides on a question and action step

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Lessons Learned About These Kinds of Observations

- Wear a stopwatch: Keep it to 10-15 minutes!
- Don't try to script
- Don't try to get evidence for every question
- This is NOT a formal observation for summative purposes

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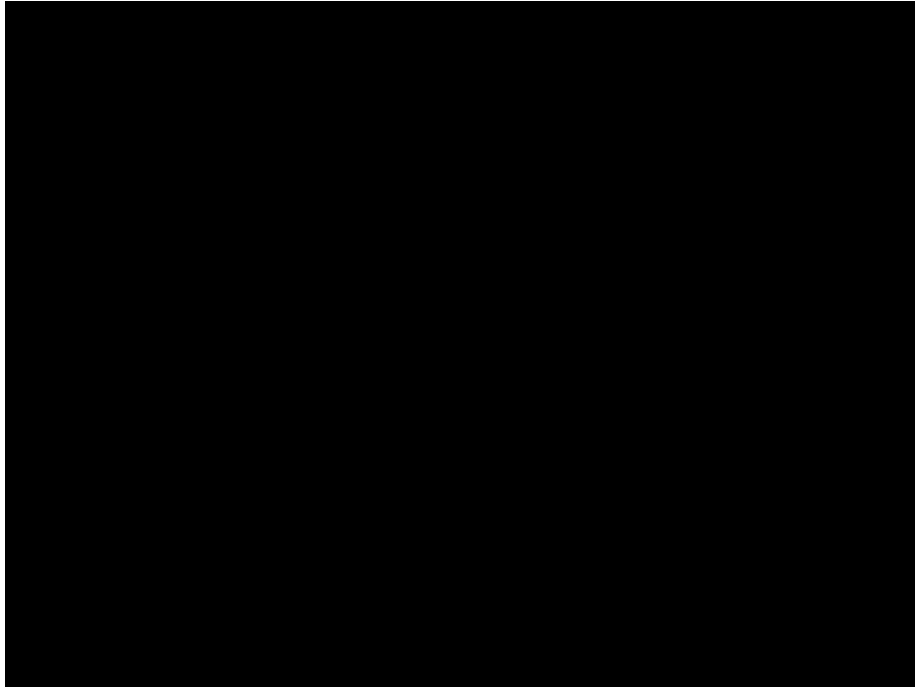
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The Debrief Conference: Elements

1. What worked well in the lesson?
2. What can be improved?
3. What growth step will be taken?
4. How will the teacher practice the growth step?
5. When will the administrator return to observe the teacher's mastery?

Both the observer and the teacher can submit evidence for 1 & 2

What makes a conference EFFECTIVE?



How is this conference different?

What parts of the conference do you notice?

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The Debrief Conference

	Administrator Evidence	Teacher Evidence
What worked well in the lesson?		
What can be improved?		

What growth step will be taken?	
How will the teacher practice the growth step?	
When will the administrator return to observe the teacher's mastery?	

Find someone from a different table.

Let's Try It!



1. [Does the physical environment support student safety and learning?](#)
2. [Do students follow routines and procedures?](#)
3. [Do students feel emotionally safe and respected?](#)
4. [Are students working on appropriately aligned content at the appropriate cognitive and developmental levels?](#)
5. [Do students understand the relevance of the lesson to other content areas and/or real-life?](#)
6. [Do students know what success with the learning targets should look like?](#)
7. [Do students actively engage in the lesson?](#)
8. [Do students take ownership of their own learning?](#)

Plan your Debrief.

We will do simulations of a debrief conference TWICE (depending on time).

- Round 1: The person with the MOST experience plays the part of the administrator and the person with the LEAST experience plays the part of the teacher.
- Round 2: The person with the LEAST experience plays the part of the administrator and the person with the MOST experience plays the part of the teacher.

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Ready for Round 1?
You have 5 minutes
to do the debrief
(ROUND 1 ONLY).

Remember to
include PRACTICING
THE GROWTH STEP
with the teacher.

1. What worked well in the lesson?
2. What can be improved?
3. What growth step will be taken?
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5. When will the administrator return to observe the teacher's mastery?

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Get Ready for Round 2!

The person who played the teacher...what did the person playing the administrator DO WELL?

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Ready for Round 2?
You have 5 minutes to do the
debrief (ROUND 2 ONLY).
Remember to include
**PRACTICING THE GROWTH
STEP** with the teacher.

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The person who played the teacher...what did the person playing the administrator DO WELL?

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Debrief on our simulations

What worked well?

Where do you see your personal challenges?

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Take our 3 minute survey!

Session Feedback

SHOW ME: SESSION REACTIONS, SESSION LEARNING, OVERALL FEEDBACK

GROUP BY: STATE DURING: 10/23/2018 - 10/23/2018

	AR	MO	TX	AB	CA	NY	FL
Session Learning	1.8	1.0	1.0	1.0	2.0	2.5	3.0
Session Reactions	2.3	1.8	2.0	3.5	2.5	2.3	2.5
Overall Feedback	3.5	3.0	3.0	3.0	4.0	4.0	4.0

★ Your responses power our  report

kickup.co/2019LF

Session ID: 2405

NOTE: Session ID should be in all CAPS and is case-sensitive.

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