

Developing Teachers by Identifying and Communicating Key Feedback

Nevada Early Childhood Leadership Series

Session 3

Agenda

Opening

Identifying Key Levers for Teacher Development

Next Steps and Closing

Session Objectives

- Articulate the connection between high-quality feedback and teacher growth
- Analyze observation data to identify a high leverage, bite-sized action step for teacher improvement

Why Feedback Matters

Done well, it *improves performance* and contributes to success of work (you can't fix a problem unless you know there is one!)

Feedback is a critical component of *developing as a professional* and the primary purpose of any evaluation system

Effective feedback, both positive and constructive, is important *for employee productivity, growth, and retention*

In the most effective management relationships, the manager and employee are *direct and honest* with each other

Giving and receiving feedback *fosters mutual trust, minimizes misunderstanding, and leads to improved results*

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Key Idea:

Honing In is about quickly and efficiently making a decision about what development area to prioritize for a teacher and acting right away.



To Hone In:

- Analyze the data while you're in the room, or immediately afterward.
- Narrow your focus to one or two discrete skills.
- Pick skills that, if improved, would have the greatest effect on teacher and student performance. We call this the "**key lever**".

There is no perfect process for “Honing In”, but there are a few steps that help leaders make quick, effective choices.



Mentally Answer the Guiding Questions



Narrow your Focus



Check your Thinking

Model: Identifying the Key Lever (Ms. Prince – Pre-K Centers)

Handouts, Pages 11-12

As I model thinking-aloud through the honing in process below, take notes in your handouts about what I am saying and thinking during each step of the hone in process.

THE PROCESS

Answer the Guiding Questions	
Narrow My Focus	
Check My Thinking	

KEY LEVER

Define and emphasize priority vocabulary **repeatedly** during conversations and narration.

- 1 With a partner, go through the “honing in” process for the Owl Babies video. Remember to walk through each step, using guiding questions and your handouts as a guide.
- 2 Identify the key lever (the bite-sized development area that will improve this teacher the fastest) for that teacher.
- 3 Be prepared to share your key lever and your rationale with the group.

KEY LEVER:

Engage students in internalizing the most important vocabulary in the story by having them **talk about the complex vocabulary throughout the story.**



Discuss the following questions:

Reflect on the process of honing in. How did this process feel? How did you do? What was challenging?

Application: Identifying the Key Lever for Your Own Teachers

Handouts, Page 14

- 1 On your own, go through the “honing in” process for one of the teachers you observed this month and for who you completed an observation report. Remember to walk through each step, using guiding questions and your handouts as a guide. If you are in a non-director role, join one of your colleagues and think through the process together.
- 2 Identify the key lever (the bite-sized development area that will improve this teacher the fastest) for that teacher.
- 3 Be prepared to share your key lever and your rationale with a partner.
- 4 In pairs, share out the key lever you identified and your rationale. Provide your partner with feedback. Switch roles and repeat.

KEY LEVER

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If you are a leader:

- What will be most important for you to keep in mind when “honing in” during classroom observations?
- What are your next steps for observing your teachers and identifying their key levers for improvement?

If you are in a non-director role:

- How will you support leaders in applying this strategy faithfully?
- How will you provide others with positive and constructive feedback as they practice this strategy?