

# **Practice: Observation and Feedback Practice**

Nevada Early Childhood Leadership Series

Session 4

---

## Objectives

- Develop a deeper understanding of the math observation rubric in line with problem solving and reasoning
- Observe an ECE math lesson and take low-inference notes on evidence of problem solving and reasoning skills
- Prepare for delivery of feedback to a teacher
- Practice feedback delivery

---

# Agenda

Opening

**Digging Into the Rubric: Where Is Problem Solving and Reasoning?**

Practice Observation Using the Rubric

Feedback Planning and Practice

Closing

## Digging into the Rubric: Where is Problem Solving and Reasoning?



Take **5 minutes** to:

- Highlight and annotate Owning the Learning for connections to problem solving and reasoning.
  - Also look at indicators 1b and 2c.
- What evidence do you need to gather to effectively rate on those indicators and this competency?
- What questions do you have?

---

# Agenda

Opening

Digging Into the Rubric: Where Is Problem Solving and Reasoning?

**Practice Observation Using the Rubric**

Feedback Planning and Practice

Closing

**The purpose of this practice is for you to have an opportunity to practice observing for problem solving and reasoning so that you can more nimbly do so in your own center/school.**

### Practice Steps:

- o Watch the video clip and collect data in line with **Owning the Learning and indicators 1b and 2c** for teacher and student actions.
- o You'll reflect and respond in three ways – first independently, then in pairs, and lastly summarizing our analysis whole group.

### Take 2 minutes to look for trends in your notes.

1. How would you rate what we observed on the rubric? Does this teacher's instruction exemplify what we identified as critical for problem solving and reasoning?
2. What is emerging to you as a primary area of development? (*You don't have to fully commit to your area of development quite yet!*)

### Take 3 minutes to reflect in pairs.

- Compare evidence you collected. Do your notes look similar?
- What was difficult about collecting evidence this way? Easy?
- Share your thinking about an area of development for this teacher.



**Be prepared to share out your responses with the group.**

---

# Agenda

Opening

Digging Into the Rubric: Where Is Problem Solving and Reasoning?

Practice Observation Using the Rubric

**Feedback Planning and Practice**

Closing





**Key Idea:** When you deliver feedback during the coaching conversation, you will use two strategies: *Share the Key Lever* and *Map the Conversation*. In this portion of the coaching conversation, the teacher should have a clear understanding of the growth area they are working on, why that skill is important, and what you are going to do in the conversation to build that skill.





### **To effectively *Share the Key Lever*:**

- Share concrete evidence from the observation that illuminates key lever you want the teacher to develop:
  - Show a video of the moment in the class that clearly demonstrates the problem. “What are the students doing? What are you doing?”
  - “Do you remember what happened in class when \_\_\_? [Teacher IDs what happened; coach provides data if teacher cannot]”
  - Use the observation evidence to explain what the teacher needs to improve.
- Share rubric data, where appropriate. Share your assessment of their rating, using the rubric language to deliver the feedback.

### Plan:

-  Continue focusing on the teacher that we observed.
-  Using what we revisited with *Share the Key Lever* (and our group discussion around an area of development), script what you would say to this teacher to begin delivering direct feedback.

### Practice:

-  When prompted by the facilitator, you will practice delivering the “Deliver Feedback” portion of your conversation with a partner. The person with shorter hair will go first.
-  After the first leader coaches, their “teacher” will provide feedback using the Feedback Cheat Sheet for *Share the Key Lever*.
-  After receiving the feedback, the original leader will update/revise their script, and re-practice, incorporating the feedback.
-  Once the original leader has re-practiced, switch roles and repeat.

---

# Agenda

Opening

Digging Into the Rubric: Where Is Problem Solving and Reasoning?

Practice Observation Using the Rubric

Feedback Planning and Practice

**Closing**



- How confident do you currently feel in determining and sharing a key lever with your teachers for math? What is coming naturally? What will you need to continue to develop?
- How will you ensure you further your understanding of the math observation rubric before our next session?