

# **Practice: Observation and Feedback Practice**

Nevada Early Childhood Leadership Series

Session 5

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## Objectives

- Develop a deeper understanding of the math observation rubric in line with math integrated with science, engineering, and technology
- Observe an ECE math lesson and take low-inference notes on evidence of integration with science, engineering, and technology
- Prepare for delivery of feedback to a teacher
- Practice feedback delivery

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# Agenda

Opening

**Digging Into the Rubric: Where Is STEM?**

Practice Observation Using the Rubric

Feedback Planning and Practice

Closing

## Digging in to the Rubric: Where is STEM?



Take **5 minutes** to:

- Highlight and annotate connections to STEM that you see in the rubric
  - Be sure to look at: Integrated, Cohesive Learning
- What evidence do you need to gather to effectively rate a lesson that is integrating science, technology, and engineering with math?
- What questions do you have?

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**The purpose of this practice is for you to have an opportunity to observe for integration of math and STEM concepts 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 all performance areas 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 math and STEM concepts?
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.**

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## Direct Feedback: *Share the Key Lever*

**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.





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## Direct Feedback: Plan and Practice

### 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.

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- With just one session in the math leadership series remaining, reflect on how you feel you can best use the observation tool in your work.
- Write one strength you want to keep building on with the rubric, one challenge you face, and one way you plan to address that challenge before our work together is complete.