



Think about a time when you received a particularly helpful piece of feedback on your own performance (as a leader/coach or otherwise):

- What about that feedback made it so helpful?
- How was that feedback delivered?
- What was the outcome after you applied that feedback?

Developing Teachers by Providing Effective Feedback

Nevada Early Childhood Leadership Series

Session 4

Session Objectives

- Articulate the connection between high-quality feedback and teacher growth
- Describe the key strategies for delivering effective feedback
- Practice applying strategies for delivering effective feedback

Agenda

Opening

Setting the Stage for Coaching Conversations

Communicating Feedback Clearly

Plan and Practice Coaching Conversations

Next Steps and Closing



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CONVERSATION COMPONENT	CORRESPONDING TEACHING TECHNIQUES
Prepare & Plan	<ul style="list-style-type: none">• Observe and take low-inference notes• <i>Hone In</i> on a Key Lever
Opening	<ul style="list-style-type: none">• <i>Check the Temperature</i>
Direct Feedback	<ul style="list-style-type: none">• <i>Share the Key Lever</i>• <i>Map the Conversation</i>
Model	<ul style="list-style-type: none">• <i>Paint a Picture of Excellence</i>
Practice	<ul style="list-style-type: none">• <i>Practice It</i>
Follow Up	<ul style="list-style-type: none">• <i>SMART Next Steps</i>• <i>Create a Development Plan</i>

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Imagine that I am a coach for Ms. Nancy. I am going to model several components and strategies used during a coaching conversation. Over the course of this session, we will dig deeply into each strategy and component.



As you watch our conversation:

- Take notes on how I open and provide feedback in the coaching conversation. What do I say? How do I say it?

For this model, I will only be delivering the **Opening and Direct Feedback sections** of the coaching conversation, and their corresponding techniques.



At your tables:

- Turn to the Coaching Conversations Feedback Cheat Sheet. Note that right now this sheet only details the "Opening" and "Direct Feedback" sections of coaching conversations.
- Debrief with your tables what you noticed that was effective in the model. Connect what you noticed to the Coaching Conversations Feedback Cheat Sheet.



Key Idea:

In the opening of your coaching conversation, you will *Check the Temperature*. This is your opportunity to establish rapport with your teacher, provide them with praise by narrating the positive things you noticed in their classroom, and set a positive tone for the overall conversation.





To effectively *Check the Temperature*:

- Ask a **relationship-building** question
- **Share one or two quick “glows”**—what the teacher did well & should continue doing
- Connect back to what you’ve been working on and **share progress** observed (this is an essential action that should be incorporated every time).
 - “We set a goal last week of _____ and I noticed how you [met goal] by [state concrete positive action]. What made that successful? What was the impact?”
- Ask about **student learning** in the lesson you observed:
 - “What did you hope students would accomplish in this lesson? Did your students reach your goal for this lesson? How do you know?”
- Limit this piece of the conversation to **2-3 minutes**

Plan:

-  Choose one teacher who you observed. You will plan the Opening section of a coaching conversation for this teacher. If you are in a non-director role: Either pair up with a leader, or, if you also have teachers you observed, practice for yourself!
-  Using what you have just learned about opening a coaching conversation, script what you would say to this teacher to *Check the Temperature*. Remember that it should only be 2-3 minutes long.

Practice:

-  When prompted by the facilitator, you will practice delivering the Opening portion of your conversation with a partner from another table. The person who has been in education longest will go first.
-  After the first leader coaches, their “teacher” will provide feedback using the Feedback Cheat Sheet for *Check the Temperature* **only**.
-  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.



- If you were going to describe the *Check the Temperature* strategy to another leader who was not here today, how would you describe it? What are the most important things to remember when you Check the Temperature effectively?
- When I used *Check the Temperature* in the model, what did I say? What was the teacher's reactions? How did it set up the rest of the conversation?

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*:

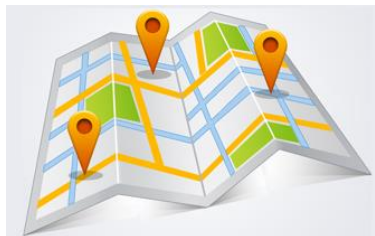
- Share concrete evidence from the observation that illuminates key lever you want the teacher to develop:
 - Show a video of the moment in the class that clearly demonstrates the problem. “What are the students doing? What are you doing?”
 - “Do you remember what happened in class when ___? [Teacher 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.

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 you are working on, why that skill is important, and what you are going to do in the conversation to build that skill.

To effectively *Map the Conversation*:

- Frame the specific, high-impact key lever as the bite-sized goal for the conversation.
- Outline the agenda of what will come next in the conversation.





A glimpse at [Sharing the Key Lever and Map the Conversation](#) in action.





When you deliver your feedback you want to make sure you are being **direct and supportive**.

	NON-EXAMPLE	REVISION
Direct, but Unsupportive:	“80 percent of your students failed to participate in centers correctly. This is unacceptable; more than half your students aren’t learning.”	
Indirect, but Supportive:	“It seemed like there were some students who didn’t totally understand the work of their centers. At one point I counted 15 kids who weren’t engaged in their center, but maybe they were just switching into a new center. I’m sure you would have addressed it if students weren’t in their appropriate centers.”	

Plan:

-  Continue focusing on the teacher that you have already started planning a coaching conversation for. If you are in a non-leader role: pair back up with your leader or continue on your own.
-  Using what you have just learned about *Share the Key Lever* and *Map the Conversation*, 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 the same partner. The person who went first in the original practice will continue to go first.
-  After the first leader coaches, their “teacher” will provide feedback using the Feedback Cheat Sheet for *Share the Key Lever* and *Map the Conversation* **only**.
-  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.



Write and Share:

- With your elbow partner, summarize the “Direct Feedback” portion of the coaching conversation, especially *Share the Key Lever* and *Map the Conversation*. Write down your summary on a post-it and swap with another pair.
- Compare your summaries and note any similarities, differences, or things that were missed. Update your own summary, then post it on the Parking Lot.

Discuss:

- How is this similar or different to how you currently approach coaching conversations? Where have you seen success? Where do you face challenges?

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Choose another teacher who you observed prior to this session.

Spend the next few minutes planning the Opening and Direct Feedback elements of the coaching conversation for your second teacher. Script exactly what you will say in the conversation.

ELISs and Lit Specialists: Partner with your leader to work through the planning process together.

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Respond to the questions on your exit ticket:

- If you are a school or center leader, answer the reflection questions for your role.
- If you are in a non-leader role, answer the reflection questions for your role.

Next Steps for Session 5:

For at least three teachers:

- Complete observations and observation reports
- Hone in on a key lever for each teacher
- Plan the Opening and Direct Feedback portions of your coaching conversations
- Hold coaching conversations with each teacher that include the Opening and Direct Feedback strategies