Observation & Feedback Training
See it. Name it. Do it.

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Core Idea

Exceptional coaches succeed because of how they use their time,
and their time prioritizes teacher development.
Data-Driven Instruction:
• Define the roadmap for rigor and adapt teaching to meet students’ needs

Observation & Feedback:
• Coach teachers to improve the learning

Planning:
• Prevent problems and guarantee strong lessons

Professional Development:
• Strengthen culture and instruction with hands-on training that sticks
Seven Levers of Leadership

**Student Culture**
- Creating a rigorous, joyful student culture that drives learning and character development

**Staff Culture**
- Building a strong, supportive adult culture

**Managing and Developing Leadership Teams**
- Developing and managed additional instructional leaders who can lead implementation of the instructional levers
Seven Levers of Leadership

Data-Driven Instruction:
• Define the roadmap for rigor and adapt teaching to meet students’ needs

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• Coach teachers/teacher leaders to improve the learning

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Time to Dive In!

An introductory video
An Exemplar

• What leadership moves does Assistant Principal Bailey use to help the teacher get better faster?

• What makes her coaching so effective?
An Exemplar
An Exemplar

• What leadership moves does Assistant Principal Bailey use to help the teacher get better faster?

• What makes her coaching so effective?
Core Philosophy: See it. Name it. Do it.

- **SEE IT:** Guide teachers to **see the exemplar and the gap** in their teaching

- **NAME IT:** Name the **key action** that needs to be taken to close the gap

- **DO IT:** Plan & practice implementing their learning in simulated and real-world experiences
The fastest way to grow or develop a skill:

See it.
Name it.
Do it.

Repeat until you’ve mastered it.
The real purpose of observation & feedback is not to evaluate a teacher, but to develop them.
Goals for this Workshop:

• Establish a common language around observation & feedback

• Implement all aspects of effective observation & feedback cycle using the “See it. Name it. Do it.” model

• Improve the development of teachers in our schools by improving your practice.
Core Philosophy: See it. Name it. Do it.

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• NAME IT: Name the key action that needs to be taken to close the gap

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Goals for this Workshop:

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Name it.

Once you’ve observed, where do you focus?
Name it.

Focus on a quality action step!
Sample Action Steps for Teachers

What characteristics do these action steps have in common?

Action Step for Management:

Deliberately scan the room for compliance:

1. Stand at the corner of the room so that you can see all students
2. Choose 3-4 “hot spots” to scan constantly
3. “Be Seen Looking”: Crane your neck to appear to be seeing all corners of the room

Action Steps for Rigor:

Use universal prompts in response to student error:

1. Roll back incorrect responses to student using a neutral tone
2. Ask 2-3 students to agree or disagree with student’s response
3. Stamp the correct answer.
Criteria for Right Action Steps

**Highest Leverage:**
- Will this help the teacher to develop most quickly and effectively?

**Measurable:**
- Names the “what” and the “how”; you can observe the change.

**Bite-sized:**
- If you can’t make the change in a week, the action step isn’t small enough
Core Idea:

The smaller the action step, the quicker the growth.

The most effective coaches narrow their focus to the highest leverage action step—and nothing more.
A Guide For Action Steps

Get Better Faster Scope & Sequence
Highlight the Guides

Put a 😊 beside the action steps that would be highest leverage for the teachers you are currently coaching or supporting.

How might these guides support a coaching culture at your school?
Name it.

Your Turn
Your Turn: Write your own action steps

<table>
<thead>
<tr>
<th>MANAGEMENT</th>
<th>RIGOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOO HIGH</td>
<td>TOO HIGH</td>
</tr>
<tr>
<td>Improve student participation/engagement</td>
<td>Improve ratio (teacher talk/student talk)</td>
</tr>
<tr>
<td>STILL TOO HIGH</td>
<td>STILL TOO HIGH</td>
</tr>
<tr>
<td>Redirect students when they get off task</td>
<td>Get students to do more of the thinking.</td>
</tr>
</tbody>
</table>

**ACTION STEP CRITERIA**

- Is it high-leverage: will it make a significant impact?
- Is it clear & measurable: does it state the “what” and the “how” so they can execute when they walk out of the meeting? Will you be able to easily evaluate if they accomplished the goal?
- Is it bite-sized: can a teacher accomplish this in one week?

Participant Guide: Page 4
Feedback on Effective Action Steps

RECEIVE FEEDBACK (2 min)

• Give feedback to the action steps based on the key questions:

  o Is it high-leverage: will it make a significant impact?

  o Is it clear & measurable: does it state the “what” and the “how” so they can execute when they walk out of the meeting? Will you be able to easily evaluate if they accomplished the goal?

  o Is it bite-sized: can a teacher accomplish this in one week?
Watts’ Action Step

<table>
<thead>
<tr>
<th>MANAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Anticipate student off-task behavior and pre-rehearse the next two things you will do when that behavior occurs. Redirect students using the least to most invasive intervention:</td>
</tr>
<tr>
<td>– Proximity</td>
</tr>
<tr>
<td>– Eye contact</td>
</tr>
<tr>
<td>– Use a non-verbal</td>
</tr>
<tr>
<td>– Say student’s name quickly</td>
</tr>
<tr>
<td>• Small consequence</td>
</tr>
</tbody>
</table>
Watts’ Action Step

- Push the thinking back on the students by
  - Writing universal question prompts that can be used anytime in the lesson to get students to elaborate:
    - “Tell me more.”
    - “What makes you think that?”
    - “How do you know?”
    - “Why is that important?”
  - Provide wait time after asking a high rigor question to allow students time to think before responding.
  - Incorporate “write first” before accepting oral responses to ensure all students attempt to respond in writing.
Core Idea

Writing down the action step builds the road map for effective feedback.

When we aren’t clear where we’re headed, teachers won’t be either.
Name it—
Choose the right action step

Case Study #1
Video Clip 2: Identifying the Right Action Step

• View 5th grade teacher’s mini lesson on inferencing.

• Name the highest leverage action step to improve this teacher’s practice.

• Refer to your tool as needed: Getting Better Faster Scope and Sequence.
Practice: Identifying the Right Action Step
Video Clip 2: Identifying the Right Action Step

• Name the highest leverage action step to improve this teacher’s practice.

• Refer to your tool as needed: Getting Better Faster Scope and Sequence
Practice: Identifying the Right Action Step

• INDIVIDUAL (2 min)
  o Name the gap
  o Name the clearest action step
    ▪ Write the category (rigor or management), then the number, then the action step

• SPAR (3 min)
  o Share gap and action step
  o Argue prioritization and precise wording
  o Come to a consensus as much as possible
Watts’ Action Step

• **Internalize Existing Lesson Plans:** Make existing plans your own.

• Internalize & rehearse key parts of the lesson, including the “I Do” and all key instructions

• Build time stamps into the lesson plan and follow them
Name it—
Choose the right action step
Case Study #2
Video Clip 3: Identifying the Right Action Step

- View Ms. Kelly’s 7th grade science lesson
- Name the highest leverage action step to improve this teacher’s practice
- Refer to your tool as needed: Getting Better Faster Scope and Sequence
Practice: Identifying the Right Action Step
Video Clip 3: Identifying the Right Action Step

- View Ms. Kelly’s 7th grade science lesson
- Name the highest leverage action step to improve this teacher’s practice
- Refer to your tool as needed: Getting Better Faster Scope and Sequence
Practice: Identifying the Right Action Step

• **INDIVIDUAL** (2 min)
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  - Come to a consensus as much as possible
Watts’ Action Step

Implement an ‘in-the-moment reset’ when a class veers off task during the class period

Watts’ Action Step

Create a Challenge/Build Momentum

• Give the students a simple challenge to complete a task: “Now I know you’re only 9th graders, but I have a 9th problem that I bet you could master!!”
• Speak faster, walk faster, vary your voice, & smile (Sparkle)
• Increase response time: no more than 2 seconds between when a student responds and a teacher picks up instruction
Key Takeaways and Reflections

• What are your big takeaways for how to write quality action steps for management?
Video Clip 4: See it

Ashley Anderson:

- How does Ashley launch her feedback meeting? What are all the steps she takes in guiding her teacher?
See it
Video Clip 4: See it

Ashley Anderson:

• How does Ashley launch her feedback meeting? What are all the steps she takes in guiding her teacher?
See It:

See the Success....

- Name where the teacher has succeeded in implementing feedback

...See the Model....

- Narrow the focus
- Name the exemplar/purpose:
- (If unable to name exemplar) Show a model:

...& See the Gap:

- “What is the gap between the [model] and your class today?”
Core Idea

If you want teachers to get it, get them to see it.

To see it is to believe it!
• Video Clip 5: Name it

• What does Ashley say and do to ensure her teacher knows the action step?
Name it:

- What does Ashley say and do to ensure her teacher knows the action step?
Name It:

- Prompt teacher to name the action step based on discussion
- **Punch the action step** with the **How** and the **What**:
  - *what* the teacher will work on
  - *how* the teacher will do so in an easily observable sequence
- **Lock it in**: ask teacher to write it down
Core Idea

Lock it in by naming it:

Prompt first and then punch all the parts
• Video Clip 6: Plan the Do it

• How does Ashley ensure that her teacher will have a successful practice?
Plan the Do it:
• Video Clip 6: Plan the Do it

• How does Ashley ensure that her teacher will have a successful practice?
Do It: Plan

• Script the changes into upcoming lesson plans
• Give teacher an at-bat with clear task and time
• Push for precision and detail
• Perfect the plan: give time for teacher to revise BEFORE the practice
Core Idea

Perfect the plan before you practice.

You cannot practice well unless you know what you are looking for.
Do it, Practice & Follow up

• What does Ashley do to get her teacher to master the action step? Write down all the steps she takes.
Do it, Practice & Follow up
• Do it, Practice & Follow up

• What does Ashley do to get her teacher to master the action step? Write down all the steps she takes.
Keys for Effective Practice:

- **Practice Perfect**: Cut off imperfect practice immediately and repeat until the practice is successful!
- **Practice authentically**: Use the teacher’s classroom and real data
- **Lock it in**: ask teacher to name how the practice meets the model and action step
- **Follow up**: set a timeline for accountability
Keys for Effective Practice:

• Interrupt the practice at the point of error: state error concisely, and practice until you get it right
• Debrief why the practice was effective
• Practice is authentic and all in: act like a real student to catch errors that may manifest in the classroom
• Norm the positive: Practice is upbeat and warm
Core Idea

Contenders practice until they get it right.

Champions practice until they can’t get it wrong.
Core Idea

Start with a vision for perfect practice and then work backwards.
It’s All In A Good Script

Review an exemplar
Observation Feedback One-Pager

• Review the See It. Name it. Do it. Template

• How will this help you coach teachers more effectively?
Key Takeaways and Reflections

**DO IT:** What are your key takeaways and reflections as it relates to the planning, practice and follow up?

What are your next steps for implementation of observation and feedback at your school(s)?
Your Turn
Taking it Live
Building a Culture of Practice
Taking it Live

• As you observe this 9th grade teacher, capture evidence/notes.

• What is the most appropriate action step for this 9th grade teacher?
Determine the Action Step
Determining the Action Step

- Silent/Solo
- What action step is most appropriate for this teacher?

CRITERIA FOR ACTION STEPS

Highest Leverage:
- Will this help the teacher to develop most quickly and effectively?

Measurable:
- Names the “what” and the “how”; you can observe the change.

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Action Step Spar

- Number off from 1 to _____
- Move to the appropriate group check point
- Introduce yourself to your sparring group.
- Raise your hand when you are ready to rumble!
Discussion and Consensus Protocol

• (10 minutes)

• Each person should provide the action steps chosen and his/her justification.

• Spar to reach consensus

• Draft the action step on the poster paper
• You need two dots.

• Circulate around the room and reflect on the action steps that have been created in other groups.

• Use your dots to select the best teacher action step and the best coach action step.

• Return to your seat.
Preparation

Prepare For The Role Play

• Plan/Script out the See it. Name it. Do it for the teacher

• What precise actions do you want this coach to master? How will you practice to perfection?
Feedback Simulation, Round 1:

Identify Roles: Teacher, Leader

Role Play the coaching conversation (10 min)

Debrief the Role Play (5 min)
- Review the Feedback Cheat Sheet
- Give strengths, areas for growth, and steps for improvement

Mini Re-do (2 min)
- Pick one part of the role play to do over incorporating the feedback
Feedback Simulation, Round 2:

Identify Roles: Teacher, Leader

Role Play  the coaching conversation (10 min)

Debrief the Role Play (5 min)
- Review the Feedback Cheat Sheet
- Give strengths, areas for growth, and steps for improvement

Mini Re-do (2 min)
- Pick one part of the role play to do over incorporating the feedback
• What are your key takeaways and reflections?