

Coaching Framework - Example

Giving Effective Feedback

Observation-Feedback Meeting Planning Template

How to Plan Your Feedback—Go in Reverse Order:

1. **FIRST** start with the “Do it”: plan explicitly what you will practice! That is your true action step.
2. **THEN** plan your “Name it”: write the bite-sized action step
3. End with your “See it.”

OBSERVATION/ PREP BEFORE OBF MEETING	Observe/Prepare
	<p>Materials Ready During Observation</p> <ul style="list-style-type: none"> • Get Better Faster Scope & Sequence, teacher lesson plan, School Lesson Structure and Arc of the Year. • Based on your observations, use Get Better Faster Scope and Sequence of Action Steps and Get Better Faster Coach's Guide to find the highest leverage, measurable, bite-sized action step that aligns with the Lesson Structure and Arc of the Year. The Instructional Playbook resource is essential as you plan. • Plan your feedback in detail before your meeting (See Coaching Protocols for more details) <ul style="list-style-type: none"> ○ Fill out the planning template ○ Prepare a model for the teacher (e.g. video clip from exemplar resources or your own live model)
SEE IT (5-15 min)	See it: Success, Model, & Gap
	<p>See the Success/Celebration</p> <ul style="list-style-type: none"> • Celebrate the past success. <ul style="list-style-type: none"> ○ “We set a goal last week _____ and I noticed how you [met goal] by [state concrete positive actions teacher took].” ○ “What made that successful? What was the impact of [that positive action]?” <p>See the Model</p> <ul style="list-style-type: none"> • Narrow the focus into high leverage action step <ul style="list-style-type: none"> ○ “Today, I want to dive into [specific elements of lesson, action step area].” • Prompt the teacher to name the exemplar: <ul style="list-style-type: none"> ○ “What are the keys/criteria for success to ____ [action step/skill]?” ○ “What is the purpose?” ○ “What did you ideally want to see/hear when ____?” ○ “What was your objective/goal for ____ [activity/lesson]? What did the students have to do to meet this goal/objective?” ○ If applicable, connect to PD: “Think back to the PD on ____; what were the keys required for ____?”

Show a model

- Show video of effective teaching OR do a live model
- See the Coaching Guide and Insert Probing Questions.

ROUTINES & PROCEDURES 101				
Action Step	When to Use It	Probing Questions	Scenarios to Practice	Cues for Real-Time Feedback
Plan & Practice Critical Routines & Procedures Moment-by-Moment	Teacher does not have clear routines established for the classroom	<ul style="list-style-type: none"> • (Show a model video or do a live model): “What is each step the teacher takes in this routine?” “What is the teacher doing and what are the students doing?” • “Describe what you want [certain routine] to look like. Ideally, what would students do during that transition/routine? What would you be doing?” 	Complete the template for the key routines in the teacher’s classroom (most important: student entry and exit, transitions, materials distribution, and listening). Rehearse in the classroom setting. <ul style="list-style-type: none"> • Round 1: basic mastery: focus on the specific words and actions the teacher will use, such as where to look and stand, and key ways to break the routine down into smaller steps for the students. • Round 2: add minor student errors in following instructions (not too much: you want to build muscle memory!) 	N/A

(Example from Get Better Faster)

See the Gap (Guide teacher to see the gap.)

- “What is the gap between [the model/exemplar] and class today? What keys were missing?”
- “What was the challenge in implementing [technique/content] effectively during the lesson?”
- If unable to name the gap, present the evidence from your observation
 - Present classroom evidence: “Two students in the front row had their heads down during independent practice. How does this impact student learning?” “What is the gap between [the exemplar] and class today?”
 - Present student work: “What is the gap between the [exemplar] and [student work] today
 - Show observation video, if needed: “What do you notice about the two students here? What is the impact?”

Action Step: What & How

The Action Step Statement you’ve chosen should be aligned to the Lesson Structure, Instructional Playbook, [Arc of the Year](#) and Coaching Guide (Action Step column).

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(Example from Get Better Faster)

Name the Action Step

- “Based on what we discussed today, what do you think your action step should be?”
- “What are the key steps to take to close the gap?”

**NAME IT
(3-5 min)**

Teacher Restate

- Have teacher restate the action step clearly and concisely: “So your action step today is _____”-
 - **What** the teacher will work on (e.g., what-to-do directions)
 - **How** the teacher will execute (e.g., “1. Stand still, 2. Give a what-to-do direction, and 3. Scan”)

Write it Down (Punch It): Have teacher write it down

Plan, Practice, & Follow Up

Plan before Practice

- **Use Coaching Guide, Get Better Faster Guide, Lesson Structure Instructional Playbook to plan the practice. (e.g. Scenarios to Practice)**

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Review related strategies and key actions with the teacher

Plan the implementation into upcoming lesson plans

- “Where would be a good place to implement this in your upcoming lessons?”
- “Take _____ minutes and write your script of what you will do and say as you implement your action step. I will also write a script so we can spar.”

Spar with the exemplar:

- “Let’s compare our plans. What can we pull from each to make the strongest one?”

Practice

Scenario for Practice

Perfect the plan before practice:

- “Those three steps look great. Let’s add _____ to your [script/lesson plan].”
- “Now that you’ve made your initial plan, what will you do if [state student behaviour/response that will be challenging]?”

After review, come up with a rehearsal plan with the teacher

**DO IT
(Rest of the Meeting)**

What to Say to Set Up Role Play

Practice the Gap in the Classroom Setting

Modelling

- [When applicable] Model key actions in classroom setting
- Show a video modelling key actions
- Role playing: Stand up/move around classroom to simulate the feeling of class, role playing with the teachers (teacher-to-student interactions, then and teacher-to-teacher talks)

Teacher Rehearsal

- Have teacher rehearse the key actions
- Provide immediate feedback on the spot (Pause, if needed)
- Repeat until the practice is successful.
- [When applicable] Additional Rounds: Additional rehearsal step while adding complexity
 - “Let’s try that again, but this time I will be [student x who is slightly more challenging].”
- Locking in the learning by...
 - Asking the teacher to stamp the keys to successful delivery
 - *Example: Great! That was really strong. What were the 2-3 things you did that you want to be sure to bring into your classroom?*
 - Asking the teacher to restate the anticipated impact on student learning
 - *Example: Really strong practice! Imagine you did exactly that with your students. What do you think the impact will be?*

What errors to look for to intervene if they occur

- Low Rigour
- Not aligned to Lesson Structure or Instructional Playbook

Follow up

Plan for real-time feedback

- Agree on next observation: Set dates and time
- Decide what will be observed
- Decide on when the teacher shares a lesson plan that includes the action plan for feedback.
- For newer teachers, you might be more specific (“I’ll come in tomorrow and look for this technique.”)
- If applicable, schedule a class observation with a master teacher in the school.
- If applicable, schedule a time for you to model the action plan or a technique in the classroom