



COLORADO
Department of Education

Keep the Change Going: Observation and Feedback

May 10, 2019

Introductions



Jenny Passchier
Turnaround Support Manager



Nicole Monet
Turnaround Support Manager

Session Norms

<i>We will communicate authentically.</i>	What a person says should reflect what he thinks as well as what he feels.
<i>We will support, challenge, counter.</i>	Differences resolved constructively lead to creative problem solving.
<i>We will be fully present.</i>	Be conscious of behaviors that affect physical and mental engagement of yourself and others.
<i>We will listen for meaning.</i>	Not to “reload.” Find the “third way.”
<i>We will respect the need for confidentiality.</i>	We are talking about critical work and sensitive topics.
<i>We will push ourselves to focus on solutions and model a “can-do” attitude.</i>	We are here to improve outcomes for kids, and we don’t have a moment to waste.

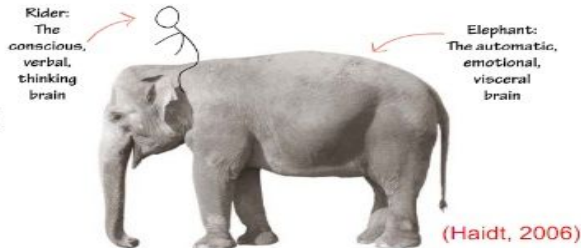
Keep the Change Going

Read pages 250-254 from Switch: How to Change Things When Change is Hard

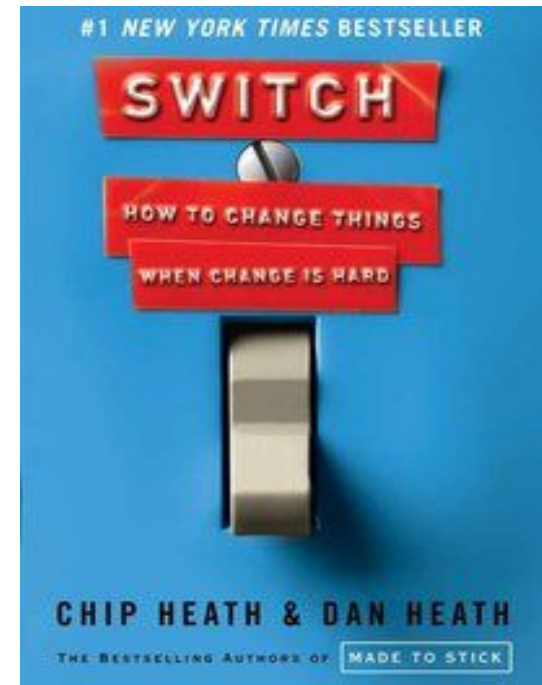
As you read think about how will you keep the steps going?

One brain, two minds

- Elephant = impulsive mind
- Rider = Rational mind
- Path = the environment



Willpower is the strength of the rider



Reflection

On your own, reflect in your note catcher:

- What are the bright spots that you want to continue to reinforce (your chunks of mango)?
- What are next steps in your observation/ feedback journey?



Network Bright Spots

Partner Up!

If you've got a monkey,
find a skateboard

If you've got a skateboard,
find a monkey



With your partner, share the bright spots that you want to continue to reinforce (your chunks of mango)?

Core Idea

Change isn't an event; it's a process. To lead a process requires persistence.

How Can we Keep the Change Going?

Session Goals:

- To evaluate observation and feedback implementation to determine strengths and gaps
- To determine next steps for your school around best practices for observation and feedback



Next Steps in the Journey

Areas for potential growth in the observation/ feedback journey:

- Planning
- Engagement
- Aggressive Monitoring
- Prioritizing time and delivery

It All Starts With the Plan!

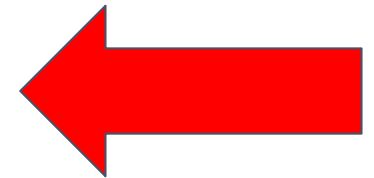
GET BETTER FASTER SCOPE & SEQUENCE

Top Action Steps Used by Instructional Leaders to Launch a Teacher's Development

RIGOR TRAJECTORY:

WRITE LESSON PLANS

1. **Develop Effective Lesson Plans 101:** Build the foundation of an effective lesson rooted in what students need to learn
 - Write precise learning objectives that are
 - Data-driven (rooted in what students need to learn based on analysis of assessment results)
 - Curriculum plan-driven
 - Able to be accomplished in one lesson
 - Script a basic “I Do” as a core part of the lesson
 - Design an exit ticket (brief final mini-assessment) aligned to the objective
2. **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

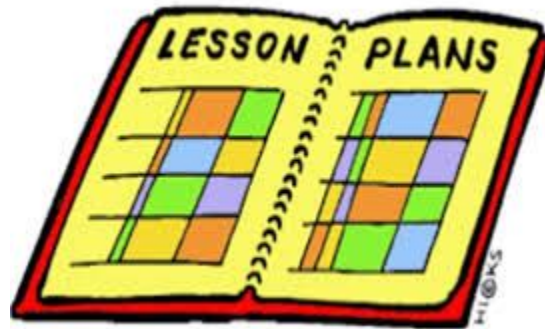


Lesson Planning Challenges

- Learning targets are not:
 - **data driven**
 - **manageable**
 - **measurable**
- Teachers are not clear on the standard
- Exit Tickets do not align to the objective

Case Study #1: Lesson Plan Feedback

- Read through the lesson plan reflecting on the elements of a great lesson plan from the Get Better Faster Guide
 - What are all the gaps that you can identify in the plan?
 - What is the bite size feedback you can give the teacher that they can implement for their next lesson plan?



Case Study #1: Get Better Faster Action Step

Elementary Lesson Plan

Strengths:

- The teacher is using a consistent structure to support big ideas
- All major aspects of the lesson are present

Case Study #1: Get Better Faster Action Step

Elementary Lesson Plan

Action Step:

- There is a learning target but there is not enough detail in the plan to see if the instruction is aligned to the standard or is data driven

Other possible action steps:

- The lesson plan does not detail pacing of the lesson or scaffolding.
- The lesson plan states that there is an exit ticket but no detail is provided on how the learning will be assessed and whether it aligns with the standard

Case Study #1: Get Better Faster Action Step

Middle School Lesson Plan

Strengths:

- The teacher provided detail so there is an idea of pacing and how the lesson will be facilitated.

Case Study #1: Get Better Faster Action Step

Middle School Lesson Plan

Action Step:

- There is a misalignment between the standard, learning target and success criteria.
- The exit ticket does not align with the learning target

Core Idea

As teachers become more intentional in their planning, the quality of their instruction will improve.

Core Idea

Lesson planning is part of the observation/ feedback process

Reflection

How do you provide feedback to teachers on their lesson planning? If you currently do not provide feedback on lesson planning, how might you do this?

What would be the impact of providing feedback on lesson planning?



Case Study #2: Classroom Observation Video

As you watch the video, use the Get Better Faster guide to determine the bite sized action step for the teacher.



Case Study #2: Action Step

Using the GBF guide, write down your bite-sized action step in your note catcher.

At your table, spar and decide on your bite sized action step.



Case Study #2: Get Better Faster Action Step

Get Better Faster- Management Trajectory Phase 3

- Engage all Students
 - Intentionally alternate among multiple methods in class discussion: cold calling, choral response, all hands & turn and talks



Core Idea

Students' time in the classroom is too precious for them to spend it checked out. Phase 3 Management is about drawing students in.

Reflection

How do you define engagement?

How do you ensure that everyone in your building shares a common definition of engagement?



Core Idea

Engagement starts with
compliance and ends with
achievement.

Case Study #3: Classroom Observation Scenario

Read Case Study Number 3

Using the Get Better Faster guide, think about an action step for this teacher.



Case Study #3: Action Step

Using the GBF guide, write down your bite-sized action step in your note catcher.

At your table, spar and decide on your bite sized action step.



Case Study #3: Get Better Faster Action Step

Get Better Faster: Phase 2 Rigor

- Write the Exemplar: Set the Bar for Excellence
- Monitor Aggressively: Check students' independent work to determine whether they are learning what you identified in the exemplar
 - Create and implement a monitoring pathway
 - Check answers against your exemplar

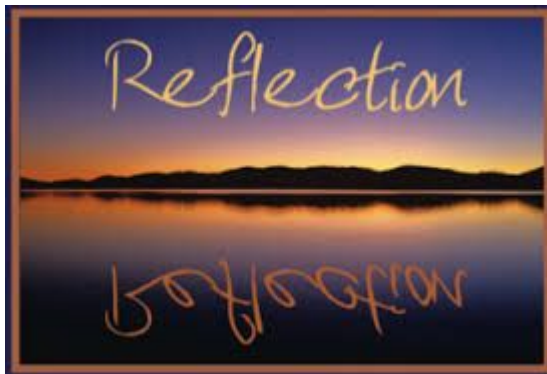
Core Idea

You can't aggressively monitor, if you haven't created an exemplar to know what you are looking for in student work.

Reflection

What are your teachers monitoring?

How can you support them to ensure that they are monitoring for student learning?



Case Study #4: Observation/Feedback Scenario PART 1

Read Part 1 of the Observation and Feedback Scenario
Write your reflection about what the principal should do.
Share your thoughts with your table



Case Study #4: Observation/Feedback Scenario PART 2

Mrs. Bird makes it into the classroom and observes the 3rd grade teacher. She notices a group of students are off task and that the pace seems slow. She leaves after 10 minutes when she hears another call over the radio.

At the end of the next day, Mrs. Bird emails the 3rd grade teacher feedback about increasing pace and improving her radar. She says she will be back in next week to observe again. She tells the teacher that if she has any questions, to let her know. She goes in next week and notices the same group of students are still off task. ***What should she do?***

Case Study #4: Observation/Feedback Scenario PART 2

Share Out Your Thoughts:

What is the root cause of the teacher not implementing the feedback?

What should the principal do in part 2 of the scenario?



Core Idea

You can't expect a baboon to learn to flip on command in one session
...just as you can't expect a teacher to make a change based on one email.

Core Idea

If you want teachers to know your feedback, email them.

If you want them to implement- plan, practice and follow up

Next Steps in the journey

Areas for potential growth in observation/ feedback:

- Planning
- Engagement
- Aggressive Monitoring
- Prioritizing time and delivery

- Thinking of your own context, with your school teams, evaluate your current reality around observation and feedback. In order to do this, please do the following:
 - Assign a scribe for the group
 - On your first sheet of chart paper, make a T-chart with Strengths on the left and Gaps on the right
 - Take one minute to brainstorm all of the strengths in your practice
 - Now take 2 minutes to identify all the gaps in your practice

- On your second sheet of chart paper:
 - Take each gap, chart the commitment you are making to address this gap and your strategy to address this gap.
 - Do this with as many gaps as you can in five minutes.

Gallery Walk and Reflection

Take three minutes to walk around and read other school team's gaps, commitments and strategies. Return to your school team once you have read everyone's.

Take one minute to add any ideas you liked to your own chart paper.

Bring your chart paper to Andy's session this afternoon to incorporate into next year's PM tool.