Post-Observation Feedback

Cooperating teacher demonstrates understanding of how to engage in the feedback process with a student teacher/intern.

Key Method

The cooperating teacher applies the six-step coaching protocol for providing feedback during the post-observation conference for an intern/student teacher.

Method Components

The cooperating teacher engages in a theoretical post-observation feedback process after observing a lesson. The observation culminates with feedback that is intended to improve teacher practice toward the goals of better student outcomes. The feedback conversation should include at least six components. The components of a successful feedback conversation include:

1. Positive feedback and reinforcement: Affirmation of what is working well and the area in which a teacher demonstrated strength. Positive feedback includes low inference and not high inference. High-inference feedback is an overall impression without a lot of detail: "You are doing a better job of checking for understanding." Low-inference feedback provides specific examples, such as, "At two different times during the lesson, you showed variations in students' solution methods to strengthen other students' understanding of the content."

2. Ask targeted questions to help lead intern/student teacher to identify areas of opportunity: Use probing questions to help the intern identify areas of opportunity for improvement. The more specific the questions, the more likely the intern/student teacher will identify the issue before you do. Examples include:

- **OK:** Was there anything you thought you could have done better while I was observing the class?
- **Better:** Who was doing the heavy thinking and lifting during the lesson—you or the students? How do you know? How much time during the lesson were you talking at the students versus the students working and thinking?
- **Best:** Did you let students struggle with difficult questions, or did you step in and lead them or answer the question for them? What could you have said or asked to push students to more clearly and accurately reflect their mathematical understanding of this concept?

3. Name the opportunities for improvement There should be no ambiguity about the opportunities for improvement. Focus on one or two opportunities to improve.

4. Explore solutions: Explore with the teacher the specific changes to practice that could address each area of improvement. Brainstorm different resources available and the kind of support that will help.

5. Confirm next steps: Summarize the follow-up steps expected following the meeting. Ensure that you have clear actions, owners, and timelines. Schedule the follow-up conversation and match the timing with the urgency for improvement.

6. Follow-up: Follow up immediately on planned actions. Observe the teacher within the week to check for changes in practice. Check in with the teacher on progress within the next two weeks.

Supporting Research

City, E., Elmore, R., Fiarman, S. E., & Tietel, L. (2009). Instructional rounds in education: A network approach to improving teaching and learning (pp. 76–77). Cambridge, MA: Harvard Education Press.

Spear, Margaret, Lock, Norman D., & McCulloch, Myra. (1997). The written feedback mentors give to student teachers. Teacher Development, 1(2), 269–280.
http://www.tandfonline.com/doi/pdf/10.1080/13664539700200019

Margaret Spear , Norman D. Lock & Myra McCulloch (1997) The written feedback mentors give to student teachers, Teacher Development, 1:2, 269-280, DOI: 10.1080/13664539700200019
http://dx.doi.org/10.1080/13664539700200019

Carnegie Foundation. (2013). Strategies for enhancing the impact of post-observation feedback for teachers. Retrieved from
http://bit.ly/2sil3Vw

Resources

Questions to Ask in Post-Observation Conferences for a Reflective Practice
http://files.eric.ed.gov/fulltext/ED494164.pdf

Conducting Post-Observation Conferences (Slideshow)
http://bit.ly/2tq6Fus

Conducting Post-Observation Conferences? Learn from My Mistakes
http://bit.ly/2tpUttL

Observation and Feedback Template
http://bit.ly/2tZS9qj

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a "passing" score in Parts 1 and 3, and a "proficient" score for each component in Part 2.

Part 1. Overview Questions

(400 word min 500-word max)

Please respond to the following questions.
1. What communication gaps remain due to the inability to physically engage in this process with a teacher candidate?
2. What are your areas of strength and opportunity in relation to providing feedback?
3. How might your understanding of the ways in which your school or district uses post-conference observations impact the process of conducting the post-observation conference?

- **Passing:** Response completely answers each of the three questions using specific examples from personal experience that relate to the components of a successful post-observation feedback conversation. Writing is organized and easy to understand.

Part 2. Work Examples / Artifacts

To earn this micro-credential, observe a full class period (at least 45 minutes) and complete the observation protocol (linked below). This will include:

- Identifying the purpose

- Positive feedback and reinforcement

- Targeted questions

- Identifying issues

- Exploring solutions

- Actions for possible next steps

- A plan for follow-up

CLICK BELOW FOR TEMPLATE FOR OBSERVATION AND FEEDBACK

https://docs.google.com/document/d/1jHsZuCTAYPogq1LANi1R2k-yEZZAIkCtAlTwGm8Uu_w/edit

	Proficient	Basic	Developing
Positive Reinforcement and Feedback	Identify areas where the intern/student teacher demonstrated strength AND Ties feedback to the evidence from the observation. AND Provides rationale for why this is a strength.	Identify at least three areas where the intern/student teacher demonstrated strength. AND Ties feedback to the evidence from the observation.	Identifies three or few areas where teacher candidate demonstrated strength
Targeted Questions	Includes at least five specific questions they would ask to lead a teacher to identify areas of improvement. AND Ties feedback to the evidence from the observation. AND Provides rationale for the questions asked.	Includes at least five specific questions they would ask to lead a teacher to identify areas of improvement. AND Ties feedback to the evidence from the observation.	Includes five or fewer specific questions you would ask to lead a teacher to identify areas of improvement.
Opportunities for improvement	Makes at least one or two suggestions for areas of opportunity. AND Ties feedback to the evidence from the targeted questions. AND Provides rationale for areas of opportunity suggested.	Identify 1-2 areas of opportunity AND Ties feedback to the evidence from the targeted questions	Makes three or fewer suggestions for areas of opportunity.

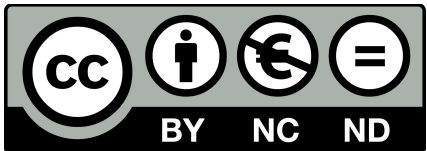|			
Explore Solutions	Makes at least three suggestions for areas of opportunity. AND Ties feedback to the evidence from the observation. AND Provides rationale for areas of opportunity suggested.	Makes at least three suggestions for areas of opportunity. AND Ties feedback to the evidence from the observation.	Makes 3 or fewer suggestions for areas of opportunity.
Confirm next steps (actions, owner and timeline)	Summarize the follow-up steps expected to take place following the meeting. AND Describe the clear actions, owners and timelines.	Summarize the follow-up steps expected to take place following the meeting. Some information about actions, owners, and timelines in missing	Does not outline actions, owner, and timeline.

Part 3. Reflection

(400 word min - 500-word max)

Reflect on the following questions:
-How will this learning impact you in the role of a cooperating teacher?
-What specific actions will you now take to serve in this role?

- **Passing:** Answer is compelling, organized and easy to understand.