TIGHTENING THE FEEDBACK LOOP & INCREASING CHANGE:

COMMON ERRORS:
- Struggling teacher observes other teachers, but left the observation not really understanding how they did it so well
- Instructional leader gives too much feedback: all this narrative, all these things
- Not understanding the developmental stage of the teacher: they cannot process information as quickly as a "star teacher"
- Feedback is stated as a SUGGESTION, rather than being directive
  - WRONG: “Yesterday I noticed you weren’t using the ___ strategy. Chunking is actually done this way. (She models it)”
  - RIGHT: “This is how to chunk. Tomorrow when I come in your class these are the things that will be implemented.”
- Deadlines for implementation of feedback are UNREASONABLE:
  - WRONG: “You have to do three types of critical reading questions by tomorrow.”

YELLOW-FLAG STRATEGIES:
- Use **simpler instructions** & techniques that teacher can implement
  - Example: if root cause is lack of sense of urgency, then instructions could be (one at a time):
    - Walk faster, talk faster, fewer words, drink caffeine in the morning, you need to be at the table at lunch 2 minutes before it ends, square up, stand straight, so you’re out the door sharply at 12:40 pm
- Give **face-to-face feedback more often**
  - Hallway feedback (brief and direct)
  - Breakfast/lunch duty feedback
- Plan **immediate post-observation feedback**
  - Make brief drop-in observation the next day to make sure feedback is immediately implemented
- Make **strategy of peer observations** of other teachers more effective & efficient:
  - Observe model teacher WITH the struggling teacher, sit with them and TELL them what s/he needs to see (example: How many kids are on task? What did she do to get them on task?)
  - No long written reflections: debrief the observation together
  - PREP the model teacher being observed to intentionally model what you’re going to observe
- **Interruptions**: actual modeling
  - Caveat: interrupt when you have instructional expertise in that area
  - Set expectation from the beginning with staff that you will occasionally interject to model a certain strategy
  - Interject with the right strategy, then stay to see if the teacher can replicate your modeling
  - Pick only the interruptions that get the biggest gains for the learning (wait on the ones that don’t have the biggest impact)
  - Lee Canter strategy

RED-FLAG STRATEGIES:
- Increase meeting time:
  - Shift standing meeting to end of the day to have more time (and to deal with their angst)
  - Add check-ins with other lead teachers to plan out each subject/class/component
- **Model entire lessons**
  - Model teacher has pre-meeting: tell teacher exactly what they will do and what s/he needs to look for
  - Teacher observes the model lesson, then must teach it his/herself later that day
- **Takeover**: Master Teacher teaches class 2/wk for six weeks
  - How to decide when to model teach: looking at student work to see if it’s still not meeting the standard