

Diagnostic • Prescriptive • Descriptive • Micro

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The Four Types of Feedback Examples by Robyn R. Jackson

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Introduction

Welcome to the Four Types of Feedback. If you're reading this book, it means that you are probably an administrator or instructional coach tasked with observing and giving feedback to teachers.

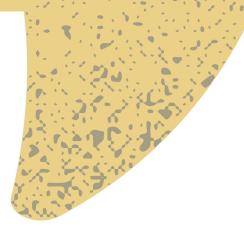
The challenge is, it's really hard to know what to say during those post-observation conferences. How do you give teachers meaningful feedback they will actually use to improve their practice without push-back, hurt feelings, or blank stares.

Maybe you've given teachers feedback in the past but the conversation hasn't gone well. Perhaps there were so many things wrong in the classroom that you didn't know where to start? Or, maybe you prepared questions hoping to spark reflection in the teacher only to be met with one- or two-word answers, or worse, silence. Perhaps you dread giving difficult feedback to teachers for fear that you'll be met with pushback, blame, or tears. Or maybe you are working with an excellent teacher and you don't know what you could possibly say that would be meaningful especially when the lesson went so well.

This book will help you with that.

Giving teachers the right kind of feedback, the kind that will actually change their practice for the better is hard. Done the wrong way, feedback can make a teacher feel attacked, overwhelmed, and resentful. But, done correctly, feedback can give teachers clarity, direction, and encouragement. They will actually WANT to improve and they will walk away from the conversation knowing exactly what they need to do to improve.

Giving Teachers the Feedback They Need Most



The secret to giving teachers the kind of feedback that will inspire them to improve is that you have to meet teachers where they are right now. In the same way that we expect teachers to differentiate their instruction to meet students wherever they are, we should differentiate our feedback and support of teachers so that we can meet them wherever they are and help them grow.

One of the biggest mistakes you can make is to give teachers generic, one-size-fits all feedback (unless of course, you want generic, one-size-fits-all teaching). Every teacher is different. Every teacher is at a different point in their development and they need different supports.

When you tailor your feedback to each teacher's specific needs, you can help teachers pinpoint exactly what they need to do to improve, and you can provide them with the exact supports they need to help them improve. When you provide teachers with specific feedback that is differentiated to meet their needs, you can help every teacher make steady progress towards mastery.

In this book, you will learn exactly what to say during post observation conferences and how to differentiate your feedback to teachers to make sure that you are giving teachers exactly the feedback they need. At Mindsteps, we have helped thousands of school administrators and coaches conduct more meaningful feedback conversations, overcome teacher resistance, and use their feedback to help all of their teachers make significant improvements in the classroom year over year using this very same process.

The four conversational frameworks you are about to learn will help you:

- Get through to teachers you haven't been able to reach before and inspire them to improve.
- Help teachers feel safe enough to be genuinely reflective.
- Take teachers who seem stuck at a certain point and help them have a break through in their progress.

- Overcome stonewalling and passive-aggressive resistance and help teachers take responsibility for their practice.
- Inspire teachers who are satisfied with the status-quo to want to improve.
- Help struggling teachers understand why they are struggling and show them what they need to do be effective (without overwhelming them in the process).
- Go beyond simply saying "good job" to your highest-performing teachers and give them meaningful they can use to keep growing.

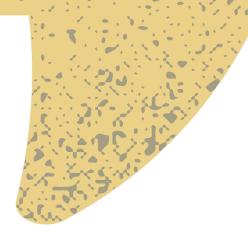
When you learn to use these conversational frameworks correctly, you will never again worry about what to say during a feedback conversation (no matter how difficult you may have found having these conversations in the past). What's more, you and your teachers will enjoy having meaningful, authentic conversations, without the uncomfortable undercurrents that typify so many post-observation conferences. But the biggest pay off is that when you use these conversational frameworks correctly, you will see an actual difference in teachers' instructional practice.

This book will walk you through the entire process.

Note: In this book, you will find the exact frameworks we use in our workshops and online training modules to help school administrators and instructional coaches learn how to give teachers meaningful, powerful feedback that actually changes teachers' practice. Although these frameworks are a part of a more comprehensive training program, you can use these frameworks in your own practice to help you figure out what to say to your teachers to help them improve.

If you have any questions about these frameworks, send us an email at info@mindstepsinc.com. And if you'd like even more support to help you implement these frameworks, check out our other resources at mindstepsinc.com/feedback

How to Use This Book



Teachers are at different levels in their skill development. We have found that teachers tend to fall into one of four skill levels. We call those four skill levels:

- Novice
- Apprentice
- Practitioner
- Master Teacher

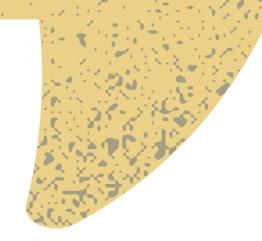
In the sections that follow, you will learn what distinguishes each level of skill and the exact feedback each teacher needs in order to help them advance from one level to the next.

Each skill level requires a specific type of feedback. Thus, after each description, you will find a detailed conversational framework which lays out the exact script you can use to plan your own conversations with teachers and includes an example to illustrate what the conversation might look like. Keep in mind that in actual practice, the conversation will be more of an exchange. However, you can use the examples to see how the conversation might go and to inspire you as you map out your own conversations with teachers.

One more thing to note...

These conversational frameworks are not monologues. They are meant to be interactive. Thus, we have divided the conversations into distinct parts. Between each part, you will see a line. That line indicates a good place to pause during the conversation to check in with the teacher to make sure that the teacher is still with you. It might be a good place to ask the teacher a reflective question to help the teacher digest what you've just said. Or, you can simply ask teachers to share what they are thinking at the moment to give them an opportunity to weigh in on what you are saying. The idea is to make the conversation interactive and see teachers are equal partners throughout the conversation. Encourage teachers to join in the exchange throughout the conversation.

What Good Feedback Looks Like



Step One: Greeting

The first step seems a little self-explanatory but it's amazing how many of us skip this step and get right to the feedback.

Instead, greet the teacher warmly and state your intention for conversation. You can say something like,

"Barbara, I am so glad I got a chance to see your class yesterday. My intention for this conversation is to share with you some of my observations, hear your reaction, and then work together to identify some areas of growth for you going forward."

Or,

"John, thank you for inviting me into your classroom yesterday. My intention for this conversation is to follow up with you on our earlier conversation about differentiation, give you some feedback on your progress, hear your thoughts, and ultimately work together to figure out what your next steps should be."

Notice by stating your intention for the conversation, you can put the teacher at ease and set the tone for the conversation.

Step Two: Context

The purpose of the context is to give the teacher a chance to explain what happened during the lesson you observed. This is important for two reasons:

- 1. It helps you understand what the teacher was trying to accomplish
- 2. It gives you a chance to ask clarifying questions

That way, when you get to your feedback the teacher is more likely to receive it because you've taken time to understand the context of the lesson.

The context part of the conversation has three parts:

- 1. Learning Target: Ask teachers what was the learning goal and what steps did they take to reach the learning goal? This will give you context for the lesson and help you see what the teacher was trying to do in the lesson.
- 2. Clarifying questions: Ask teachers clarifying questions to make sure that your assessment of the lesson is accurate. This way, you aren't making assumptions about the lesson that may prove to be erroneous.
- 3. Summary: If you are required to provide a comprehensive evaluation or complete an evaluation form that covers several teaching areas, take time here to summarize your overall assessment of the lesson.

Step 3: Differentiated Feedback

Here is the meat of the conversation. This is where you share your specific feedback with the teacher.

But you are not just sharing generic feedback. The most powerful feedback is *differentiated* in order to meet teachers where they are and help them get where you want them to go.

For instance, if you are working with a **struggling teacher**, their biggest struggle is that something critical is missing from their practice. They need to *acquire* a skill or strategy in order to improve. Thus, it doesn't make sense to give the teacher feedback he or she doesn't yet have the skill to act on. Instead, give the teacher *diagnostic feedback* that helps the teacher understand what isn't working in their classroom and why it isn't working first. Only after they understand what isn't working can they truly be invested in fixing it.

If you are working with a teacher who needs improvement (what we call an **Apprentice Teacher**) you need to take a different tact. These teachers have a basic understanding of what should be happening in their classroom but they struggle to implement strategies and skills effectively. So, what these teachers need the most is *prescriptive feedback* that helps them *apply* strategies effectively. That way, they learn how to refine their skills and develop a "teacher sense" that helps them know when to use which skill appropriately.

Teachers who are already **proficient** need a different kind of feedback. You cannot give them the same kind of feedback as a struggling teacher because their needs are different. Instead, you should shift your feedback from being diagnostic or prescriptive to feedback that is descriptive. With **descriptive feedback**, you give the teacher more ownership and responsibility to see and address their challenges and **assimilate** their skills into a seamless practice. But, proficient teachers have the skill set they need to be able to do so effectively.

Master Teachers also need a different type of feedback. What frustrates master teachers most is that they are rarely challenged by the feedback they get. Instead, they either hear nothing but "good job," or they hear suggestions for minor tweaks that feel more like nitpicking than constructive feedback. What's more, master teachers who don't get good feedback become unconsciously competent and over time, they can get bored and their practice get stagnant. To prevent this, give master teachers *micro-feedback* that helps them understand the root cause of their effectiveness and remain consciously competent. By identifying the root cause of their effectiveness, you can give them a focus for how they can *adapt* their practice to keep it fresh. Plus you can give them suggestions that are actually relevant, useful, motivating, and challenging without diminishing their excellence in the classroom.

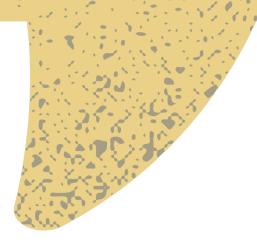
You'll learn more about these four types of feedback in the rest of this book. For now, just know that here is where you will use these feedback frameworks to share feedback with teachers in a way that they can process your feedback and immediately implement it in their classrooms.

Step 4: Next Steps

After you have shared your differentiated feedback, the final step is to discuss next steps with the teacher. What do you want the teacher to do with your feedback? If you do not give the teacher a call to action, then you risk the teacher taking your feedback and doing nothing with it.

You should also be explicit about how you will follow up and provide support. That way, you can hold teachers accountable and you leave the conversation with a clear plan for what happens next. Plus, you have clearly stated how you plan to support the teacher so you can be accountable to the teacher as well. With this mutual accountability you are more likely see teachers implement your feedback.

Note: We go into more detail about each of these elements in Feedback Fast-Track Formula Master Class. In fact, I'll walk you through each step and give you all the tools you need to structure the conversation start to finish. Visit **mindstepsinc.com/feedback** to learn more.



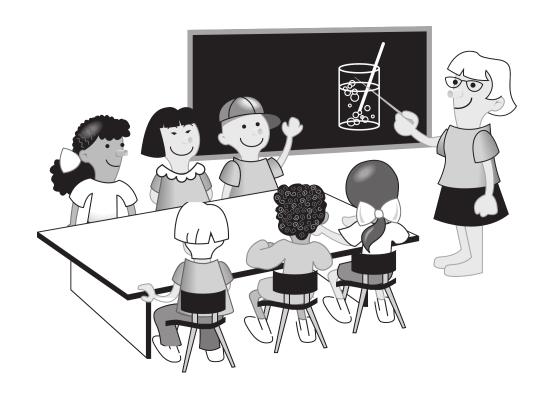


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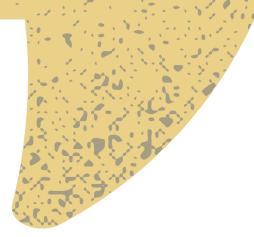
On the following pages you will find an example of how and when to use the four types of feedback with in the same situation.

THE SITUATION

You observe a teacher who does not have a clear learning objective for her lesson.



Diagnostic Feedback



Novice teaching has little to do with years of experience although many brand new teachers can fall into this category. Novice teaching has to do with an approach to teaching that is inconsistent, incoherent, and therefore ineffective. Some teachers are novices because they have just started teaching and are still learning the ropes. Other novices have actually been teaching for some time, but still approach teaching with a novice mindset. Either way, novice teachers tend to struggle with planning and classroom management and therefore have a disjointed approach to teaching.

Because novice teachers typically lack expertise, exposure, and/or experience they struggle in the classroom and have major gaps in both their pedagogical and content knowledge. Usually, there is more than one thing missing from their practice leading to classrooms that are disjointed and ineffective.

Because so many things in their practice need fixing, it is tempting to overwhelm novice teachers with a lot of feedback pointing out everything that needs to be addressed in their teaching. However, doing so will not only overwhelm the novice teacher, it will guarantee that they will either make superficial changes or will shut down and make no change at all.

What novice teachers need is diagnostic feedback that tells them what isn't working and why it isn't working. If you want to help novice teachers improve, you first have to help them understand how and why what they are currently doing in the classroom is not effective. Only once they understand that there are critical missing pieces to their practice, are they ready to strategically improve.

This type of feedback is generally the hardest to give because you don't offer a solution until the teacher fully understands the problem. Thus, you **Identify the ROOT** problem in their practice rather than inundate them with a laundry list of what did not work. From there you help them see the impact of that problem and make sure that they understand the pedagogical implications. Your goal here is to help Novice teachers ACQUIRE the foundational understanding, experience, exposure, and expertise they need to progress to the next level.

Diagnostic Feedback has five parts:

- 1. **Root Cause:** First you must identify the root cause of why a teacher's lesson did not work. Don't give the teacher with a laundry list of things to fix. This will not only and quite possibly demoralize the teacher. Instead, give the teacher ONE thing to focus on and make sure that that ONE thing is the ONE thing that will have the greatest impact on helping that teacher improve. (You can learn more about finding the root cause here).
- 2. **Why:** Next explain WHY you believe that ONE thing is the root cause. This is important. You cannot assume that a novice teacher will inherently know why the root cause you've identified is so critical. Spell it out and make sure that the teacher understands why the ONE thing you identified is the root cause.
- 3. **Impact on Students:** To help you further establish the root cause, talk to the teacher about the effect the root cause had on students during the lesson. Again, be explicit and make sure that the teacher can see the effect for him/herself by using specific examples from the lesson.
- 4. **Reflection:** Next, give novice teachers time to reflect on the root cause and be able to see it for themselves. For instance, you can go through several lesson plans with the teacher to show them a planning flaw, or you could ask novice teachers to observe their own lessons for the next several days to see if they can notice the effect a particular teaching practice has on students. You might even ask them to look at the student work resulting from the lesson you observed to see how their teaching approach directly or indirectly affected student performance. The goal here is to help novice teachers see for themselves how the root cause is affecting students and getting in the way of their being more effective in the classroom.
- 5. **Follow Up:** Finally, determine a date and time when you are going to follow up with teachers to make sure that they understand the root cause and help them start addressing the root cause in their practice.

Diagnostic Feedback Example

Who: Novice Teachers

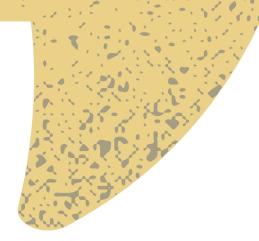
Goal: To help teachers understand WHAT isn't working and WHY it isn't working.

| Framework | Example | Your Script |
|-------------------------|--|-------------|
| Root Cause | You do not have a clear learning objective for this lesson. As a result, students are completing disconnected assignments with no real focus or purpose. | |
| Why is it so important? | Without a clear focus, students go through the activities but do not learn with purpose. If your lesson is not related to or aligned with the content standards, then even if you teach an amazing lesson, you are not getting students any closer to mastering the things they need to master. So in essence, you're wasting your time and energy and your students' time and energy. | |

| Framework | Example | Your Script |
|---------------------------------|---|-------------|
| What is the impact on students? | Without a clear purpose, your students are not meaningfully engaged in the learning. They completed the assignments as if it were busy work and your quiz results show that students did not retain anything they had learned. Plus, the lack of focus meant that they treated the main assignment no differently than the warm up. And it is probably why many students did not complete their homework and complained that it was "boring." | |

| Framework | Example | Your Script |
|---|--|-------------|
| How will you help the teacher see the impact? | Here's what I want you to do. Take a look at your upcoming plans for the next week. | |
| What next step do you want the teacher to take? | For each day, I want you to list the key learning objective, the standard, and the activities. If you are missing one of these elements, that's okay. Right now,let's just see what you have. I also want you to watch your students tomorrow as they go through the work and see if they are meaningfully involved in their own learning. Pay particular attention to the kinds of questions they ask or whether they ask questions at all and then tell me what you noticed. | |
| How will you follow up? | At the end of the day tomorrow, I'll stop by your room and we can go over your list together. I'll also be very interested to hear what you noticed with your students. | |

Prescriptive Feedback



Apprentice teachers struggle because while they have some understanding of what it takes to be effective in the classroom, they inconsistently apply strategies and techniques making their teaching scattered. They need help APPLYING the principles of effective instruction so that they can better recognize and solve problems in their practice and develop a more consistent and effective approach to teaching.

The point of providing feedback to apprentices is to develop their own internal "teacher voice" that guides their practice. Therefore, apprentices need feedback that is prescriptive. They need feedback that tells them what you observed as well as how they can improve in their practice of a principle of effective instruction.

Because apprentices really need help with the "how" of teaching, it is easy to be tempted to simply tell them what to do. After all, you will probably know just how to fix their lessons. But, if you ever want apprentices to develop their own "teacher sense" you must resist the urge to "fix" their lessons. Don't overwhelm them with a laundry list of suggestions, try to rewrite teachers' lesson plans, or give teachers an entirely different direction for their instruction. That is not feedback; that's taking over

Instead, show the teacher how to make his lesson plan better or her chosen instructional practice work. Focus on what you actually observe in their practice and offer possible solutions for correcting what did not work. Don't give them a new lesson; show them how they could deliver that same lesson better by more effectively practicing the principle on which they are working.

The power in this model of prescriptive feedback is that it offers TWO equally viable options. That way, you can give teachers suggestions for improving without taking over their practice. It is up to them to choose among your two options or come up with a third viable option and in doing so, you help them develop their own teacher voice and learn to make more effective instructional decisions.

Prescriptive Feedback has seven parts:

- 1. **Root Cause:** Start with the root cause of why a teacher's lesson was not effective. (For more on how to discover the root cause, click here). Don't list everything that isn't working in the classroom. Instead, look for the ONE thing the teacher can do that will make the biggest difference in helping the teacher improve.
- 2. Why: Next, explain why the root cause you have selected is the root cause. Usually teachers who need prescriptive feedback are attempting a strategy but are doing so ineffectively. Show they what parts of their strategy are not working and explain why. Don't stop until they can see it for themselves.
- 3. **Effect:** To round out your explanation, show teachers the effect the root cause had on students in the classroom. Share specific examples so that the teacher can see the impact of their practice on students.
- 4. **Option A:** Next, make a recommendation to the teacher about how they can address the root cause in an upcoming lesson. Explain the benefits of the approach you suggest.
- 5. **Option B:** To avoid taking over the teacher's practice, make a second, equally-viable option. Again, explain the advantages of the approach.
- 6. **Choice Question:** The choice question is designed to help teachers at the apprentice level learn how to make better instructional decisions. Thus, you need to ask the teacher to choose which strategy they will implement in a way that helps them understand how master teachers choose among several instructional strategies. Usually, that means asking them something like, "which strategy do you think will best help you achieve X?" with "X" being the root cause. For instance, if the root cause is that the teacher is not checking for understanding, then the choice question might be "Which strategy do you think will best help you to check students' understanding of the lesson before moving on to the next part of the lesson?"
- 7. **Follow Up:** Finally, describe how you will follow up with the teacher to ensure that the teacher implements their choice in the classroom. Perhaps it's a return visit within a week or two or perhaps you are going to work with the teacher to access additional training and resources first. Be clear as to what the next steps will be.

Prescriptive Feedback Example

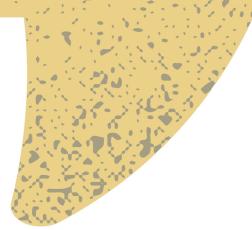
Who: Apprentice Teachers

Goal: To help teachers make better instructional choices to improve their practice

| Framework | Example | Your Script |
|----------------------|---|-------------|
| Root Cause | While you have a larger objective for what students need to know and be able to do, the objective really needs to be broken down into smaller sub-objectives that show students what the pathway looks like towards achieving the larger objective. | |
| Why is it a concern? | The larger objective tells students where they are headed, but it was really hard for several students to see how what they were working on today actually related to the larger objective and that affected the way they interacted with the material. Several students were confused and at least 3 students asked questions about the relevance of the assignment. If you break the objective down into subobjectives, students would understand how what they are working on currently moves them towards the larger objective. | |

| Framework | Example | Your Script |
|-------------------------|---|-------------|
| What is choice A? | One thing you might try is breaking the lesson down into different segments and writing a sub-objective for each. | |
| What is choice B? | Or, you can sequence the various phases of learning involved in the larger objective and create a thinking goal for each of the phases of learning. | |
| Choice Question | Which one better helps you move your students toward the larger objective? | |
| How will you follow up? | Great, I'll check back in with you next week to see how that's going. | |

Descriptive Feedback



Practitioner teachers have successfully acquired a range of teaching strategies and skills; however, they have not yet integrated them seamlessly into their teaching practice. As a result, practitioners still have areas of their practice that need refining in order to become master teachers. Thus the goal for practitioners is to help them ASSMILATE their practice so that it becomes seamless.

The danger with practitioners is not too little feedback; it's too much. Offering too many suggestions, new strategies, or approaches at this stage of their practice will hinder the development of independent thought and decision-making and distract them from refining what they are already doing well. It is for this reason that Practitioners need descriptive feedback. Descriptive feedback describes how they are performing in their overall practice and highlights general tendencies in their performance. This leaves room for the practitioner to fill in the blanks themselves and adjust or adapt their practice to better meet their goals.

Descriptive Feedback has five parts:

- 1. **Root Cause:** Again, start your feedback by identifying the root cause. In this case, the root cause may be something that didn't work as well as the rest of the lesson, or some small gap in the teacher's practice that kept them from being as effective as they could have been.
- 2. **Why:** Explain how the root cause affected the lesson. Show the teacher why you've identified it as the root cause.
- 3. **Evidence:** Next, share evidence from the class with the teacher to help the teacher see how the root cause affected the lesson. Your goal is to help practitioners see for themselves how the root cause played out in their lessons.
- 4. **Reflective Questions:** Once you've made the root cause clear and shared evidence, ask reflective questions to help practitioners not only think about the effect of the root cause, but make commitments and plans to address the root cause in upcoming lessons. Be careful here. You don't want to inundate teachers with a lot of questions. You can script out more than you need and have them on hand. That way, you can ask questions authentically as a natural part of the conversation.
- 5. **Follow Up:** Say how you will follow up with the teacher after the conversation and any next steps you will take or that you expect the teacher to take.

Descriptive Feedback Example

Who: Practitioner Teachers

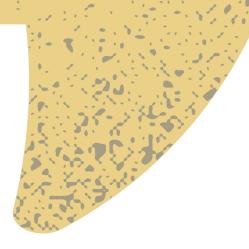
Goal: To help teachers diagnose their own practice and identify areas for improvement

| Framework | Example | Your Script |
|-------------------------|--|-------------|
| What is the Root Cause? | Your unit seems logically organized and well sequenced with both overall objectives and sub-objectives that move students through the entire unit. I can see a clear progression from lesson to lesson. What I cannot see as clearly is how this lesson progression ultimately prepares students to meet the power standards for the marking period. | |
| Why is it a concern? | Without a focus on the power standard, the students can move easily from lesson to lesson but may not see the relevance of their work or how it is building towards mastery of the larger standard. Plus, you may be missing opportunities to differentiate, accelerate, and leverage your assessments in a powerful way. | |

| Framework | Example | Your Script |
|---|--|-------------|
| What evidence did you observe that has lead you to this conclusion? | For instance, when you were explaining the order of operations. You mentioned that knowing them will help students solve algebraic equations, however, I did not hear you explain why students need to solve algebraic equations. 3 students in the group nearest me even whispered, "that looks hard." And another student asked "what does that even mean?" Your students were able to connect the warm up and the lesson activity with what they did yesterday, but out of the 5 students I asked why they were doing the work, 4 responded by pointing back to what they did yesterday and one said "I don't know." At the end of the lesson, when you asked the closure question, of the 7 students you called on, all 7 connected the work with what they had done previously. The power standard was posted on the board, but you did not reference it during the lesson. | |

| Framework | Example | Your Script |
|---|--|-------------|
| What reflective question can you ask to help the teacher process your feedback? | Can you tell me more about how this unit is situated in the progression you expect students to make throughout the year? In other words, at the end of this unit, how much closer will they be to achieving the power standard and what plans do you have for the remainder of the year to move them forward? | |
| How will you follow up? | Based on our conversation and the observations you made, I'd love to check back in with you in a couple of weeks and take a look at your unit plans for the remainder of the semester. Then you can walk me through the changes you've made. In the meantime, I want to connect you with the curriculum specialist for the district. She just released the beta version of the scope and sequence for this unit. I think it can help you see how the district expects us to reach those power standards. You aren't expected to follow it exactly but I think it can give you some ideas to play with. | |

Micro-Feedback



The challenge for the master teacher is no longer how to become better at practicing the mastery principles; the challenge is how to maintain this practice over the long term. Master teachers' strength is that they practice the mastery principles seamlessly and automatically. But, if they are not careful, this strength can also be their curse. If their practice becomes too automatic, then it also becomes mindless. Thus, master teachers need feedback that helps them be deliberately mindful about how they practice their teaching craft or they are in danger of stagnating.

That is why Micro-Feedback is so valuable to a master teacher. Typically master teachers receive a lot of generalized praise. While they appreciate being acknowledged for a job well done, they often crave feedback that will challenge them to continue to grow. Many leaders are aware of this so they look for some flaw to point out in order to make their feedback more meaningful. Doing so however, actually undermines your feedback and comes across as nitpicking rather than helpful. Instead, micro feedback allows you to praise the master teacher for a job well done while at the same time pointing out which of the many good things they did during your observation constitutes the ROOT reason or cause for their effectiveness. This is extremely powerful especially for the master teacher who is so masterful that s/he is no longer conscious of all of the work they are doing to be so effective in the classroom. In this way you not only acknowledge a good lesson, you help the master teacher become aware of exactly what made the lesson so effective so that s/he can repeat that performance and continue to refine it. This also helps you offer additional adaptations the teacher may consider to grow even more.

Ultimately, by keeping master teachers mindful through micro-feedback, you help them continue to grow, innovate, and reflect on their practice. This keeps their practice fresh and ever evolving and it keeps master teachers actively engaged in their own practice and in the school community.

Micro-Feedback has four parts:

- 1. **What Worked:** Unlike the other conversational approaches, with micro-feedback you start with a summary of everything that worked in the classroom first. The reason for this is that you want to show how everything worked together to make a seamless experience for students.
- 2. **Root Cause:** Once you've summarized the entire lesson, then drill down and point out the ONE thing that made the lesson so powerful. In other words, what was the ONE thing that the teacher did that made everything else the teacher did even more successful? What ONE thing, if you removed it, would immediately make the lesson significantly WORSE?
- 3. Why: Next, explain why the ONE thing you pointed out was so critical to the success of the lesson. Because master teachers are often unconsciously competent, they may not be able to articulate exactly what they are doing that makes them so effective in the classroom. When you articulate the ONE thing for them, you help them understand why they were so effective so that they can continue to be effective and become more consciously competent.
- 4. **Tweaks:** From here, engage master teachers in dialogue about how they might adapt their performance. You are free to offer a suggestion if you have one, but don't just grab at random strategies because you feel you MUST say something here. Instead, engage master teachers in conversations about what they are already doing so effectively and how they might tweak that strategy in different circumstances or with different students. Listen here are much as you talk. Often master teachers will come up with their own adaptations so you will not necessarily need to provide suggestions yourself.

Micro-Feedback Examples

Who: Master Teachers

Goal: To show master teachers why what they are doing is working so well and push them to

keep growing by making additional tweaks to their practice.

| Framework | Example | Your Script |
|--|--|-------------|
| What did the teacher do well? | You've done a really good job of sequencing your lesson and I can see how the lesson fits into the unit and how this unit fits into a year-long plan. It's really clear how you plan to help your students meet or exceed this standard for the year. | |
| What is the Root Cause for why the teacher was so successful? | What makes that so clear is the learning map you've created for your students. | |
| Why is this Root Cause the key to the teacher's success? | That learning map really ties everything together in a way that is clear, and puts it in "kidfriendly" language. Not only does it keep both your focus and your students' focus on the power standards, it lays out exactly how the work they are doing will get them there. | |
| What additional tweaks can the teacher make to push his/her practice even further? | How will this prepare them for next year? What other steps will you take to ensure that they are prepared to master next year's standards? What is the principal difference between this standard and the related 5th grade standard? | |



Use the templates on the following pages to map out your next feedback conversation.



Diagnostic Feedback Framework

| Framework | Your Script |
|---|-------------|
| Root Cause | |
| | |
| | |
| | |
| Why is it so important? | |
| | |
| | |
| | |
| What is the impact on | |
| students? | |
| | |
| | |
| How will you help the teacher see | |
| the impact? | |
| Mhat payt atap | |
| What next step do you want the teacher to take? | |
| teacher to take? | |
| | |
| | |
| How will you | |
| follow up? | |
| | |
| | |

Prescriptive Feedback Framework

| Framework | Your Script |
|----------------------|-------------|
| Root Cause | |
| | |
| | |
| | |
| Why is it a concern? | |
| | |
| | |
| | |
| What is choice A? | |
| | |
| | |
| | |
| | |
| What is choice B? | |
| | |
| | |
| Choice Question | |
| | |
| | |
| | |
| How will you follow | |
| up? | |
| | |
| | |
| | |
| | |

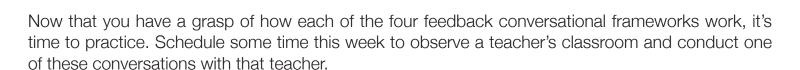
Descriptive Feedback Framework

| Framework | Your Script |
|---|-------------|
| What is the Root Cause? | TOUR SCRIPT |
| Why is it a concern? | |
| What evidence did you observe that has lead you to this conclusion? | |
| What reflective question can you ask to help the teacher process your feedback? | |
| How will you follow up? | |

Micro-Feedback Framework

| Framework | Your Script |
|--|-------------|
| What did the teacher do well? | |
| | |
| What is the Root Cause for why the teacher was so successful? | |
| Why is this Root Cause the key to the teacher's success? | |
| What additional tweaks can the teacher make to push his/her practice even further? | |





Once you start using these conversational frameworks and start giving teachers the right support that meets them where they are, you'll start to notice a huge difference in your feedback conversations:

- Teachers will be more receptive to your input and actually welcome your feedback.
- You'll feel more confident going into the conversation because you'll know exactly what to say and how to say it.
- Teachers are more likely to implement your feedback.
- You'll notice immediate improvements in teachers' instruction.

It's just that powerful!

At Mindsteps, we show you how to navigate the entire feedback process including:

- how to get into more classrooms
- how to unpack your evaluation tool and make it something you can actually use to help teachers grow
- what to look for when you go into a classroom
- how to pinpoint the ONE thing at the root of each teacher's practice
- how to conduct meaningful feedback conversations
- how to overcome teacher resistance or apathy
- how to follow up with teachers after the feedback conversation to offer them the support they need
- how to hold teachers accountable for acting on your feedback (without becoming the "bad guy")

We offer both in person and on-line workshops to help you make your feedback to teachers more effective and efficient. We'd love to have you join us at an upcoming workshop on online cohort. You can get started by going to mindstepsinc.com/feedback or giving us a call at 1-888-565-8881.



About Mindsteps

Mindsteps® Inc. is an educational consulting firm that helps teachers, administrators, and school systems figure out how to make sure that the methods they are using to improve student achievement produce the desired results. We use a few core principles to help our clients get to the root of what's not working and to develop more effective ways to help ALL their students achieve.

Mindsteps® Inc. has helped thousands of teachers and administrators improve student achievement through its workshops, seminars, free materials, books, and consulting services. We use a simple set of timeless principles to help educators diagnose their challenges and develop an action plan to resolve them. We won't suggest a solution until we are clear about who you are and what it is you are facing. We offer workshops, on-site coaching, consulting, and administrator training.

If you'd like our help, give us a call at 1-888-565-8881 or e-mail us at info@mindstepsinc.com. The first consultation is free.



Robyn R. Jackson

Robyn R. Jackson believes that any teacher can become a master teacher with the right kind of support and practice. She's dedicated her career to becoming a master teacher herself and helping others do the same. A former high school English teacher and middle school administrator, Dr. Jackson is the author of ten books including the best-selling *Never Work Harder Than Your Students* and the award-winning *Never Underestimate Your Teachers*. Her book, *You Can Do This*, helps beginning teachers find their own teacher voice and their own individual path towards masterful teaching.

Dr. Jackson currently is the founder and CEO of Mindsteps Inc. a professional development firm that helps educators understand the principles of effective teaching and instructional leadership so that they can make the difference they've always wanted to make in the lives of their students and in their own lives as well.

Visit http://www.mindstepsinc.com for more information.