Sharing Feedback: Strategies to Support Collaborative Conversations

Best Practices for Sharing Feedback	Examples of Questions and Prompts that Support a Two-Way Dialogue[1]
Exchange ideas. Welcome and value teacher input.	• "In this lesson, what was particularly satisfying? What successes stood out to you?" • "In thinking about this lesson and student work that resulted from it, what were some things that concerned you?" • "As you reflect on this lesson, what are some things that come to mind?"
Refer to evidence. Discuss specific evidence from the observation and invite dialogue on the evidence or its alignment to the rubric.	• "What are some examples of the evidence that supports your impressions/judgments?" • "What are some examples that stand out for you (student responses, work samples, interaction patterns)?" • "As you look at the evidence of your [*assessments*] during this lesson, what are some comparisons you're making between your choices and the rubric description for [*Using Assessment in Instruction (3d)*] about effective [*assessment*]?" *(or another* Framework-*related area)* • "Let's look at the student work that resulted from this lesson; what are connections you make between the student work and the rubric description for [*Engaging Students in Learning (3c)*]?"
Identify development areas. Define specific areas for development and invite the teacher to offer input on those areas or to suggest additional areas.	• "What are some things that you are taking away from this conversation that will influence your practice in the future?" • "You're naming some possible solutions. Which seem like they would have the most direct impact on student learning?" • "How would the student work be different if you implemented those solutions? How does that help you make a choice between the solutions?" • "Several things that might be effective here include… Which one sounds like something you want to put into action?"
Plan concrete action. Together, develop clear and measurable next steps, including resources and a plan for support.	• "How might you go about doing that?" • "What are one or two next steps you're setting (for yourself, your students, curriculum, this unit)?" • "One next step might be… How does that idea sound to you? Can you think of another idea?" • "What resources would support you with this next step (e.g., examples, templates, people, articles)?"
Set a timeline. Agree on a plan for implementation and follow up.	• "When are you going to try that next step?" • "How will you know if this next step is successful? What will that look like?" • "How will you follow up to see if that strategy positively impacts your students' learning?" • "How will you share with me whether it's been successful?"

[1] Adapted from Laura Lipton and Bruce Wellman's (2012) *Learning-focused Conversations: Assessing and developing practice using the Framework for Teaching.*

Possible strategies that teachers might select to prepare for feedback conversations include:

- Self-assessing the lesson using the *Framework for Teaching*, noting how the evidence from students' work, students' discussion and questions aligns to the relevant component performance levels.
- Reflecting on the lesson using reflective questions[2] like:
  - *To what extent did I meet the instructional goals? What is the evidence of this?*
  - *What are the similarities and differences between what I planned and what actually happened?*
  - *What changes would I make if I were to teach this lesson again to the same group of students?*
  - *Thinking about the results I got, how did I design the lesson in a way that helped yield those results?*
  - *Did this lesson reveal any aspects of my practice that would benefit from focused professional development?*

(ARIS Learn LO 740 provides a resource that teachers might use for self-reflection)

Consider asking questions using an invitational style, which can sound like:

- "What are some…"
- "In what ways…"
- "How might you…"
- "What seems to be…"
- "Given your…"
- "Based on…"

Examples from Chicago's Teacher Effectiveness Research[3]

Conversation Snapshot: School Leader-Dominated	Conversation Snapshot: Balanced/Teacher-Driven
Principal: So did you finish the lesson? **Teacher**: Yes. **Principal:** And tomorrow…onto the next one? **Teacher:** Right. **Principal**: Let me tell you my perceptions on this unit. The strengths were, many of the students were on task and focused. You followed your plan. You moved from one thing, one activity, to the next. The weakness seemed to be the students didn't know the purpose, the goal or reason, for what they were doing. Next time I will come in and look just at that…ask students what they are doing and why. **Teacher**: Okay. **Principal**: Because you see that part is important. Teachers think it is a small thing, but it isn't. It is critical. You can have all the best stuff in the world you are teaching, but students who don't know why won't get it. So would you agree, that is a [Developing]? **Teacher:** Yes, I will work on it. **Principal**: Great, because you are starting to get there. We have to keep moving forward and striving to improve. **Teacher**: Okay.	**Principal**: To begin with, can you tell me, in your own words, what was the goal of this lesson? What did you hope the students would get out of this? **Teacher**: I guess I hoped they would leave with a better understanding of inference. What is it, how can you recognize it in the text, what role does it play in storytelling? And I wanted them to be able to identify clues from the text to explain it to their partners. The piece you saw was just one aspect of a whole cluster of lessons focused on understanding text and textual analysis. I had a secondary goal of working on my pacing, both across the set of lessons and in a single class period. **Principal**: And based on the evidence of the student work and their discussion, how did it go? What did they get or not get? Strengths and weaknesses of this lesson? Why don't you start with the pacing goal and then talk about the inference goal? **Teacher:** I think my pacing was good on the set of lessons around these concepts. We moved through the pieces of information and the pace of the class period as well. Students were engaged. On the goal of learning inference as a part of this larger textual analysis lesson, I felt my effectiveness was mixed. I felt like maybe two-thirds of the students understood it. But one-third were lost. What did you think? **Principal**: I agree both with your assessment of the management piece and with your assessment of the inference part. That is why I gave you a [Developing] here and [an Effective] here. Let's talk through each one separately, and I can show you the part of the observation where I found support for those ratings.

[2] Adapted from Charlotte Danielson's (2009), *Implementing the Framework for Teaching in Enhancing Professional Practice.*

[3] Excerpted from L. Sartain, S. Ray Stoelinga, and E. Brown (2011), *Rethinking Teacher Evaluation*, Chapter 4 "Principals and Teachers Talk About Instruction," p. 25.