



Observation Feedback:

PRE, DURING & POST-OBSERVATION STRATEGIES

AGENDA



Presentation Objective

Reflection: What should happen?

Before the Observation

During the Observation

Crafting your Feedback

- S.T.O.R.M.
- Considerations

Post-Observation

- 3 Approaches to T&D
- Scaffolding Feedback
- Scaffolding Question Types

Reflective Practice

Case Study – 2 Teachers

Questions?

Objective



- ▶ Participants will be better able to reflect on and utilize pre, during & post-observation strategies that:
 - ▶ Consider teacher expectations & developmental ownership
 - ▶ Consider evidence-based observation strategies
 - ▶ Craft feedback to meet varying teacher needs
 - ▶ Access a variety of reflective practices for teachers to employ post-observation

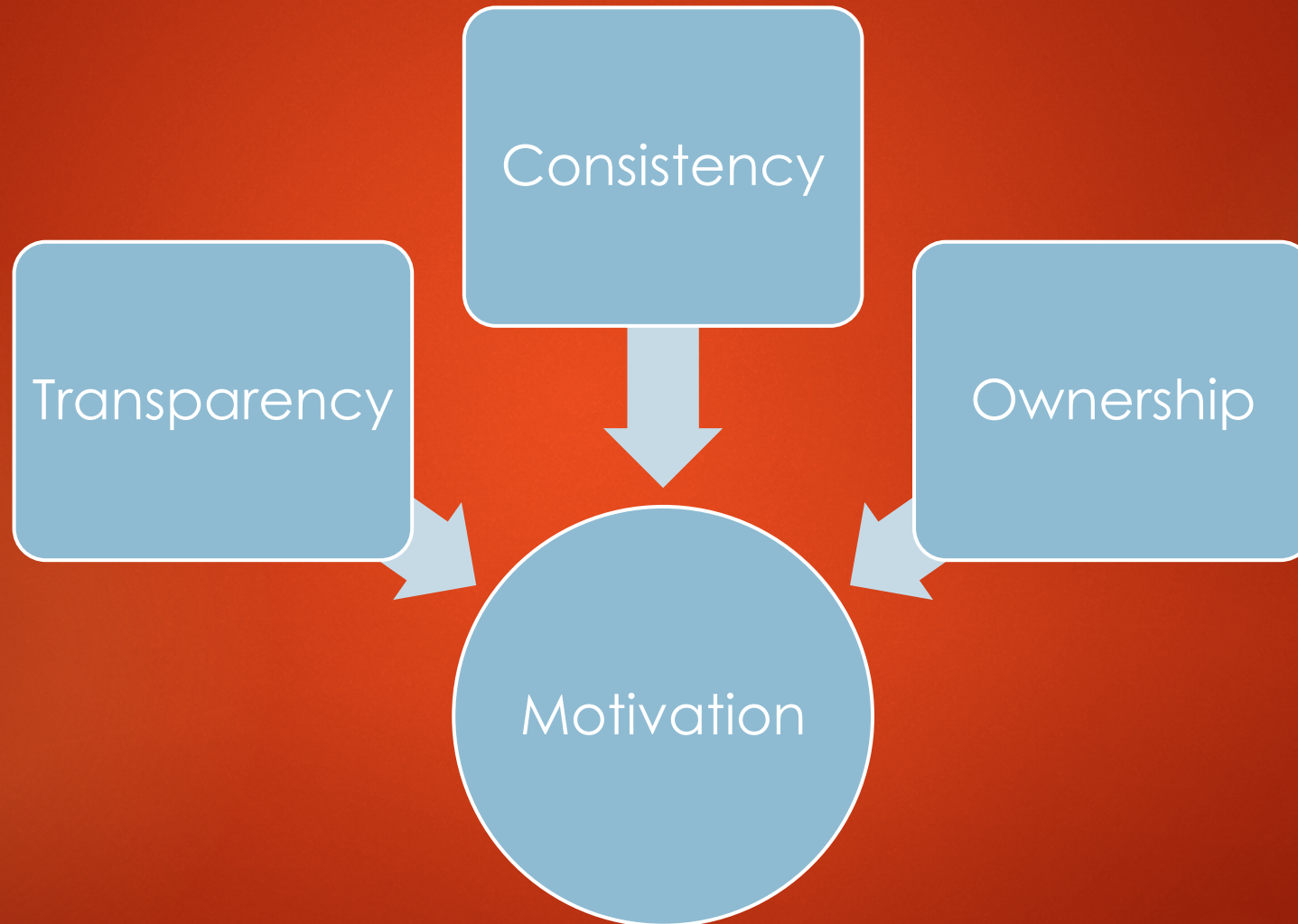


DISCUSS IN YOUR GROUPS:

What do you think should happen before, during and after any Teacher Observation?



BEFORE THE OBSERVATION

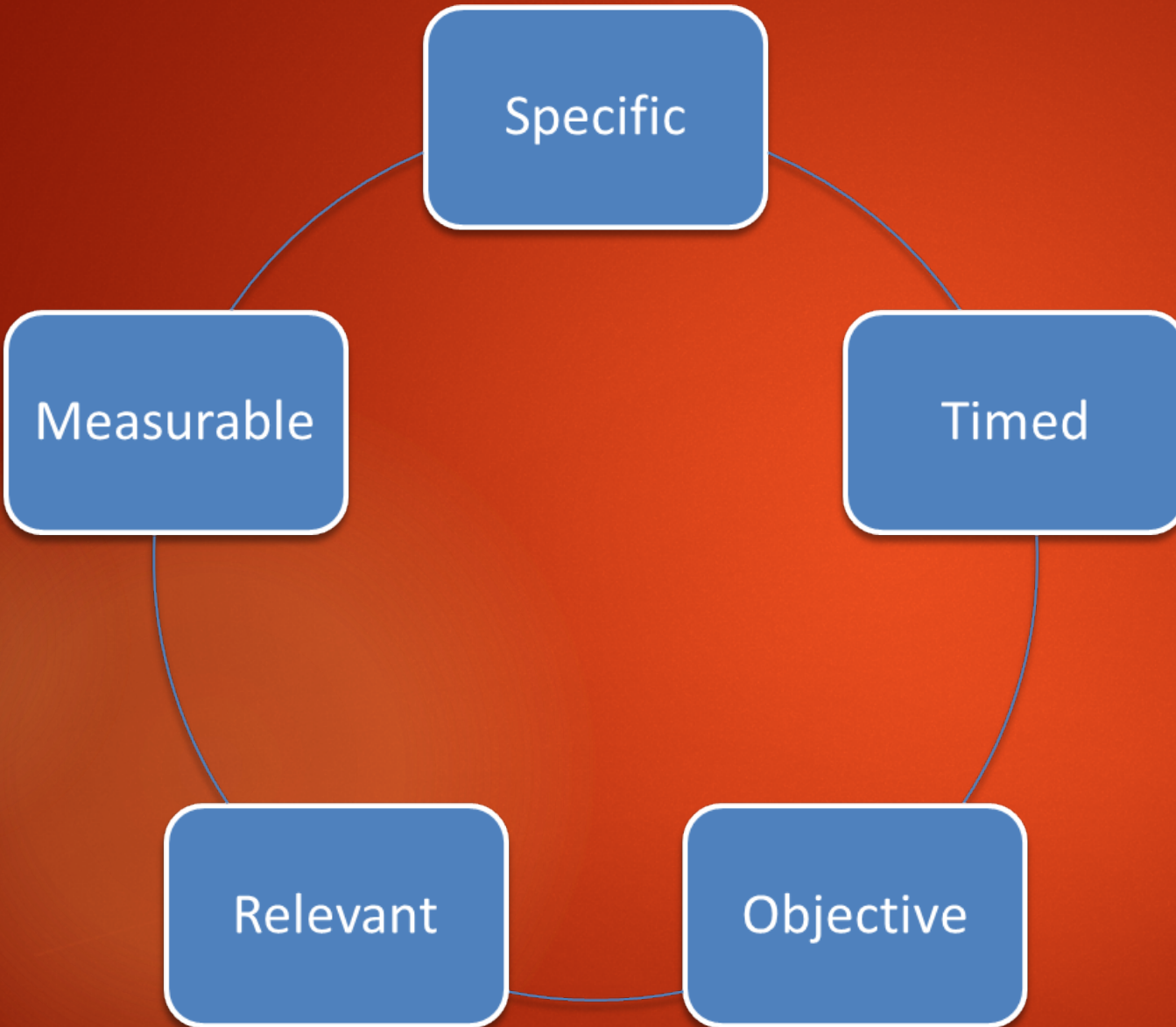




DURING THE OBSERVATION

- ▶ Fly on the wall
- ▶ Notes should be evidence-based and well-detailed
- ▶ Separate notes for self => re-crafted for Teacher
- ▶ Notes on Teacher-directed points
- ▶ Forward-Leaning comments





S.T.O.R.M.

SILVANA RICHARDSON (2014)



Use S.T.O.R.M. to change these statements

“Do more with less”

“The lead-in was too long”

“I liked your monitoring”

“Some learners dominated”

“The class is too crowded”



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“Do more with less”

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- **“Look to provide fewer detailed listening questions and elicit more evidence in feedback”**
- **“The lead-in accounted for 20 minutes of the lesson”**
- **“The depth of monitoring allowed you to assist the learners and collect effective errors for feedback”**
- **“Javier contributed 10 responses, while Jung-Hee only provided 1”**

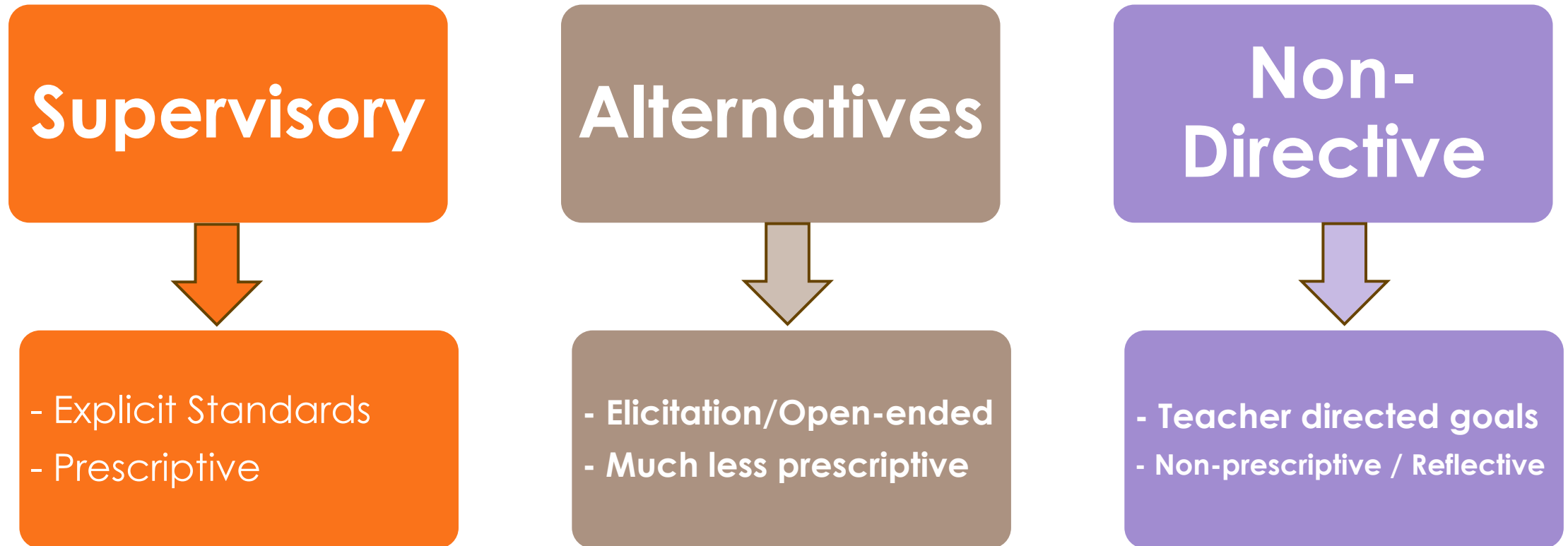
After the Observation - Molding Feedback



- What is the teacher's observation history?
- How much insight and/or experience does the teacher have?
- How can I get the teacher on board with constructive comments?



3 Approaches to Training & Development

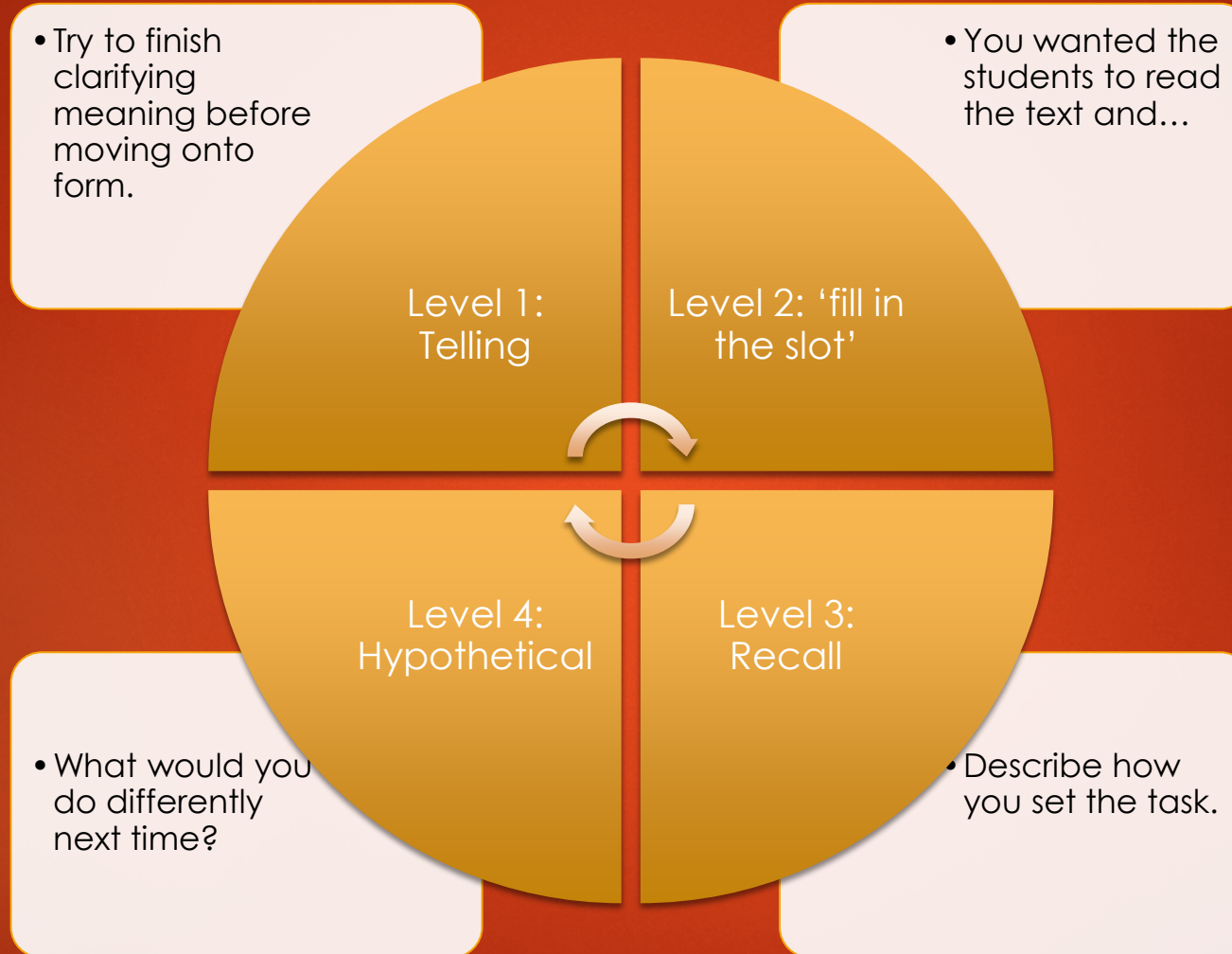


Scaffolding Feedback

- ▶ Assistance through dialogue
- ▶ Focused and leading
- ▶ Specific => speculative
- ▶ Focus on future (not failure)



Types of scaffolded questions





After the Feedback: Reflective Practice

- ▶ “Being reflective assists teachers’ lifelong professional development, enabling them to critique teaching and make better-informed decisions.”

(Burton, 2009, p.298)



How would the approach and feedback differ?



Bill has 10 years experience

Reticent and defensive in feedback

Has received average-good observation results

Strengths: management, rapport, authentic materials

Weaknesses: high teacher-talk, depth of feedback, pronunciation focus

Transparency
Consistency
Ownership

STORM

Supervisory
Alternatives
Non-Directive

Scaffolding Questions



Kim has 6 months experience

Keen in feedback but lacks insight/training

Has only had one observation – weak

Strengths: technology use, mostly s-centered, receptive skills staging

Weaknesses: meaning clarification, instruction clarity, equalizing participation



ANY QUESTIONS?



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Resources

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