

# A GUIDE TO EFFECTIVE FEEDBACK CONVERSATIONS



 **PREPARE**

 **PRESENT DATA**

 **DISCUSS FOCUS**

 **MAKE A PLAN**

 **FOLLOW UP**

Teachers are the driving force behind student achievement. Research shows that the greatest impact on student achievement comes from the decisions made by teachers and the actions they take to create learning opportunities for students.

Similarly, principals and building leaders are responsible for creating an environment in the school that nurtures professional growth and creates learning opportunities for teachers. Principals must be active evaluators of effective teaching practices. An essential part of principal effectiveness and instructional leadership lies in providing objective feedback and coaching to teachers leading to improved instruction. Principals and teachers form a partnership through conversation to make the most of professional growth opportunities. This guide provides a process for such conversations.

## THE THREE GOLDEN RULES OF FEEDBACK

### TIMELY

Within 24 hours of data entry  
After every data entry

### ONGOING

Tap into the feedback loop  
Give chance to improve

### CONSISTENT

Calibrate with others  
Beware of halos and drifts

## PREPARE

### ON YOUR OWN

- Consider all relevant data
- Identify specific behaviors
- Encourage a learning conversation
- Narrow the focus
- Use language from the rubrics
- Be specific with what was observed
- Stick to the objective evidence
- Review the written comments
- Focus on evidence, not judgments

## PRESENT DATA

### BEGIN THE MEETING

- Conduct this step quickly to avoid dwelling on scores
- Use rubric language in conversation
- Avoid offering opinions or advice
- Introduce and review relevant data with teacher
- Use data tool reports as a focal point

## DISCUSS FOCUS

### LEAD TO THE CHANGE

- Presume positive intentions
- Facilitate the conversation through:
  - Posing questions of the teacher
  - Paraphrasing and active listening to understanding
  - Providing wait time for self-discovery and reflection
- Invite teacher input on focus
- Pay attention to teacher and self

## MAKE A PLAN

### TURN TO ACTION

- Identify ability to make the change
- Put ideas on the table
- Identify specific growth outcomes
- Ask the teacher for growth ideas
- Identify actionable steps for growth
- Offer access to supports, scaffolds, and resources
- Advocate for growth mindset

## FOLLOW UP

### END THE MEETING

- Review process of feedback loop and its impact on the identified growth outcome
- Set timeframe for the next check for progress on identified growth outcome
- Provide teacher with opportunity to ask questions, clarify expectations or outcomes