

## Key Points About Feedback to Teachers

Source: *Leverage Leadership*, (2012), by Paul Bambrick-Santoyo

1. Observation and feedback are only fully effective when leaders systematically track which teachers have been observed, what feedback they have received, and whether that feedback has improved their practice.
2. By receiving weekly observations and feedback, a teacher develops as much in one year as most teachers do in twenty.
3. The primary purpose of observation should be...to find the most effective ways to coach teachers to improve student learning.
4. We learn best when we can focus on one piece of feedback at a time. Giving less feedback, more often, maximizes teacher development.
5. Action steps need to be bite-sized: changes teachers can make in one week. Effective feedback makes big shifts in teacher practice by focusing on small changes in quick succession.
6. Guiding a teacher to remember a specific moment in his or her lesson when the highest-leverage problem occurred is like turning on the lights: the teacher can analyze his or her instruction with new eyes.
7. Great teaching is not learned through discussion. It's learned by doing---or, more specifically, by practicing doing things well. Supervised practice, then, is the fastest way to make sure all teachers are doing the right things.
8. Practicing and planning ahead go hand in hand: practice the skill and adjust the upcoming lessons.
9. Focusing on observation and frequent feedback is the single most important variable in improving teacher performance. Lock in your schedule for observation and feedback meetings, and enlist your administrative assistant to guard your time vigorously for that work.
10. Keys to Observation and Feedback:
  - Scheduled frequent and regular observations once a week
  - Identify the two or three most important areas for growth
  - Give direct face-to-face feedback and offer specific action steps for improvement
  - Create systems to ensure feedback translates to practice.