

## Targeted Feedback Cycle: Planning Conversation

Conversations with a teacher are situated within a cycle of teacher learning. Therefore, there are multiple types of conversations. The purpose of the planning conversation is to review the teacher’s area of focus and decide on the outcomes, the number of observations and the types of conversations for the targeted feedback cycle.

- The *primary* purpose of on-going classroom observations is not to judge the quality of teachers, but to find the most effective way to support teachers’ growth.
- Frequent observation leads to *less*, not more, apprehension. (Moore, 2011)

Steps	Outline and Rationale	Possible Questions, Stems or Frames
Set the context, if needed.	Setting the context around targeted observation and feedback helps to make the purpose of this planning conversation transparent.	As you know, the way I’m observing and giving feedback is changing. The purpose of this conversation is to... By the end of the conversation, I hope we will...
Share the district and school goals (based in the instructional framework).	Creating coherence around the school’s goals, district goals and the instructional framework situates the teacher’s area of focus within a larger context.	As a school, we’re working on... Your area of focus is... Here’s how it sits within the instructional framework... How do you see the connection?
Ask teacher to reflect around their area of focus.	Clarifying and reviewing the teacher’s learning around the teacher’s area of focus helps to get clarity on how the teacher’s area of focus will be studied during the targeted feedback cycle.	What are you learning about your area of focus? What have you tried? How has student learning improved as a result of what you have tried on? Tell me what is happening in the next 2-3 weeks in terms of your area of focus.
Decide together on observable evidence and set teacher and student outcomes.	Having agreed-upon outcomes ahead of time narrows the observation and strengthens the feedback.	What will the student result be at the end of this observation and feedback cycle? What evidence should we observe for (in relation to change in your practice and student learning)?
Decide together on type and frequency of observation.	Doing this ahead of time prepares the teacher and the principal for the amount of time required to meet the goals of the targeted feedback cycle.	Based on the outcomes, it seems like I should come in... What kind of feedback would you like during the next 2-3 weeks?
Commit to follow up and plan first visit.	Being specific about follow up creates a credible system for observation and feedback that the teacher and principal can rely on.	Alright, so I’ll see you...