

Targeted Feedback Cycle: Affirmation Conversation

Conversations with a teacher are situated within a cycle of teacher learning. Therefore, there are multiple types of conversations. The purpose of an affirmation conversation is to quickly validate and support implementation of new practice.

- 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	Questions, Stems and Frames
Set the context if needed. (1 minute)	Setting the context around targeted observation and feedback helps to make the purpose of the affirmation 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 evidence. (2 minutes)	Sharing 2-3 pieces of evidence from the observation around the teacher's area of focus confirms the teacher's current level of practice.	I noticed the following three things in relation to your area of focus... The work you did around ___ resulted in the following student learning...
Offer quick confirmations or feedback. (1 minute)	By quickly confirming a new practice, you are validating the teacher's work and emphasizing continuous improvement.	Keep going! Keep going and let's have a longer conversation next time to see what's next.