

Targeted Feedback Cycle: Reflection Conversation

Conversations with a teacher are situated within a cycle of teacher learning. Therefore, there are multiple types of conversations. The purpose of a reflection conversation is to share evidence of teacher and student learning and to decide upon next steps for independent and collaborative study.

- 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 makes the purpose of the reflection 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...
Review the district and school goals and teacher's area of focus (based on 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...
Ask the teacher about what they have learned about their area of focus. Ask what they have noticed about student learning.	Asking the teacher about their overall learning within the targeted feedback cycle helps the teacher synthesize their learning and bring forward the changes in practice that have resulted in student learning.	What did you learn about your area of focus within this cycle? What changes have you made in your practice? What is the impact of what you have tried on student learning?
Share evidence from observations around area of focus that had the biggest impact on student learning.	Synthesizing and sharing evidence that highlights the changes a teacher has made that has resulted in student learning helps the teacher decide what to continue to work on and study.	The work you did around ___ resulted in the students learning ____.
Ask about teacher's next steps for independent and collaborative study.	Asking the teacher about their next steps helps the principal consider how he/she will organize professional development. It also helps the teacher decide how to study and learn with colleagues.	What's next? How are you going to continue studying your area of focus? What are you going to look for as evidence of student learning?
Commit to next targeted feedback cycle.	Suggesting when the teacher might be a part of another cycle helps the teacher consider the support they will need from colleagues and how they will continue to study. The principal will be accountable for following up and connecting the targeted feedback cycles.	Alright, so keep me in the loop about what you continue to learn about your area of focus and we'll have another targeted feedback cycle in a few months.