

Coaches’ Guide to Giving Feedback

One of the critical elements of effective feedback during practice is Economy of Language. When training teachers and leaders on Teach Like a Champion techniques, we use these sentence starters to maintain concision:

- It was effective when...
- Next time try..

Note: The first bullet is not a throw-away line, a nicety to preface the critical feedback: Helping teachers identify and continue to do what’s effective is as important as improving an aspect of their technique that can be better.

For live practice, we encourage you to use the above sentence starters. For written feedback on a module practice, use:

- It was effective when...
- Please re-record and try..

OR

- It was effective when...
- When you take it to your classroom, be sure to...

The practice within each module identifies “Success Points”—the top 1-2 teacher actions most important to focus on. Below we’ve listed for each module the success points and the 1-2 most common pitfalls. Note: Even if teachers demonstrate the success points in practice, the pitfalls may emerge when they are live in the classroom.

Building Strong Classroom Culture	Engaging Academics
What to Do Radar Least Invasive Intervention Strong Voice Positive Framing Systems and Routines	Cold Call Show Call Double Plan Plan for Error Art of the Sentence Exit Tickets Stretch It

Coaches' Guide to Giving Feedback (Cont'd)

Building Strong Classroom Culture		
Technique	Success Points	Most Common Pitfalls
What to Do: Planning and Delivery	Planning-Content: <ul style="list-style-type: none"> • Specific • Sequential Observable Delivery: <ul style="list-style-type: none"> • Stand still • Speak quieter, slower, even, lower 	<ul style="list-style-type: none"> • Too wordy • Urgent or slightly angry/frustrated tone or expression: Maintain Emotional Constancy/neutral expression
Radar: Building Radar	<ul style="list-style-type: none"> • Deliver observable directions • Scan for follow-through • Scan from Pastore's Perch 	<ul style="list-style-type: none"> • Directions not observable • Not scanning all parts of the room
Radar: Be Seen Looking	<ul style="list-style-type: none"> • Deliver observable directions • Follow with Be Seen Looking Dance Move (Invisible Column, Tip Toes, Disco Finger, Sprinkler, Politician) 	<ul style="list-style-type: none"> • Directions not observable • Not scanning all parts of the room
Least Invasive Intervention: Non-Verbal Interventions	<ul style="list-style-type: none"> • Non-verbal communicates the solution • Delivered with Emotional Constancy 	<ul style="list-style-type: none"> • Unclear to the student what to do • Signals frustration or panic
Least Invasive Intervention: Two Key Verbal Interventions	Planning-Content: <ul style="list-style-type: none"> • Describes the Solution Delivery: <ul style="list-style-type: none"> • Speak quieter, slower, even, lower 	<ul style="list-style-type: none"> • Too wordy • Urgent or slightly angry/frustrated tone or expression

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<p>Least Invasive Intervention: Private Individual Correction</p>	<p>Planning-Content:</p> <ul style="list-style-type: none"> • Describes the Solution • Bookend with simple tasks • Economy of Language <p>Delivery:</p> <ul style="list-style-type: none"> • Warm or neutral tone • Maintain privacy (by circulating first, crouching, speaking quietly) 	<ul style="list-style-type: none"> • Too wordy • Urgent or slightly angry/frustrated tone or expression
<p>Strong Voice: Establish Formal Register</p>	<ul style="list-style-type: none"> • Speak quietly, slowly, evenly, lower • Adopt a symmetrical body posture • Stand still 	<ul style="list-style-type: none"> • Speaking in an elevated tone • Standing asymmetrically/too casually
<p>Strong Voice: Do Not Talk Over</p>	<ul style="list-style-type: none"> • Self-interrupt mid-word • Stand still • Speak quietly, slowly, evenly, lower following the pause 	<ul style="list-style-type: none"> • Self-interrupting at end of sentence—less clear it's an intentional pause • Continuing to move while self-interrupting
<p>Positive Framing: Frame Redirections Positively</p>	<ul style="list-style-type: none"> • Attribute behavior to positive intent • Tell students exactly what they should do • Economy of language • Emotional constancy 	<ul style="list-style-type: none"> • Sarcasm or insincerity • Too wordy • Slightly angry/frustrated tone or expression
<p>Positive Framing: Motivate Effort and Excellence</p>	<ul style="list-style-type: none"> • Economy of language • Positive tone and expression to generate enthusiasm 	<ul style="list-style-type: none"> • Too wordy • Overly effusive/praise for meeting expectations
<p>Systems and Routines: Designing Systems and Routines</p>	<ul style="list-style-type: none"> • Simple • Double-planned (teacher and student actions) • Minimally Narrated 	<ul style="list-style-type: none"> • Overly elaborate—not sustainable for the entire year • Lack of clarity for either teacher or student actions at each step

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<p>Systems and Routines: Install Your System, Part I: Roll Out</p>	<ul style="list-style-type: none"> • “Start with the Why” • Model and Describe for students how to do each step with excellence • Economy of Language 	<ul style="list-style-type: none"> • Lacks a compelling “why” to invest students in doing the procedure • Unclear or missing modeling • Too wordy
<p>Systems and Routines: Install Your System, Part II: Deliberate Practice</p>	<ul style="list-style-type: none"> • Model and Describe • Pre-Empt Pitfalls by identifying potential challenges and planing how to eliminate them through practice. • Isolate the Step: Students practice in small steps before they practice the whole routine • Scan for follow through; give positive and corrective feedback 	<ul style="list-style-type: none"> • Unclear or missing modeling • Insufficient anticipation of places where students will be confused or struggle • Too many steps at once; can results in students norming a low bar for the procedure • Lack of scan of the whole room • Feedback is only praise or only correction
<p>Systems and Routines: Transfer Ownership</p>	<ul style="list-style-type: none"> • Economy of language • Scan for following through 	<ul style="list-style-type: none"> • Continued narration of the steps when students have internalized the system • Lack of scan of the whole room
<p>Systems and Routines: Do It Again</p>	<ul style="list-style-type: none"> • Economy of language • Emotional constancy 	<ul style="list-style-type: none"> • Too wordy • Unclear What to Do • Slightly angry/frustrated tone or expression

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Engaging Academics		
Technique	Success Points	Most Common Pitfalls
Cold Call: Introducing Cold Call	<ul style="list-style-type: none"> • Communicate what to expect • Be concise • Frame Cold Call positively 	<ul style="list-style-type: none"> • Too long—be more concise
Cold Call: Positive Cold Call Culture	<ul style="list-style-type: none"> • Warm and welcoming tone • Cold Call regularly • Make it universal 	<ul style="list-style-type: none"> • Used as gotcha to catch students not paying attention • Used occasionally rather than regularly
Cold Call: Time the Name	<ul style="list-style-type: none"> • Use the Structure: Question-Pause-Name 	<ul style="list-style-type: none"> • Uses Name-Question • Uses Question—too short a Pause—Name
Cold Call: Unbundle and Follow On	<ul style="list-style-type: none"> • Unbundle: Break a single question into a series of smaller questions • Follow On: Ask your student to develop/build on the previous student's answer 	<ul style="list-style-type: none"> • Cold Call and Follow-Ons are used as a “gotcha” to reprimand a student not paying attention
Cold Call: Slow Call	<ul style="list-style-type: none"> • Adopt a reflective tone and affect • Extend Wait Time • Time the Name 	<ul style="list-style-type: none"> • Question doesn't merit deeper thinking • Not using enough Wait Time
Show Call: Show Call With Purpose	<ul style="list-style-type: none"> • Based on student work and target answer: Use Good to Great, Correct/Exemplar, or Erroneous Work • Mid-stream, at the end, post revision • Single or multiple pieces of work 	<ul style="list-style-type: none"> • Choice of type doesn't advance the class' learning • Choice of when doesn't advance the class' learning • Choice of how doesn't advance the class' learning

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<p>Show Call: Positive Show Call Culture</p>	<ul style="list-style-type: none"> • Use a warm and welcoming tone • Show Call regularly • Make it universal 	<ul style="list-style-type: none"> • Not framed as opportunity for learning/growth
<p>Show Call: Analysis & Application</p>	<ul style="list-style-type: none"> • Share the purpose of the Show Call • Be clear about how you want students to apply takeaways: During, repeatedly; Margin notes now, revision after; collective public notes now, revision later; No notes, revision after 	<ul style="list-style-type: none"> • Prompt does not lead to clear/most important takeaways • Missing or unclear what the class as a whole needs to do to improve their work after studying a peer's work
<p>Double Plan: Lessons and Materials</p>	<ul style="list-style-type: none"> • Articulate teacher and student actions for a particular activity • Ensure student actions are concrete and observable 	<ul style="list-style-type: none"> • Student and teacher actions too general – make concrete and observable
<p>Plan for Error: Anticipate Student Error</p>	<ul style="list-style-type: none"> • Prioritize: Plan for Error for the most important question(s) • Draft target response • Use your experience from drafting the target and prior teaching experience to anticipate the 2-3 most likely student errors/sources of struggle 	<ul style="list-style-type: none"> • Focusing only on procedural errors rather than underlying conceptual understanding • Focusing only on conceptual understanding and ignoring procedural errors or errors in format
<p>Plan for Error: Break It Down</p>	<ul style="list-style-type: none"> • Start with a Roll Back • Based on anticipated error, provide: Example, Context, Rule, or First Step 	<ul style="list-style-type: none"> • Providing a prompt or an answer that does the majority of the cognitive lift rather than the student doing the cognitive lift

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<p>Art of the Sentence: Three Types of Prompts</p>	<ul style="list-style-type: none"> • Use Sentence Starter, Parameter, or Non-Denominational Prompt • Infuse technical vocabulary 	<ul style="list-style-type: none"> • Sentence starter does too much of the cognitive work for the student (overly directive) • Parameter does not include technical or sophisticated vocabulary
<p>Exit Tickets: Design Criteria</p>	<ul style="list-style-type: none"> • Vary question format and rigor • Keep it short (about 5 minutes for students to complete) 	<ul style="list-style-type: none"> • Exit ticket does not assess objective of lesson and/or required rigor • Too long to complete and/or score
<p>Exit Tickets: Analyze and Act</p>	<ul style="list-style-type: none"> • Sort or tally strategically • Identify trends • Take action via re-teach, additional practice, small-group tutoring 	<ul style="list-style-type: none"> • Spending too much time on “grading” student exit tickets that doesn’t surface trends • Not taking action on identified trends
<p>Stretch It: Directive and Non-Directive</p>	<ul style="list-style-type: none"> • Prompt pushes rigor – precision, evidence, alternate answers • Prompt checks for understanding—provides evidence a student will be able to replicate success 	<ul style="list-style-type: none"> • Stretch It not used for the most objective aligned questions