
6-Steps to Effective Feedback

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Thank you to all K-8 SBTLs who attended December's professional development that focused on the "Six Steps to Effective Feedback" adapted from the best selling [Paul Bambrick-Santoyo](#) text, [Leverage Leadership](#). Our hardworking and dedicated leadership community never fails to uplift, inspire, and push our thinking.

Thank you to the Edison High School community for always attending to our needs and providing us with exciting daily happenings which keep us quick on our feet.

A huge thank-you goes out to Gara Speight and Ian Mahler from the Office of Teaching & Learning, for preparing and facilitating a dynamic and personal learning experience, which provided us with concrete steps to improve our effectiveness as leaders.

RESOURCES

DECEMBER K-8 SBTL PROFESSIONAL DEVELOPMENT

December 11th, 12th, 13th Sliddeck

- [Click here](#) to access the December presentation.
- [Click here](#) to access the interactive notes.

Leadership Development (Instructional Leadership)

- This month we focused on 6-Steps to Effective Feedback (excerpt from Leverage Leadership: A Practical Guide to Building Exceptional Schools by Paul Bambrick-Santoyo).
- Below is your quick guide to these steps:

| | | |
|-------------|--|-------------------------|
| Praise | • Narrate the positive with precise praise | 1 – 2 minutes |
| Probe | • Use targeted open-ended question and scaffold to identify the core issue | 2 – 6 minutes |
| Action step | • State single, concrete, highest-leverage action step | 1 minute |
| Practice | • Simulate how to improve current practice | As much time as remains |
| Plan ahead | • Design/revise upcoming lesson plan to implement action | As much time as remains |
| Follow-up | • Establish timeline when the action step will be completed | 1 – 3 minutes |

- Print this out to hang in your “office” or screenshot for easy desktop access. This may be the helpful trick you need to keep the steps fresh in your mind and easy to reference.

Additional Assistance - Step two (probe) can be a challenging step and a careful dance. On one hand, as teacher leaders, we want to focus on one area for improvement. This is the area we know will have the biggest impact on student

achievement. On the other hand, we need the teacher(s) we are leading to discover this through our well thought-out probing questions. This will assist with teacher buy-in and follow-through.

Below is a list of probing question starters you may find helpful:

1. Tell me more about....
2. What do you think would happen if...
3. What sort of impact do you think...
4. How did you determine... What led you to...
5. What is the connection between...
6. What have you observed/noticed when...

Remember a good probing question:

- Doesn't place blame on anyone
- Empowers the person you are leading to solve their own problem
- Avoids yes/no responses
- Moves thinking from reaction to reflection

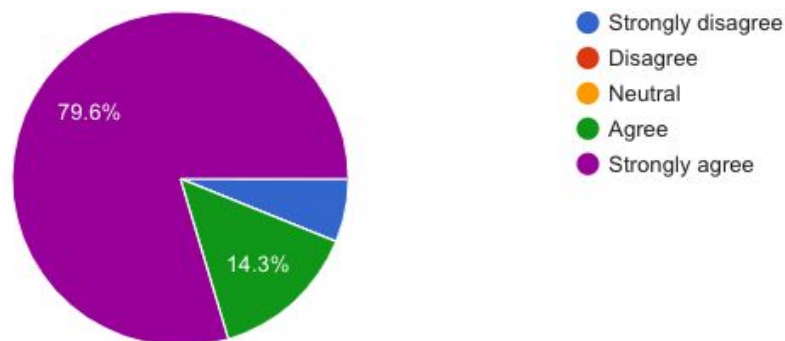


PARTICIPANT FEEDBACK

December K-8 SBTL PROFESSIONAL DEVELOPMENT

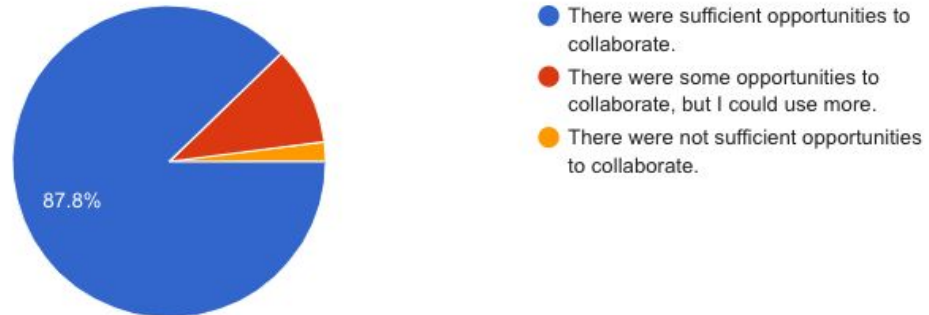
Today's sessions provided me with time to reflect on my practice and extend my leadership skills as a SBTL.

49 responses



How would you describe your opportunities to collaborate during today's sessions?

49 responses



When you are giving feedback in the next month, what step(s) of the "6-Steps" will you focus? Please provide a rationale.

49 responses

The fourth step of practice. I often find that teachers explain to me what they would do as oppose to really practicing what they are going to say and do in the moment.

the action plan

I will focus on practicing the action steps with the teacher. I think this will give the teachers I am working with concrete help in what they need most.

I will commit to implementing the first 3 steps during my post-conference with teachers this month.

One specific goal and action plan

Probing questions- often in the constraints of time management, there is not enough time to do this- but it's effectiveness is evident.

Practice, because often we discuss what it will look like and sound like, but practicing makes it more concrete and actionable

I plan to use all 6 steps when I observe and reflect with teachers. Then I will focus on areas I need the most work with.

Practice: role playing

I will definitely start with "Praise" to start building a positive/no threatening relationship with the staff

What worked well today that we should replicate in the next session(s)?

49 responses

| |
|--|
| Time to interact |
| providing us with practices that we can use right away |
| Allowing time for collaboration and reflection. |
| working in groups scripting 6 steps |
| The interactive notes really worked for me today! |
| The choice of activity-chose your own adventure |
| I like the 6 steps. I needed a more systematic approach. |
| Topic that was extremely relevant to our work. |
| Videos w/ reflection, choices for feedback scenarios to work with |
| I plan on using the steps for effective feedback |
| multiple presenters to keep interest |
| Everything worked well, including the meaningful topic of coaching and ALL of the different ways that you can provide feedback |

WE HEARD YOU BUILDING BUY-IN: THE TINKER BELL THEORY

We reflect a lot on trust and relationship building. We know as leaders this is the foundation of success - for our students, our teachers, our leaders, and ourselves. As we reflect that trusting relationships are a two-way street, we also need to remember that this is be challenging sometimes.

(Enter: Tinker Bell.)

The Tinker Bell Theory states: You have to **really** believe. If **you** don't fully buy into the potential and believe that the direction you're going is correct, than no one is going to follow you. ← [Read more on the "Tinker Bell Theory" by John Baldoni, here.](#)

THIS MONTH'S "YOU SHOULD KNOW..."

The Office of Teaching and Learning wants you to know that you are truly appreciated. We know that you are committed to seeing our students and teachers reach their highest potential - and for that, we are deeply thankful and grateful for your steadfast commitment. We are proud to be on a team that is so dedicated.

Although being a teacher leader can feel a bit lonesome at times, our hopes are that you have begun to find your "rainbows in the clouds" among our community of leaders.

[Click here](#) → to watch the Maya Angelou video "Rainbow in the Clouds."



...And as you probably have already guessed, you have all become "rainbows in our clouds."

LEADERSHIP & DEVELOPMENT OPPORTUNITIES

[TEACHER LEADER ACADEMY](#): Application launches early February

The objective of the Teacher Leader Academy is to strengthen teacher leadership by aligning teacher leader roles and development structures to competencies and indicator skills essential for success. This will be done by supporting teacher leaders through intentional learning experiences in a 3-day summer intensive cohort format with follow up professional development and individualized coaching. Teacher leaders in the academy will have an opportunity to: (1) develop essential leadership skills, and (2) to establish a network of colleagues who can be a professional resource. **This opportunity is open to all teacher leader roles within the District.*

[#EDCAMP](#): 2/9/19

Deadline: Registration closes February 4th

Questions go to: professionaldevelopment@philasd.org

Edcamp is a creative way for teachers to develop professionally. The learning is decided by the educators who show up on the day of the Edcamp. Edcamps are

unstructured conferences where educators create the session offerings and move with their feet to explore their interests, make connections and collaborate with like-minded educators.

The school that has the most participants attend will receive a prize for the staff! There must be a minimum of 8 staff members in attendance from your building in order to be placed in the running for the prize. Registration is open on Cornerstone.

TEACHER SYMPOSIUM: 4/13/19

Deadline: Facilitator registration closes 12/21, Participant Registration closes 3/29/19

Questions go to: professionaldevelopment@philasd.org

Teacher Symposium provides teachers with an opportunity to participate in engaging, relevant professional development sessions that will have a direct impact on their instructional practices. This program is a way to highlight strong teachers by giving them a forum to share their best practices, build capacity by developing the skills of teacher facilitators, and create a space for teachers to network while engaging in a learning experience together.

Teachers serving as facilitators will complete an application process which will be reviewed by a committee of representatives from multiple stakeholder groups. Facilitators will attend 10 hours of professional development to support them in creating their sessions and corresponding materials. If you know of someone who would be interested in presenting at this year's event, please direct them to the part-time job posting on our PhilaSD website. **The deadline to apply is 12/21/18.**

**Registration will be open for participants on Cornerstone soon!*

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[Click here](#) to find more opportunities for teacher leadership and development on the Teaching & Learning websites!
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Bulletin Provided by:
Office of Teaching & Learning | [Teacher Leadership](#)
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