Uncommon Schools | Change History.

INSTRUCTIONAL LEADERSHIP INSTITUTE

REALTIME FEEDBACK—MAKING IT STICK

Least Invasive to Most Invasive	Examples

Silent Signals:
• Pre-established signal/non-verbal cue
  ○ Hand gesture
  ○ Visual cue (whiteboard, red card)
  ○ Physical nonverbal cue (posture)
	• Hand gesture:
	  ○ Point at student from the back of the room: student off task
	  ○ Hands folded = check for posture; Fingers pointing to eyes = scan the room for compliance
	  ○ Write in the air = give the students an "everybody writes" task
	• Visual Cue:
	  ○ Red card = too much teacher talk
	  ○ Cards/whiteboards with words: "Cold call", "Why" (ask why), "Scan"
	• Physical nonverbal cue:
	  ○ Exaggerate posture to indicate square up, stand still

Whisper Prompt:
• Right moment: when students are working or teacher is not in front
  ○ Turn & Talk or independent work
• What to do: state what to do, the evidence & the rationale, in <30 seconds
• Follow up when possible to lock it in, "What was the impact of that?"
	• Students are not tracking:
	  ○ "You have a handful of students who aren't tracking you when you give directions. Stop, say 'track me,' and scan for compliance. Don't move one until those students comply."
	• Ratio (teacher is doing too much of the work):
	  ○ "When they come out of turn & talk, have 4 students share every time before you respond."
	  ○ "Tiana has a medium answer and Ramon has a strong one. Call on Tiana then Ramon to share their answers to the class."

Model:
• **Step 1: Frame**
  ○ "I'm about to model....Watch how I…"
• **Step 2: Intervene + Perfect Model**
  ○ "Can I ask a question…."
  ○ "Mr. X, we don't have 100% of… Let's fix it."
  ○ Execute exaggerated perfect model of technique teacher will use to close gap.
• **Step 3: Debrief**
  ○ "What did I do? What was the impact?"
• **Step 4: Monitor the Transfer**
  ○ "I'm going stay a few more minutes to watch you do… "
	• Ask a question to the class:
	  ○ "So when you start writing, what are the important things Ms. X will be looking for?"
	  ○ "What should I do if I finish my work early?"
	• Right it right: prompt students for better answers
	  ○ Writing task: "Scholars, nice job citing evidence from the text in your answers. My challenge to you is to revise your answer to explicitly connect your evidence to your argument."
	  ○ "Scholars, track me. I want to challenge you to use the language from the question as you are responding. I'm going to listen for the next few to see if you can do it."
	• Model the skill:
	  ○ "Eyes on me." Model *Be Seen Looking* and whisper to teacher: "Watch how I use *Be Seen Looking* to monitor the students."
	  ○ "I want to ask a few more break-it-down questions because I'm not sure everyone understands."
	  ○ During independent work, conduct 3 conferences with scholars, modeling break-it-down
	  ○ "I want to *Narrate the Positive* things I'm seeing in this room because I see [Student] [Praise]."