**Observation Debrief Planning Guide**

*The purpose of the debrief conversation is to provide teachers with actionable feedback and opportunities to apply this feedback to develop their practice. The following is both a planning guide and a protocol for facilitating these debrief conversations. Leaders should use this guide to prepare the debrief conference.* ***Please note, this guide is intended for administrator planning purposes only and not an evaluation instruction or required tool.***

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| **1. Praise (1-2 Minutes):** |
| **Share precise praise:** Prepareand shareconcrete statements of praise recognizing strengths, implementation of previous feedback, and demonstrated growth. For example:   * *I noticed very successful use of \_\_\_\_\_\_\_\_\_\_\_\_ (strategy, activity, material). What impact do you think that had on students?* * *We set the goal last week of \_\_\_\_\_\_\_\_\_ and I noticed how you met that goal by \_\_\_\_\_\_\_\_\_\_\_\_.* * *I noticed how \_\_\_\_\_\_\_\_\_\_\_\_ has improved over time. What has contributed most to that change? How might we continue to develop your practice in this area?* |
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| **2. Discussion (2-6 Minutes)** |
| **Start with the end goal:** Identify what excellence looks like through collaborative discussion with the teacher. For example:   * *What was your objective for \_\_\_\_\_\_\_\_ (e.g., the activity, the lesson)? What did students have to do to meet this objective?* * *What is the purpose of \_\_\_\_\_\_\_\_\_\_ (e.g., instructional strategy or technique, activity, lesson structure)? What impact does it have on your instruction?* * *What does excellence in \_\_\_\_\_ (e.g., giving directions for a transition, monitoring group conversations) look like? How would you know if \_\_\_\_\_ had the desired impact on students?* |
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| **Explore the gap:** Discuss the gap between the end goal and teacher’s current practice. Present evidence collected during the observation. For example:   * *What is the gap between \_\_\_\_\_ (the end goal) and \_\_\_\_\_ (your strategy, activity, lesson structure) today?* * *What was the challenge in implementing this effectively?* * *Do you remember what happened in class when \_\_\_\_\_\_? What effect did that have on students?* |
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| **Close the gap:** Bridge the divide between current practice and the desired end goalthrough modeling, reviewing exemplars, or discussing what could be done differently in the future. For example:   * Model the desired action for the teacher (e.g., model giving specific directions to students, in the tone you want the teacher to say it) and ask: *What did you notice about how I just did [this action] compared to how you did it in class today?* * Review exemplar video or instructional material*: What do notice about how the teacher \_\_\_? How is this different than what you did in class today?* * *If you were to do \_\_\_\_\_ again, what would you do differently?* |
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| **3. Action Step\* (1 Minute):** |
| **Share the action step:** Name explicitly for the teacher the ONE action step that bite-sized, specific, and observable (e.g. Reduce teacher talk during the lesson introduction by using turn-and-talks). Have the teacher restate the action step and write it down. |
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| **4. Plan Ahead (3-5 Minutes)** |
| **Collaboratively Plan Ahead:** Design or revise upcoming plans to implement the action step. This may include explicit scripting, reviewing curricular materials and timelines, and/or additional modeling. For example:   * *Where would be a good place to implement this in your upcoming lessons?* * *What are the actions you need to take/want to see from students?* * *Now that we’ve made our initial plan, what will you do if \_\_\_\_ is challenging when you implement it?* |
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| **5. Practice (10 – 15 Minutes) OPTIONAL** |
| **Role-play:** Practice how to implement the action step into current or future lessons.Pause at the point of error to give immediate feedback and repeat until successful. Check for understanding (*What made this successful?)* then add complexity (e.g., a disruptive student, a more challenging question, etc.). |
| **Round 1:**  **Scenario for Practice:**  **What to Say to Set up Role Play:**  **What Errors to look for to intervene if they occur:**  **Round 2: (Increase the complexity of the practice after the teacher masters the basics)** |
| **6. Follow-up (1-3 Minutes)** |
| **Confirm next steps and timeline:** Identify with the teacher the specific next steps and timeline for implementation. For example:   * *When would be the best time to observe your implementation of this?* * *When I review your lesson plan, I’ll look for this modification.* |
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