

Classroom Feedback Guide

After a teacher has practiced via the platform and received feedback from you, you should observe in their classroom for their use of the technique and its impact. The success points in practice are the same keys to look for during a classroom observation. In the chart below, we've added what you'd want to see students saying and doing as evidence of impact.

Current Modules

Building Strong Classroom Culture

What to Do:

Planning and Delivering Directions

Radar:

Building Radar
Be Seen Looking

Least Invasive Intervention:

Non-Verbal Interventions
Two Key Verbal Reminders
Private Individual Correction

Strong Voice:

Establish Formal Register
Self-Interrupt
Economy of Language & Quiet Presence

Positive Framing:

Frame Redirections Positively
Motivate Effort and Excellence

Systems and Routines:

Designing Systems and Routines
Install Your System, Part I: Roll-Out
Install Your System, Part II: Deliberate Practice
Transfer Ownership: Remove Scaffolding
Do It Again

Remote Teaching:

What to Do Directions Online
Narrate the Positive Online

Engaging Academics

Cold Call:

Introducing Cold Call
Positive Cold Call Culture
Time the Name
Unbundle & Follow On
Slow Call

Show Call:

Show Call With Purpose
Positive Show Call Culture
Analysis & Application

Double Plan:

Lessons and Materials

Plan for Error:

Anticipate Student Error
Break It Down

Art of the Sentence:

Three Types of Prompts

Exit Tickets:

Design Criteria
Analyze and Act

Stretch It:

Directive & Non-Directive Prompts

Remote Teaching:

Everybody Writes-Using the Chat
Positive Cold Call Online
Double Plan Online

Classroom Feedback Guide

Building Strong Classroom Culture

Technique	Success Points	Impact
What to Do: Planning and Delivering Directions	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"> • All students follow through on directions quickly, completely, and successfully
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"> • All students follow through on directions quickly, completely, and successfully • Students self-correct
Radar: Be Seen Looking	<ul style="list-style-type: none"> • Deliver observable directions • Follow with Be Seen Looking Dance Move (Invisible Column, Tiptoes, Disco Finger, Sprinkler, Politician, Quarterback) 	<ul style="list-style-type: none"> • All students follow through on directions quickly and completely • Students self-correct
Least Invasive Intervention: Non-Verbal Interventions	Planning-Content: <ul style="list-style-type: none"> • Non-verbal communicates the solution Delivery: <ul style="list-style-type: none"> • Maintain Emotional Constancy 	<ul style="list-style-type: none"> • Redirected students are quickly back to meeting expectations • All students are focused on the thread of instruction
Least Invasive Intervention: Two Key Verbal Reminders	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"> • Redirected students are quickly back to meeting expectations • All students are focused on the thread of instruction
Least Invasive Intervention: Private Individual Correction	Planning-Content: <ul style="list-style-type: none"> • Describes the Solution • Bookend with simple tasks • Economy of Language Delivery: <ul style="list-style-type: none"> • Warm or neutral tone • Maintain privacy (by circulating first, crouching, speaking quietly) 	<ul style="list-style-type: none"> • Corrected student’s body language, actions, and tone signal a willingness to listen • Student is quickly back to meeting expectations

Classroom Feedback Guide

Building Strong Classroom Culture (continued)

Technique	Success Points	Impact
Strong Voice: Establish Formal Register	<ul style="list-style-type: none"> • Speak quietly, slowly, evenly, and lower • Adopt a symmetrical body posture and raise chin • Hold still 	<ul style="list-style-type: none"> • Student attentiveness (silence, eye-contact, etc...) increases when the teacher shifts to formal register
Strong Voice: Self-Interrupt	<ul style="list-style-type: none"> • Self-interrupt mid-word • Adopt a still, symmetrical posture • Speak quietly, slowly, evenly and lower following the self-interrupt 	<ul style="list-style-type: none"> • Student attentiveness (silence, eye-contact, etc...) increases when the teacher self-interrupts
Strong Voice: Economy of Language & Quiet Presence	<ul style="list-style-type: none"> • Concise • Use deliberate pauses between words • Speak quietly, slowly, evenly • Maintain a neutral, calm demeanor 	<ul style="list-style-type: none"> • Student attentiveness (silence, eye-contact, etc...) increases when the teacher uses fewer words, goes quieter • Students follow through on meeting expectations
Positive Framing: Frame Redirections Positively	<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"> • Redirected students are quickly back to meeting expectations • All students remain focused on the thread of instruction
Positive Framing: Motivate Effort and Excellence	<ul style="list-style-type: none"> • Economy of language • Positive tone and expression to generate enthusiasm 	<ul style="list-style-type: none"> • Students correct or attempt a challenge with positive body language and a willingness to try
Systems and Routines: Designing Systems and Routines	<ul style="list-style-type: none"> • Simple • Double-planned (teacher and student actions) • Minimally Narrated 	<ul style="list-style-type: none"> • Students execute the system with automaticity so their minds are focused on academics

Classroom Feedback Guide

Building Strong Classroom Culture (continued)

Technique	Success Points	Impact
Systems and Routines: Install Your System, Part I: Roll Out	<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"> • Students give full effort in learning the system
Systems and Routines: Install Your System, Part II: Deliberate Practice	<ul style="list-style-type: none"> • Model and Describe • Pre-empt Pitfalls by identifying potential challenges and planning 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"> • Students give full effort in learning the system • Students respond quickly and positively to feedback
Systems and Routines: Transfer Ownership: Remove Scaffolding	<ul style="list-style-type: none"> • Economy of language • Reduced directions and prompts • Scan for following through 	<ul style="list-style-type: none"> • Students execute the system correctly and with little or no narration or reminders from the teacher
Systems and Routines: Do It Again	<ul style="list-style-type: none"> • Economy of language • Emotional constancy 	<ul style="list-style-type: none"> • Students redo their execution of the system correctly and with no loss of energy or enthusiasm
Remote Teaching: What to Do Directions Online	<ul style="list-style-type: none"> • Directions are specific and sequential • Visual supports verbal directions 	<ul style="list-style-type: none"> • Students follow through on directions quickly, completely, and successfully

Classroom Feedback Guide

Building Strong Classroom Culture (continued)

Technique	Success Points	Impact
Remote Teaching: Narrate the Positive Online	<ul style="list-style-type: none"> • Narration feels warm and genuine • Redirection maintains emotional constancy and contains a clear What To Do direction 	<ul style="list-style-type: none"> • All students follow through on directions completely, and successfully

Classroom Feedback Guide

Engaging Academics

Technique	Success Points	Impact
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"> Students are not surprised or resistant to respond when cold called
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"> Students are ready and willing to respond when cold called
Cold Call: Time the Name	<ul style="list-style-type: none"> Use the Structure: Question-Pause-Name 	<ul style="list-style-type: none"> Students are ready and willing to respond when cold called The majority of student answers are correct
Cold Call: Unbundle & Follow On	<ul style="list-style-type: none"> Unbundle: Break a single question into a series of smaller questions Follow On: Ask a student to develop/build on the previous student's answer 	<ul style="list-style-type: none"> Students are attentive, ready and willing to respond when cold called Students thoughtfully build on peers' answers
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"> Student answers display depth of thought
Show Call: Show Call With Purpose	<ul style="list-style-type: none"> Based on student work and target answer (use "Good" to "Great", Correct, or Erroneous Work) Use Mid-stream, at the end, or post revision Show single or multiple pieces of work 	<ul style="list-style-type: none"> Students' written work displays attentiveness to quality Students' smile or show excitement when their work is show called

Classroom Feedback Guide

Engaging Academics (continued)

Technique	Success Points	Impact
Show Call: Positive Show Call Culture	<ul style="list-style-type: none"> • Use a warm and welcoming tone • Show Call regularly • Make it universal 	<ul style="list-style-type: none"> • Students’ smile or show excitement when their work is show called
Show Call: Analysis & Application	<ul style="list-style-type: none"> • Share the purpose of the Show Call • Be clear about how students should 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"> • Students’ comments demonstrate careful attention to the prompt and the details of the displayed work • All students note a reminder or revise their work
Double Plan: Lessons and Materials	<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"> • All students complete tasks thoughtfully and as soon as directed
Plan for Error: Anticipate Student Error	<ul style="list-style-type: none"> • Prioritize Plan for Error for the most important question(s) • Draft target response • Use drafting and prior teaching experience to anticipate the 2-3 most likely student errors/sources of struggle 	<ul style="list-style-type: none"> • As evidenced in students oral and written answers, students move from incorrect or partial misunderstanding to full understanding
Plan for Error: Break It Down	<ul style="list-style-type: none"> • Based on anticipated incorrect answers and their possible sources of misunderstanding • Start with a Rollback prompt • Use Example, Context, Rule, Missing/First Step, or Narrow/Eliminate False Choices prompts 	<ul style="list-style-type: none"> • As evidenced in students oral and written answers, students move from incorrect or partial misunderstanding to full understanding while carrying the cognitive load

Classroom Feedback Guide

Engaging Academics (continued)

Technique	Success Points	Impact
Art of the Sentence: Three Types of Prompts	<ul style="list-style-type: none"> • Use Sentence Starter, Parameter, or Non-Denominational Prompt • Infuse technical or sophisticated vocabulary 	<ul style="list-style-type: none"> • In their written work, students demonstrate sophisticated syntactic structures, correct use of collegiate/technical vocabulary, and precision of thought
Exit Tickets: Design Criteria	<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"> • All students complete the exit ticket in the allotted time • Student work demonstrates degrees of understanding
Exit Tickets: Analyze and Act	<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"> • Students demonstrate success/understanding following the chosen intervention
Stretch It: Directive and Non-Directive Prompts	<ul style="list-style-type: none"> • Directive prompt pushes rigor - precision, evidence, alternate answers • Prompt checks for understanding—provides evidence a student will be able to replicate their success • Directive & non-directive prompts balance each other 	<ul style="list-style-type: none"> • Students demonstrate deeper thinking or more complete understanding • Students’ responses provide evidence that they are likely to replicate success in the future
Remote Teaching: Everybody Writes-Using the Chat	<ul style="list-style-type: none"> • Directions are clear • Warm tone • Narration includes student names and phrases of exemplary content 	<ul style="list-style-type: none"> • Student answers in the chat are relevant and show effort

Classroom Feedback Guide

Engaging Academics (continued)

Technique	Success Points	Impact
Remote Teaching: Positive Cold Call Online	<ul style="list-style-type: none"> • Cold Call regularly • Warm and welcoming tone • Name-Pause-Question 	<ul style="list-style-type: none"> • Students are ready and willing to respond when cold called
Remote Teaching: Double Plan Online	<ul style="list-style-type: none"> • Means of participation transparent and consistent • Student facing materials help students focus on content each step of the lesson 	<ul style="list-style-type: none"> • Students immediately and successfully engage in verbal and written tasks