



“WHAT DO I SAY?”

Using classroom observations to both push teachers’ practice and develop trust

GOAL: Determine a process to organize your thoughts right after an observation of a teacher in order to say something productive.

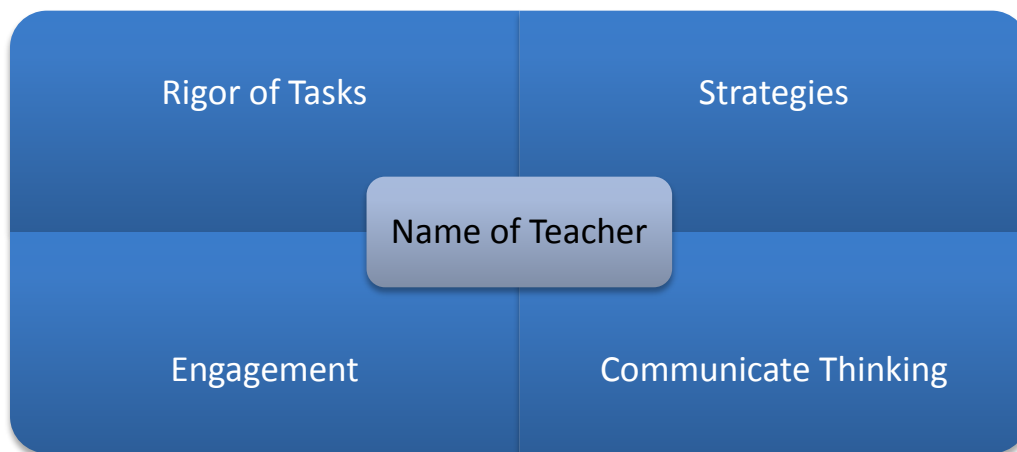
Assumption: Teacher has the best intentions for his/her students and is doing what he/she knows best.

Organizing thinking into a response: Taking an inquiry stance

More than feedback: responding to observations should also connect the through-line from a vision for student learning and teaching practices, to observations to professional learning opportunities that support teachers’ professional growth, and to finally cultivate a school culture with honest conversation about the state of teaching and learning (Fink & Markholt, 2011, p.147)

What are you thinking about saying? Consider these areas;

- Rigor of the tasks students engage in (Teacher Standard #2)
- Repertoire of strategies a teachers uses (Teacher Standards #1 & #5)
- How students engage in the thinking work (Teacher Standard #4)
- How students communicate their thinking (Teacher Standard #3)



SNRPDP Administrative Team 11.17.13

Adapted from the works of: Fink,S. & Markholt, A., (2011). *Leading for Instructional Improvement* and the NEPF Standards