**The Feedback Model- Instructional Coaching**

Below is outlined the instructional coaching model which you as a mentor will follow.

This script could be adapted when practising a discreet skill or technique.

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| **Feedback Model Phase** | **Purpose** | **Example Script** |
| **PRAISE STRENGTHS** | **Highlight key areas of strength**  • What went well  • Precise  • Backed up by evidence  • Reference progress towards previous week’s actions | * ‘Thank you for allowing me to observe your lesson today’ * ‘One thing I thought was effective about your practice was…’ * ‘One real strength in the lesson/activity/practice I saw was…’ * ‘This was evidenced when you…’ * ‘A great example of this from the lesson/activity/interaction was when you / children / etc.’ * ‘Your previous area for development was... I saw progress towards this when…’ |
| **PROBE AREAS FOR DEVELOPMENT** | Guide the trainee to reflect on their areas of development through a series of precise and direct questions  • Plan questions in advance • Use precise questions  • Use data and evidence  • Don’t labour it – explain and tell if necessary  • Summarise specific areas for their development based on your probing of them. | * I’d like to explore with you some areas of development in your practice’ * ‘when the children were on the carpet, what was the key learning point you wanted to the pupils to grasp?” * “How do you know what the children had learned from the reading activity?” * ‘What did you expect the behaviour to be like when the children left the room / what did you want the behaviour to be?” * “Why did you choose that specific task/what did you want the children to achieve/how would you know if they had been successful?” * “What evidence do you have to show the learning outcomes were met?”   We’re now going to choose the area for development which will have the most impact on your practice (give a focus) |
| **SET PRECISE ACTIONS** | identify the highest leverage area/s of development to address and set precise action step/s linked to this.  • Highest leverage  • Choose 1-3 key things  • Make sure they are actionable  • Precise not generic  • Give a ‘how’ not just a what | We're now going to focus on setting actions for this area of development which we will then plan and practise.   * ‘To address this development area, your actions are to … Give clear precise instructions using ‘what to do’; with as few words as possible. * Script a basic ‘I do’ using ‘name the steps’ as a core part of the lesson/activity/session before each task |
| **PLAN BASED ON ACTIONS** | Focus on the action step/s from this area and plan how the teacher might address this in a future lesson/session/activity  • Look to a future lesson  • Plan where and how  • Script | We’re now going to plan how you will put into practice this development area using the actions we decided’  ‘What lesson, topic, class can we put this development area into place with’  ‘What part(s) of the lesson might this development area most need to be addressed in’  ‘Let’s script / sequence / decide etc. how you might go about doing this’  ‘What might this look like in your planning?’  ‘What would you ask, do, say…’ “This is your success criteria” |
| PRACTISE | Practise the plan for the action step that was created in the previous section to trial what it would look like in practice.  • Share a success criterion  • Prime the Practise by providing a model (e.g. mentor models/video clip)  • Call the shots – say how you will act in the role (compliant/authentic/near live?)  • Say how you will feedback to trainee- wait until end? During?  • Agree how many ‘turns you will give the teacher  • Get it on its feet / put the plan into practice with the teacher.   * Feedback either after teacher has practised or during   • Repeat as appropriate | Now we’re going put into practice our planned ‘I do’ and ‘name the steps’ action step.  This is your success criteria; I’ll model this for you myself.  Look at how I achieve the success criteria.”  “I’m going to act as a compliant pupil. I will feedback after you have practised the action step and then I’m going to give you 2 more turns to practise the step based on my feedback.”  Feedback example: “Your voice was clear and well placed. Now do this again but I want you to remove the additional words – you don’t need as long as introduction – make it one sentence lasting no more than 10 seconds.’ |

**Setting Precise Action Steps**

“Even the most motivated and intelligent student will advance more quickly under the tutelage of someone who knows the best order in which to learn things, who understands and can demonstrate the proper way to perform various skills, who can provide useful feedback, and who can devise practice activities designed to overcome particular weaknesses.”

Peak: Secrets from the new science of expertise – Anders Ericsson

For this model of feedback, the mentor will have spent time thinking about the precise action step or steps they want to set based on the teacher’s area for development. The ‘probe’ section of the model should be used to guide the teacher to a precise area for development. It is then the role of the mentor along with the mentee to choose the highest leverage action step/s to plan and practise in the later stages of the model. By ‘high leverage’ we mean the 1 – 3 action(s) that would have the most impact on the teacher’s practice. What should be noted here is that there may be several areas for development and, therefore, many action steps which could be set. It is the role of the mentor and, where relevant, the mentee to isolate the most crucial area for development and then pick out the most ‘high leverage’ action/s to address this area for development. Mentors should focus on actions which are clear and specific; an action that gives the ‘how‘ and not just the ‘what’. The key is to make these action steps small, precise and explicit. Worked examples of precise actions steps are set out below: A key area for development could be that children are not all complying after being asked to do something, especially at transitions. This would be identified in the ‘probe’ section of the model. It is now the role of the mentor to choose the action step or steps which may address this. An example of an ineffective action step may be ‘improve behaviour at transitions’; this is neither helpful nor impactful as it does not clearly specify exactly ‘what’ to do and ‘how’ to do it. A better example would be ‘create the illusion of speed using work the clock to support child engagement during and between activities’. This gives the teacher a clear directive of ‘what’ to do specifically and more importantly, the actual technique to use. Another example of an area for development may be that at the end of the activity the children do not tidy away properly, meaning that the come back into a chaotic environment. Rather than setting an action for the teacher to simply make sure the classroom is left tidy at the end of the activity, a better action would be for the teacher to plan and practise a roll out of an exit routine using giving clear, precise directions. The mentor would then follow the ‘plan’ section of the feedback model as detailed in the table above; looking to a future session/activity, scripting and modelling and setting a success criteria ahead of the practice section. In the practice section the trainee would the practise the plan and receive feedback from the mentor before redoing the practice making the suggested changes.