Coaching Feedback Model - Activity 3:
Thabeban State School Coaching Feedback Form – blank

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Year Level:</th>
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<tbody>
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<td>Observer:</td>
<td>Date:</td>
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What will be observed (focus) -

FEEDBACK
What the teacher modelling liked about the lesson/lesson strategy.

Was there anything the teacher modelling would change/do differently next time? ...

OBSERVERS’ NOTES
What was effective about the focus? Why was it effective?

CONCLUSION
From this session, what learnings are you left with?

What will we move on to next?

Literate Futures: Professional Development – The Teaching of Reading for a Multiliterate World>
The Teaching of Reading>Teacher talk and teaching reading>Workshop – The Coaching Feedback Model

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Worksheet 3 - Coaching Feedback Model:
Activity 3

Thabeban State School Coaching Feedback Form with Annotations.

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OBSERVATION & FEEDBACK SHEET

Teacher: ........................................ Year Level: ........................................
Observer: ........................................ Date: ........................................

What will be observed (focus) - ...........

The inviting teacher determines what will be observed and discusses this with the coach. The observer(coach) is only to comment on the skill and/or focus discussed in this pre-lesson discussion.

FEEDBACK

What the teacher modelling liked about the lesson/lesson strategy. ........................................

This post-lesson discussion explores what the inviting teacher liked about the lesson, lesson strategy and focus, and what they would do differently if they repeated the lesson. This discussion is extremely important as it focuses on what the inviting teacher felt was effective and encourages self-reflection. It is important to ensure the discussion does not deteriorate into the identification of fault. This may damage the relationship between the teacher and the coach, damage the teacher's self-esteem and limit the possibilities of the teacher building on and attempting the strategy again.

Was there anything the teacher modelling would change/do differently next time? ...........

OBSERVERS' NOTES

What was effective about the focus? Why was it effective? ........................................

This feedback objectively states what was effective and why. The coach should avoid value-laden statements and aim to report back on what effective events and teacher talk were seen and heard during the lesson.

CONCLUSION

From this session, what learnings are you left with? ...........

The coach asks the inviting teacher what they have learned from the experience and what they would like to move on to next. This first question focuses the teacher's attention on the outcomes of the lesson for them professionally and for their students. The second question encourages goal setting and commitment to a professional journey.

What will we move on to next? ...........

Literacy Learning for the Future

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Coaching Feedback Model - Activity 3:

Thabeban State School Coaching Feedback Form sample

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OBSERVATION & FEEDBACK SHEET

Teacher: R. Grose Year Level: 4/7
Observer: W. M. Reeves Date: 23/10

What will be observed (focus): Metalinguistic - video labeling, processes, explicit criteria - medium, substantial conversation.

What could it be for a presentation list of options identify criteria. Evaluate present.

FEEDBACK

What the teacher modelling liked about the lesson/lesson strategy: 
metalinguistic strategy to label, lead their feedback - covered
job with technology, processes/order of explicit criteria, conversation

Was there anything the teacher modelling would change/differently next time?

had a copy of the more activity of what they think the next was about had to get more out

OBSERVERS NOTES

What was effective about the focus? Why was it effective?

- started lesson with what we are going to do. Set out lesson explicitly - what they would be doing
- sum. asked the to explain/images to get across meaning
- explicitness of what they thought they shared?
- substantial use of dialogue, sustained exchange between C & T

CONCLUSION

From this session, what learnings are you left with? balance between prior content 
and new information

What will we move on to next?

watch conversation when they are putting together - step backwards

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