

FEED FORWARD TO LEAD FORWARD™

Thank you!



Thank you for downloading this resource! Our products are thoughtfully crafted based on our daily work alongside instructional leaders, coaches, and teachers in schools, ensuring they are practical, effective, and rooted in real-world classroom, school, and district needs. We're honored to support your journey and hope this resource brings value to your staff, students, and your practice.

Empower yourself–Empower your learners!

Questions or concerns? Please reach out to us at: admin@tepperandflynn.com

Terms of Use

We kindly ask for your respect for the time and care invested in creating this resource, which is intended for use by one individual. Sharing, redistributing, or using this content across multiple classrooms, schools, or districts requires additional licenses or directing colleagues to our store. Tepper & Flynn, LLC retains exclusive rights to sell or grant access to this content, and appropriate attribution is required for all uses. This resource is copyrighted and may not be used in paid workshops, training sessions, or similar events without express permission. Thank you for supporting and protecting our work!

Tepper & Flynn

More Resources

Because we design our tools and resources in schools with educators, you will find we are continually adding to our site so you can add to your toolbox. Check out our books, self-assessments, online coursework, and additional products designed for instructional leaders and teachers created to help you feed forward to lead forward. tepperandflynn.com

FEED FORWARD TO LEAD FORWARD™

How to use your Peer-Peer Feedback Scaffold

Scaffolds in teaching and learning offer supports and frames to bridge knowledge and skill gaps through a gradual release of responsibility. Our tool can help you scaffold the implementation of a powerful system of support for staff to create collaborative experiences for teachers to learn from one another and to maximize opportunities for formative feedback throughout a school.

Built on the premise that we must open doors to open minds in regards to the power of feedback, we created this resource to help you plan your approach and implementation of peer-peer observation and feedback in your school/district. It is important for leaders and leadership teams to process and integrate a clear understanding of current culture, climate, and the role/perception of feedback as you use this tool. For example, when we say "open doors," in some schools staff are still fearful when any observer enters. When determining next steps, be mindful of this context and ensure all steps exist within a clear vision for the school and learning community.

We offer you 6 considerations and based on your determined entry points, aligned suggested steps. Also provided are some common challenges you may face that can serve as conversation starters, along with a rating score as to how significant each one is. You may find you want to develop your own list based on ours.

Peer-to-Peer Observation & Feedback Scaffold

Open Doors
(The beginning stages of building trust & relationships)



Open Minds
(A culture of learning through a culture of observation & feedback)

Considerations	Suggestions: Beginning Steps	Challenges: Rate each/Add your own (3=significant, 2=moderate, 1=minimal)	Suggestions: Advanced Steps
Who's involved? Individuals? Group?	Volunteers (on their own or to be part of a group) Selected teams, Instructional Leadership Team Departments or grade levels on their own	____ Teachers are reluctant to open doors ____ Teachers don't get along ____	Whole school
When can it occur/How often?	During their own planning time With coverage from an instructional leader Several times per year	____ Time ____ Union issues ____	During PLC's/data team time Monthly
How will they observe?	Videoing of their lessons Partner review of video lessons Individuals visit self-selected classrooms (personal selections or using a pineapple chart)	____ Teachers worried about who will see the video ____ Observers do not understand or are not calibrated in expectations or concepts such as, engagement, rigor, clarity, learning ____	Live classrooms: Build capacity for effective 10-15 minute visits Lesson studies Video: Group share, teacher reflection, and group deconstruction
What will be observed?	Selected areas of focus (e.g., new math curriculum, student engagement, individual interest, school goal) Outside videos for training/practice	____ Staff do not have common understanding of expectations for teaching & learning ____ Observers are not calibrated in expectations/not trained in new standards, programs, etc. ____	In alignment to teacher goals In alignment to expectations In alignment with student performance outcomes

Peer-to-Peer Observation & Feedback Scaffold

Considerations	Suggestion: Beginning Steps	Challenges: Rate each/Add your Own (3=significant, 2=moderate, 1=minimal)	Suggestion: Advanced Steps
How will observers build capacity?	Book study of <i>Feedback to Feed Forward</i> (2019) Remain in classrooms for 20-30 min for practice engaging with learners Focused practice with a partner or group collecting evidence about the learning and discussing impact/causal attributions	_____ Do not know how to observe for learning/how to collect evidence _____ Do not know how to identify teacher impact/how to analyze evidence _____ Do not have time for trainings _____	Book study of <i>Learner-Focused Feedback</i> (2020) Facilitated direct and embedded skill and strategy training (toward train the trainer)
What form will feedback take?	No feedback (just gaining insight, gathering data or ideas) Glow & Grow/Wows & Nows (1 positive alone or add 1 thinking question, 1 action step)	_____ Fixed Mindset _____ Teachers afraid to give constructive feedback (beyond praise) _____	Feedback aligned to our 6 standards (e.g., balance of evidence, strengths-based) Peer/Complementary Evaluators

Building a Culture of Learning Through a Culture of Observation and Feedback

Districts/regions and schools must commit to building relationships so that there is a

- Cultivation of a common, collective mindset about learning for all,
- Creation of opportunities for teachers to develop honest and accurate perceptions of progress and performance, and
- Feeding of each other's professional learning needs towards the highest levels of practice by all on behalf of students.

Six Steps to Making a Culture Shift

Step 1: Define “intent” and build towards a collective understanding of vision and purpose—student learning.

Step 2: Assess the readiness to facilitate and receive learner-focused feedback within the school or organization.

Step 3: Build the capacity of all to develop and receive learner-focused feedback.

Step 4: Set up and implement the operational systems for schoolwide focus on impact and learners.

Step 5: Design a systematic professional learning model that is responsive.

Step 6: Rinse and repeat.