

Coaching Feedback Model - Activity 3:

Thabeban State School Coaching Feedback Form – blank

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OBSERVATION & FEEDBACK SHEET

Teacher: Year Level:

Observer: Date:

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?

Literacy Learning for the Future

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

Coaching Feedback Model - Activity 3:

Thabeban State School Coaching Feedback Form sample

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OBSERVATION & FEEDBACK SHEET

Teacher: R. Groen Year Level: 4/7

Observer: W. McKenzie Date: 20/3/03

What will be observed (focus): Metalinguage - video labelling, process
explicit criteria medium substantive conversation

What could it be for a presentation
 FEEDBACK
 What the teacher modelling liked about the lesson/lesson strategy? flowing list of options
metaling struggling to label, liked their feedback covered identify criteria
works with technology, process/order of expl. criteria, conversation Evaluate pros/cons

Was there anything the teacher modelling would change/do differently next time?
Had a copy of the video more activation of what they
think the task was about had to get more sub convs
less CD work

OBSERVERS NOTES
 What was effective about the focus? Why was it effective? Exp. Set
we are going to do Set out lesson explicitly - what they would be doing
sub conv. - asked ch² to explain/expand to get greater meaning
expl crit asked why they thought ^{show} Asked if they thought it
was engaging? effective?
metalinguage - showed process & thoughts that I took to make. Good
task
substantive conv. use of dialogue & sustained exchange between ch¹ & ch²

CONCLUSION
 From this session, what learnings are you left with? balance between prior knowledge
& new information
 What will we move on to next? watch conversatⁿ when they are
putting their presentatⁿ together - CD steps back.