**WEEKLY DATA MEETINGS FEEDBACK CHEAT SHEET**

**Top Six Actions:**

1. **Pick the student work samples to analyze before the meeting begins**
	* Pick the student work samples that have the most typical student error and will reveal the misunderstanding most clearly
2. **Narrow your focus to specific questions:**
	* Select the questions that will be most efficient to exposing the gaps in student performance
3. **Articulate the key conceptual understanding**
	* When unpacking the exemplar, ask teacher to articulate the key understanding students need to master:
		+ “If a student gets this right and you ask them how do they know, what do you want them to say?”
		+ “Why does the exemplar need to include that piece?”
		+ “What is the key mathematical understanding underpinning this answer?”
4. **Use your resources when you plan the re-teach:**
	* Use the Guided Reading Prompting Guide, Close Reading Guides, Math Prompting Guide, etc. to have clearer re-teaching plans
5. **Precise Action Step:**
	* State the action step clearly and concisely before moving to practice
	* Have teacher right it down and check for understanding to make sure they have it.
6. **Plan before practice:**
	* Give your teacher time to script out her actions before you start the practice
	* Anticipate what students could do/say incorrectly during the planning process

**More Actions:**

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|  | **Aspect** | **Constructive Feedback *(“The top piece of feedback I can give you is to…”)*** |
|  | **Tone/ Demeanor** | * Keep your tone neutral, calm and positive while analyzing the data
* Affirm the teacher’s contributions to the analysis
* Give wait time for teacher to be able to do his/her own analysis
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| **PRAISE** |  **Praise** | * Highlight a clear accomplishment for the teacher:
	+ “I reviewed your data and analysis carefully. Congratulations on the improvement on \_\_\_\_\_ [quantitative data on specific standards/students] from last time!”
* Ask the question: “What are you most proud of?” or “What made your instruction successful?” or “What steps did you take?” to get the teacher to reflect on what they did that led to success.
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| **GAPS** | **Model it/State it** | * Model/state the analysis if the teacher continues not to get it:
	+ “One of the trends I noticed was \_\_\_ . How does that impact student learning?”
	+ “We should/need to focus on…” or “The deeper conceptual misunderstanding is…”
	+ (If a struggle) “I’m going to model teach for you first. [Teach.] What do you notice?”
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| **PLAN & PRACTICE** | **Plan Re-teaching:** | * Start by naming the student actions that you need to teach:
	+ “What should students do when they hit this struggle the next time?”
* Add details to a vague action plan on the standards that matter most:
	+ “Let’s talk through what a re-teach lesson on \_\_\_\_\_\_\_ might look like. What will be different about your approach?” “What does that look like (worksheet /activity)?”
	+ “What does that look like (that worksheet / re-teaching lesson)?”
	+ “Which prompts will you use to push student thinking?”
	+ “Will this plan fully reteach [the missed concept/skill]?” What else is missing?”
* Add ongoing assessment and/or check for understanding:
	+ “How will you check for understanding and assess mastery?”
* Tell them what to do (when teacher doesn’t have good plans):
	+ Plan out in advance pre-planned action steps to be able to give to teacher if he/she cannot generate them on their own
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|  | **Practice** | * Ask the teacher to practice the hardest parts of the re-teach lesson
	+ “Let’s practice the questions you will use when the students get the wrong answer. I’ll be the students making the errors.”
	+ “Let’s practice the modeling you will do for the students.”
* Model for the teacher if they are struggling:
	+ “Let me model for you.”
	+ “What did you notice about how I was modeling? How can you incorporate that into your teaching?”
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| **FOLLOW-UP** | **Follow-up:** | * Make sure teachers write it down:
	+ “Let’s write down these action steps and add them to your plan.”
* Create clear dates for teaching and deliverables:
	+ Put priority standards in the first few weeks of the action plan
	+ “Let’s write down the deadlines [in a location you will both check each week] to keep us accountable to it.”
* Set up follow-up time to analyze evidence of improved student learning:
	+ “For next meeting, please bring: [choose—exit slips, independent work, video, quiz or other major assessments]” or schedule a way for you to see the plan in action.
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