

# CSI Cohort Session 6

## Observing for Strong Instruction

<b>LOGISTICS</b>	Wednesday, April 27 from 10:00-12:00 pm (CT)   <a href="#">ZOOM LINK</a>   <a href="#">WORKBOOK LINK</a>
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>● <b>Observe</b> ELA or math lessons from cohort schools for strong instruction</li> <li>● <b>Debrief</b> observations to identify strengths and growth areas</li> <li>● <b>Discuss</b> strategies to increase students' access to strong instruction</li> </ul>
<b>PRE-WORK</b>	<ol style="list-style-type: none"> <li>1. Record <u>at least one</u> video clip of instruction in a priority grade/course for our strong instruction audit.</li> <li>2. Upload video clips to your school's folder here: <a href="#">Video Submissions</a></li> </ol>

### Opening (10 minutes)

Notes:

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### Review & Logistics (20 minutes)

Notes:

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**What's the difference between the example and non-example of effective feedback?**

**Example:** *"I rated the practices domain as 'somewhat' because even though the teacher asked a lot of questions, many of them didn't require text evidence (like 'What does freedom mean to you?') and they weren't sequenced to deepen understanding of the poem. Most of the questions stayed at the literal level."*

**Non-example:** *"I rated the practices domain as 'yes' because overall the teacher asked great, compelling questions and kids were really engaged with the assignment. You could tell the teacher spent time investing students in the novel and frontloading vocabulary. Most of them were on-task the entire time."*

## Virtual Observations (30 minutes)

### Step 1: Share context for the video you recorded with your partner. (10 minutes)

- Grade & course
- Info about the **teacher**
  - How experienced is this teacher?
  - What have they been working on with their coach?
- Info about the **lesson**
  - Is this lesson teacher-created or from a particular HQIM?
  - What are students learning/doing in the clip? (name the text for ELA lessons)
  - What is the learning objective?

### Step 2: Independently watch and rate your partner's video. (20 minutes)

- Watch the video (~10 min)
- Re-watch segments if needed
- Add ratings and notes to the [CSI Cohort Workbook - TAB 8](#) (~10 min)
  - [ELA Observation Tool](#)
  - [Math Observation Tool](#)

## Observation Debriefs (25 minutes)

### Effective feedback IS...

- ✓ Anchored in indicators from the observation tool
- ✓ Provides specific evidence
- ✓ Aligned to the focus of the domain

### Effective feedback is NOT...

- ✗ Anchored in personal opinions and assumptions
- ✗ Does not provide specific evidence
- ✗ Not aligned to the focus of domain

### Step 3. Share ratings and evidence with your partner. (2-3 minutes)

- Work through the **domains** in order
- For each domain, share your overall rating and specific evidence

### Step 4. Ask clarifying and probing questions about your partner's ratings. (3-5 minutes)

- Especially for domains on which you disagree with your partner's ratings
- Dig into specific **indicators** to come to a common understanding
- Which indicators did your partner rate differently that lowered or raised the overall score for the domain? Why?

### Step 5. Discuss the highest-leverage action step for the teacher with your partner. (5 minutes)

- What should the coach work on with this teacher to develop their ability to provide strong instruction for all students?

**Repeat steps 3-5 for the second video!**

### Reflection & Discussion (20 minutes)

1. How did the observation tool influence what you looked for in your partner's video?

2. How was the debrief conversation similar to or different from those you usually have? (Consider your experience both as the **observer** giving feedback and as the **coach** receiving feedback)

3. What will you prioritize for this teacher's development to ultimately increase students' access to strong instruction?

### Closing (10 minutes)

1. [Survey Link](#)

2. Pre-work for May 11 session:

- **Observe at least 2-3 additional classrooms** aligned to your school improvement goals where possible (ex. observe all math classes if you have goals tied to math data).
- **Identify a problem of practice** based on trends across observations to share with your consultancy group in May.