

# Practices Observation Feedback Report

This report is used by Principals, Instruction Coaches, Teachers and Teaching Assistants. They use this report to receive feedback as to what activities have been observed, and actions for them to undertake. GGSA Expert uses this report to guide coaching conversations.

School	<name>	Year	YYYY	Term	#	Week	1-10	Start	00/00	Finish	00/00
P	<first name>	<last name>		YISIP	<# of years/months>			MTP level	<F, P, A, L>		
IC	<first name>	<last name>		YISIP	<# of years/months>			MTP level	<F, P, A, L>		
T	<first name>	<last name>		YISIP	<# of years/months>			MTP level	<F, P, A, L>		
TA	<first name>	<last name>		YISIP	<# of years/months>			MTP level	<F, P, A, L>		

Subject	<name>	Program	<name>	Group	<name>	Lesson #	<#>	# of students	<#>
# of Coaching Sessions Received	<#/40>	<%>	# of Weekly Lesson Practices Attended	<#/40>	<%>	Completed Prerequisite Modules	<Y/N>	<date>	

Key: Light red boxes are instructions for the Architects of the Teaching and Learning Instrument.

Practice	Activity	Impact and Actions Flow	Actions	Completions
<ul style="list-style-type: none"> <li>Each technique if it is DF or DM it is highlighted in green.</li> <li>If it is PDF or PDM it is highlighted in orange.</li> <li>The colours will be faded if it is from a week before the last week and bright if it is from the week just past.</li> </ul>	<ul style="list-style-type: none"> <li>Each activity if it is a Y it is highlighted in green.</li> <li>Each activity if it is a N it is highlight in orange.</li> <li>Each activity will be faded if it is from a week before the last week and bright if it is from the week just past.</li> </ul>	<ul style="list-style-type: none"> <li>If they do not do action, it carries over until completed.</li> <li>They need a list of incomplete actions.</li> <li>If they complete activities correctly in the required 3 times but have not done the actions, then the actions disappear e.g. They do not have to complete the actions if they have received DM or DF.</li> </ul>	Talking points for IC. <ul style="list-style-type: none"> <li>Point out the green activities as achievements for the past week.</li> <li>Provide an example/s of the impact that has on students.</li> <li>Point out the bright orange activities as areas to work on.</li> <li>Provide an example/s of the impact that has on students.</li> </ul>	If action is completed turn green. If action is not completed turn orange. The evidence of this action is in LearnWorlds/Learn Dash.
1. Review learning progress (IC)	1. Meets with team member to review their Weekly Individual Professional Learning report. 2. Discusses the status of completed modules. 3. Celebrates what certification they have received. 4. Identifies any missed targets with the team member. 5. Collaborates with the team member to adjust the timeline for completing the professional learning.	<b>Moderate (all equal in merit).</b> <ul style="list-style-type: none"> <li>3 N in W1 = advise in action to complete <a href="#">Practice Manage School Professional Learning</a>.</li> <li>Feedback provided until 3 Y.</li> </ul>	<ul style="list-style-type: none"> <li>Complete the <a href="#">Practice Manage School Professional Learning</a> module to get clarity on the technique.</li> </ul>	<ul style="list-style-type: none"> <li>Practice Manage School Professional Learning module</li> </ul>
2. Demonstrate teaching to mastery (IC)	1. Advises the teacher or teaching assistant of the lesson and technique they will demonstrate. 2. Sets up technology to record the demonstration. 3. Teaches a part of or the whole lesson demonstrating the technique or practice while the teacher or teaching assistant observes.	<b>Moderate (all equal in merit).</b> <ul style="list-style-type: none"> <li>3 N in W1 = advise in action to read <a href="#">Quick Card Demonstrate Teaching</a>.</li> <li>3 N in W2 = advise in action to complete <a href="#">Practice Demonstrate Mastery to Teaching Team</a>.</li> <li>Feedback provided until 3 Y.</li> </ul>	<ul style="list-style-type: none"> <li>Read the <a href="#">Quick Card Demonstrate Teaching</a> to get clarity on the small steps. (link)</li> <li>Complete the <a href="#">Practice Demonstrate Mastery to</a></li> </ul>	<ul style="list-style-type: none"> <li>Quick Card Demonstrate Teaching</li> <li>Practice Demonstrate Mastery to</li> </ul>

Practice	Activity	Impact and Actions Flow	Actions	Completions
3. Observe engagement (P)	<ol style="list-style-type: none"> <li>Spends 5 minutes in the classroom observing each teacher and teaching assistant deliver the lesson.</li> <li>Completes the Teacher and Student Engagement Observation Form.</li> </ol>	<p><b>High (all equal in merit).</b></p> <ul style="list-style-type: none"> <li>2 N in W1 = advise in action to read <a href="#">Quick Card Observe Delivery</a>.</li> <li>2 N in W2 = advise in action to complete <a href="#">Practice Observe Delivery</a>.</li> <li>2 N in W3 = advise in action to complete <a href="#">Practice Conduct Coaching</a>.</li> <li>Feedback provided until 3 Y.</li> </ul>	<p><a href="#">Teaching Team</a> module to get clarity on the technique.</p> <ul style="list-style-type: none"> <li>Read the <a href="#">Quick Card Observe Delivery</a> to get clarity on the small steps. (link)</li> <li>Complete the <a href="#">Practice Observe Delivery</a> module to get clarity on the technique.</li> <li>Complete the <a href="#">Practice Conduct Coaching</a> module to get clarity on the technique.</li> </ul>	<p>Teaching Team module</p> <ul style="list-style-type: none"> <li>Quick Card Observe Delivery</li> <li>Practice Observe Delivery module</li> <li>Practice Conduct Coaching module</li> </ul>
4. Observe effective teaching (IC)	<ol style="list-style-type: none"> <li>Spends 20 minutes in a classroom observing a lesson.</li> <li>Completes the Techniques Observation on which techniques and practices the team member has mastered and which can still develop.</li> <li>Demonstrates a technique or practice being done incorrectly while the lesson is underway so the teacher or teaching assistant can see how it is done with mastery.</li> <li>Uses gestures or verbal prompts to cue the teacher or teaching assistant.</li> <li>Provides on-the-spot feedback to correct technical issues impeding instruction that are easily corrected.</li> </ol>	<p><b>High (all equal in merit).</b></p> <ul style="list-style-type: none"> <li>3 N in W1 = advise in action to read <a href="#">Quick Card Observe Delivery</a>.</li> <li>3 N in W2 = advise in action to complete <a href="#">Practice Observe Delivery</a>.</li> <li>3 N in W3 = advise in action to complete <a href="#">Practice Conduct Coaching</a>.</li> <li>Feedback provided until 3 Y.</li> </ul>	<ul style="list-style-type: none"> <li>Read the <a href="#">Quick Card Observe Delivery</a> to get clarity on the small steps. (link)</li> <li>Complete the <a href="#">Practice Observe Delivery</a> module to get clarity on the technique.</li> <li>Complete the <a href="#">Practice Conduct Coaching</a> module to get clarity on the technique.</li> </ul>	<ul style="list-style-type: none"> <li>Quick Card Observe Delivery</li> <li>Practice Observe Delivery module</li> <li>Practice Conduct Coaching module</li> </ul>
5. Provide coaching feedback (IC)	<ol style="list-style-type: none"> <li>Provides feedback to the teacher or teaching assistant using data from the:                             <ul style="list-style-type: none"> <li>Weekly Classroom Data Review Report or</li> <li>Techniques Observation Feedback Report or</li> <li>Practices Observation Feedback Report or</li> <li>Student Engagement Observation Feedback Report.</li> </ul> </li> <li>Acknowledges:                             <ul style="list-style-type: none"> <li>what the teacher or teaching assistant has mastered</li> <li>what anomalies the student data indicates</li> <li>how the techniques and data impact student learning.</li> </ul> </li> <li>Reviews improvement actions the teacher or teaching assistant needs to complete before the next feedback session</li> </ol>	<p><b>High (all equal in merit).</b></p> <ul style="list-style-type: none"> <li>3 N in W1 = advise in action to read <a href="#">Quick Card Coaching Feedback</a>.</li> <li>3 N in W2 = advise in action to complete <a href="#">Practice Use Evidence to Discuss Successes and Challenges</a>.</li> <li>3 N in W3 = advise in action to complete <a href="#">Practice Conduct Coaching</a>.</li> </ul> <p>Feedback provided until 3 Y.</p>	<ul style="list-style-type: none"> <li>Read the <a href="#">Quick Card Coaching Feedback</a> to get clarity on the small steps. (link)</li> <li>Complete the <a href="#">Practice Use Evidence to Discuss Successes and Challenges</a> module to get clarity on the technique.</li> <li>Complete the <a href="#">Practice Conduct Coaching</a> module to get clarity on the technique.</li> </ul>	<ul style="list-style-type: none"> <li>Quick Card Coaching Feedback</li> <li>Practice Use Evidence to Discuss Successes and Challenges module</li> <li>Practice Conduct Coaching module</li> </ul>
6. Display results (IC)	<ol style="list-style-type: none"> <li>Sets up and maintains a School Data Wall.</li> <li>Places the portable whiteboard or laminated chart in a space accessible to the school team, parents, families, and community.</li> </ol>	<p><b>Moderate (all equal in merit).</b></p> <ul style="list-style-type: none"> <li>2 N in W1 = advise in action to read <a href="#">Quick Card Display School Data</a>.</li> <li>2 N in W2 = advise in action to complete <a href="#">Practice Communicate School Improvement Journey</a>.</li> </ul>	<ul style="list-style-type: none"> <li>Read the <a href="#">Quick Card Display School Data</a> to get clarity on the small steps. (link)</li> <li>Complete the <a href="#">Practice Communicate School</a></li> </ul>	<ul style="list-style-type: none"> <li>Quick Card Display School Data</li> <li>Practice Communicate</li> </ul>

Practice	Activity	Impact and Actions Flow	Actions	Completions
		<ul style="list-style-type: none"> <li>Feedback provided until 3 Y.</li> </ul>	<p><u>Improvement Journey</u> module to get clarity on the technique.</p>	<p>School Improvement Journey module</p>
7. Display data (T)	<ol style="list-style-type: none"> <li>Sets up and maintains a Classroom Data Wall.</li> <li>Updates the Classroom Data Wall at the end of the day.</li> </ol>	<p><b>Moderate (all equal in merit).</b></p> <ul style="list-style-type: none"> <li>2 N in W1 = advise in action to read <u>Quick Card Display Classroom Data</u>.</li> <li>2 N in W2 = advise in action to complete <u>Practice Produce Accurate and Timely Data</u>.</li> <li>Feedback provided until 3 Y.</li> </ul>	<ul style="list-style-type: none"> <li>Read the <u>Quick Card Display Classroom Data</u> to get clarity on the small steps. (link)</li> <li>Complete the <u>Practice Produce Accurate and Timely Data</u> module to get clarity on the technique.</li> </ul>	<ul style="list-style-type: none"> <li>Quick Card Display Classroom Data</li> <li>Practice Produce Accurate and Timely Data module</li> </ul>
8. Celebrate achievement (T)	<ol style="list-style-type: none"> <li>Refers to the Classroom Data Wall to encourage students to work hard and achieve their targets.</li> <li>Says the target before a lesson and motivates students by reminding them that each lesson completed to mastery moves them closer to their target.</li> <li>Celebrates with students when they achieve the target by carrying out the small fun activity they set as the award.</li> </ol>	<p><b>Moderate (all equal in merit).</b></p> <ul style="list-style-type: none"> <li>3 N in W1 = advise in action to complete <u>Practice Use Data to Motivate Students</u>.</li> <li>Feedback provided until 3 Y.</li> </ul>	<ul style="list-style-type: none"> <li>Complete the <u>Practice Use Data to Motivate Students</u> module to get clarity on the technique.</li> </ul>	<ul style="list-style-type: none"> <li>Practice Use Data to Motivate Students module</li> </ul>
9. Host team meeting (P)	<ol style="list-style-type: none"> <li>Announces the top teaching and student successes of the week, using the Weekly School Professional Learning Report.</li> <li>Discusses the strategies used to get successful results</li> <li>Discusses top challenges and draws on best practice classroom examples to discuss strategies to resolve them.</li> </ol>	<p><b>Moderate (all equal in merit).</b></p> <ul style="list-style-type: none"> <li>3 N in W1 = advise in action to complete <u>Practice Use Evidence to Discuss Successes and Challenges</u>.</li> <li>Feedback provided until 3 Y.</li> </ul>	<ul style="list-style-type: none"> <li>Complete the <u>Practice Use Evidence to Discuss Successes and Challenges</u> module to get clarity on the technique.</li> </ul>	<ul style="list-style-type: none"> <li>Practice Use Evidence to Discuss Successes and Challenges module</li> </ul>
10. Share experience and get insights from peers (P)	<ol style="list-style-type: none"> <li>Presents a School Improvement Presentation on their school improvement implementation for 15 minutes at a peer forum.</li> <li>Invites peers to respond and ask questions to compare situations they are experiencing.</li> </ol>	<p><b>Moderate (all equal in merit).</b></p> <ul style="list-style-type: none"> <li>2 N in W1 = advise in action to complete <u>Practice Use Evidence to Discuss Successes and Challenges with Peer Schools</u>.</li> <li>Feedback provided until 3 Y.</li> </ul>	<ul style="list-style-type: none"> <li>Complete the <u>Practice Use Evidence to Discuss Successes and Challenges with Peer Schools</u> module to get clarity on the technique.</li> </ul>	<ul style="list-style-type: none"> <li>Practice Use Evidence to Discuss Successes and Challenges with Peer Schools module</li> </ul>
11. Host lesson practice (IC)	<ol style="list-style-type: none"> <li>Opens with a 5-minute demonstration of a technique or practice they have observed in classes that week.</li> <li>Answers questions to assist practise needs of each teacher and teaching assistant.</li> <li>Records attendance on the Lesson Practice Form.</li> </ol>	<p><b>Moderate (all equal in merit).</b></p> <ul style="list-style-type: none"> <li>3 N in W1 = advise in action to read <u>Quick Card Host Lesson Practice</u>.</li> <li>3 N in W2 = advise in action to complete <u>Practice Hold Weekly Lesson Practice</u>.</li> <li>Feedback provided until 3 Y.</li> </ul>	<ul style="list-style-type: none"> <li>Read the <u>Quick Card Host Lesson Practice</u> to get clarity on the small steps. (link)</li> <li>Complete the <u>Practice Hold Weekly Lesson Practice</u> module to get clarity on the technique.</li> </ul>	<ul style="list-style-type: none"> <li>Quick Card Host Lesson Practice</li> <li>Practice Hold Weekly Lesson Practice module</li> </ul>
12. Release teacher for peer lesson observation (T)	<ol style="list-style-type: none"> <li>Observes peer for 15 minutes.</li> <li>Spends 5 minutes writing up the Techniques Observation Form.</li> <li>Discuss their observations in a Coaching Session.</li> </ol>	<p><b>Moderate (all equal in merit).</b></p> <ul style="list-style-type: none"> <li>3 N in W1 = advise in action to complete <u>Practice Observe Delivery</u>.</li> <li>Feedback provided until 3 Y.</li> </ul>	<ul style="list-style-type: none"> <li>Complete the <u>Practice Observe Delivery</u> module to get clarity on the technique.</li> </ul>	<ul style="list-style-type: none"> <li>Practice Observe Delivery module</li> </ul>
13. Lead positive high expectation values (P)	<ol style="list-style-type: none"> <li>Hosts a meeting with parents, families, and community leaders.</li> </ol>	<p><b>Moderate (all equal in merit).</b></p>	<ul style="list-style-type: none"> <li>Complete the <u>Practice Set School Community Compact</u></li> </ul>	<ul style="list-style-type: none"> <li>Practice Set School</li> </ul>

Practice	Activity	Impact and Actions Flow	Actions	Completions
	<ol style="list-style-type: none"> <li>Drafts Community Compact with community input.</li> <li>Displays Community Compact on a large board near the school entrance.</li> </ol>	<ul style="list-style-type: none"> <li>3 N in W1 = advise in action to complete <a href="#">Practice Set School Community Compact</a>.</li> <li>Feedback provided until 3 Y.</li> </ul>	<p>module to get clarity on the technique.</p>	<p>Community Compact module</p>
14. Review improvement report with the community (P)	<ol style="list-style-type: none"> <li>Holds a School Improvement Forum to review the School Improvement Plan with the community.</li> <li>Shares the Term School Improvement Review Report.</li> <li>Discusses actions undertaken, what was and was not achieved and student results.</li> <li>Discusses progress and proposes the next steps for the school and parents to assist their students and the school in the coming term.</li> <li>Updates new commitments in the School Improvement Plan in consultation with the forum.</li> </ol>	<p><b>Moderate (all equal in merit).</b></p> <ul style="list-style-type: none"> <li>3 N in W1 = advise in action to complete <a href="#">Practice Share Term Report Across the School Community</a>.</li> <li>Feedback provided until 3 Y.</li> </ul>	<ul style="list-style-type: none"> <li>Complete the <a href="#">Practice Share Term Report Across the School Community</a> module to get clarity on the technique.</li> </ul>	<ul style="list-style-type: none"> <li>Practice Share Term Report Across the School Community module</li> </ul>
15. Share student's progress with parents (T/TA)	<ol style="list-style-type: none"> <li>Schedules a meeting with parents to discuss their child's progress.</li> <li>Talks parents through their child's Student Profile and highlights achievements and challenges that require the parent's attention.</li> <li>Discusses what the school is doing to support their child and what parents can do at home to enhance their child's education outcomes.</li> <li>Follows the Three R's for having an Honest Conversation from the Having Influencing Conversations with Parents Guide.</li> </ol>	<p><b>Moderate (all equal in merit).</b></p> <ul style="list-style-type: none"> <li>3 N in W1 = advise in action to read <a href="#">Quick Card Engage with Parents</a>.</li> <li>3 N in W2 = advise in action to complete <a href="#">Practice Share Student Data with Parents</a>.</li> <li>Feedback provided until 3 Y.</li> </ul>	<ul style="list-style-type: none"> <li>Read the <a href="#">Quick Card Engage with Parents</a> to get clarity on the small steps. (link)</li> <li>Complete the <a href="#">Practice Share Student Data with Parents</a> module to get clarity on the technique.</li> </ul>	<ul style="list-style-type: none"> <li>Quick Card Engage with Parents</li> <li>Practice Share Student Data with Parents module</li> </ul>
16. Share student report card with parents (T/TA)	<ol style="list-style-type: none"> <li>Shares the Semester Student Report Card with parents in person during an open classroom event or at home.</li> <li>Reviews and highlights students' successes and areas for development.</li> <li>Emphasises the benefits of a parent or sibling reading with the child a few times a week.</li> <li>Celebrates parental success in supporting their child.</li> <li>Provides positive work samples to take home as a reward for the parent's involvement in their child's learning.</li> </ol>	<p><b>Moderate (all equal in merit).</b></p> <ul style="list-style-type: none"> <li>3 N in W1 = advise in action to read <a href="#">Quick Card Engage with Parents</a>.</li> <li>3 N in W2 = advise in action to complete <a href="#">Practice Distribute Student Report Cards to Parents</a>.</li> <li>Feedback provided until 3 Y.</li> </ul>	<ul style="list-style-type: none"> <li>Read the <a href="#">Quick Card Engage with Parents</a> to get clarity on the small steps. (link)</li> <li>Complete the <a href="#">Practice Distribute Student Report Cards to Parents</a> module to get clarity on the technique.</li> </ul>	<ul style="list-style-type: none"> <li>Quick Card Engage with Parents</li> <li>Practice Distribute Student Report Cards to Parents module</li> </ul>
17. Host parents in the classroom (T/TA)	<ol style="list-style-type: none"> <li>Greets the parents when they arrive at the classroom.</li> <li>Provides their procedure for having visitors in the classroom.</li> <li>Points out examples of their child's work on the student's display board.</li> <li>Permits parents to sit with their child to hear them read or support them with classroom difficulties.</li> <li>Provides parents with a Supporting Your Child's Education at Home brochure and encourages return visits.</li> </ol>	<p><b>Moderate (all equal in merit).</b></p> <ul style="list-style-type: none"> <li>3 N in W1 = advise in action to read <a href="#">Quick Card Host Parents in Classroom</a>.</li> <li>3 N in W1 = advise in action to complete <a href="#">Practice Schedule Parent Classroom Visits</a>.</li> <li>Feedback provided until 3 Y.</li> </ul>	<ul style="list-style-type: none"> <li>Read the <a href="#">Quick Card Host Parents in Classroom</a> to get clarity on the small steps. (link)</li> <li>Complete the <a href="#">Practice Schedule Parent Classroom Visits</a> module to get clarity on the technique.</li> </ul>	<ul style="list-style-type: none"> <li>Quick Card Host Parents in Classroom</li> <li>Practice Schedule Parent Classroom Visits module</li> </ul>