



15 QUESTIONS

FOR FEEDBACK ON VIRTUAL TEACHING
FOR INSTRUCTIONAL LEADERS

15 Questions for Feedback on Virtual Teaching For Instructional Leaders

Instructional leaders belong in classrooms. At The Principal Center, we believe that evidence-driven feedback conversations, with the guidance of a shared instructional framework, are the best way to improve teaching and learning. There's no substitute for getting into classrooms every day, as I describe in *Now We're Talking! 21 Days to High-Performance Instructional Leadership*.

Yet when students are learning remotely, evidence-driven feedback conversations must take a different form. Direct observation can't be our primary means of gaining insight into teacher practice. Fortunately, we have alternatives.

In the guide that follows, you'll find five promising sources of evidence for rich, practice-changing feedback conversations with teachers:

1. Standards/curriculum/pacing documents
2. Teacher-created artifacts
3. Teacher-curated artifacts
4. Student work artifacts
5. Data/assessment results

For each of these five sources of evidence, you'll find three questions you can use to focus your feedback conversations on the lesson's purpose, the teacher's decision-making, and students' thinking. You'll also find ten questions to use when you are able to get into classrooms, in-person or virtually, for direct observation of real-time teaching and learning.

As you integrate these questions into your feedback conversations with teachers, you'll find that some are useful over and over again, while others only need to be asked once. For example, asking how a teacher decided to use a particular resource—like a math practice website—may not be necessary if it's required by the district, or if it's the same resource each week. Probing for evidence of student thinking, on the other hand, will always lead to rich, productive discussions of practice.

As you use these question, I'd love to hear from you. Please write to me any time at justin@principalcenter.com with your thoughts.

Thanks for all you do,



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P.S. Request a free #500Conversations sticker at PrincipalCenter.com/conversations to give yourself a reminder to engage teachers daily in evidence-based feedback conversations.

Questions for Starting with Standards/Curriculum/Pacing Documents

- Where are you within the standards/curriculum/pacing document, and what instructional gap(s) do you see as most relevant for your students right now?
- What difficulties do students typically have with this content, and what may be especially challenging for remote learners?
- What aspects of student thinking will be especially difficult to assess and engage with remotely, and how are you thinking about doing so?

Questions for Starting with Teacher-Created Artifacts

- What instructional gap(s) did you create this artifact to address, and how is it working so far?
- How did you determine that you needed to create something new, rather than use something that already existed?
- How did students experience it, and how did that compare with your expectations?

Questions for Starting with Teacher-Curated Artifacts

- What instructional gap(s) did you intend for this artifact to address when you selected it, and how is it working so far?
- How did you choose this particular artifact over the alternatives and over creating something yourself?
- How did students experience it, and how did that compare with your expectations?

Questions for Starting with Student Work Artifacts

- What specific instructional gap(s) did you intend for this assignment to address?
- What evidence does this response give you about the student's thinking, and what do you see as their next step?
- What do you see as your next step based on this and other student work samples you've reviewed?

Questions for Starting with Student Data/Assessment Results

- What patterns in the data stood out to you as especially relevant, and what do they tell you about student thinking and remaining instructional gaps?
- How have student thinking and instructional gaps changed since last time you assessed?
- What instructional gaps remain, and how are you thinking about addressing them based on this data?

VIRTUAL LEARNING FRAMEWORK

Learn How Instructional Leaders Align Teacher Practice
& Improve Remote Learning:

<https://www.PrincipalCenter.com/Framework>

TEN QUESTIONS FOR BETTER FEEDBACK WITHOUT SUGGESTIONS

Try these structures next time you share feedback with a teacher:

1. **Context:** *I noticed that you []...could you talk to me about how that fits within this lesson or unit?*
2. **Perception:** *Here's what I saw students []...what were you thinking was happening at that time?*
3. **Interpretation:** *At one point in the lesson, it seemed like [] ...What was your take?*
4. **Decision:** *Tell me about when you [] ...what went into that choice?*
5. **Comparison:** *I noticed that students [] ...how did that compare with what you had expected to happen when you planned the lesson?*
6. **Antecedent:** *I noticed that [] ...could you tell me about what led up to that, perhaps in an earlier lesson?*
7. **Adjustment:** *I saw that [] ...what did you think of that, and what do you plan to do tomorrow?*
8. **Intuition:** *I noticed that [] ...how did you feel about how that went?*
9. **Alignment:** *I noticed that [] ...what links do you see to our instructional framework?*
10. **Impact:** *What effect did you think it had when you [] ?*

Notice a theme here: good feedback begins with noticing specific aspects of the lesson, and sharing those observations with the teacher as the starting point for the discussion.

When we share evidence-based feedback, then stop talking and listen, we can have a far greater impact on teaching practice than if we're too quick to make suggestions.

To learn how you can make a habit of conducting high-impact classroom walkthroughs, check out the High-Performance Instructional Leadership Certification Program

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