

# Double Role-Play

**Presented by Kim Marshall**

## **Brief Description:**

Kim will play a brief classroom video of a realistic classroom segment and people observe and take notes. People have a few minutes to silently read over their notes, collect their thoughts, and think about the best approach with the teacher. Then people pair up, decide who will be the principal, and role-play the conversation with the teacher.

After five minutes, Kim will ring a bell and ask the "teacher" to step out of role and give immediate feedback to their "principal" on how it came across subjectively: eye contact, body language, getting to the point, affirming what's good and getting the teacher talking about areas for improvement, etc.

After three minutes, Kim will ring the bell again and have people switch partners and switch roles and do the role-play again, but with a different person and a different role, so it's fresh for both people.

After five minutes, Kim will ring the bell again and have them do the debrief.

Then everyone sits down and as a whole group we brainstorm all the possible things we could compliment the teacher on (there are usually 6-7) and then areas for improvement (often 9-10). Then, in groups, people debate which of the deltas is the most important - assuming the teacher can't handle more than one major redirection at a time. Then we share those out - there are usually some disagreements, and the message is that there's no right answer, it very much depends on where the teacher is "at", what previous visits have shown, school-wide initiatives, etc.

Everyone will then silently write a 1,000-character maximum e-mail to the "teacher" summing up the mini-observation and conversation. Finally, we pair-share those and discuss a few with the whole group.

This is a very powerful 70-minute process that puts people on a steep learning curve of improvement.