



FEEDBACK FAST-TRACK FORMULA:

HOW TO WRITE EFFECTIVE FEEDBACK TO TEACHERS IN HALF THE TIME

SAMPLE
SCRIPT

COLOR-CODED



The following is a script of the sample lesson included in this module.

The script contains abbreviations, typos, and other errors as it was taken in real time. Please use this script as a guide to practice color coding.

Sample Script

TIME	TEACHER STUDENTS	NOTES
9:00 9:01	<p>T- greets students at door and directs them to seats.</p> <p>T-alright you guys can get yr binders out and fill in your homework and yr learning target and for 2day when you're done that grab a pen that's not black and your answers for from last nights hw r up here. U only did 1-15 so don't so worry about those alright</p> <p>one more minutes to correct your homework from last night</p>	<p>Took 7 mins after she said 1 more min. 2c</p> <p>-Students self correct and must indicate difficulty themselves.</p> <p>?Why do students write the learning target at the beginning of class and then spend several minutes saying it in the middle of class?</p>
9:08	<p>T-alright so you are correcting on your paper with pen if you got any one these incorrect from last night okay</p> <p>T-so uh number seven number seven you should have taken five hundred-mile divided by 6.7 hours (writes on bd) Who asked 4 #7? U did Ben? Ok So U needed help with the division part? okay sell 500 divided by 6.7. K all right we're gonna practice</p> <p>teach okay I want you to tell your neighbor 1s are gonna tell 2s what is the first step you need to do before you can start doing this division prop. First step you don't start until I say. Ready? (claps) Teach!</p> <p>S-OK (teaching each other)</p> <p>T-Switch!</p> <p>S-Teaching each other</p> <p>T-Class 3x</p> <p>S-Yes 3x</p> <p>T-10-finger woo to Nick.</p> <p>S- Woo</p> <p>T-Nick had some really cool hand movement he was like you have to take the decimal, u have to move it over here you got really into it so nice job nick.</p> <p>Uh Nick can u tell me exactly what you saying?</p>	<p>-Students correct their own work.</p> <p>Not all students needed #7 (spent 12 mins working through # 7 with entire class). How did you know that this was a problem for all students and not just Ben?</p> <p>How did you convey your expectations for using this methodology to your students initially?</p>

	<p>S- I was saying u have to turn 6.7 to a whole so u would have to move the decimal before the 7. Y Uh after.</p> <p>T- After? Yeah. (writing on board)</p> <p>S- U wold put a decimal zeroe 500 and then move it over once here and then put a zero.</p> <p>T- ok awesome do we agree?</p> <p>S-yes</p> <p>T-ok so now you have 67 goes n2 5,000 K</p> <p>So can 67 go n2 5?</p> <p>S-no</p> <p>T-pack now member . Can 67 go n2 50?</p> <p>S- no</p> <p>T- Heck no</p> <p>T- alright can 67 n2 500?</p> <p>S-yes</p> <p>T- Yes now we have to know how many times. I know, that's the hard part Javier?</p> <p>S- 7?</p> <p>T- let's try seven 67 time 7 let's see (counts) Is that what u got?</p> <p>S-yes</p> <p>T- Javier messed up and Fabian said it's cool. 10 finger woo to Fabian.</p> <p>S- Woo</p> <p>T- Alright, 469 So subtract. I can't take from here so I have to borrow 10 and borrow this guy becomes a 10 so I'm left w/ 1 , 3 bring down a zero now I have to do oops I didn't put my 7 here. My bad.</p> <p>S-Darn</p> <p>T- Oh darn.</p> <p>Alright, 67 goes n2 310 pause. What do u think?</p> <p>S- 5</p> <p>T- 5? Everett's saying 4. Ali's saying 4. 4?</p> <p>S-yeah 4</p> <p>T- alright let's try 4 (does problem on board). Uh oh.what do I do now. 2's I want u to tell the 1's what I'm supposed to do ready teach. claps</p>	<p>Questions are procedural 3b</p> <p>Assessment is whole class 3d 2</p>
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	<p>S-clap. OK begin to teach each other.</p> <p>S- Switch (15 sec)</p> <p>S- Ah switch.</p> <p>T- Class class.</p> <p>S- Yes.</p> <p>T-3x2</p> <p>S-3x2 is 6</p> <p>T- Jade tell me what you're telling Garrett</p> <p>S- we put a decimal after the last zero and add a 0 after it.</p> <p>T- and put a zero after what we call that there that 0 has a special name</p> <p>S- placeholder?</p> <p>T-placeholder</p> <p>T- 10 finger woo to Jade</p> <p>S-woo</p> <p>T-K so I bring this guy down and I put my 0 here. Now I have to do 67 into 420 (continues working math problem for 6 more minutes)</p>	<p>Questions are procedural How do you determine what questions to ask during the discussion?</p> <p>Pacing 2b</p>
9:20	<p>T-alright let's move on to know it notebooks. close up your spiral and get ur no it notebooks out. Alright, today the lesson objective which is also your learning target for today find equivalent ratios and identify proportions. Ok so I want 1s to tell 2s what you're learning target is in a very secretive Voice okay ready teach.</p> <p>S-ok (talking to partners)</p> <p>T-class class class? Now I want 2s to tell 1s what the learning target is with very big hand motions an act like you're really excited about learning this. Ready? Claps. Teach.</p> <p>S-OK Talk with gestures.</p> <p>T- Class class.. Give your neighbor high five here we go. Alright. I equivalent ratios. everyone say yes</p> <p>S- yes</p> <p>T- You're so excited about equiv. ratios. (Reads) ratios that name the same comparison (writes on board)</p> <p>S- writing in notebks</p> <p>T- (2 student) Ok Martin you got to get our page honey start filling it out. Works with stud. So close it up we've got these 2.</p>	<p>-Activity not learning 2</p> <p>What type of thinking wre you hoping to elicit from this activity?</p> <p>-Students share learning target but there is no way to assess whether they meet the learning target by the end of the lesson</p> <p>How will you assess this outcome?</p>

<p>T- to class K and then we're going to talk about the word proportion (reads) an equation stating that two ratios are equivalent (writes on board)</p> <p>S- writing in notebooks</p> <p>T- as you're finishing that definition there let's do mere</p> <p>S- (raise hands) Mere</p> <p>T- Riases hands. mere words. Ratios (wiggles fingers)</p> <p>S- repeat</p> <p>T- that name</p> <p>S- Repeat</p> <p>T- The same comparison</p> <p>S-repeat</p> <p>T- OK, I want 1s to teach 2s gestures to class</p> <p>S- Repeat teacher</p> <p>T- the definition 4</p> <p>S- Repeat</p> <p>T- (gestures)equivalent ratios</p> <p>S- Repeat</p> <p>T- claps. Teach</p> <p>S- ok begin teaching</p> <p>8:58</p> <p>T- Class 3xs</p> <p>S- Yes 3xs</p> <p>T- mere? Gestures</p> <p>S-Repeat</p> <p>T- mere words. proportion</p> <p>S-Repeat</p> <p>T- an equation</p> <p>S- Rpt</p> <p>T- Stating</p> <p>S-rpt</p> <p>T- That 2. Ratios/ are equivalent/ 2s are gonna teach 1s/ the definition/ for proportion. Claps. teach</p> <p>S-ok. Tach each other.</p> <p>T-you guys already teach Everett and hunter, Did you teach already? (while studs are teaching) Class?</p>	<p>Clear routines</p>
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	<p>S-yes imitating teacher</p> <p>T-Class class.</p> <p>S-Yes yes</p> <p>T- K. give your neighbor a high five to give you really good definition. all right... why three-fifths are equivalent. Ready? Teach.</p> <p>S-OK</p> <p>T-switch</p> <p>S-Ahh Switch</p> <p>T- (to students) careful. be careful. To class- Class Class? Classx3. Class 2xs</p> <p>S- Yes</p> <p>T-That was some good class yeses. I'll give you one point. Can't celebrate til I say go. Ready? go.</p> <p>S- Oh yeah!</p> <p>T- Nice job. Can somebody tell their amazing explanation that their partner told them about why those two fractions are equivalents Elana. I wanna hear.</p> <p>S- becuz you're just pretty much multiply onto it and when you take it away its just pretty much going to be the saem thing.</p> <p>T- multiplying onto it? Oh when you reduce back to it when you reduce again is that what you mean?</p> <p>S- Like when u times it by 2 it just keeps adding on but then like when u take it away that 2 it just ends up back to 3/5</p> <p>T- Right so I think and correct me if I'm wrong lane I think Lana's saying that you can keep multiplying by any number you want but then when you reduce six-tenths or reduce any other equivalent fraction you're gonna come back to 3/5 every time. Is that what you were saying. Great. 10 finger woo to Lana.</p> <p>S- Woo</p> <p>T- (Gives students practice problems to work on in class)</p>	
9:50	<p>T- So I want you to keep working on your own for a few more minutes we've got about six minutes until the end the period</p> <p>T- To student. Yeah. Mhmm. you can use two different numbers but you have to use the same number on (working with individual students to answer questions)</p> <p>T- (sall grp) Ok so you're just reducing. so can you reduce $\frac{3}{4}$ and $\frac{5}{6}$?</p>	<p>What opportunities do students get to explain their thinking? 3c</p> <p>How do you know that students met the learning target for the day?</p>

	<p>S- no</p> <p>T-no you can't so-So instead of reducing, open your know it knotebook, instead of reducing you're gonna go up and multiply (flips notebook) so here's so you can't divide you're gonna do this one instead you can by both numerator and denominator by any number so pick take any number (works with student through prob then works with another student then goes back to first student).</p> <p>T-(to stude) so they're not proportional. To class alright you're doing it right if for number seven you got not proportional. Continues to work with other students.</p> <p>60 mins into the lesson</p> <p>T- Ok, You did a really great job today. Give yourselves a round of applause.</p> <p>S- Applaud</p> <p>T-K Bell rings.</p>	<p>Interrupted class to tell them the answer to #7 after working with an individual stud.</p> <p>What evidence do you have that students actually met your learning objective? 3d</p> <p>Time for closure and student reflecting missing What opportunities do students have to reflect on their learning? 3c</p>
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KEY

Domain One

Domain Two

Domain Three

Domain Four