

Research Driven Learning Labs:



REFINING INSTRUCTION
THROUGH
MICROTEACHING METHODS



Steve and Michelle Ventura



STRONG LEADERSHIP
Sets the direction.



POWERFUL COLLABORATION
Strengthens teams.



FOCUSED ACTION
Drives improvement.



STUDENT SUCCESS
Changes lives.

Steve Ventura | steve@steveventura.com | www.steveventura.com

Learning Intention

- ☐ We are learning how micro-teaching practices and collaborative teams work together to ensure every student has access to grade-level learning.



Learning Intention

- ☐ People learn better when they go beyond just receiving information. ***There will be opportunities to process, discuss, reflect on, and apply.***



Success Criteria

Participants will be able to:

- ☐ Explain the relationship between micro-teaching and learning labs and how to increase new approaches to teaching and learning.



Today isn't about adding one more instructional strategy to your toolbox.

It's about creating a process where teachers can intentionally practice, receive meaningful feedback, and refine instruction together.

Emotional Engagement:

Emotional engagement relates to students' positive feelings toward a topic and their sense of belonging.

Behavioral Engagement:

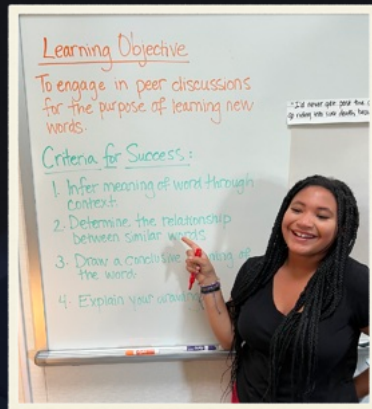
is seen in students following directions.

Cognitive Engagement:

reflects their investment in learning and willingness to tackle challenges.

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reflects their investment in learning and willingness to tackle challenges.



Michelle Ventura

- ☐ Author/Consultant
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- ☐ Teacher, Director, Assistant Principal, Principal
- ☐ Superintendent

ACHIEVEMENT TEAMS

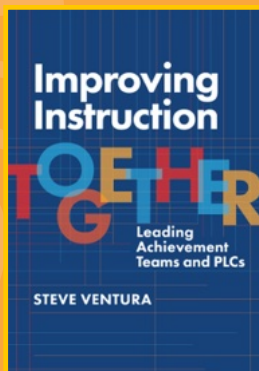
How a Better Approach to PLCs Can Improve Student Outcomes and Teacher Efficacy



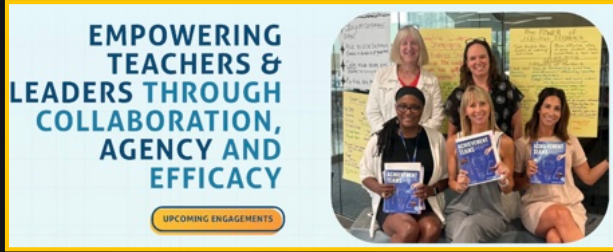
Improving Instruction TOGETHER

Leading Achievement Teams and PLCs

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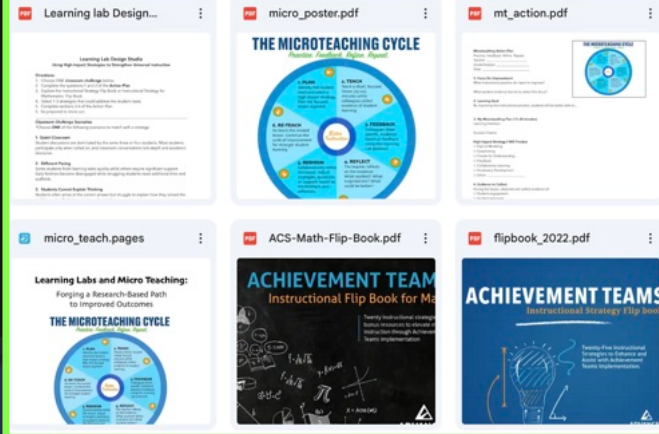
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RCS BLOG ABOUT CONTACT

STAY IN TOUCH



Differentiation in Action - Debunking the Myth



- ☐ It's about making smart adjustments
- ☐ It's about anticipating student needs
- ☐ It's about using different strategies
- ☐ It's about adjusting the complexity



What are the benefits?

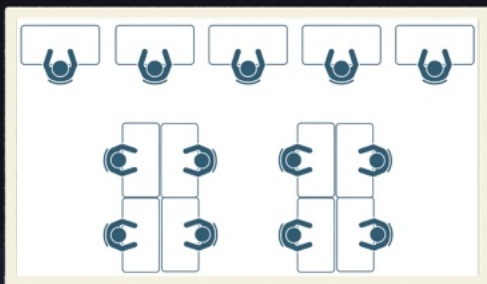
- ☐ Teachers who differentiate instruction demonstrate stronger achievement
- ☐ Have more positive attitudes toward school
- ☐ Develop greater confidence in their abilities compared to students in one-size-fits-all settings.



Source: Differentiation in Action: Why It Matters, What It Is, and How It Works

Differentiation in Action - Debunking the Myth

The physical and/or online space where learning is happening.



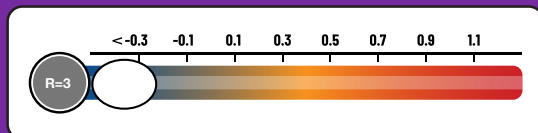
A flexible learning environment helps students focus and work productively.

Source: Differentiation in Action: Why It Matters, What It Is, and How It Works

What is Differentiation?

- Differentiation refers to a wide variety of teaching techniques and lesson adaptations that educators use to instruct and meet the individual needs of students.

Differentiation



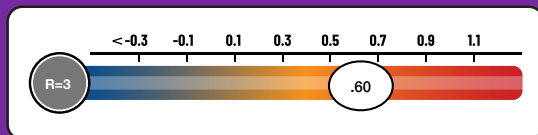
- Confidence in findings when **R** is 3 or greater
- When **R** is less than 3, more studies are needed



What is Differentiation?

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How often do teachers get an opportunity to practice new instructional strategies in a low stakes setting?

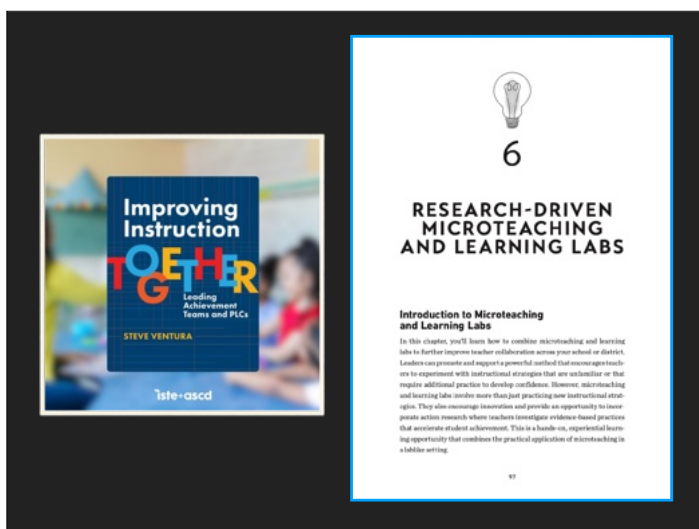


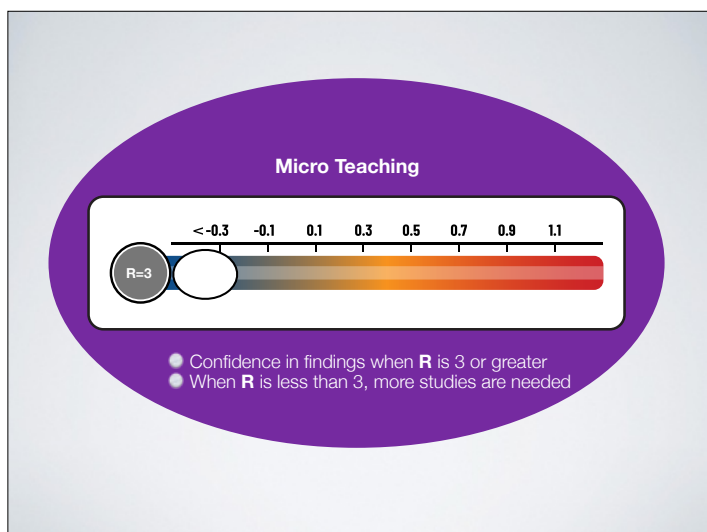
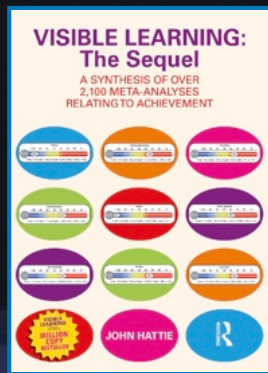


What is Micro Teaching?

Micro Teaching is a teacher training technique that helps the trainee teacher to master the teaching skill.

It requires the teacher to:





A technique in which a teacher delivers a short, lesson that is then analyzed by the teacher and/or other teachers and leaders for the purposes of improvement. The lessons are usually observed to assist with the subsequent analysis.

ACHIEVEMENT TEAMS

Instructional Strategy Flip book



Twenty-Five Instructional Strategies to Enhance and Assist with Achievement Teams Implementation.

ADVANCED
COLLABORATIVE SOLUTIONS

The Achievement Teams Instructional Strategy Play Card organizes all instructional strategies listed in this flip book into five instructional domains.

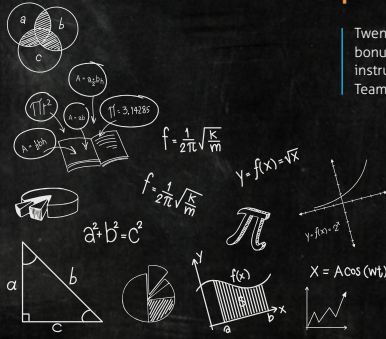
This play card was created in partnership with Ashley Taplin and Steve Ventura.

Teacher Led	Connect or Introduce	Collaborative Learning	Reflect on Learning	Build Independence	Focus Questions for Observational Data
Graphic Organizers	Anchor Activities	Jigsaw/Jigsaw II	Error Analysis	Menus	1. What are the assessment results strengths and gaps? 2. What skills and concepts were achieved from the learning target and what still needs to be learned? 3. Who did we teach effectively and who still needs help? 4. Which strategies were used effectively and which ones were not?
Scaffolding	Card Sort	Numbered Heads Together	GIST Summarizing Activity	Contracts/Independent Projects	
Study Skills	Concept Mapping	Reciprocal Teaching	Exit Cards/Journal Prompts	Practice and Challenge by Choice	
		Send-A-Problem	Inquiry Writing	Self-reported Grades	
		Teammates Consult	Feedback	Success Criteria	
		Think-Ink-Pair-Share	RAFT	Tiered Assignments	
			Single Point Rubric		

ACHIEVEMENT TEAMS

Instructional Flip Book for Math

Twenty instructional strategies and bonus resources to elevate math instruction through Achievement Teams implementation



ADVANCED
COLLABORATIVE SOLUTIONS

The Achievement Teams Instructional Strategy Play Card for Math

Teacher Led	Connect or Introduce	Collaborative Learning	Reflect on Learning	Build Independence
Two Things (pg. 6)	Accountable Talk (pg. 10)	Post Then Prove, Square Then Compare (pg. 14)	Think-Link, Combine & Refine (pg. 18)	Success Criteria (pg. 22)
Three-Column Note-Taking (pg. 7)	Yes-No Sorting Game (pg. 11)	Jigsaw Meets Reciprocal Teaching (pg. 15)	Know-Wonder-Learned (K-W-L) (pg. 19)	Link & Learn (pg. 23)
Which One Doesn't Belong (pg. 8)	Four Corners (pg. 12)	Try It-Talk It-Color It-Check It (pg. 16)	Error Analysis (pg. 20)	Chall. Talk (pg. 24)
Priority Review (pg. 9)	Card Sort (pg. 13)	Debate Math (pg. 17)	Metacognition Through 3 Questions (pg. 21)	Problem-Solving Teaching (pg. 25)

Learn more about this resource on [page 31](#).

essential for guiding **Surface, Deep, and** knowledge acquisition. Instruction ensures that learning is effective.

Selecting strategies from this book provides a quick way to implement the learning phase—strategy is most effective.

A mix of strategies to transition from understanding to application. Strategies based on learning goals. Use to build

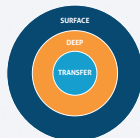
may adjust strategies

Definitions:

Surface Learning: Focuses on foundational knowledge and skills, such as recall, explanation, and procedural fluency. These strategies are necessary prerequisites to deeper learning.

Deep Learning: Extends surface knowledge by encouraging students to make connections, analyze information, and apply concepts in more complex ways.

Transfer Learning: Enables students to use what they've learned in new and unfamiliar situations, fostering critical thinking and problem-solving skills across different contexts.



Learning Lab Strategy Studio

Teammates Consult

1. **Read** the classroom challenge.
3. **Explore** the flip books and choose a strategy.
4. **Discuss** and reach consensus.
5. **Reveal** your strategy number (one member holds up their fingers to match the instructional strategy chosen).

Learning Lab Strategy Studio

Scenario 1: Quiet Classroom

Student discussions are dominated by the same three or four students. Most students participate only when called on, and classroom conversations lack depth and academic discourse.

Strategies:

1. Teammates Consult (FB)
2. Jigsaw (FB)
3. Accountable Talk (MFB)
4. Think-Ink, Combine & Refine (MFB)

Learning Lab Strategy Studio

Scenario 2: Different Pacing

Some students finish learning tasks quickly while others require significant support. Early finishers become disengaged while struggling students need additional time and scaffolds.

Strategies:

1. Menus (FB)
2. Anchor Activities (FB)
3. Link & Learn (MFB)
4. Success Criteria (MFB)

Learning Lab Strategy Studio

Scenario 3: Low Perseverance

When learning becomes challenging, students quickly give up, wait for help, or rely on the teacher instead of attempting different strategies.

Strategies:

1. Practice & Challenge by Choice (FB)
2. Feedback (FB)
3. Metacognition Through 3 Questions (MFB)
4. Problem-Solving Teaching (MFB)

Turn & Talk

- ☐ What strategy would you like to see modeled in a Learning Lab?
- ☐ What student evidence would tell you it was successful?
- ☐ How could this strategy improve instruction across your team?



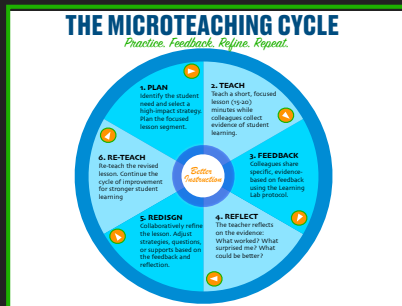
THE MICROTEACHING CYCLE

Practice. Feedback. Refine. Repeat.



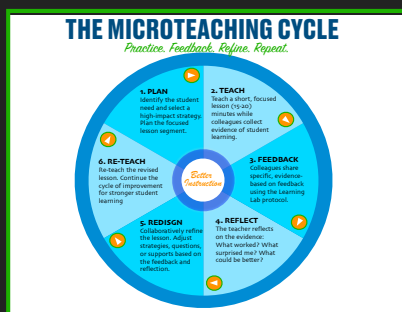
Reflection Questions

- ☐ Which step of the cycle would have the greatest impact on improving instruction in your school, and why?
- ☐ Which step do you believe is the most challenging? Why?



Leadership Questions

- ☐ How could school leaders create the conditions for this cycle to become part of everyday professional learning?
- ☐ Which step requires the greatest amount of trust among colleagues? Why?



Micro-teaching Cycle Placemat

1 Identify Your Top Three Instructional Priorities

1. _____
2. _____
3. _____

What is the Criteria for Success?

1. _____
2. _____
3. _____

Planning and Preparation

The coach and teacher determine the objectives, content, and resources required for a learning lab, based on educational goals, students' needs, and curriculum requirements. The main objective of microteaching, is that it enables teachers to learn and assimilate new teaching skills under controlled conditions.

What outcomes do we expect?

1. _____
2. _____
3. _____

2 Implementation Plan

Next Steps

Identify one area of instruction, i.e., procedural, reasoning, or conceptual. This process includes setting learning objectives, designing activities, and selecting resources. Have each teacher create a 15- to 20-minute engaging lesson they will model to a small group of four to six students.

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3 Evidence of Impact

What evidence will show improvement?

1. _____
2. _____
3. _____

2. Teacher Evidence Examples

Communicating with Students
Use of Success Criteria
Expectations for Learning
Modeling
Guided Practice
Independent Practice
Feedback to Students
Grouping of Students

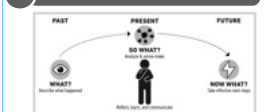
1. Student Evidence Examples

Student achievement data
Formative assessment results
Student participation
Student engagement
Student work samples
Student surveys

3. Purpose over Perfection

This cycle gives teachers the opportunity to practice strategies and deliver lessons in a low-stakes environment. It is about evaluating the strengths and weaknesses of the lesson itself and how to make adjustments so all teachers can replicate the strategy being modeled.

4 Self-Reflection



Micro-teaching Cycle Placemat

1

Identify Your Top Three Instructional Priorities

1. Asking higher-quality questions.
2. Modeling with a think-aloud.
3. Providing effective feedback.

What is the Criteria for Success?

1. Highlight the author's claim.
2. Explain why it is the claim.
3. Support their thinking with evidence.

3

What impro

- 1.
- 2.
- 3.

Planning and Preparation

The coach and teacher determine the objectives, content, and resources required for a learning lab, based on educational goals, students' needs, and curriculum requirements. The main objective of microteaching, is that it enables teachers to learn and assimilate new teaching skills under controlled conditions.

What outcomes do we expect?

1. Deeper thinking
2. Understand the thinking process
3. Recognize when they have done well

2. Tea

- ☐ Co
- ☐ Us
- ☐ Ex
- ☐ Mo
- ☐ Gu
- ☐ Ind
- ☐ Fee
- ☐ Gro

2

Implementation Plan

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4

3

Evidence of Impact

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- 1.
- 2.
- 3.

1. Student Evidence Examples

- ☐ Student achievement data
- ☐ Formative assessment results
- ☐ Student participation
- ☐ Student engagement
- ☐ Student work samples
- ☐ Student surveys

2. Teacher Evidence Examples

- ☐ Communicating with Students
- ☐ Use of Success Criteria
- ☐ Expectations for Learning
- ☐ Modeling
- ☐ Guided Practice
- ☐ Independent Practice
- ☐ Feedback to Students
- ☐ Grouping of Students

3. Purpose over Perfection

This cycle gives teachers the opportunity to practice strategies and deliver lessons in a low-stakes environment. It is about evaluating the strengths and weaknesses of the lesson itself and how to make adjustments so all teachers can replicate the strategy being modeled.

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Self-Reflection

Think-Ink-Pair-Share

How are micro-teaching and learning labs different from classroom walkthroughs/learning walks?



Page 7

Teacher Observation	Teacher Observation	What is the student doing?
Did the teacher explain what to do in the steps? Domain 1: Instruction Communicating with students Expectations for learning Directions and procedures Explanations of content Use of oral and written language		
Did the teacher ask questions using academic vocabulary, e.g., part, part, whole? Domain 2: Using questioning and discussion techniques Quality of questions Discussion techniques Student participation Student Engagement Activities and assignments Grouping of students Instructional material and resources Structure and pacing		
Did the teacher provide students with feedback? Domain 3: Using assessment in instruction Assessment criteria Monitoring of student learning Feedback to students Student self-assessment and monitoring of progress Lesson adjustment		
Comments:		
Recommendations:		

8

Teacher Observation	Teacher Observation	What is the student doing?
☐ Did the teacher explain what to do in the steps? Domain 1: Instruction Communicating with students Expectations for learning Directions and procedures Explanations of content Use of oral and written language	Expectations for learning: Clearly stated, "Today we are learning how to solve multi-step problems using part-part-whole models." Directions and procedures: Directions were broken into 3 clear steps and posted on the board. Teacher modeled each step before releasing students.	Students were able to restate directions and begin work independently with minimal confusion.
☐ Did the teacher ask questions using academic vocabulary, e.g., part, part, whole? Domain 2: Using questioning and discussion techniques Quality of questions Discussion techniques Student participation Student Engagement Activities and assignments Grouping of students Instructional material and resources Structure and pacing	Quality of questions: Teacher asked higher-level questions such as, "How do you know this is the whole?" and "Can you explain your reasoning using our vocabulary?" Discussion techniques: Think-partners structures allowed all students to participate. Student participation: Nearly all students were engaged, multiple students shared responses using academic language.	Students used terms like "part" and "whole" accurately during discussions.
☐ Did the teacher provide students with feedback? Domain 3: Using assessment in instruction Assessment criteria Monitoring of student learning Feedback to students Student self-assessment and monitoring of progress Lesson adjustment	Assessment criteria: Success criteria were posted and referenced ("I can solve multi-step problems using a part-part-whole model"). Feedback to students: Feedback was specific and actionable (e.g., "You identified the parts correctly—now check if your total matches the whole.")	Students revised their work based on feedback and improved accuracy.
Comments:	Clear communication of learning intentions and success criteria supported student independence.	High level of student engagement through structured collaboration.
Recommendations:	Consider incorporating more opportunities for student-led discussion (e.g., students facilitating portions of the conversation).	Consider an extension task for students who demonstrate early mastery to deepen their thinking.

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Learning Lab Design Studio
Using High-Impact Strategies to Strengthen Universal Instruction

Directions:

1. Choose ONE classroom challenge below.
2. Complete the questions 1 and 2 of the **Action Plan**
3. Explore the Instructional Strategy Flip Book or Instructional Strategy for Mathematics Flip Book.
4. Select 1-3 strategies that could address the student need.
5. Complete sections 3-4 of the Action Plan.
5. Be prepared to share out.

Classroom Challenge Scenarios

**Choose ONE of the following scenarios to match with a strategy:*

1. Quiet Classroom

Student discussions are dominated by the same three or four students. Most students participate only when called on, and classroom conversations lack depth and academic discourse.

2. Different Pacing

Some students finish learning tasks quickly while others require significant support. Early finishers become disengaged while struggling students need additional time and scaffolds.

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3. Students Cannot Explain Thinking

Students often arrive at the correct answer but struggle to explain how they solved the problem or justify their reasoning using evidence.

4. Low Perseverance

When learning becomes challenging, students quickly give up, wait for help, or rely on the teacher instead of attempting different strategies.

5. Weak Transfer

Students demonstrate success during guided practice or recall tasks but struggle to apply their learning in new situations or more complex tasks.

6. Complex Text Challenges

Students can read the words in a text but struggle to determine the main ideas, analyze information, or support their thinking with evidence from the text.

Learning Lab Scenario Discussion

Learning Lab Design Studio
Using High-Impact Strategies to Strengthen Universal Instruction

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Directions:

- ▶ Work with a partner of small group.
- ▶ Follow the instructions on the handout.
- ▶ Complete the Action Plan.

THE MICROTEACHING CYCLE

Planning, Teaching, Assessment, Reflection, Revision

- 1. Planning**
The teacher plans the lesson, selects the content, and prepares the materials. This stage involves setting objectives, choosing methods, and preparing resources.
- 2. Teaching**
The teacher delivers the lesson to the students, using the planned methods and materials. This is the core of the microteaching cycle.
- 3. Assessment**
The teacher evaluates the students' learning outcomes and provides feedback. This stage involves observing student performance and assessing understanding.
- 4. Reflection**
The teacher reflects on the lesson, identifying strengths and areas for improvement. This stage involves a critical analysis of the teaching process.
- 5. Revision**
The teacher revises the lesson plan and materials based on the reflection. This stage involves making adjustments to improve future lessons.

- ▶ Choose a scenario that resonates with you from the **scenario handout**.
- ▶ Select an instructional strategy from one of the **flip books** to address the needs from the scenario.
- ▶ Complete the **Action Plan**.



► Where will you begin in the Micro-teaching Cycle, and why?

► What will the teacher intentionally practice?

► What evidence will observers collect?

► How will feedback strengthen the next lesson?

► What is your team's first step toward implementation?

[illegible]

Reflection- Table Talk

How do the Action Plan, Flip Books, and Micro-teaching Cycle work together to strengthen teaching and Universal instruction?



What is Micro Teaching?

Micro Teaching is a teacher training technique that helps the trainee teacher to master the teaching skill. It requires the teacher to:

- To use a specified teaching skill
- To teach a single concept
- To teach for a short time
- To teach a small number of students

What is a Learning Lab?

A Learning Lab is a structure for collective engagement in learning through teaching. In Learning Labs, teams of teachers engage in learning about and trying out an instructional activity in a classroom with students. Collaborative enactment of practice is central to the design.

Why are these two skills important?

In many schools today, teachers are engaged in activities that are being called PLCs that are really something else—perhaps professional working communities (PWC). The purpose of an Achievement Team is geared toward getting teachers to ask the question, "What do students need us to learn?"

Achievement Teams maintains the position that ongoing assessment provides the rationale to guide teachers to learn what students need and instructional coaches can further promote this thinking.

Learning Labs increase positive teacher emotions by creating a no-fault reflection process where teachers can learn from mistakes, therefore enabling them to experiment with instructional strategies they may not be familiar with.



Learning Lab Information Sheet

Background:

Advanced Collaborative Solutions actively promote the use and function of learning labs, learning labs in schools can be conducted in various ways depending on the specific goals, resources, and preferences of the school or educational institution. Here's a general overview of how schools might conduct learning labs.

Planning and Preparation: The school identifies the need for a learning lab based on educational goals, student needs, or curriculum requirements. This involves determining the objectives, content, and resources required for the lab.

Designing Curriculum: Educators design the curriculum for the learning lab, which may include specific learning objectives, activities, assessments, and resources tailored to the topic or subject area.

Setting up the Lab: The physical space for the learning lab is prepared. This could involve arranging desks or tables, setting up equipment or materials, and ensuring that the space is conducive to the planned activities.

Selecting Tools and Resources: Educators choose the tools, resources, and materials needed for the lab activities. This could include textbooks, digital resources, software applications, laboratory equipment, or other learning aids.

Instruction and Facilitation: Teachers or instructors lead the learning lab sessions, guiding students through the planned activities, providing instruction, facilitating discussions, and offering support as needed.

Hands-on Activities: Learning labs often involve hands-on activities or experiments that allow students to apply concepts learned in the classroom. This could include conducting experiments, solving problems, working on projects, or engaging in collaborative activities.

Group Work and Collaboration: Students may work individually or in groups, depending on the nature of the activities. Collaboration is often encouraged as it promotes teamwork, communication skills, and critical thinking.

Feedback and Assessment: Throughout the lab sessions, educators provide feedback to students on their progress and understanding of the material. Assessments may be conducted to evaluate student learning and mastery of the concepts covered in the lab.

Reflection and Review: At the end of the learning lab, students may be asked to reflect on their learning experiences, discuss their observations and insights, and review key concepts or takeaways from the session.

Follow-up and Extension: Depending on the outcomes of the learning lab, educators may plan follow-up activities or extensions to further reinforce learning or explore related topics in more depth.

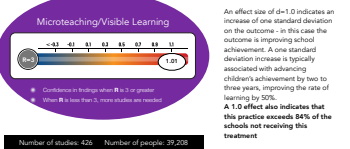
Microteaching in the Feedback Process

Microteaching, a research-based strategy with roots in teacher training programs, was first used to improve knowledge and understanding of instructional practice.

The term refers to practice teaching in which a student teacher's teaching of a small class is videotaped for subsequent evaluation. It's now a common strategy in schools because of its effect on student learning and its ease of use for teachers and teams. When used effectively and deliberately, microteaching can double the speed of learning (Hattie, 2009, 2012); it also accelerates the practice of individual teachers while also affecting the level of collective teacher efficacy. The goal of microteaching is similar to that of instructional rounds. Its beauty is in its use of video or direct observation from peers.

Jim Knight (2014) advocates for the use of video as a powerful tool to improve professional learning. "When we record ourselves doing our work," he writes, "we see that reality is very different from what we think" (p. 2). We're sometimes disappointed by what we see, but often we're delighted. Either way, video helps us capture teacher and student behaviors that we might otherwise overlook. Teachers can use video individually to improve their practice, but **it's most powerful when used with a colleague and when dialogue and feedback accompany it.**

When leaders use collaboration to bridge the gap between high- and low-impact teachers, everybody wins.



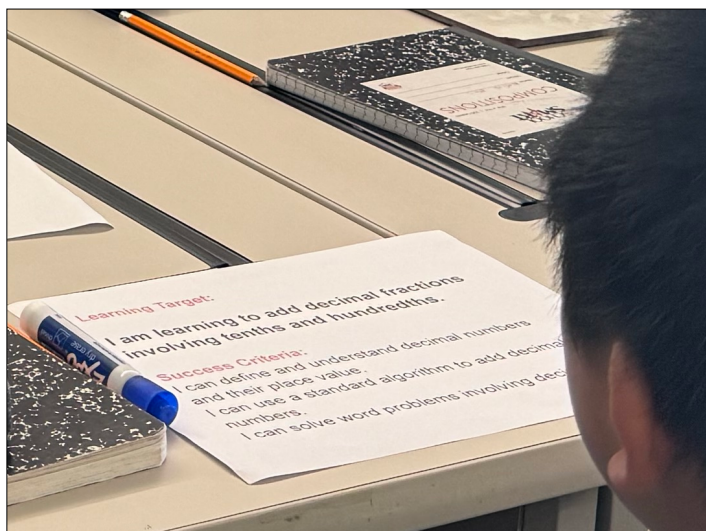
Steps for Creating a Learning Lab

1. A teacher from each grade level chooses an instructional strategy that they would like to practice and then receive feedback from peers.
2. A good place to start with the selection of high yield instruction is referring to our instructional strategy flip books.



3. The teacher wishing to practice an instructional strategy needs to create a 15 - 20 minute lesson that will be taught to a small number of students (4-8).
4. The lesson must be engaging and student centered so the students can demonstrate understanding of the lesson. This can be accomplished by setting up a learning station after the lesson to let students apply their learning.
5. During the actual lesson, other teachers, coaches, administrators observe the lesson, recording valuable pieces of information that will be use to provide feedback to the teacher modeling the lesson.
6. When the learning lab is complete and the students are returned to their classroom, the peer feedback session begins.
7. Each observing teacher/coach/administrator shares information that has been recorded on a feedback form. Feedback should include commendations and recommendations.
8. After the feedback session, the teachers on the same grade level team plan to implement the strategy to all of the students at that grade level.





Feedback for Learning Lab Participants Providing teachers with feedback on feedback is crucial for their professional development and improvement in teaching practices. Here's a structured approach you can follow to give effective feedback: 1. Start with Positive Feedback: Begin by highlighting what went well during the learning lab. Acknowledge the teacher's strengths, efforts, and achievements. Positive reinforcement can boost confidence and create a more engaging environment for constructive feedback. _____ _____ _____ 2. Be Specific: Provide specific examples of what you observed during the learning lab. Instead of general statements like "good job," say something like "I noticed how you engaged all students by using different questioning techniques." _____ _____ _____ 3. Focus on Areas for Improvement: Add areas where the teacher could improve or try different strategies. Frame suggestions as opportunities for growth rather than criticism. Use phrases like "Have you considered..." or "You might try..." to offer suggestions. _____ _____ _____ 4. Use a Constructive Tone: Ensure your feedback is delivered in a positive and supportive manner. Avoid using negative language or making the teacher feel defensive. Be respectful and empathetic in your communication. _____ _____ _____ 5. Encourage Reflection and Self-assessment: Encourage the teacher to reflect on their own performance during the learning lab. Ask open-ended questions to facilitate self-assessment, such as "How do you think that activity engaged the students?" or "What could you do differently next time?" _____ _____ _____ Page 6 of 7	6. Provide Resources or Additional Support: Offer resources, materials, or training opportunities that can help the teacher improve in specific areas. Provide opportunities for the teacher to observe other experienced educators or participate in professional development workshops. _____ _____ _____ Remember, the goal of providing feedback after a learning lab is to support the teacher's growth and improvement. By offering specific, constructive, and supportive feedback, you can help teachers enhance their teaching practices and ultimately benefit their students' learning experiences. School Culture What student strengths can we build on? _____ _____ _____ Think about student empathy _____ _____ _____ Humanize your data _____ _____ _____ Recognize the value of differences _____ _____ _____ Think about teacher empathy _____ _____ _____ Talk about equity in schools _____ _____ _____ Tap into school-wide strengths _____ _____ _____
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Thank you!



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