

2018

Feedback in the Lesson Observation Process: What Guides a Teacher Towards Development

Lina Kerbelyte
SIT Graduate Institute

Follow this and additional works at: https://digitalcollections.sit.edu/ipp_collection

 Part of the [Counseling Commons](#), [Educational Administration and Supervision Commons](#), and the [Teacher Education and Professional Development Commons](#)

Recommended Citation

Kerbelyte, Lina, "Feedback in the Lesson Observation Process: What Guides a Teacher Towards Development" (2018). *MA TESOL Collection*. 735.
https://digitalcollections.sit.edu/ipp_collection/735

This Thesis is brought to you for free and open access by the SIT Graduate Institute at SIT Digital Collections. It has been accepted for inclusion in MA TESOL Collection by an authorized administrator of SIT Digital Collections. For more information, please contact digitalcollections@sit.edu.

Feedback in the Lesson Observation Process:
What Guides a Teacher Towards Development

Lina Kerbelyte

lina.kerbelyte@mail.sit.edu

SIT Graduate Institute

Submitted in partial fulfillment of the requirements
for the Master of Arts in TESOL degree
at SIT Graduate Institute
Brattleboro, Vermont.

November 1, 2018

Thesis Advisor: Steve Iams

CONSENT TO USE OF IPP

I hereby grant permission for World Learning to publish my IPP on its websites and in any of its digital/electronic collections, and to reproduce and transmit my IPP electronically. I understand that World Learning's websites and digital collections are publicly available via the Internet. I agree that World Learning is NOT responsible for any unauthorized use of my Thesis by any third party who might access it on the Internet or otherwise.

Student name: Lina Kerbelyte

Date: November 1, 2018

Abstract

Lesson observation is a very common practice all over the world. However, rarely does it look at personal and interpersonal aspects that are needed in feedback in order to develop autonomous and successful teachers. This thesis does not look deeper into what constitutes a good lesson, nor what methods are most suitable for students. Instead, it seeks to look deeper into the phenomenon of lesson observation feedback through the eyes of a teacher in order to see what aspects of lesson observation are useful and guide educators towards their development. What does a teacher need in order to find feedback beneficial and a lesson observation a non-threatening, useful part of his or her work? The focal point of this qualitative research is Lithuanian teachers and observers. They give their personal opinion and perspective while talking about their experiences concerning lesson observation feedback. This provides a meaningful and necessary opportunity to see how both sides – assessors and educators – view the same process. Exploring their real experiences and finding these answers means bringing clarity to Lithuania's current stage of development in lesson observation feedback. It also illuminates potential directions for change in order for teachers to get the most out of lesson observation feedback.

Education Resources Information Center (ERIC) Descriptors

Lesson Observation

(Developmental) Feedback

Feedback fear/anxiety

Teacher Development

Teacher Education

Teacher Support

Observer Development

Table of Contents

CONSENT TO USE OF IPP 2

ABSTRACT 3

EDUCATION RESOURCES INFORMATION CENTER (ERIC) DESCRIPTORS 4

INTRODUCTION 7

 PROPOSED PROBLEM.....7

 THESIS QUESTION7

 LIMITATIONS.....8

LITERATURE REVIEW 8

 LITHUANIA.....9

 REASONS FOR LESSON OBSERVATION.....14

 WHAT IS FEEDBACK?.....15

 OBSERVERS AND TYPES OF OBSERVATION17

 FEELINGS ABOUT FEEDBACK19

Mindset of a teacher22

Mindset of an observer/advisor.....25

 A LESSON AND OBSERVATION CYCLE28

 DURING THE LESSON: GATHERING OF EVIDENCE31

 POST-OBSERVATION34

Organizational aspects.....34

Possible ways of delivering feedback35

Good feedback.....38

Who owns the feedback.....41

Coaching vs evaluation43

Negative feedback.....47

Feedback theories.....48

Future action plans (ending the post-observation feedback).....54

 PRE-OBSERVATION FEEDBACK55

 CONCLUSION OF LITERATURE REVIEW57

INTERVIEWS..... 59

 METHODOLOGY AND DATA COLLECTION59

 PURPOSE.....60

 USEFULNESS62

 TRUST64

 FEELINGS/EMOTIONS65

 CONTROL68

 OWNERSHIP OF THE EDUCATIONAL PROCESS.....69

 COLLABORATION.....70

 OBSERVER’S QUALIFICATIONS/TRAINING.....71

 ETHICS.....72

 FAMILIARITY WITH THE SUBJECT.....72

 OBSERVATION SHEET.....73

 MINDSET OF AN OBSERVER.....74

 COPING TECHNIQUES.....74

 FEEDBACK SESSION (TIME)75

 OVERALL THOUGHTS ON LESSON OBSERVATION76

MINDSET OF A TEACHER.....77
PRAISE.....77
CONCLUSION OF FINDINGS.....79
RECOMMENDATIONS FOR FUTURE RESEARCH.....81
REFERENCES:..... 83

Introduction

This thesis is an attempt to look deeper into a common practice of schools – lesson observation and the subsequent feedback. Lesson observation as a common phenomenon has different aspects, however, rarely it is looked at from the viewpoint of a teacher. Most commonly the teacher is observed through the perspective of students: whether it is useful for them and whether they learn from this type of teaching. In the case of this thesis, the intent is to look through the perspective of a teacher and to understand what guides a teacher towards accepting or refusing the guidance of an observer. Therefore, it analyses what aspects of lesson observation feedback actually are beneficial for a teacher's development and what hinders it.

Proposed Problem

Lesson observation is a common process happening in different forms, various modes and for a number of reasons. However, usually it is preceded and followed by various emotions, which are not always positive. Being such a common practice, it is interesting to know whether teachers themselves actually get any positive outcome from the process. And if the process is capable of guiding teachers towards their development, it is useful to know what kind of factors are influential. The factors might be perceived differently by teachers and observers; therefore, this thesis examines both sides.

Thesis Question

What kind of lesson observation feedback guides teachers towards development?

Limitations

To minimize the number of limitations for this research, teachers from distinct schools were interviewed and also the observers with different observation scope and experience were chosen. However, four interviews are a narrow sample of the Lithuanian teacher population. Nonetheless, it gives invaluable insight into the experience of these teachers and their environment.

The second limitation comes from literature sources. Some of them look at how students learn from feedback, the others come from areas such as business or psychology. Having in mind that teachers also learn from their experience in their work environment, this study seeks to cover the lack of existing literature by addressing how teachers learn from feedback in the observation process.

Literature Review

This literature review seeks to look deeper into what elements of lesson observation feedback guide teachers towards their development. A lesson is a complex phenomenon, a small part of the whole education process, nevertheless a step worthy of discussion and analysis, which most often brings some emotional factor into the class and lesson observation feedback itself. It involves more than one person and is often viewed through the lens of student learning (Khachatryan, 2015; Her Majesty's Inspectorate, 2014; Brennan, 2017). There are different purposes for lesson observation which also influence the need and nature of feedback. This literature review will first of all look at Lithuanian lesson observation context. A short overview of the reasons for observing lessons will follow. There will be a description of the place of feedback in the process of lesson observation, and different elements involved in the whole lesson observation process. Afterwards it will provide an insight into emotional factors

influencing feedback taking into account both sides – an observer and a teacher. Affective factor is one of the essential factors pertaining to feedback and it carries much significance. Having established and identified these essential elements, this thesis will follow the lesson observation cycle of pre, during and post; identifying the factors in each phase that lead towards effective feedback for teachers and factors that fail to do so. Also, different theories on how to deliver effective feedback will be analyzed. Finally, this literature review will finish with a short summary leading into an interview section with Lithuanian teachers and observers.

Lithuania

After gaining its independence from Soviet Union in 1990 Lithuania has undergone quite a few reforms in education. The secondary schools now are divided into primary schools (grades 1-4), progymnasiums (primary school and grades 5-8), gymnasiums (grades 9-12), and vocational schools (grades 11 and up). Other reforms tried to reach the inner structures of the schools including lesson observation. However, it is difficult to change the mentality and inner culture in a decade or two. It is also difficult to have and apply new ideas because a majority of Lithuanian teachers are older. The average age of teachers in Lithuania according to the Lithuanian Ministry of Education and Science is 50 years (Department of Communications, 2018, October 4).

The situation concerning lesson observation and feedback is multifaceted in Lithuania. There are changes happening towards a better understanding between an observer and a teacher, and also towards a less harsh approach to feedback. On the other hand, these changes do not come quickly. The training and the seminars are directed more to external assessors who do external school auditing, than to regular observers. This transition, and the lack of its impact is

well described in an article by Jolanta Labuckaitė (2015). Labuckaite, a Lithuanian language teacher and a probationer at School Development Center, is also a pedagogical consultant of a program “I Choose to Teach!” (“Renkuosi mokyti!”). She is certain that:

Sadly, however, lesson observation is a process that still scares teachers. The reasons behind this are the shadows of a rather recent past [Soviet]. ... It is difficult for teachers to break free from fear of failing or suffering the consequences, from fear of being scolded – as this was the culture of lesson observation and assessment. Currently lesson observation as means of educational process development is becoming a priority. Nevertheless, it is still not attractive and easy for teachers. Schools have been going through an external assessment for more than a decade now. The assessors think that they go to schools being benevolently and positively predisposed; while teachers await their visit with anxiety, “rehearsing” demonstration lessons. Again, there lurks fear of failure and fear of harming a reputation of the school. (Labuckaitė, 2015, para. 2)

Even though the assessors are changing in their perspective towards lesson observation and feedback, as the author claims, there are rather unanimous emotions from teachers which are of mistrust and fear.

There are not a lot of recent materials online on how to conduct a post-observation conference. Nevertheless, Education Development Centre, which is the biggest institution affiliate to the Ministry of Education and Science of the Republic of Lithuania providing educational support, has a collection of slide presentations that were used in training educational consultants in 2012. One of the slide presentations is about *A Practical Work Assessment of a Teacher* by Tamašauskas (2012). This presentation gives information on how educational consultants have been prepared. Tamašauskas (2012) suggests a semi-structured interview before

and after the lesson, afterwards followed by the lesson analysis in collaboration with the teacher, and an overview of steps to be taken in order to improve the work of a teacher. According to Tamašauskas (2012), a semi-structured interview aids in gathering of the data that can help to assess the work of the teacher and cannot be available otherwise; also, it is conducive in learning about some elements of the lesson that might have been missing. If the lessons are not up to the standard, the assessor is expected to give specific suggestions which also involve methodological help (Tamašauskas, 2012).

The same Education Development Centre website has a presentation about ethics in teachers' practical work assessment written by Kazakevičius (2012). This presentation shows that understanding of ethics and feedback, also an approach to a teacher are changing, at least in the material presented in training seminars. Personal characteristics of an external auditing assessor are described as follows: "An assessor is a technical professional, but also a humane specialist, and a data analyzer. His most important features are: patience, humanity, openness, ability to adapt, and a sense of humor" (Kazakevičius, 2012, slide 28). It is interesting to note that the description suits a humanistic, open person who is also able to see things from a positive side. This incentive to be open and sensitive towards a teacher is evident from the next quote: "To be categorical means to be unprofessional. If you want to convey a message, you have to 'polish' your speech" (Kazakevičius, 2012, slide 29). Respect is also a part of post-conference feedback description: "External assessors, when observing lessons and offering open and encouraging comments, should communicate and discuss relevant things, be constructive, respectful and polite" (Kazakevičius, 2012, slide 30). Therefore, the above-mentioned article by Jolanta Labuckaite (2015) reflect the changing situation in the external auditing field, which will

hopefully set an exemplary tone to other internal observers as well. In turn, the inner lesson observation spirit and ethics should change for the better, enabling teacher development.

It is important to note that next to standard external and internal lesson observations, there are other non-traditional types of observation. They bring new perceptions and new styles of feedback discussion (personal communication, Teacher 2, 2018). The example is a 13th grade project (Lithuanian schools finish with grade 12). It is a project for educators, sharing their experience with other educators who take the role of students (Education center for Panevezys teachers, 2017). It is interesting that preconceived bias of fear and mistrust was present before starting this new sharing experience. It is made obvious from the comments made by Rima Sarkaniene from Education Center for Panevezys Teachers who noted:

When Education Center for Panevezys Teachers, offered open lessons for the 13th grade (that is teachers) as one of the qualification development options many viewed this option pessimistically: it will not be interesting, there will be no one willing to lead the lessons, there will be no 'students' ... Now we are happy and grateful to teachers, who share their good experience by leading interesting lessons in various subjects. The idea was successful: teachers do not need to be persuaded anymore, they are boldly inviting their colleagues to come. (Šarkanienė, 2017, as cited in Anilionienė, 2017, para. 1)

Consequently, it can be said that innovations bring new positive experiences and change the perceptions of teachers. The new approach brings authentic ways of learning – there is less fear and trepidation.

However, not all observers are trained on how to lead post-observation feedback sessions or advised on how to observe lessons. If feedback comes from colleagues, they are not always

well predisposed, especially when observing without a member from administration, notes Jolanta Labuckaitė (2015)

For many it [open lessons for all colleagues led according to formal observation plan of a school] still causes stress and the feeling of discomfort. If someone, without administration, observes such lessons, for some reason they inevitably either “want” to evaluate them critically or to talk profusely without sincerity. However, what is the use for the teacher, who “prepares” such a lesson, and for the students who participate in a lesson which looks like an experiment? These are vicious practices; nevertheless, they are still present at schools. It would be time to realize that lesson observation is an opportunity for teachers to help and learn from each other. Sadly, I have never experienced such collegial relationship myself. (Labuckaitė, 2015, para. 5)

Labuckaite states that these are the things that teachers still have to learn, and that their perception on lesson observation and the subsequent feedback has to change. She emphasizes the importance of the mindset of an observer, that it: “should be that of benevolence, he/she should put efforts to support a teacher, whose lessons are being observed, so that a teacher would feel better and self-confident, there should be open questions, ethics and respect” (Labuckaitė, 2015, para. 7). In this way it is possible to deduce that much depends upon the person in charge: the feedback process and the response, and development of a teacher. Moreover, seeing new approaches and projects, it is encouraging to see that changes are coming to post-observation feedback delivery style. Hopefully both sides will be able to see and provide feedback as an opportunity for development and not destruction.

Reasons for Lesson Observation

A lesson is a component of a larger educational process; therefore, there are multiple reasons for lesson observation depending on their focus. Naturally, as school is an educational institution, these reasons are all closely interrelated. Nevertheless, it is worth having a quick glimpse into some of them in order to situate this research project in a wider context. One of the main and most obvious reasons, reiterated throughout multiple sources is the belief that student learning can be improved by improving the quality of teaching (Khachatryan, 2015; Her Majesty's Inspectorate, 2014). Brennan (2017) writes that "judgments on the quality of the teaching should always be related to how well that teaching helps all pupils to learn and make progress because improved learning is directly linked to improved teaching" (p 2). Therefore, Archer et al. (2016) claim that the benefits of effective observation and the feedback that the teacher receives is improved learning of the students.

Another focus of lesson observation is closely related, yet it looks more directly into the evaluation of teaching and holding teachers accountable (Brennan, 2017). It can be used for staff development and appraisal (Randall & Thornton, 2001; Cleveland, Lim & Murphy, 2007), for monitoring teacher performance and determining what kind of support teachers need (Archer et al., 2016), and "to ensure teacher quality" (Danielson, 2010-11, p. 36). Consequently, in this case "observations are a key aspect of evaluation as they are the most used means of recording teacher performance during class" (Yürekli, 2013, p. 302).

The third focus relates to the school as an organization. It is probably the most formal one and is used to hold schools accountable (Brennan, 2017). However, McKinsey's report redirects our focus to the individual teacher signifying that any truly effective school, needs to primarily focus on individual teachers who should be "aware of specific weakness in their own practice,"

teachers who should “gain understanding of specific best practices” and “be motivated to make the necessary improvements” (Barber & Mourshed, 2007, p. 30). This helps us to understand that “good-quality lesson observation, judgment and feedback are at the heart of school improvement” (Brennan, 2017, p. 1).

Thus, despite the level of formality or purpose of observation, the aspect of teacher development is always there in lesson observation. Zaare (2012) summarizes this short overview of lesson observation by stating that “observations are usually preceded and followed by discussions; therefore, when integrated in the broader context of teaching practice, classroom observations are perceived to play a significant role in teacher formation” (p 607). Therefore, the focus of this thesis is not on different purposes but rather what exists within each of these purposes which guides teachers towards development and what impedes their progress.

What is Feedback?

When trying to define the notion of feedback, let us start by looking at a statement from Khachatryan (2015). She expresses a concern that this thesis tries to address. Khachatryan (2015) writes: “we still know little about how teachers feel about feedback on their instructional practices, and how and what types of feedback affect changes in teaching” (p. 168). Realizing the need for a deeper understanding of feedback, this section of the literature review provides some selected definitions of feedback, presuppositions and purposes underlying it, and quickly shows a glimpse into the detrimental aspects of certain kinds of feedback.

In his article “Seven Keys to Effective Feedback,” Grant Wiggins (2012) writes that “the term feedback is often used to describe all kinds of comments made after the fact, including advice, praise, and evaluation;” however, he states that this cannot be seen as feedback in its

truest sense as in its essence “feedback is information about how we are doing in our effort to reach a goal” (para. 4-5). In other words, feedback is designed to diminish incongruity “between the present state of a system and the desired state” (Cleveland, Lim & Murphy, 2007, p. 171). The process of feedback should involve an overview of strengths and weaknesses, with guidance how to improve on the latter (Harms & Roebuck, 2010). Also, it is worth noting that feedback is not simply meant “to identify the small portion of teachers whose significant underperformance might put them at risk of dismissal. The much larger benefit of observations will come from their potential to support all teachers in transforming their practice” (Archer et al., 2016, p. 191).

In spite of the mostly positive stance toward feedback evidenced in the literature, there is often a caveat attached to this praise:

Performance appraisal and feedback systems in most organizations often rest upon three assumptions: (1) employees want feedback about their performance; (2) supervisors can and will give useful feedback; and (3) timely and accurate feedback will lead to positive changes in employees’ behavior. Unfortunately, none of these assumptions is likely to be warranted. (Cleveland, Lim & Murphy, 2007, p. 168)

Likewise, Hattie and Timperley (2007) are convinced that even though feedback carries an immense potential, this potential can be used either for positive or negative impact, and it all depends on the type of feedback and the nature of its delivery.

Feedback also should not become only giving ‘tips for teachers’ as this might lead to concentrating merely on surface features. Then a possibility arises that some of the “surface behaviours may stem from entirely different theoretical perspectives” than is thought by an advisor (Randall & Thornton, 2001, p. 51). Therefore, it is obvious from these quotes that feedback can be a great asset as well as a cause for misunderstandings. It carries a great potential

as it is meant to “bring about long-term improvement and cognitive change” (Reid, 1993, p. 229), also it is used to develop “knowledge, skills and understanding in some content area or general skill” (Shute, 2008, p. 156). Thus, if the feedback is inaccurate or confusing, “teachers cannot improve their practice” (Archer et al., 2016, p 18).

What is even more important, teachers have to perceive feedback as credible (Ilgen, Fisher, & Taylor, 1979; Kinicki, Prussia, Wu, & McKee-Ryan, 2004) and as meaningful in order for their practice to improve: “simply telling teachers what to do differently doesn’t help them better understand the relationship between their teaching and student learning” (Archer et al., 2016, p 197). Khachatryan (2015) even goes as far as to claim that teachers, greatly wishing for qualitative feedback but failing or rarely getting it, experience “a sense of frustration and lack of professional respect . . . that often generates low morale and stagnation” (pp. 164-165). Loeb, Darling-Hammond, and Luczak (2005) add that the lack of mentors and professional development, can result in teachers leaving or changing their jobs. Knowing that feedback is a rather usual practice in teacher life, it is also worth noting the words of Archer et al. (2016), who argue that poorly delivered feedback and bad, inaccurate or conflicting information from the lesson observation causes “eventual erosion of trust as teachers get conflicting messages. It doesn’t advance the goal of better teaching and student learning” (p. 261). The question then arises: Who carries this heavy load of accurate feedback and who is responsible for guiding teachers towards their development, thus advancing student learning and school performance?

Observers and Types of Observation

Depending on the focus and nature of the observation, as well as the institution, there can be quite a handful of different types of observers. The most official observations involve inspectors

or outside auditors, or those involving the headteacher, principal and other administrators. Grissom, Loeb, and Master (2013) found that the time that principals “spent on teacher coaching, evaluation, and developing the school’s educational program” resulted in positive student achievements (p. 433). However, the experience of having a lesson observed and feedback delivered by the principal or some official from administration can be much more stressful for the teacher. As Snyder et al. (1984) notes, it requires a favorable relationship between the subordinate and their leader for the feedback to be received. On the other hand, having a peer or colleague observe your lesson usually already entails that you have positive mutual dynamics (especially if a teacher can select whom to invite to their lesson), as their “judgments are not as consequential” (Myung & Martinez, 2013, p. 3). Nevertheless, Randall and Thornton (2001) are convinced that this more informal peer observation, or as they call it “critical friend” observation might be “coloured positively by the personal friendship” (p. 20-21) and thus criticism or corrections avoided.

There is still another type of lesson observation, which may be done in a “lesson study” type. In this model, a “triad of teachers work together to target an identified area for development in their students’ learning.” The triad model comes from Japan and it is a form of teacher-led research (Teacher Development Trust, 2015). Teachers working together as peers and observing each other might act as a way of forming trust and thus, being more open to feedback. Cleveland, Lim and Murphy (2007) claim that “when performance feedback is provided informally and regularly, employees may be more receptive to feedback received during their formal appraisal and feedback sessions” (p. 177), this indicates an affective factor that a teacher can learn to become more receptive of feedback and it should start with small, informal steps from peers who are closest to teachers.

In spite of the positive aspects which can be generated by informal observation, Zaare (2012) warns that “the process of observation and evaluation require a very high degree of professional ethics and objectivity. Effective peer observation requires training in observational and analytical skills” (p. 606). Therefore, it is advisable to start small and informally. Also, to have favorable results, teachers should be informed and trained how to objectively observe their peers. It seems that the triad model of “lesson study” is a nice opportunity for an organized approach with a stronger accountability as it involves more than two teachers. Moreover, it should provide a safer environment for teachers to learn as observation is done by their peers.

Feelings about Feedback

Feedback is often preceded, accompanied and/or followed by a multitude of feelings. To know what in the feedback guides or impedes teachers it is essential to look into this affective factor and the recommendations in dealing with it. Heron (2001) in his book *Helping the Client* describes the term ‘feeling’ as a “capacity of a person to participate in wider unities of being Through feeling I become at one with the content of experience, and at the same time know my distinctness from it” (p. 23). Consequently, feelings are part of us participating in certain experiences, teachers are not void of them when planning, leading a lesson or participating in pre- or post- feedback conferences. Goleman (1996), actually resonates with this thought arguing that, “no decision can ever be effectively made without the use of emotions” (as cited in Randall & Thornton, 2001, p. 105). Lasagabaster and Sierra (2011) describe a theoretical framework by Rosenberg and Hovland (1960) where they present three components present in the attitudes of teachers towards observation, they are: cognitive, affective and conative (readiness for action). What is interesting though is the interaction between cognitive and affective factors.

Lasagabaster and Sierra (2011) note, “The cognitive and affective components may not always be in harmony, as a person may express positive attitudes to observation, but more covertly that same person may have negative feelings about being personally observed due to deep-seated anxieties and fears” (p. 451). Thus, even when teacher cognitively understands the need and positive benefits of observation, the affective component might be in dissonance with the cognitive one. This might be due to the fact that in western culture we tend to put more emphasis on the thoughts and beliefs disregarding feelings. In Li’s (2009) research we find that observers tend to overlook an affective dimension, while putting emphasis on technical skills. This seems like a mirroring effect. However, if the affective dimension is not addressed, all kinds of toxic and negative feelings start to fester, thus impacting our overall acceptance and responsiveness to feedback.

There is a longing for good and constructive feedback in teachers’ minds as it is part of learning. However, there is also an insecurity and craving for reassurance and affirmation (Johnson, 2017). Teachers often exhibit such feelings as: “a mix of anxiety, hope, unease, ambivalence, curiosity, embarrassment, and anticipation” (Johnson, 2017, p. 81). Lasagabaster and Sierra (2011) describe similar feelings adding “distrust” and “insecurity” (p. 456). Some of these emotions are more common and prevalent. Randall and Thornton (2001) also talk about anxiety, naming it a “public emotion” that deals with “fears about how others will view you. It is particularly associated with making mistakes,” and even though some level of anxiety can empower a person, great amounts can be damaging to the productivity (p. 98). The same ‘emotional cost’ of fear “of appearing incompetent to one’s boss as well as fear of peer criticism” (p. 169) is discussed in Cleveland, Lim and Murphy (2007) article. The reasons for this might be a prior history of observation, or the ambiguity of criteria, or the novelty of such practice

(Randall and Thornton, 2001). Thus even the mere mentioning of classroom observation may evoke undesirable feelings and “during an observation, these concerns can interfere with a teacher’s performance and make it less representative of typical behavior” (Borich 2008, p. 36). And it is not just a teacher; post-observation feedback might be troublesome to the observer as well (William, 1989).

Grenny (2015) writes that “most people dread both giving and receiving feedback.... Our belief that these types of exchanges will carry a high probability of hurt makes us understandably reluctant to invite them” (p. 2). And these feelings and apprehensions do have a rational cause to pervade our minds, as sometimes the feedback teachers receive does not guide them towards their development. Actually, sometimes feedback can be damaging. Besieux (2017) talks about effects of such feedback claiming that “bad feedback can be destructive” and “it does not contribute to the development of the team or the individual,” because “toxic feedback derails employee engagement rather than provide fuel for growth” (p 436). However, lesson observation feedback is not always toxic, nor it is usually debilitating. Therefore, how can we avoid these feelings of ‘dread?’

Antidotes to these common feelings of distress are usually quoted as trust and safety: “you can say almost anything to someone if they feel safe. Likewise, you can almost hear anything, if you feel safe” (Grenny, 2015, p. 3), when you know that it is not a ‘personal attack’ (Grenny, 2015, Randall and Thornton, 2001). Therefore, naturally, trust “becomes a generic prerequisite for the provision of effective help.... Without such trust, collaboration between the advisor and the teacher cannot be undertaken” (Randall and Thornton, 2001, p. 74). When the feeling of safety is absent “even the tiniest hint of disapproval can be crushing” (Grenny, 2015, p. 2). Consequently, in such sensitive circumstances, a very basic supportive intervention gains a

great value – learning how to apologise in a feedback discussion, that has taken the wrong turn, is crucial (Randall and Thornton, 2001), and especially because many unnecessary hurtful feelings might arise due to the wrong type of feedback. To understand deeper the affective factor and its inner workings, let us look closer at the mindset of an observer and a teacher.

Mindset of a teacher. First and foremost in the feedback session the teacher has to understand that he or she is the one who is actually responsible for their emotions, thus it is their responsibility to find the causes and solutions for whatever they experience. Grenny (2015) writes:

no one can pour soothing neurochemicals into another person's brain to quell the fears that trigger defensiveness. We are ultimately responsible for understanding the fears we carry and for managing them when they interrupt our ability to engage in honest and open dialogue with others (p 4).

Knowing this is one thing, but actually practicing responsibility for your feelings when there are so many factors involved in the feedback process – is another. Yürekli (2014) is confident that any type of intervention – either physical (observer in a class) or post-observation session – is likely to cause negative connotations and possibly even resistance, as the teacher is directly affected by this. Therefore Yürekli (2014) suggests self-exploration, self-discovery and self-reflection as “the most effective learning and professional development” (p. 310). It might seem illogical to leave teacher development mostly in the hands of the teacher himself/herself; however, having in mind that during the observation process not all teachers are willing to be themselves, it might look reasonable to give some space to the teacher to be responsible for their own development. Cleveland, Lim and Murphy (2007) look deeper into a phenomenon called

“impression management.” Morrison and Bies (1991) describe it as an attempt by an individual to control how he/she is viewed by other people; therefore, people seeking to make favorable impressions

may be faced with a conflict between the need to obtain useful information and the need to present a favorable image. As a result of this conflict, they often may not obtain the information that they need to assess and regulate their behavior. (Morrison and Bies, 1991, p. 523)

However, Cleveland, Lim and Murphy (2007) warn that we should not necessarily view impression management as trying to falsify ratings by increasing them: “...it is probably best thought as defensive strategy against criticism. Negative appraisals can be a source of threat to the ratee’s self-esteem, and ratees will engage in proactive efforts to reduce negative feedback” (p. 177). Thus, this phenomenon explains the situation when a teacher, due to different concerns might be “telling the advisor what they believe the advisor wants to hear” (Randall & Thornton, 2001, p. 91). Of course, it is up to the advisor to notice this and either change the circumstances or probe into the teacher’s fears to get to those deeply lurking feelings (Randall & Thornton, 2001). Yet, some deeper psychological understanding and some insights might help the teacher to be more open to feedback himself/herself, not putting all the weight upon the advisor’s shoulders. Changing the perception on feedback might alter the implicit pre-conception that being open to critical feedback makes them vulnerable (Besieux, 2017).

So what does taking responsibility into one’s hands look like? Goleman (1996) talks about the fact that so far psychology has been used to understand actions through cognitive processing and the part of emotions has been downplayed in the areas of perception and decision making. He names five areas of importance in emotional intelligence: “knowing one’s

emotions,” “managing emotions,” “motivating oneself,” “recognizing emotions in others,” “handling relationships” (as cited in Randall & Thornton, 2001, pp. 104-105). Therefore, having an emotional intelligence, helps to gain control back and see feedback more as an opportunity for growth.

On the other hand, it is interesting to see why teachers perceive feedback as a threat. For instance, feedback can threaten their professional image or even livelihood (Myung & Martinez, 2013). Also, feedback may not encourage new thought, creativity or behavioral flexibility, because, as Isen (2002) notes, these are the factors promoted by positive affect. Myung and Martinez (2013) warn that under perceived threat, for instance in post-observation feedback conversation, the psychological response of “fight-or-flight” kicks in. The authors continue to explain that feedback is perceived as a threat if the “teacher is uncertain about what to expect from the observation and feedback process, lacks trust in his administrator, or doesn’t feel a sense of belonging in the school community” (Myung and Martinez, 2013, p. 4). In contrast, feedback can be a positive challenge if a teacher perceives himself/herself positively, has faith in his/her abilities and administration, understands the process of evaluation, and feels a part of the community (Myung & Martinez, 2013). If threat is perceived, teachers will employ defensive reactions, and the change in practice will be resisted; defensive reactions might be due to a teacher’s individual features (experience or personality), or it might be due to the way an advisor gives advice or manner that he/she chooses to speak, for instance ‘degenerative interventions’ (Randall & Thornton, 2001). Thus, for a teacher to benefit from the feedback Khachatryan (2015) utilizes Feedback Intervention Theory and proposes either to give product-feedback to increase teacher’s motivation, or process-feedback which can help learning and improve teaching practice; she writes that self-feedback or personal feedback is unlikely to lead to changes. So, if

it is not a personality or person that is being addressed, but the performance, be it the result or the process – then teacher is more inclined to change his/her practice, to learn from what is being commented and so to use that feedback.

Mindset of an observer/advisor. Lesson observation feedback is a two-way road. There is always interconnectedness as there are always two people: an observer and a teacher, therefore the mindset of an observer is either equally or even more important than that of a teacher because an observer is the one who comes with the authority. Thus, the mindset of an observer might as well influence not only the feedback that is given, but also the reception of that feedback on the teacher's part. Therefore, it is very important that a versatile and holistic approach to feedback would be employed on the part of the observer. Egan (1994) in his eclectic model of counselling writes that in order to provide effective help, it is necessary to integrate different approaches: problem solving, where the goal is for a client to solve their problem; educative process, where the focus of helping is learning; collaboration process between the helper and the client; cognitive process, where through gaining a new understanding a client would change their way of acting; and a client-centered process, where the helper provides the client with necessary skills and knowledge in order to find the solution to their issues, as it is the client who makes meaning of the world (as cited in Randall & Thornton, 2001, p 67/68). So, incorporating as many different approaches with the client or, in our case, the teacher as the center of the feedback, an observer can make the feedback meaningful, and able to make “changes of thinking and behaviour through discussion” (Randall & Thornton, 2001, p. 65).

There are also other practical elements that should be noted when considering overall phenomenon of classroom observation from the observer's side. Myung and Martinez (2013)

recommend that classroom observations should not be infrequent; the purpose or the goal of feedback observation and subsequent post-observation conference should be very clear in order to decrease teacher anxiety; teachers should experience professional support from the administration. In this way, educators would know that it is not a top down approach, rather it is an opportunity of improvement and empowerment and not an occasion of judgement (Myung and Martinez, 2013).

It is necessary for an observer to be completely clear and transparent about his/her intent of observation, says Grenny (2015). According to her, there should be no malicious intents present as then feedback might become spiteful and inflicting pain. When pain is present in feedback, it signifies a lack of safety (Grenny, 2015). Feeling safe is important for both parties; teachers usually think “first and foremost about how their results will cast them. Meanwhile, school administrators worry about conflict, challenges to their authority, and their own ability to identify and develop effective teaching” (Archer et. al., 2016, p. 206).

Having all these interfering feelings on both sides, it is essential for observers to proceed in a way which would provide security and clearness to a teacher. Myung and Martinez (2013) offer to “scaffold listening strategies to foster an improvement-oriented conversation” (p. 6). This conversation would involve: active listening, empathetic body language, helpful questions, paraphrasing, reflecting, asking follow-up questions, etc. (Myung and Martinez, 2013). Another suggestion by Myung and Martinez (2013) is to “sequence the conversation into a predictable format” (p. 7) as “clarifying expectations and improving the teacher’s ability to predict the process and results of a feedback conversation have the potential to lessen the level of anxiety and helplessness a teacher experiences” (p. 7). The next step Myung and Martinez (2013) offer is not to forget to “address the teacher’s concerns” (p. 7) and work together towards co-developing

the future plan, which is also a critical part of feedback process that can decrease teacher anxiety and thus improve the “uptake of feedback” (p. 6).

Starting with positive aspects – that is teachers’ areas of strength – in a post-observation feedback conference “can go a long way toward increasing the teacher’s receptivity to feedback (Archer et al., 2016, p. 202). Moreover, it is important to be aware and very sensitive to the teacher personality, and to use necessary interventions accordingly. For example, if a teacher is sensitive and feels that the lesson did not go the way they had planned it, these feelings will hinder the post-observation feedback conference. As a consequence, the observer might expect tears and sobbing; in which case, their role is to “empathise with the teacher and provide support to help to rebuild the ego which has been severely dented by the experience” (Randall and Thornton, 2001, p. 102). Also, even though the advisor starts with positive aspects of observation, it is necessary to remember that the subsequent corrective points should not be a fault-finding situation – in the positive as well as in corrective feedback, the atmosphere of trust is paramount (Lasagabaster & Sierra, 2011). Moreover, it is not advisable to provide corrective feedback, as it “only heightens the perception of threat” (Archer et al., 2016, p. 193).

To avoid the feeling of threat and anxiety and to increase the feeling of trust, an observer has to be concerned about the well-being of a teacher and have something, which Heron (2001) calls ‘helping grace’. He identifies it as:

warm concern for and acceptance of the other; openness and attunement to the other’s experiential reality; a grasp of what the other needs for his or her essential flourishing in the right manner and at the right time; and an ability to facilitate the realization of such needs; and an authentic presence. (p. 11)

Therefore, without a genuine concern it is difficult to provide genuine help and encouragement that teachers need in their development. Consequently, even the environment should be that which is not dominant, and is calming (Randall & Thornton, 2001). An advisor might choose to use self-disclosure as a supportive intervention and a signal, saying “I am not so different from you” (Randall & Thornton, 2001, p. 96). This type of disclosure would show advisors’ sincere concern and genuine wish to empathize with the teacher.

Bias is another thing that advisors should avoid. Making a judgment of why something occurred “at one point in an observation may color how they [observers] view the rest of the lesson, so the only other evidence they note is that which confirms their judgement” (Archer et al., 2016, p. 131). In addition to this, the observer has to relinquish pedagogical and personal preferences as they influence the way the lesson is interpreted (Archer et al., 2016). To do that, the observer has to become aware of their biases, prior experiences and personal preferences or even their world view, so that they would not be a part of how a lesson is interpreted (Zaare, 2012). This requires a constant awareness and self-knowledge from the side of an observer.

A Lesson and Observation Cycle

In order to understand where feedback comes into the lesson observation, it is necessary to delve deeper into what constitutes the whole learning and practice cycle. Therefore, let us have a look at the experiential learning cycle and the practice cycle. The latter will be the basis for discussing the elements for effective feedback and the former will help to understand how the practice cycle works towards teacher learning and development.

Randall and Thornton (2001) nicely equate the experiential learning cycle (Kolb, 1983 as cited in Randall and Thornton, 2001) to a practice cycle (Turner et al., 1982 as cited in Randall

and Thornton, 2001), and show how both of them supplement each other giving a better understanding of how lesson observation and the development of teachers happen. Yürekli calls this the “observation cycle” (2013, p. 303). Kolb’s experiential learning cycle consists of four stages: concrete experience, reflective observation, abstract conceptualization and active

experimentation, while the practice cycle has a pre-observation conference, the lesson, and post-lesson feedback session/debriefing (Randall and Thornton, 2001).

If we start with concrete experience in the learning cycle (see Figure 1), it corresponds to

Learning Cycle	Practice Cycle	Advisor’s ‘pedagogic’ functions
<p style="text-align: center;">Concrete Experience</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Reflective Observation</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Abstract Conceptualisation</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Active Experimentation</p>	THE LESSON	Observation to bring evidence to the feedback session on: <ol style="list-style-type: none"> 1. the way that the teacher has met the pre-agreed targets for the lesson 2. aspects of the lesson which exemplify new areas of technique/understanding which need to be addressed
	POST-LESSON FEEDBACK SESSION/ DEBRIEFING	Guide the teacher to reflect on the process using the evidence produced by observation to engage in debate concerning: <ol style="list-style-type: none"> 1. classroom skills and behaviours which need to be improved 2. classroom happenings which lead to the establishment of new ways of thinking
		Encourage discussion on the ‘deep structures’ of teaching to: <ol style="list-style-type: none"> 1. establish theoretical principles which underpin the observed behaviours 2. relate observed lesson to ‘received’ knowledge about teaching/learning 3. develop the teacher’s personal theoretical models and underlying structures of thought about classrooms and learning
	PRE-OBSERVATION CONFERENCE	Discuss the use of the principles derived from the lesson to decide: <ol style="list-style-type: none"> 1. how such principles may be applied to another situation 2. what targets are to be set for the next lesson 3. what evidence the teacher would like the advisor to bring from the next lesson

Figure 1. The roles of the advisor in different stages of the teaching practice. Adapted from *Advising and Supporting Teachers* (p. 47), by M. Randall and B. Thornton, 2001, Cambridge, UK: Cambridge University Press.

the lesson in practice cycle. At this stage, the observer documents the lesson, to have evidence

for feedback afterwards (Yürekli, 2013). The second stage is the post lesson feedback session, which as Randall and Thornton (2001) describe includes two parts of the experiential learning cycle. The first part is reflective observation, where the dialogue between a teacher and observer happens based on the evidence produced by the observation concerning classroom skills to be improved and things that happened during the lesson. The second part is abstract conceptualization where “deep structures” are addressed, theoretical principles established, the knowledge is related to the lesson, the observer also guides teacher to develop “personal theoretical models and underlying structures of thought about classroom and learning” (Randall & Thornton, 2001, p. 47). The last stage is active experimentation in the learning cycle or the first in the practice cycle of the pre-observation conference. There the “derived principles from the debriefing session are sought to be applied to other situations in the future lesson(s), targets are set for next observation (Randall & Thornton, 2001, p. 47).

If this part is “done in the most effective ways possible, this will lead to higher gains during the observation and post-observation stages of the cycle” (Yürekli, 2013, p. 303). Tijs Besieux (2017) has developed a feedback ecosystem rather similar to the experiential learning cycle, in order to have “a simple tool that facilitates a journey of continuous development for feedback recipients” (p. 438). It involves receiving the feedback, reflecting on it, making an action plan and acting accordingly – rather alike to the two systems described above, but probably more through the perspective of feedback. What is interesting in all of these models is that it is not “one-way, top down communication... ‘done to’ teachers” in what “often feels punitive, like a ‘gotcha’” (Danielson, 2010-11, p. 36). Rather it helps educators “to see things in new ways” and cultivate new perceptions (Randall & Thornton, 2001, p. 57).

During the Lesson: Gathering of Evidence

Gathering of evidence during the lesson is one of the most foundational parts of feedback. The way the evidence is gathered might very well determine what kind of feedback will be received and whether it will lead to teacher development or fail to achieve such a goal.

When an observer enters a classroom he or she has a number of tools to choose from to gather evidence. The most common ones would consist from certain types of notes used for recording things that happen in a classroom. These might include various checklists or schedules of competencies (Randall & Thornton, 2001), rating scales (Zaare, 2012) open ended forms, narrative logs and/or online templates (Centre for Teaching Support & Innovation, 2017), low inference notes (United Federation of Teachers, n.d.). Low inference notes seem to be very similar to what Randall and Thornton (2001) call descriptive data collection or “a description of what happens in the lesson – data of the actual experience to discuss, analyse and interpret during the feedback session” (p. 49); and having the same objective as interactive coding systems, “that allow the observer to record nearly everything that students and teachers do during a given time interval” (Zaare, 2012, p. 605).

There are other, less common observation tools in a class which are more mechanical. They might include recording a video or audio of the class (Randall & Thornton, 2001); also pictures could be taken (Jablon, 2010-2011). However, not all teachers might feel comfortable when being recorded (Lasagabaster & Sierra, 2011).

Observation instruments can be formal or informal, and the level of formality may indicate whether the observation is more of an assessment of performance or meant to serve developmental goals. Nevertheless, in all of those cases collecting good, reliable evidence is of paramount importance: “By applying clear criteria to objective evidence, different observers can

reach the same conclusions about the same lessons” (Archer et al., 2016, p. 3). Archer et al. (2016) continue by saying that only if the evidence is “clear, relevant, and sufficient” the feedback is meaningful; “vague generalizations, off topic advice, and poorly supported assessments of their teaching practice” do not help teachers (p. 250).

Thus, to maximize objectivity and non-judgmental factors, observers might choose certain tools that involve more description, in this way collecting factual evidence. From the tools mentioned above, interactive coding systems and low inference notes best fit these purposes. Zaare describes interactive coding systems as being “very objective and typically” not requiring “the observer to make any high judgments about the behaviors they observe in the classroom” (2012, p. 606). Meanwhile, low inference observation is also the same in its purpose: it uses “observable facts without interpretation”, “low degree of subjectivity”, “just the facts” without the observer’s opinion, and seeks “factual observation, not a judgement” (Barge, n.d., slide 5). So, here we have a non-judgmental factor as a crucial element of objective observation. Therefore, Brennan (2017) suggests leaving any “preconceptions at the classroom door and watch with an open mind,” as the observer is there “to see how well the children are learning and how the teaching contributes to that” (p. 5). Randall and Thornton (2001) support a humanistic view of supervision, which “emphasizes ‘looking with’ rather than ‘looking at’.... This type of humanistic view encourages an advisor and a teacher to look at the non-judgmental data together and work with it (Randall & Thornton, 2001). Nevertheless, it does not mean that all sources advocate a non-judgmental approach. Some are very clear that evidence should be interpreted and judged according to given standards (Archer et al., 2016).

In addition to above-mentioned recommendations, an observer is also encouraged to differentiate class observation according to a different level of teacher expertise, in order to

reduce the anxiety of high-performing teachers and provide enough support to those teachers who need it (Archer et al., 2016). Also, Archer et al. (2016) suggest that some parts of lesson observation (e.g., pre-observation) can be skipped, despite system requirements.

Taking all these aspects into consideration, it is evident that quality observations take time. Therefore, it is advisable not to sacrifice quality, but also try to keep to the plan of observations, as this gives credibility to the observer and also decreases the teacher's anxiety about observation processes (Archer et al., 2016). The actions and choices of an observer directly influence the subsequent feedback and how teachers react to it.

Observer bias is a very slippery slope when watching a lesson and gathering evidence. For instance, Archer et al. (2016) warn that “preference for one aspect of teaching over the other can color an observer's impression of the lesson as a whole.... Without realizing it, they may inflate the ratings they give for the components ‘classroom management’ or ‘checks for understanding’” (p. 140). It is interesting to note that even though observers come to observe a classroom and events happening there that are directly related to student learning, these personal biases

that may affect ratings aren't only about instructional methods. Just about anything an evaluator sees or hears in a classroom might trigger a favorable or unfavorable impression. That includes the styles of speech, dress, and backgrounds of teachers and students.” (Archer et al., p. 140)

Therefore, it must be concluded that an observer also should maintain an inward glance, staying mindful and open about the challenges he/she faces with possible biases; so that these might be addressed before they color the evidence that is being gathered during class observation.

Post-observation

Organizational aspects. After lesson observation and the process of gathering evidence is over, an observer must find place and time to give feedback to a teacher. Technical aspects concerning feedback are important contributors to the usefulness of feedback.

Considering the place of post-observation discussion/debriefing, it is said that it is not a rare practice when debriefing takes place “in the corner of a busy staffroom ... then it can be very difficult for the advisor to listen effectively to the teacher and to avoid distractions” (Randall & Thornton, 2001, p. 59). Therefore, some place should be found where the whole process of feedback can be held without any distractions and where the teacher does not feel tense.

Also, it is important to know when to give feedback. Many sources recommend timely feedback (Cleveland, Lim & Murphy, 2007; Darling-Hammond, 2013, as cited in Khachatryan, 2015; De Villiers, 2013). Brennan (2017) states that “oral feedback and discussion must always be provided before the teacher leaves for the day” (p. 13) and it must be done “promptly” (p. 5). However, not all sources agree on this “timely” feedback. Randall and Thornton note:

If the debriefing is carried out immediately after the lesson, the teacher may well be incapable of mature reflection, being too ‘hyped up’ by the lesson to be able to make any sensible evaluation of the experience or to take in what is being said by the advisor.
(2001, p. 59)

Thus, this is still an issue of when exactly to give feedback: when teachers’ emotions have calmed down, and they have had time to reflect upon the practice, or straight after the lesson? It seems that these judgments are left in the hands of observers.

In their research, Lasagabaster and Sierra (2011) gathered teacher responses to classroom observation and feedback trying to understand what makes feedback effective. They write that the success of observation is determined by free choice. In other words, observation should be voluntary. This wish for a free choice is also examined in the study by Cleveland, Lim & Murphy (2007) where they state that, “there are surprisingly few studies asking employees directly about their preferences for feedback. It is unlikely that employees want or will act on feedback about many aspects of their job performance;” as a reason for that they claim that if an employee feels that the aspects he or she is required to change are difficult, they will consequently be less receptive to the feedback on those aspects (p. 170).

However, this is an unlikely prospect in educational institutions, as teachers are rarely asked whether they prefer to be observed or not. Nevertheless, to alleviate this involuntary practice and to make it useful, an administration can create surveys to make sure that the feedback which teachers receive is helpful to them (Archer et al., 2016).

Lastly, observation notes/evidence carries a significant part in post observation feedback. This is the basis for the feedback that comes. The observer is recommended to review “strengths and areas of improvement noted” in the observation sheet for conferencing, they have to “double check notes to remove any subjectivity and include only factual evidence” (Barge, n.d., slide 25). In addition, the focus should be on “student learning to decrease the gap between teaching and learning” in class (Barge, n.d., slide 27) since student learning is the standard according which teacher’s effectiveness in class is measured.

Possible ways of delivering feedback. In short, there are many ways to approach post-lesson feedback or conferencing. We have seen that there is a variety of ways of how to gather

evidence from a lesson. There is also a choice of feedback delivery. Feedback can be written, oral, or a combination of the two. What is important is that it should have ample of information as otherwise it “may result in learners’ uncertainty of how to respond” (Fedor, 1991, as cited in De Villiers, 2013, p. 70). Besides the sufficient amount of information, another suggestion is to use low inference feedback. Low inference notes were briefly mentioned above. They help accurately observe a lesson and provide with facts, which do not need to be discussed during the post-observation briefing; rather an observer and a teacher can “engage in collegial conversations” (Barge, n.d., slide13). This type of feedback shows “small changes in practice across classrooms that make a big difference in learning;” it also distinguishes “patterns with and across classrooms to inform more targeted professional learning” (Barge, n.d., slide 13).

In their article, Johnson, Leibowitz, and Perret (2017) talk about a practice of sending narrative feedback to teachers every time after visiting a classroom. In this type of feedback observers try to present evidence instead of their own opinion; also, some non-judgmental prompts for teacher’s self-reflection are provided, which teachers are not required to answer officially (Johnson et al., 2017).

Paul Bambrick-Santoyo (2012) in his book *Leverage Leadership* introduces a protocol for the post-observation conference, which is rather detailed and encompasses quite a few steps which lead beyond the forthcoming feedback session. There are six steps in this protocol: 1) Praise (for the things done well, based on evidence); 2) Probe (talk about specific area of focus, asking how the teacher tried to address it during the lesson); 3) Identify Problem and Action Step (looking into the focus area what happened during the observation and planning steps for future lesson next week together); 4) Practice (practicing/role-playing technique together); 5) Plan Ahead (designing next lesson with the technique in mind); 6) Set Timeline for Follow-Up

(agreeing on time when the action step will be implemented) (Bambrick-Santoyo, 2012). These steps are beneficial to an observer and a teacher because they both know what to expect from the feedback conference.

There are two more examples of similar steps guiding through observation feedback: BET and BEAR models. They come from a research on students in business communication courses learning to provide qualitative feedback to their peers. These useful findings can be used to give feedback to the teachers as well. Harms and Roebuck (2010) describe how these BET and BEAR models were examined in activities with students who practiced them while giving feedback. Students found them to be useful. They became “more comfortable with the process of delivering constructive criticism. Teaching these models gave a framework for students to take a potentially negative and awkward situation and transform it into a positive learning experience for all” (Harms & Roebuck, 2010, pp. 426-427). As these models were tried out by students in giving each other constructive criticism, probably the most similar area in teacher training would be peer observation.

Harms and Roebuck (2010) created the BEAR model for some aspects that need improvement, that is giving corrective feedback, and BET was designed for positive behavior. BET can be deciphered like this: B – give a detailed example of a certain specific beneficial behavior, E – how does this reflect on a team [in our case, what positive effect it has on student learning], T- express thanks for it (Harms & Roebuck, 2010). This model would probably be most useful in encouraging teachers or making them used to and comfortable to being observed.

The next model is BEAR: B -negative or non-productive behavior is described, E – a more in-depth look is taken into what specific effects it has, A – alternative way of how it should be dealt with, R – what result would follow if that alternative way would be chosen (Harms &

Roebuck, 2010). The BEAR model would probably be more appealing to pre-service and novice teachers as it would give them a lot of support and information. In the BEAR model, there is no indication that the suggested alternative is a work of two people. Therefore, due to the lack of collaboration this model might not always work with more experienced teachers who have their own experience and beliefs.

Good feedback. Good feedback is the feedback that drives teachers towards their development, helps them to reflect, understand and improve their practices and, in this way, improve their teaching and students' learning. Therefore, it is crucial to understand what makes feedback effective and what elements in feedback work towards enabling teachers to grow as professionals, and thus, benefit a class by realizing teachers' potential. In his research within managerial development interventions, De Villiers (2013) identified what seven principles constitute "highly effective feedback", which are: 1) situational, 2) manageable, 3) specific, 4) meaningful, 5) timely, 6) relevant, and 7) reliable (p. 68).

De Villiers (2013) writes that situational feedback means knowing the context, taking into consideration motivation level, being aware whether the learner is ready and being task specific. According to him, manageable feedback should not be too broad or deep; sufficient time should be given to process it, and prior knowledge should be taken into consideration. Specific feedback "includes right/wrong indicators" and "considers learner needs" (De Villiers, 2013, p. 69). Archer et al. (2016) nicely describe the effect of specific feedback on a teacher: "a teacher should leave the feedback conversation with a clear idea of how to put a strategy into immediate use. The specificity of suggestions can make the difference between feedback that feels like judgment and feedback that feels helpful" (p. 188). Archer et al. (2016) also claim that

specificity enables changes in practice. Meaningful feedback is relevant to the receiver, it builds confidence (De Villiers, 2013), and “where negatives are detailed” in meaningful feedback “the wording [needs] to be a guide for future action and improvement, not simply a statement of where the work was inadequate” (Ferguson, 2011, p. 60). Timely feedback can be a bit tricky, as immediate and delayed feedback can both be beneficial. Immediate feedback might increase motivation (De Villiers, 2013), while “delayed feedback may encourage learners' engagement in active cognitive and metacognitive processing, thus engendering a sense of autonomy (and perhaps improved self-efficacy)” (Shute, 2008, p. 166). Relevant feedback is related to performance goals and has no redundant information; while reliable feedback is unbiased, credible and objective (De Villiers, 2013).

Seven points are a lot to keep in mind when conducting a post-observation conference. Shute (2008), when talking about effective feedback in learning, is more concise. He likens effective feedback to “a good murder” (p. 175), asserting that it depends on three things only: 1) motive, 2) opportunity, and 3) means. If we applied it to a teaching situation, the feedback should be relevant to a teacher, so that there would be a motive to change something; a teacher needs an opportunity to use it, thus feedback should be timely; and the means of implementing feedback should also be available for it to be effective.

When talking about effective feedback, it is worth mentioning that knowing the content area of the lesson observed is a helpful factor. This knowledge opens more possibilities for a successful feedback session. However, Khachatryan (2015) mentions a rather sensitive observation about schools. “Secondary teachers,” she notes, “are especially disadvantaged by evaluation systems in which school administrators may lack the content knowledge to provide actionable feedback” (p. 165).

Still another area to consider when trying to make the feedback actionable is to be aware of “what’s attainable given the teacher’s skill level” (Archer et al., 2016, p. 196). Not all teachers can be ready to implement all kinds of changes. Archer et al. (2016) recommend starting with the ones that are possible for a teacher to achieve without overburdening themselves. Shute (2008) also recommends to “present elaborate feedback in manageable units” (p. 177). That is why effective feedback should be “specific to each teacher, focused on what their strengths and weaknesses are rather than general exhortations to improve” (Brennan, 2017, p. 4).

Praise or validation is an interesting element worth considering in an effective feedback context as well. Different sources disagree on its effectiveness. Berry, Cadwell and Fehrmann (1996) recommend that 80% of all the given feedback should be positive (as cited in Harms and Roebuck, 2010). Khachatryan also feels strongly about positive feedback in teaching context:

Getting validation from an outsider about instructional decisions may be crucial to motivation and instructional improvement, considering the isolating and demanding work of teaching that is seldom affirmed. Even if the information is “filed away somewhere,” it may still be effective in motivating teachers to work harder on the other areas in need of improvement. (pp. 178-179)

Without this motivation, it is possible that a teacher “may not feel valued and may be tempted to take his or her talent elsewhere. Giving praise where it is due also encourages buy-in of employees to the organization’s overall goals” (Harms & Roebuck, 2010, p. 416). As validation is so important, new supervisors are advised to start with positive things to “get the teacher on your side...by making them feel good about themselves” (Randall & Thornton, 2001, p. 96).

Nevertheless, lesson observation being a common practice, there are dangers with positive feedback as well. “Such feedback as: ‘I liked the way you introduced the dialogue but...’, can easily become formulaic. The teacher ‘reads’ the validation of their work as a mere ‘softening up’ move prior to the sting in the tail” (Randall & Thornton, 2001, p. 96). In order to avoid those traps where the teacher can already predict the negative feedback coming up, sincerity is advised. Randall and Thornton (2001) state that “providing support is more than using a form of words, it is a matter of living those words” (Randall & Thornton, 2001, p. 96).

There is also an even more cautious stance on praise looking at it from a learning perspective. Hattie and Timperley (2007) observe that if students receive comments on how to be more effective in their performance, it is more fruitful than when they are praised. Barduhn (1998) has an explanation for this. She writes that “although praise certainly may make a learner feel good momentarily, it could be accepting standards below what he/she is capable of, and it does not give any indication of how to improve in the future” (p 41). As a solution, Johnson (2017) suggests not to mix feedback with praise, rather to have praise as a separate entity. Nevertheless, she adds “although praise offered in concert with feedback undermines the effect of the feedback, an appreciative culture is a necessary backdrop to any efforts to promote high productivity and achievement” (Johnson, 2017, p. 85). Thus, the lack of praise in feedback should not indicate the lack of appreciation.

Who owns the feedback? Looking at feedback from the perspective of counseling, it involves two sides, and the advice should not merely be given by the observer and taken by the teacher. It is more complex than that. A teacher has to ‘own’ the advice for the feedback to bring

about changes in his or her practice. According to the models of counseling used in the book *Advising and Supporting Teachers* by Randall and Thornton (2001)

“the most effective development and change spring from within the individual themselves. Effective advice has to be ‘owned’ by the teacher and not merely imposed from the outside.... the ultimate goal is to encourage the teacher to explore personal experience and to arrive at personally-derived plans for action.” (p. 2)

Besieux (2017) also claims that “feedback is useless unless it is followed up by individual self-reflection” (p. 437). So, who owns the teaching and who has the final say in the feedback process? How does an advisor help a teacher to ‘own’ the advice? These questions are a necessary part of feedback. Johnson (2017) writes about a rather gloomy practice when it was noticed that sometimes teachers tend to base their teaching goals on what they think are advisors’ preferences: “This habit demonstrates years of conditioning that many educators have experienced, both as students and as teachers, to try to please those in positions of authority – and, in the process, abdicate ownership of their own learning” (pp. 90-91). Therefore, advisors need to encourage teachers to strive at the goals that are meaningful to them. It might not be easy to set one’s own goal. Johnson (2017) found that at first teachers may fail to set long-term goals for their improvement due to their goals being too broad or too narrow. However, letting the teachers revise them, and even commending them for doing so, is a way to guide teachers towards their autonomous development (Johnson, 2017).

A teacher’s increasing ability to self-reflect does not mean that there is no need for an observer’s guidance. “Observer should bring concrete suggestions to the feedback conversation but determining how those suggestions are applied in the teacher’s classroom should be a collaborative effort” (Archer et al., 2016, p. 203). This collaborative work should not leave a

teacher merely informed. “Feedback should sharpen teachers’ ability to analyze their own practice” (Archer et al., 2016, p. 197). If an advisor only told a teacher what to do that would not develop a deeper understanding of their practice (Archer et al., 2016). Khachatryan (2015) raises an important question “How much freedom for professional judgment should there be around teachers identifying areas in their own practice in need of improvement versus an outside observer identifying those areas” (p. 181)?

This question calls for trust from an observer. Hamid and Azman (1992) write about that trust for pre-service teachers. They believe that when an observer’s power is relinquished this will “enable/empower the trainee to gain autonomous power” (Hamid & Azman, 1992, p. 93). Of course, how much autonomy is given to a teacher is based on teacher development stages (Randall & Thornton, 2001). Also, the amount of received facilitation and support should be based upon the level of expertise and knowledge that a teacher has about what he or she needs to do and how to do it. According to Underhill (1989) “humanistic values, whether in education, management, politics, medicine, or psychology, require the facilitator, manager, leader, practitioner, or therapist to be skilled in finding the appropriate balance for each individual between self-directed autonomous power and other-directed authoritative power” (pp. 253-254).

Cleveland, Lim and Murphy (2007) talk about an employee’s potential to self-evaluate. They see this as an opportunity to give employees “the tools, the information and the motivation to realistically evaluate their own performance,” as then leaders can become more like mentors and less like judges and the change of relationships would become “a valuable tool” (p. 182).

Coaching vs. Evaluation. So, there being two sides to effective feedback, the question is: how much to direct and how much to guide/facilitate? This leads us to evaluation versus

coaching conversations, the latter of which is a valuable source for effective feedback. Post-observation discussions “can be seen as important means for developing as a teacher” (Zaare, 2012, p. 608). Assessment, on the other hand, is not so easily defined as leading to development. Randall and Thornton (2001) write that the subject of “assessment is probably the most problematic in any feedback process. In any advisory encounter, even in the relatively non-threatening situation of advice being given by a colleague, there lurks the fear of being assessed and thus criticized” (p. 10). Thus, equating evaluation with being criticized instead of guided might hinder the feedback of being sincerely received and consequently “owned” by the teacher. Randall and Thornton (2001) offer a non-judgmental humanistic counselling as a response to that. Johnson (2017) talks about balancing two ‘hats,’ the ‘evaluator’s hat’ and the ‘coach’s hat’. She admits that standardized evaluations that are prevalent nowadays make that balancing difficult. For instance, checklists can be an incentive to look for deficits, thus teachers feel the stress of being scrutinized with the possibility of misunderstanding their work (Johnson, 2017).

Therefore, having a balance of evaluation standards and sincere guidance, without a mindset of looking for “deficits” might be a good solution. This would not let teachers feel as if they are constantly being picked upon and it should also minimize the fear which was mentioned by Randall and Thornton (2001). Danielson (2010-11) seems to have a solution for this ‘balancing of hats.’ She talks about active teacher engagement in the process to make it more meaningful and valuable for them. Danielson (2010-11) is convinced that the key to that is not leaving the teacher completely passive. Instead, Danielson argues, “we must use processes that not only are rigorous, valid, and reliable, but also engage teachers in those activities that promote learning – namely self-assessment, reflection on practice, and professional conversation” (p. 38). Johnson (2017) is of the same mind concerning the shift of evaluation approach. She wants

“evaluation approaches to support the wide range of learning preferences, interests, and needs our teachers present;” she would also “like to forgo standardized, deficit-based evaluations altogether and instead engage in a robust process of goal setting followed by feedback and reflection” (p 88). We can clearly see how the element of reflection and working together with an observer, for instance, in setting goals, adds to the spirit of collaboration and teacher development.

Cleveland, Lim and Murphy (2007) describe another evaluative observation versus developmental feedback practice. They say that “it is generally recognized that administrative ratings ... tend to be lenient or more positive than ratings provided for the purpose of developmental feedback” (p. 176). As a support for this they cite a meta-analytic review by Jawahar and Williams, published in 1997. Cleveland, Lim and Murphy (2007) see these results as possibly biased since they assume that either supervisors might be reluctant to provide negative feedback or they want to motivate their employees (Murphy & Cleveland, 1995 as cited in Cleveland, Lim & Murphy, 2007). Thus Cleveland, Lim and Murphy (2007) continue to claim that “more accurate (and lower) ratings are likely to occur in developmental appraisals. Such situations provide an opportunity for the supervisor to help the subordinate work on performance deficiencies” (p. 176). Danielson (2010-11) seems to rather disagree with the notion of “working on deficiencies” in developmental appraisals. She is convinced that learning process should be ongoing in the teaching profession not because of low quality, or that something must be “fixed,” but because teaching is a complex phenomenon and “no matter how good a lesson is, we can always make it better. Just as in other professions, every teacher has the responsibility to be involved in a career-long quest to improve practice” (p. 37). Otherwise, not valuing development enough can lead to negative consequences. Johnson (2017) argues that “overemphasizing

‘results’ can create a high-stakes culture that inadvertently encourages teachers to set a low bar that they know they can easily clear” (p. 93). And, even though in this case fear will probably be diminished, it will nevertheless be self-deception rather than development.

In order to achieve teacher development either through evaluation or coaching, there is a need for self-reflection. Without self-reflection feedback is useless and does not lead to growth (Besieux, 2017). Self-reflection and self-exploration are “the keys to professional development” (Yürekli, 2014, p. 311). This does not go to say that an advisor cannot offer guidance; rather a feedback session should be approached in a different mindset:

a coaching mindset requires deep humility and genuine curiosity. Although there are times when advice is warranted, when it is offered too quickly or too frequently, it can easily undermine coaching efforts. Teachers who rely on leaders to provide the answers (and sometimes even the questions) are not empowered to set and navigate their own course toward ambitious goals. (Johnson, 2017, p.83)

Nevertheless, it does not end with self-reflection or self-exploration. At the center of developmental feedback there should be a collaboration and “shared accountability for the results of progress made during the development intervention” (De Villiers, 2013, p. 70). Moreover, “teachers need training to apply the data to their own teaching” (Zaare, 2012, p. 611). Taking accountability and training into consideration, not all sources recommend peers or colleagues to be the coaches, as their feedback might be biased by the feelings of friendship and thus, “they are likely to be coloured positively” (Randall and Thornton, 2001, p. 20).

To make a post-observation discussion more fruitful, observers/coaches might use the “ORID” framework by Nelson (2001) for conversations. “The ORID framework enables leaders not only to categorize questions but also to develop a logical sequence of questions that invite

reflection and insight and point to next steps” (Johnson, 2017, p. 94). ORID can simply be deciphered like this: O – Objective questions, R- Reflective questions, I – Interpretive questions, D – Decisional questions. This is just another framework that can be added to BET and BEAR models mentioned previously in this literature review. The importance of coaching conversations cannot be stressed enough, as this is what “moves teacher practice forward” (Archer et al., 2016, p. 192).

Negative feedback. Developmental feedback does not necessarily have to be positive or ascribing praise to the teacher. However, there is an issue of how to give negative feedback and still maintain an environment where the teacher is able to listen and accept the corrections. Also, one can still validly raise a question whether negative feedback truly leads to teacher development as “raising uncomfortable and critical comments about the lesson ... will inevitably lead to raised levels of anxiety in both the teacher and the advisor” (Randall and Thornton, 2001, p. 83), which does not seem to be conducive to learning. In this case it is possible to doubt whether weaknesses or errors in the lesson should be addressed at all. However, Kluger and DeNisi (1996), claim that learning is enhanced if a teacher is able to indicate “erroneous hypotheses” through specific feedback (p. 268). Nevertheless, several sources suggest that prior to giving negative feedback, strengths and positive observations should be stressed first (Randall and Thornton, 2001; Harms and Roebuck, 2010). However, despite emphasis on strengths at the start of the discussion, “the most critical negative issues should be dealt with early in the conversation to emphasize their importance” (Harms & Roebuck, 2010, p. 417). Also, Asmuß (2008) sees that corrective feedback is more effective when it is direct and addresses specific behavior in that it gives the employee an opportunity to be engaged in feedback discussion by

addressing the issue directly. Also, Johnson (2017) reminds us that bad and ineffective practices have to be addressed and cannot be let go as ignoring them equals promoting them.

When delivering negative or corrective feedback, the intentions of the observer have to be very clear and also he/she needs to “be sensitive to the possible reactions from the teacher, which indicate that the session is becoming ‘degenerative’ ” (Randall & Thornton, 2001, p. 113).

The most exhaustive steps of how to manage difficult feedback are given in *A Guide to Lesson Observation* by Brennan (2017). Previously in this literature review a simple guide by the acronym BEAR was introduced as the one way of addressing negative feedback. Nevertheless, this framework by Brennan (2017) is composed of ten steps and is more detailed, it also includes principles and mindset. In her framework, Brennan (2017) has steps that include appreciation of the teacher, contextualization of the feedback, depersonalization, encouraging, discerning between what is really a problem in a class and other steps. Many of these steps are directed towards making the teacher open to feedback and enabling him/her to utilize it for future actions. In the end Brennan (2017) reminds that a professional observer should “distinguish between the lesson and the teacher by reminding the teacher that you are not evaluating them as a person; you are evaluating just one lesson, out of hundreds” (pp. 10 – 11). All in all, observer should be always mindful of the teacher when giving negative feedback. This type of feedback is most likely to be misinterpreted and has the potential of shutting the teacher up due to the previously mentioned affective factors.

Feedback theories. There are different theories explaining what the purpose of feedback is, how it works and the ways of delivering it. It is interesting to have a deeper look into theoretical ground of what actually shapes our understanding of what is effective feedback.

Without knowing what feedback does and why one needs to give it we might not utilize it to its full potential. It also reminds us of the power and final goal of feedback. Thus instances of using it only to reprimand or evaluate the teacher would be less frequent if observers were familiar with these theories.

The first theory to be addressed is Zone of Proximal Development (ZPD) by Vygotsky. Vygotsky (1978) defines it as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, p. 86, as cited in Shabani, Khatib & Ebadi, 2010). In our case it would be a teacher working with an observer/advisor towards potential development through problem-solving, guided by an observer. It takes two sides: the teacher who is searching and a guide towards that knowledge that the teacher seeks to attain. However, it is important that the knowledge would not be imparted only. It should be constructed through dialogue and scaffolding. According to ZPD, the teacher cannot arrive at this potential developmental zone alone; he/she needs help, and therefore the role of an advisor is crucial. Randall and Thornton (2001) indicate that scaffolding happens when a teacher is led through questions into adopting and adapting new concepts and ideas. In this way ownership of these new concepts is achieved, which is essential in counselling theories (Randall & Thornton, 2001). ZPD is greatly important as not many teachers experience this guidance and not many advisors seek to lead the teachers to forming their own understanding. Also, without owning the new concepts and ideas, teachers are not be able to use them successfully in their practice, which renders feedback useless.

Another theory concerning feedback is Feedback Intervention Theory (FIT) by Kluger and DeNisi (1996). These authors seek to explain the inconsistencies in feedback interventions

described in various sources prior to them. For instance, they were convinced that feedback intervention does not always consistently improve performance (p. 254), so they developed and tested FIT to account for inconsistencies. Kluger and DeNisi (1996) explain that in Feedback Intervention Theory (FIT), feedback interventions (FI)

change the locus of attention among 3 general and hierarchically organized levels of control: task learning, task motivation, and meta-tasks (including self-related) processes. The results suggest that FI effectiveness decreases as attention moves up the hierarchy closer to the self and away from the task. These findings are further moderated by task characteristics that are still poorly understood. (p. 254)

What is interesting here is that what pertains to meta-tasks, or self-related processes, can be identified as praise and also “FI designed to discourage” – these both are found to “*attenuate* FI effects on performance” (Kluger and DeNisi, 1996, p. 275). Rather, to increase the productiveness of FI, the focus should be directed to the task-motivation or task-learning processes. However, the authors still conclude that attention directed towards task-learning does not always result in improved performance; nonetheless, a shift from motivation to learning is a very possible path if motivation or harder work does not solve the discrepancies between the performance and the standard (Kluger and DeNisi, 1996).

Continuing the topic of discrepancy, it can be said that there are four possible ways that it could be addressed: “the discrepancy can be eliminated by changing behavior to change the future feedback, by changing the standard so it matches the present feedback, by rejecting the feedback, or by escaping the situation (physically or mentally) that signals discrepancy” (pp. 259-260). These are the possible ways of reacting to the discrepancy and obviously only the first one seems the one attained through a beneficial feedback intervention.

The most exhaustive theory of ways to give feedback is by John Heron (2001). It is a psychological theoretical framework involving six categories of intervention and is used in many fields including counselling, nursing, business management, police, education, etc.; it is used for “interpersonal skills training ... in various parts of the world” (Heron, 2001, xi). This model seems to encompass all major modes of feedback interventions and would be an invaluable asset in training observers. What is helpful is the ease of categorization, at first all interventions are divided either in authoritative or facilitative group of interventions. There are six interventions in total, three for each group – facilitative and authoritative. Categories are defined by intentions and purposes of a counsellor or an observer/advisor in our case. Heron (2001) calls the first group authoritative as it is more hierarchical and practitioner driven (in our case an observer/advisor driven), and the second one facilitative as it is less hierarchical and leading the client (teacher) to become autonomous and responsible for their own actions. Heron (2001) claims that neither authoritative nor facilitative interventions are more valuable or beneficial, everything “depends on the nature of practitioner’s role, the particular needs of the client, and what the content or focus of the intervention is” (p. 6).

This paragraph will loosely summarize all six categories as they are described in Heron’s (2001) book *Helping the Client: A Creative Practical Guide*, viewing them from an educational lens. Authoritative interventions are these:

- 1) Prescriptive intervention – it is an observer/advisor telling a teacher what should be done (prescribing a certain behaviour, directing it);
- 2) Informing intervention provides a teacher with new knowledge and information;

3) Confronting intervention – seeks to enlighten the area of which a teacher is not aware (to a lesser or bigger extent), therefore this area has to be brought to light by challenging the beliefs or practices of a teacher.

Facilitative interventions are these:

4) Cathartic interventions which help a teacher to abreact anger, fear, grief, distress, embarrassment;

5) Catalytic interventions that lead a teacher to self-directed learning and problem solving;

6) Supportive interventions which affirm the worth of the teacher and celebrates/approves of the work that has been done.

Having these interventions separately does not mean that they do not intermix. Heron (2001), for instance, describes how informative intervention can be brought into catalytic intervention through, for example, self-disclosure and be a part of facilitative process. Also, prescriptive interventions may range from authoritative to facilitative type (e.g. “negotiation” and “facilitation of self-direction” would be on a facilitative continuum (Heron, 2001, p. 46)).

As with anything, overusing one or another type of intervention might lead to problems. For instance, “inappropriate, compulsive or excessive use of [prescriptive interventions] ... turn the client into a practitioner-directed being rather than self-directed being” (Heron, 2001, p. 40). Interventions that are misapplied or their aim becomes distorted become either degenerative or perverted. Degenerative intervention is “misguided, rooted in lack of awareness, lack of experience, of insight, of personal growth or simply of training” (Heron, 2001, p. 186); however, “perverted interventions are something rather darker: they are quite deliberately malicious; they intend harm to the client, they seek to do clients down and leave them in some way disabled, disadvantaged and in distress. Their purpose is to damage people” (Heron, 2001, p. 204). The

next paragraph will shortly expand on degenerative interventions, on assumption that malicious interventions are merely an exclusion to the rule.

Randall and Thornton (2001) nicely adapt a degenerative intervention explanation from Heron, modifying it to suit to the teacher development. They remind that the “essence of providing help is to maintain an atmosphere of trust,” however, they see an issue arising when “uncomfortable and critical comments about the lesson” should be raised (p. 83). Naturally this escalates the feeling of anxiety in both parties – the observer/advisor and the teacher; and if these emotions are not abreacted, they will influence and distort the interventions (Randall and Thornton, 2001). The degeneration might go in either becoming ‘pussyfooting’ or ‘clobbering’ (Randall and Thornton, 2001, p. 84). Pussyfooting is either going round the bush or never actually getting to confrontation, when clobbering refers to ‘sledgehammering’ the teacher, becoming “aggressive and wounding about the issue, leaving the person unnecessarily hurt and defensive” (Heron, 2001, p. 62). Defensiveness in this feedback situation is of particular importance, as:

In response to the negative feedback many teachers will produce defensive reactions. ... defensive walls being set up by teachers in reaction to comments made on lessons. When faced with such reactions to suggestions, it is quite common for inexperienced advisors to react with overly aggressive interventions, by adopting an inappropriately authoritarian style. This is particularly true in a situation where the advisor is unsure of their status with regard to the teacher. (Randall & Thornton, 2001, p. 85)

Naturally, in this type of situation the feedback will not perform its function and both parties will be left hurt. It might also influence the future observations, as the trust and respect is no longer

there. However, it is important to remember that ‘pussyfooting’ and not addressing the issue is another extreme of futile feedback as the issue stays unaddressed.

These theories provide a solid ground in understanding what feedback is and what it can accomplish. Also, they draw the lines of action based on the set goals. Knowing the theory means having a better and more wholesome understanding of the reasoning behind practical outcomes.

Future action plans (ending the post-observation feedback). A very important part of post-observation feedback is future action plans. If we look at teacher learning as a cycle, not just single happenings from time to time, the experiential model is very helpful here. This literature review started with a short description of the experiential learning cycle, where a stage before concrete experience is active experimentation. This could be a part that sets some guidance into a more in-depth pre-observation session/conference. Randall and Thornton (2001) state that “the end point of any feedback session should be the transfer of what has been discovered to future action” (p. 115). In this way the experiential cycle does not close but rather leads to future developments. Nevertheless, this planning for action should not be imposed upon a teacher, as then the solutions might not be ‘owned’ by him/her; however, if this stage of feedback is skipped all together and the teacher receives no food for thought that could be imparted to future actions, then the feedback or the given advice is likely to be futile (Randall & Thornton, 2001). Therefore, it seems that a teacher has an active part in this as well. The suggestions have to be reflected upon and seen as his/her own as well, as something that the teacher sees value in and a possibility of implementing in class.

Considering the action plans, Besieux (2017) and Randall and Thornton (2001) have very similar ideas, first of all according to them the plan has to be SMART, in order for it to be useful: S – specific, M – measurable, A-achievable, R-realistic, T- time bound/timely. These authors use this acronym to make it clear that the plan has to be very concrete and down to earth, so that the teacher could easily take it upon themselves. Besieux (2017) warns not to “aim to change the entire world at once,” the advice given is to “craft a plan that is challenging, yet doable” as “grand designs” usually “stand no chance of implementation in the real world” and are “worthless wastes of time” (p. 437). Therefore, trying to adhere to the acronym SMART would focus a teacher’s view on very specific things that actually can be implemented and changed in the classroom, also it would empower the teacher development when actually going through a full experiential learning cycle.

Pre-observation Feedback

Probably, most often, when we talk about lesson observation feedback, the post-observation feedback is kept in mind. However, feedback can be present in the whole observation/practice cycle. When the teacher is preparing for active experimentation stage (in experiential learning cycle) or the lesson in other words, the observer can be there as well, before the observation/active experimentation stage happens. Zaare (2012) sees this as an opportunity to discuss “what the teacher would like to accomplish on the day of the visit” and also “to identify areas that he or she would like feedback on” from the advisor. Zaare (2012) also points that these kinds of discussions have positive emotional factor as they help “to alleviate anxiety” (p. 606). Having this in mind, it seems that pre-observation feedback is an enabling factor of teacher

development and learning; it also makes the post-observation feedback more focused as the observer had already discussed the focus areas of the lesson with the teacher.

However, there are some things the advisor should pay attention to when arranging this pre-observation feedback. One is time and the necessity of keeping an agreed schedule. Randall and Thornton (2001) advise to set this pre-observation conference in advance, especially if the work is collaborative between the teacher and the advisor “for the teacher to be able to act on any suggestions made by the advisor” as “suggestions made to the teacher just before they teach a lesson can undermine a teacher’s confidence” (p. 58). Of course, sometimes it is impossible to arrange the pre-observation conference due to time constraints (Randall & Thornton, 2001). Nevertheless, Johnson (2017) emphasizes, that a teacher has to have a clear goal, visible for an observer. She claims that if the observer is clear on the teacher’s goal, then it helps the observers/advisors “to understand more deeply some of the values, fears, aspirations, and ideals of the teachers” (p. 90), as having a goal includes having a constructive feedback afterwards: “when there are no goals, there is no feedback” (p. 89). If it is impossible to meet for the pre-observation conference, a written lesson plan provided to the observer/advisor for comments would be an option (Randall & Thornton, 2001). The teacher could “clarify the objectives, ...explain the lesson structure, ...how it fits into longer sequence of lessons, ...explain the different groupings,” and “the roles of other adults” (Brennan, 2017, p. 5), as well as other related things pertaining to the negotiated goal or aim of teacher development in the lesson.

If the observer arrives just before the lesson without a possibility of pre-observation conference or any written interaction as a substitute of verbal feedback, it is extremely important to be very sensitive to the situation. It is still possible to listen to the teacher just before the lesson, and to see what he/she has planned but the role that the observer assumes then is that of

'listener and understander' only, the comments should be left aside (Randall & Thornton, 2001, p. 58). All in all it is important to understand that teacher development can be either encouraged or impeded depending on the delivered feedback.

Conclusion of Literature Review

This literature analysis of lesson observation practices indicates that lesson observation is a multilayered issue in Lithuania or anywhere else in the world. It has a lot of dimensions which are intertwined and influence each other. At the moment Lithuania sees a trend of shifting practices from those used during the Soviet era, to reformed ones influenced by the surrounding countries. It is also witnessing new trends in lesson observation style too. For instance, voluntary observations which were discussed in literature review and are explored in data section deeper will show the practical implications of such a choice. It is obvious that Lithuania starts to think about teachers and their advancement more considerately.

The literature review and data section direct our attention to the same issues. For instance, Johnson (2017) has mentioned that goal is the essence of good feedback. This thought is also evident in the interview section. Teachers look for purpose in lesson observations they experience.

Affective factors and mindsets widely examined in this literature review are also one of the major strands throughout the data sections since they bear a huge impact on a teacher and how he/she reacts to feedback. Thus, counselling approach described in theory section is a very welcome and needed addition to Lithuanian lesson observation system. Counseling trends and approaches are not that common in Lithuania yet. Nevertheless, the trend of coaching and willingness to experiment with it is mentioned by one of the interviewees. This preference for

catalytic style of intervention (according to Heron's (2001) Six Category Intervention theory) will be seen from the interviews with Observer 2 and the reasons as well as implications of this style will be explained.

The literature review also talks about a need of a more knowledgeable other (in Zone of Proximal Development) who could guide a less knowledgeable other, in our case a teacher, to his/her development. This need for an observer training in order for them to have more knowledge and experience is expressed in the interview section in more details by the teachers.

Nevertheless, despite all those commonalities and the recurrent subjects, it is obvious that many of the positive attributes of observations noted the in literature review are still only declared in trainings in Lithuania and not necessarily exercised by observers. This can be understood from the teachers sharing their experiences of lesson observation feedback in Lithuania.

Interviews

Methodology and Data Collection

To understand in a more in-depth way what factors lead teachers to develop in lesson observation feedback and what hinders them, two teachers and two observers were interviewed. This way a holistic picture was aimed to be achieved. Teacher 1 and Teacher 2 are from different type of schools in Panevezys City. Teacher 1 works with grades 5-8 in a progymnasium (a primary and middle level school together with grades 1-8), Teacher 2 works with grades 9-12 in a gymnasium (a high school with grades 9-12). Observer 1 is a certified external auditing observer, who also has an experience of lesson observation within one of her own schools (progymnasium). Observer 2 works in progymnasium and has experience of observing teachers mostly in her own school.

The way the teachers and observers were questioned was through semi-structured in-depth interviews in the nature of phenomenological qualitative research. With each of the interviewee we met face to face only once, thus the interviews usually exceeded half an hour. There were a number of questions prepared; however, additional questions were asked during the natural conversational style of the interview. Needed clarifications were made during the interview itself. All the teachers and observers were very open and the researcher allowed them to wander off into the areas which they deemed important, thus gathering additional insight into what constitutes a good feedback. Teachers and observers were able to choose the environment in which they felt comfortable and preferred the interview to be conducted.

The participants are referred to using the following codes: the first teacher (Teacher 1), the second teacher (Teacher 2), the first observer (Observer 1), the second observer (Observer 2).

This was done in order for the interviewees to be able to communicate their real experiences without feeling the need to fear or hide their own feelings, experiences and beliefs due to feared repercussions.

This part of the thesis delves deeper into the practical aspects as viewed and experienced by teachers and observers in a classroom while reflecting upon the guiding and inhibiting elements in feedback. Their viewpoints and insights will be summarized according to the reoccurring strands under the thematic codes. The codes correspond to the main issues analyzed in the literature review.

Purpose

The aspect that was reoccurring throughout the whole interview with Teacher 1 was the purpose or aim of lesson observation (Teacher 1, personal communication, August 14, 2018). Teacher 1 indicated its importance by stating that knowing the purpose of observation gives structure to the upcoming post-observational feedback and more clarity to the teacher who is being observed. Whenever someone mentions feedback to Teacher 1 she always has a question in her mind: “What is the purpose of this observation? Throughout forty years of teaching no one has told me this” (personal communication, 2018). The lack of a specified aim arouses confusion, fear and gossip among the teachers; on the other hand, if the aim were to be stated clearly, it would give a sense of partnership and equality with the observer and more over it would eliminates the sense of some malicious intent. Teacher 1 says:

And then I know that the observer will not pay attention to the size of my shoes but will observe a child working independently [given as an example of one of the possible aims].
I already know what the purpose of a lesson observation is. ... Everyone demands me to

give the objective of the lesson, but why, aren't we equal partners? Generally speaking, I do my job, the observer does his/her job. ... And it often happens, that during the short time which we have for post-observation feedback, we either ask out loudly or ask in our own thoughts "why am I constantly being observed? What do they want from me? Why do they keep coming to my lessons? Aren't these the questions we often discuss among ourselves as teachers? (Teacher 1, personal communication, August 14, 2018).

Teacher 1 expressed a strong preference that the aim be stated in advance; otherwise, she does not think that the observation process is valuable (Teacher 1, personal communication, August 14, 2018). Teacher 2 agrees that it is important to know the purpose of observation and which aspects are considered the priority in the lesson, so as to understand where to put the emphasis; also, it gives the teachers an opportunity to double check whether they had truly included the needed elements. She was glad her school had this practice of announcing the purpose and priorities of lesson observation (Teacher 2, personal communication, August 30, 2018). In addition to that, knowing the purpose of the lesson gives accountability to the teacher. More attention is directed to that area which is considered a priority during the observation process, and if the teacher is weaker in that area, advice will be offered as part of the feedback and during the next feedback session, and the teacher will be able to share of his/her success (Observer 2, personal communication, September 11, 2018). Therefore, an advisor stating the purpose of a visit, greatly helps a teacher to focus on the areas considered to be of main importance. The teacher is sure of what she needs to include and what will eventually be discussed in a post-observation conference. As a result of these aspects feedback becomes more focused and carries a bigger educative value.

Usefulness

It is evident from the interview that not knowing objectives and, moreover, not knowing where the information gathered during lesson observation is used or whether it is used at all, makes Teacher 1 feel the observation is pointless (Teacher 1, personal communication, August 14, 2018). Her wish is to have lesson observation information collected as in a research, and later presented to colleagues. In this way, other teachers would be able to know which teacher would be useful to observe for their own development (Teacher 1, personal communication, August 14, 2018). It shows that teachers would be open to learning and sharing even outside their classroom borders if they perceived it as a valuable educative opportunity for their colleagues, not only observation as part of supervision.

Teacher 2 shared her preference for a different lesson observation setting with an educative purpose and unique feedback session. She explained why she would prefer the style of the 13th grade lesson observation, which was connected to a project made by the Lithuanian government where teachers from the whole city can come and be participants in a chosen lesson, afterwards participating in a unique all-inclusive feedback session (Teacher 2, personal communication, August 30, 2018). The thing that guided Teacher 2 towards broader understanding and discovery was that the 13th grade feedback session was led by a professional and that teachers, being participants in the lesson, had to reflect upon the usefulness of techniques and methods (personal communication, Teacher 2, 2018). The participants discussed what parts of the training they would use themselves, and what things they would modify or adjust:

then you can also see what was useful [in the lesson], and how I can take the same things and change them to apply for some other situations. Then it is useful for you as in this

way you also receive some shared experience [from the teachers]. (personal communication, Teacher 2, 2018)

This aspect of usefulness for colleagues and then a reflection that follows hearing them speak is what prompted this teacher to reflect again on her own techniques, and she felt that the feedback session was meaningful. Teacher 1 also similarly affirmed her preference for observers to be involved in the educational process, to be as one of the students, or rather, to pretend to be one of them. In this way observers are not strangers any more, they are a part of the lesson “then the process is without stress, and mistrust is not an issue” (Teacher 1, personal communication, August 14, 2018). Observer 2 (2018) named sharing of experience through lesson observation as a way of developing teachers, especially those that encounter some difficulties. They are sent to observe the more experienced ones, and this can be done because “the administration knows the teachers and their strengths” (personal communication, observer 2, 2018), of course, due to the data gathered during lesson observation.

Taking this into consideration, pragmatism seems to play a very important role for teachers. Both of the teachers unanimously pointed to usefulness as a factor leading to their development. Teacher 1 (2018) sums up her opinion about feedback: “It is either useful or not, either guiding me to development or not” (personal communication). Similarly, Teacher 2 liked the 13th grade lesson’s discussion and feedback about what these teachers would be willing to take and use for themselves, and this type of feedback gave her insight into her own teaching (Teacher 2, personal communication, August 30, 2018). Therefore, practicality is one of the key elements that teachers look for in a feedback. However, it is a skill to present these suggestions and modifications in a manner that would be appealing to a teacher and would not cause him/her to shut inside instead.

Trust

Knowing the purpose and the usefulness of the process are essential; however, probably an even more important factor is the trust that a teacher has to have in order to be open to the whole process of observation and feedback.

This is of the main importance, probably everything starts from this: what is the relationship between you and the person who observes you – do I trust the observer? That trust is of great value ... because, usually, I do not know what situation I might end up in.

(Teacher 1, personal communication, August 14, 2018)

She also adds that “we have to know each other very well;” for instance, “if you want to teach a child, you have to know him/her, the same is with the teacher.” Even mistakes can be seen as valuable opportunities when there is trust (Teacher 1, personal communication, August 14, 2018). Otherwise, if an observer fails to notice the difficulties of a teacher, if he/she does not take time to get to know him/her, it can be perceived as a malicious intent, when an observer comes to find teacher’s faults at the times when the teacher does not feel well, for instance (Teacher 1, personal communication, August 14, 2018). For example, a story illustrating this was when Teacher 1 had a funeral of a relative one day and the next day she had her lesson observed. She still feels hurt that the observer did not inquire about her state and proceeded to observe, later giving the teacher feedback which showed her to be “absent-minded and not able to focus her attention” (Teacher 1, personal communication, August 14, 2018).

Not opposing the idea of trust, but emphasizing a different angle on the subject, Observer 2 says that

the observer does not necessarily need to be a friend. He/she should be collegial, as it is work relations. Not necessarily such a close friend who you drink coffee with during or after the lessons. However, you [observer] should be trusted. You may be an authority figure, or a specialist of your area. (Observer 2, personal communication, September 11, 2018)

Similarly, there is a trust in the teacher at that school. “If administration receives some complaints ... it talks to the teacher first to see what the issue is and only then they might go to observe several lessons to understand and evaluate the situation” (Observer 2, personal communication, September 11, 2018).

What is interesting is that Teacher 2 has a rather different and unique understanding of what evokes trust in her; it could be called impartiality. She would love, for instance, if an observer came from a different school and were totally unfamiliar with her. In this case, she says that the feedback received would be more objective, not tainted by personal conflicts, absence of connection or friendship (Teacher 2, personal communication, September 11, 2018). To sum up, these three people each have their own preferences and understanding of what conveys trust, yet all of them are very clear that trust is of the essence. Nevertheless, it is clear that for different people trust might be generated by different actions, words, or even people.

Feelings/Emotions

Trust can be seen as one of the major emotions, underlying the success of the feedback. Obviously, there are other emotions involved in lesson observation and feedback. These emotions are an integral part of this cycle. It is impossible to ignore or eliminate them as all teachers naturally have either positive or negative feelings in them. However, the nature of

feelings can either inhibit a teacher from development or open him/her to it. So circumstances that prevent teachers from being open to feedback and perceiving it as useful are: lack of care for the teacher; not disclosing the purpose of observation, which even leads to ruminating thoughts and constant feelings of stress and frustration; the feeling of fear (e.g. possibility of losing one's job); feelings of confusion when the teacher's perception of his/her lesson differs from the evaluation on the observation sheet, even to the point where the teacher thinks she is being mocked (Teacher 1, personal communication, September 11, 2018)

Emotions of an observer are also something that should be considered. Teacher 2 (2018) notes that it is very obvious from the face of an observer what his/her emotions are when teacher sits down for the feedback conference. Moreover, during the lesson, if an observer exhibits negative emotions she claims that:

it is better to lead a lesson without your glasses on. Then you cannot see all those things. Because if you see them [negative reactions/emotions], then you start to think whether I have said something wrong, and then your concentration falls on other things, the ones which you should not concentrate on. Of course, you try to ignore it, but still... Why is it stuck in my mind now? It is there because those emotions are fixed in my mind. It has a huge influence on you. (Teacher 2, personal communication, August 30, 2018)

Observer 1 was very aware of teacher emotions as well. She said that she tries to give the information in a manner that is not offensive and not overtly negative (Observer 1, personal communication, September 8, 2018). To Observer's 1 (2018) mind, it is also sufficient if a teacher is able to actually hear at least one or two things that are being addressed in order not to overwhelm him/her. Moreover, she is conscious of the language: when trying to guide teachers towards their improvement, she avoids straightforward recommendations or advice; rather, she

tries to use phrases like “Maybe next time, in this place it would be possible to think of ...”, “it would be better for the children, if...” (Observer 1, personal communication, September 8, 2018). Naturally, using non-directive language, might ease a teacher’s emotions.

The most interesting discovery concerning emotions, was voluntary lesson observation. Observer 2 shared her experience of voluntary observation, where experienced teachers who are good at their lessons, can choose whether they want to be observed and who they want to be observed by. Observer 2 shared her feelings from the teacher’s point of view first, how much fear and anxiety they used to have at school when members of the administration would walk into a class unannounced: “even the hands would become numb [from fear] ...” (Observer 2, personal communication, September 11, 2018). In addition to that, they used to have a group of language teachers who would visit lessons, at which time “the children would be paralyzed, their actions would become unnatural” (Observer 2, personal communication, September 11, 2018). Now, since the start of voluntary observation, the stress has subsided, trust has flourished, and the aim is more to share with each other and learn from each other. This is indicated by choosing not to use the school’s official observation sheets when colleagues to observe each other (Observer 2, personal communication, September 11, 2018).

Another thing that aids in lessening the emotional load of lesson observation and subsequent feedback session which usually prevents teachers from being open to information is the nature of this provided information. Both Teacher 1 and Teacher 2 indicated that they wanted written information. Teacher 1 wanted to provide feedback for her observer, containing the methods and justifications for them, in order for post-observation feedback to be more fruitful, especially if the observer is not familiar with the subject or age group that was observed, “as quite often observers come with a rather low competency” (Teacher 1, personal communication,

August 14, 2018). Teacher 2 would rather have the post-observation feedback in writing: “We are in an electrified state after our lesson is over. We do not hear anything. . . . That’s why it is better [to get feedback] in written form, when emotions subside” (Teacher 2, personal communication, August 30, 2018). She also notes that another reason for stating feedback in written form is that a teacher is usually very aware of his/her shortcomings during the lesson and is prone to self-condemnation (Teacher 2, personal communication, August 30, 2018).

Control

Negative emotions and insecurity that prevents teacher advancement may also be due to the lack of control over the observation and feedback process. As Observer 2 has indicated, voluntary observations helped to bring a feeling of security where there was stress and tension: “that kind of experience was very bitter. Distasteful, bitter, -- I didn’t like it. Now it is better, this way is better” (Observer 2, personal communication, September 11, 2018). Notably, this choice gives a teacher control over the process. Both teachers would also like to have control over the place where the observer sits: Teacher 2 indicated that she would prefer a glass door in order for an observer not to intrude into her organized educational process in class (Teacher 2, personal communication, August 30, 2018). Teacher 1 also indicated that she would like to see the observer involved in a lesson, and to state the purpose of his/her observation, and also, to ask a teacher whether it would be okay to come and observe that or another lesson (Teacher 1, personal communication, August 14, 2018). It is obvious that the ability of a teacher to control the process of observation and consequently the resulting feedback is important. Not only that, teachers also want the ownership of their educational process.

Ownership of the Educational Process

As the ones responsible for the students' education, teachers have to make many choices and adaptations daily. One of the reasons Teacher 2 actually sees lesson observations as pointless is that she claims to get the best feedback from her students (Teacher 2, personal communication, August 30, 2018). She considers her students' opinion to be more important than that of an observer, as students see her every day and know her well. Teacher 2 does not feel that she organizes a show for them; however, when an observer comes she is judged based on limited observation sheet parameters which "hurt a lot" and are understood differently by different people (Teacher 2, personal communication, August 30, 2018). This opinion regarding the importance of owning the educational process is backed by the Observer 1, who claims that no one can actually tell a teacher how he/she should conduct their lessons; there can always be a place for advice and recommendations, but never a "must," as an observer cannot guarantee that his/her suggestion will work out. Thus, it is ultimately a teacher who has to take responsibility for the choice (Observer 1, personal communication, September 8, 2018).

It is obvious from the interviews that teachers feel resistance towards their lack of ownership of their educational process. For instance, Teacher 1 (2018) questions the observation sheet, which includes three praiseworthy things and two corrective elements that should be stated by an observer: in her opinion, a teacher is perfectly capable of conducting a good lesson, and the official requirement of at least two negative aspects of a lesson is not necessary (Teacher 1, personal communication, August 14, 2018). She also states that the competencies which the teachers are asked to portray in the lesson do not correspond to what the teachers want themselves for the students; moreover, teachers self-reflect and self-evaluate their own educational process. Therefore, they choose to apply things that they consider useful (Teacher 1,

personal communication, August 14, 2018). What is more, Observer 2 (2018) reflected on her own experience as a teacher. She pointed to her personality type, that she is very individualistic learner, and it seems to her that she is the one who knows best how to work in class. She has her own methods and is not hesitant to express her own opinion even on crucial aspects like differentiation that are required in class by an official observation sheet. If she chooses not to include differentiation, she is confident that this is her choice as a teacher and it is for the benefit of the students; naturally, it makes her angry when she gets the lowest evaluation due to her disagreement with the observer (Observer 2, personal communication, September 11, 2018). So, the ownership over the process, ownership over the educational part is what would make teachers more secure and able to participate in a feedback process on equal terms with the observer.

Collaboration

Whether a teacher has control over any of these above-mentioned elements depends much on the observer. The feedback conference can be fully dominated by the observer. Of course, to let a teacher lead or to guide a teacher through his/her own evaluation process and feedback is much more time consuming; nevertheless, when a teacher is open to a dialogue and a space for the dialogue is created “good things might come out of it. Sometimes one has one type of ideas, the other has different and this directs you to a different direction. Then a different solution is possible” (Observer 1, personal communication, September 8, 2018). Thus, a dialogue that involves listening to a teacher opens him/her and brings out a lot of positive ideas and solutions – collaboration lets participants find new perspectives. Observer 2 is fond of coaching techniques. She perceives this as a less intrusive teaching method; to her mind, teachers are

capable of coming to their own conclusions through the guidance of her questions (Observer 2, personal communication, September 11, 2018).

Observer's Qualifications/Training

Consequently, a question arises: who should train observers to lead good feedback sessions? How do observers know what feedback is good and leads teachers towards their development? Observer 2 has never had any formal training. She observed the people who used to observe her and now she tries to imitate them (Observer 2, personal communication, September 11, 2018). However, it is obvious that she uses her experience and knowledge gained in other types of courses (psychology courses of coaching) in order to edify teachers (Observer 2, personal communication, September 11, 2018). Observer 1 had formal training as she is involved in external school auditing. It provided her with knowledge of what things should be observed and how to do that; however, she claims that it does not mean that one is able to provide perfect “recipes” for a “good” lesson, as there are different viewpoints and understandings about that (Observer 1, personal communication, September 8, 2018). Looking from the teacher's perspective, there is a need for an observer who knows how to lead a post-observation feedback conference and knows how to constructively present the feedback (Teacher 2, personal communication, August 30, 2018), an observer who is competent, and able to apply his/her knowledge, not to oppress the teacher or exercise unrealistic demands after they themselves were taught some new techniques (as teachers themselves are not able to attend all the newest seminars), but that the observers would be the ones who are able to form trustworthy relationships (Teacher 1, personal communication, August 14, 2018).

Ethics

Trust and relationships are usually absent when an observer does not follow ethical behavior. Both teachers noted that they saw some behaviors of an observer that raised their concern and caused them to question the whole lesson observation purpose. Both teachers recalled incidents that were not supposed to happen during the observation, like an observer bringing student tests to check (Teacher 2, personal communication, August 30, 2018) or using his/her phone (Teacher 1, personal communication, August 14, 2018). This makes teachers angry (Teacher 1, personal communication, August 14, 2018), and frustrated: “I say, why should we be observed then? For a piece of paper?” (Teacher 2, personal communication, August 8, 2018). This lack of respect and ethical standards undermine the whole feedback session as the teacher knows that the data was gathered in a superficial way and without much investment from the advisor. That is also probably one of the reasons why teachers would like to see an observer involved in the educational process – to actually experience the lesson and distract them from their extra work.

Familiarity with the Subject

Another question is whether an observer who is not familiar with the subject that he/she observes can give guiding feedback. Teacher 1 is rather uncompromising on this. She claims that observation feedback can be “fruitful only if the observer is qualified and of the same specialty area;” otherwise, “the person is not familiar with the standards and requirements,” and thus “cannot understand the teacher’s choice of methods” (Teacher 1, personal communication, August 14, 2018). Observer 1 also seems to agree that her personal choice would be to observe classes she understands, since if the subject is unfamiliar to her, she does not feel good about it

(Observer 1, personal communication, September 8, 2018). Teacher 2 and the Observer 2 seem to disagree. They point out that there are commonalities in every lesson, for instance different methods (Observer 2, personal communication, September 11, 2018). Also, Teacher 2 thinks that it is interesting to see things from the viewpoint of a teacher teaching a completely different subject, because they have very different insights, which can also be valuable (Teacher 2, personal communication, August 30, 2018). Thus, probably the observer not familiar with the subject should be able to advise or guide teachers towards their development without questioning their subject competence as this then causes mistrust of a teacher who feels much more competent in the area.

Observation Sheet

Feedback might be limited not only due to a lack of observer's competence or knowledge; it might also be restraining because of how it is designed. Teacher 2 talks about the observation sheet limitations. She says that it is a framework which has been static and restraining for years: "I do not see any reason for it. I would rather it was an opportunity to gain experience" (Teacher 2, personal communication, August 30, 2018). Observer 1 agrees that "a teacher is forced into a certain framework" (Observer 1, personal communication, September 8, 2018). However, Observer 2 (2018) mentioned their school's observation form which is very exhaustive and is used for the school's official observations, not for teachers going to observe colleagues' lessons in order to gain experience. Observer 2 was happy with the observation sheet as it provides an opportunity to gather a lot of data for useful feedback (Observer 2, personal communication, September 11, 2018). All in all, observation sheet sounds limiting for a teacher,

but helpful for some observers, depending on the type of observation sheet and also on the perspective and mindset of the observer.

Mindset of an Observer

What type of observer's mindset is right and beneficial for a teacher. How should an observer think in order to provide opportunities for an advancement for an educator. It is interesting to note that "observing a lesson is less obligating than having your lesson observed. ... The level of stress is lower; however, from the administrative point of view, it depends which person you go to observe" (Observer 1, personal communication, September 11, 2018). Thus, an advisor should be more relaxed, and prepared to help teachers who are much more stressed. However, this lack of stress might result in disruptive behaviour, as in an example told by Teacher 2 who was constantly chatted up by one of the observers during her lesson. Thus, participation should be much more obligating and involving (Teacher 2, personal communication, August 30, 2018). Another aspect, clarifying the things that were seen during the lesson (Teacher 2, personal communication, August 30, 2018), and involving a teacher into a dialogue might result in a nice productive communication (Observer 1, personal communication, September 8, 2018). Bringing good emotions is a must as well, because teachers are very sensitive to the emotions of observers (Teacher 1, personal communication, August 14, 2018). Otherwise, the observer might be perceived as having a malicious intent.

Coping Techniques

It is also reasonable to keep in mind that the observer and the teacher might perceive things differently (Observer 1, personal communication, September 8, 2018; Observer 2,

personal communication, September 11, 2018; Teacher 2, personal communication, August 30, 2018). Thus, keeping an open mind and not trying to argue the things your way (Observer 1, personal communication, September 8, 2018) might be a key to successful feedback. Also, envy and negativity rooted in cultural aspects are dangerous forces which might bring bias to feedback, distorting things (Teacher 2, personal communication, August 30, 2018). Therefore, due to different factors, cultural, emotional, and personal, teachers have different techniques worked out that help them to preserve their emotional state. Both teachers use techniques of ignoring or not paying attention. Teacher 1 does it to help her cope with feelings (Teacher 1, personal communication, August 14, 2018); Teacher 2 to avoid negative reactions from the observer (Teacher 2, personal communication, August 30, 2018). It is also interesting to note that both teachers are afraid to look ridiculous in front of their students; thus, Teacher 1 tries to control her feelings (Teacher 1, personal communication, August 14, 2018) while Teacher 2 uses techniques that were already tried out in class before (Teacher 2, personal communication, August 30, 2018). Still another technique that Teacher 2 uses is choosing time and place where to read feedback, in case there are some negative corrective remarks. As she places a lot of emphasis on students evaluating her, she gathers evaluative sheets from them from time to time (Teacher 2, personal communication, August 30, 2018).

Feedback Session (Time)

Providing a place and sufficient time for the post-observation feedback conference is also an important factor that helps teachers to open themselves up. Observer 2 shares her experience, in contrast to other schools where the conference is usually done straight after the class and causes tension and stress for a teacher who is supposed to lead the next lesson straight after the

feedback (Teacher 1, personal communication, August 14, 2018; Teacher 2, personal communication, August 30, 2018). She says that they choose to do the feedback session after all the lessons are over that day “We usually do post-observation conference even up to an hour, because you feel more freely then and are able to open up” (Observer 2, personal communication, September 11, 2018). Thus, wise choices must be made concerning feedback timing in order for it to be effective.

Overall Thoughts on Lesson Observation

Looking deeper at teachers’ convictions regarding lesson observation, it is possible to note elements which show their opposition. Overall, they do not see much value in it. Both teachers admitted their strong dislike and lack of belief in lesson observation: “I do not see any meaning in lesson observation. It is a show. It is not a lesson for work” (Teacher 2, personal communication, August 30, 2018). Teacher 1 reiterated a similar concern. “It annoys me when I am being observed. What is the use in that?” (Teacher 1, personal communication, August 14, 2018). Both teachers take their terms for an observed lesson from the entertainment world, calling it “a show” (Teacher 2, personal communication, August 30, 2018) and “a play”:

a teacher in a class is like an actor, and none of the actors are usually satisfied with how they have acted. This is a play and we are actors in that play. And if an observer comes, we are even more involved in acting. (Teacher 1, personal communication, August 14, 2018)

Even though in this case, Teacher 1 seems to have a rather positive outlook on “acting,” perceiving a lesson as an artistic expression, she is quick to point out when there is “more acting.” This happens when the lesson is observed. Moreover, she has to disown certain elements

which work well in class but which she is not convinced would be well accepted by an observer (Teacher 1, personal communication, August 14, 2018). Thus, it is obvious that the teacher is not herself and she makes choices according to the perceived preferences of the observer. However, lesson observation is a part of our educational culture, so what kind of teacher mindset would be beneficial in a feedback session?

Mindset of a Teacher

Naturally, a teacher has to prepare himself/herself for the constructive and hopefully, not ill-intended criticism, as there are usually things to be improved (Teacher 2, personal communication, August 30, 2018). Understanding that one can change and improve is a good start, as “we Lithuanians usually have very low self-esteem” (Observer 2, personal communication, September 11, 2018). Usually older people are afraid of trying newer things (Observer 1, personal communication, September 8, 2018; Observer 2, personal communication, September 11, 2018), though there are nice exceptions to this: Observer 1 is confident that “letting one’s imagination work freely, letting go of fear to act differently” might bring about the changes; otherwise, it is comfortable to take the path that has been trodden (Observer 1, personal communication, September 8, 2018). Also, some humility and openness might do well for overconfident young people (Observer 1, personal communication, September 8, 2018).

Praise

It is interesting to have a deeper glimpse into the effects of positive feedback and praise. Teacher 1 recounted her post-lesson observation feedback experience when she was given a piece of advice as a young starting educator:

I was praised so much, even though I had been so afraid before. After I was praised, the weight went away. Then it was so easy to accept the criticism. ... You are open, and if the observer noticed that my lesson was good and evaluated it so nicely, then the criticism offered to me for my advancement must be for my benefit. I started to think that this person wants only what's good for me. The observer does not tell me but suggests to try, so that I could become even better and more perfect at teaching. (Teacher 1, personal communication, August 14, 2018)

It is obvious that in the case of Teacher 1, some corrections can be addressed only through a positive rapport established through praise as this shows genuine concern for the work she does. Then she is able to believe that the intent with which corrections come is not malicious but rather for her own personal advancement. Moreover, Teacher 1 is extremely sensitive to the positive feedback during the lesson; the smiles from the observer encourage her (Teacher 1, personal communication, August 14, 2018). Teacher 2 prefers the positive introduction to be skipped during the post-observation feedback session; she does not value it much as she does not think it is genuine or true. Thus, her preference is for constructive criticism, or things that the observers could use themselves from the observed lesson – that is the ultimate praise for her (Teacher 2, personal communication, August 30, 2018). Observers approach this area differently; Observer 2, liking the coaching techniques, likes to ask questions such like “What was the best in your lesson?” (Observer 2, personal communication, September 11, 2018). However, Observer 1 tries hard to find at least minuscule details worthy of praise, even if the lesson was not that good (Observer 1, personal communication, September 8, 2018). Probably, this finding of trivial details for praise is the reason Teacher 2 sometimes gets the feeling that it is difficult for observers to always find three substantial things worthy of quality praise.

Combining the viewpoint expressed in literature review about praise and the experiences of teachers, it can be said that praise has to be expressed genuinely and be used wisely.

Conclusion of Findings

This journey into Lithuanian teachers' feelings and experiences has been a very unique opportunity to understand a phenomenon of classroom observation feedback better. Having the chance to hear it from the observer's side as well made the picture much more complete. The research shows common emerging patterns of feedback, and things that have direct influence on the feedback and its reception – these are the factors which either determine the advancement or stagnation of a teacher.

One of the major things that teachers agree on is the need for trust. Trust that a person coming to observe their lesson does not have malicious intent; that they care; and that they will not be influenced by local gossip and partiality. Thus, the feedback received will be objective, spoken sincerely and goodheartedly. This helps teachers to accept the feedback more readily.

The purpose of the observation is of the essence as well. Knowing what will be observed lets you focus and understand better what a teacher will be called to be accountable for, and it eases the stress as well. Nevertheless, there is also the question of usefulness. Teachers do not want observations to stay the way they are only within the ramifications of their lessons. Sharing is not that scary if it is done to educate others and indeed, it is a very welcome form if done correctly. One example of it being done the right way was involving observers from the whole town into the educative process and letting them experience the lesson, later reflecting on the

most useful parts of it and how they would utilize the aspects from the lesson themselves. This seemed a useful practice for the teacher otherwise opposed to the idea of observation.

The expressed wish for the observers to be a part of the process shows that often times teachers do not actually see observers as involved or invested enough, which raises the question of behavioral ethics. The other doubts that teachers have to face are the things they choose to show an observer. This comes either from a wish to avoid confrontation or from not feeling that the teacher owns the educative process and knows best about what methods should be used in one or the other class.

Voluntary observation or giving the teachers control over the process would diminish anxiety and lots of insecurity. It would also honor teachers' individual styles of learning. It became evident that some teachers like to learn and reflect alone, while others learn best from feedback that comes from their students. At this point a variety of lesson observations would also offer diverse types of feedback which might be more appealing to different teachers. Therefore, changes and new, more engaging ways of observation provide more appealing feedback.

On the whole, if observations remain static and limited to the standards that we have today, both teachers were clear that they do not see much benefit in them. This is a signal that some change is due, either in relational aspects or in the innovative approach; however, possibly combining both would yield even more developmental benefits for a teacher. New perspectives, changing experiences and different approach to post-observation feedback is the right direction to move.

The craving for practical and applicable advice is also fundamental in understanding what is a useful feedback in the eyes of a teacher. Observers tend to notice these common areas of importance as well. It is especially priceless to see that teachers and observer(s) have common

viewpoints on the limitations of observation sheets. One observer very openly admits that eventually a teacher is the one responsible for the educational process in his/her class – these realizations are steps toward mutual understanding, trust and respect. The more areas of concern overlap and are viewed from both sides with open mind, the more we will be able to see each other's needs and the way towards improvement.

On the other hand, there is also another area of training an observer to lead feedback sessions, in a way which would be educative for the teacher. The interview analysis showed that teachers are different and each of them requires their own approach. This becomes evident from their reactions to praise. One of them distrusts the sincerity of praise, while the other needs it as an introduction to help form relationships, which suggests that training observers to approach teachers and guide them towards their development is an advantage. Observer training would also benefit from a wide range of courses such as psychological courses on coaching or behavioral ethics in the classroom. The more humanistic approach is a direction we need to be moving towards, as limiting observation sheets and the insincerity of acting or performing in lesson observations is harmful to teachers and students alike.

Recommendations for Future Research

It would be interesting to see a broader view of teachers' experiences; thus, a quantitative research is recommended based on the topics uncovered in qualitative interviews. A deeper look into what actual aspects of praise or what aspects of trust are important and how that trust is achieved could be also an area of research, even though it comes down to highly personal preferences and depends upon teacher idiosyncrasies, which can be seen from interviews with the teachers and Observer 2 who also recounted her inclinations as a teacher.

This thesis also makes it clear that wholesome training for an observer would be an advantage. Therefore, the research findings could be included in training program preparation for the observers, a program which would also acknowledge the status of a teacher as a conscious individual who knows and understands the reasons for his/her choice.

References:

- Anilionienė, J. (2017). *Pamoka 13 klasei „Saulėtekyje“ [Lesson for grade 13th in „Saulėtekis“]*. Retrieved from:
http://www.sauletekis.org/index.php?option=com_content&view=article&id=254:pamoka-13-klasei-sauletekyje&catid=26&Itemid=101
- Archer, J., Cantrell, S., Holtzman, S. L., Joe, J. N., Tocci, C. M., & Wood, J. (2016). *Better feedback for better teaching: A practical guide to improving classroom observations*. San Francisco: Jossey-Bass, CA. Retrieved from:
<http://k12education.gatesfoundation.org/resource/better-feedback-for-better-teaching-a-practical-guide-to-improving-classroom-observations/>
- Asmuß, B. (2008). Performance appraisal interviews: Preference organization in assessment sequences. *International Journal of Business Communication* 45(4), 408-429.
- Bambrick-Santoyo, P. (2012). *Leverage Leadership: A Practical Guide to Building Exceptional Schools*. San Francisco: Jossey-Bass.
- Barber, M. and Mourshed, M. (2007). *How the world's best-performing school systems come out on top*. McKinsey and Company. Retrieved from:
https://www.mckinsey.com/~/media/mckinsey/industries/social%20sector/our%20insights/how%20the%20worlds%20best%20performing%20school%20systems%20come%20out%20on%20top/how_the_world_s_best-performing_school_systems_come_out_on_top.ashx
- Barge, J. D. (n.d.). *Using low inference feedback and conferencing: A school leader's guide for improvement [slide presentation]*. Retrieved from: <https://slideplayer.com/slide/1497854/>

- Borich, G. D. (2008). *Observation skills for effective teaching*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
- Brennan, J. (2017). *A guide to lesson observation: Tools and support for observing lessons effectively*. UK: Oxford University Press. Retrieved from:
https://cdn.oxfordowl.co.uk/2017/04/21/10/32/07/582/bp_observation_guide.pdf
- Centre for Teaching Support & Innovation. (2017). *Peer observation of teaching: Effective practices*. Toronto, ON: Centre for Teaching Support & Innovation, University of Toronto. Retrieved from: <http://teaching.utoronto.ca/teaching-support/peer-observation-of-teaching/part-iii-tools-instruments-observation/>
- Cleveland, J. N., Lim, A. S., & Murphy, K. R. (2007). Feedback phobia? Why employees do not want to give or receive performance feedback. In J. Langan-Fox, C. Cooper, & R. Klimoski (Eds.), *Research companion to the dysfunctional workplace: Management challenges and symptoms* (pp. 168-186). Cheltenham, England: Edward Elgar.
- Danielson, C. (2010-11). Evaluations that help teachers learn. *Educational Leadership*, 68(4), 35-39. Retrieved from:
<http://otheroptions.cmswiki.wikispaces.net/file/view/Evaluations%20that%20Help%20Teachers%20Learn.pdf?at=Help-Teachers-Learn.aspx>
- De Villiers, R. (2013). 7 principles of highly effective managerial feedback: Theory and practice in managerial development practices. *The International Journal of Management Education*, 11(2), 66—74. <https://doi.org/10.1016/j.ijme.2013.01.002>
- Department of Communications of Lithuanian Ministry of Education and Science. (2018, October 4). *Mokytojų skaičius išlieka stabilus, rodo Sodros duomenys [The Number of Teachers Remains Stable According to the Data from The State Social Insurance Fund*

- Board*]. Retrieved from: [https://www.smm.lt/web/lt/pranesimai_spaudai/mokytoju-skaicius-islieka-stabilus-rodosodros-duomenys-](https://www.smm.lt/web/lt/pranesimai_spaudai/mokytoju-skaicius-islieka-stabilus-rodosodros-duomenys)
- Ferguson, P. (2011). Student perceptions of quality feedback in teacher education. *Assessment & Evaluation in Higher Education*, 36(1), 51–62.
<http://dx.doi.org/10.1080/02602930903197883>
- Grissom, J., Loeb, S., & Master, B. (2013). Effective instructional time use for school leaders: Longitudinal evidence from observations of principals. *Educational Researcher*, 42(8), 433-444. [doi.org/10.3102/0013189X13510020](http://dx.doi.org/10.3102/0013189X13510020)
- Hamid, B. A. & H. Azman. (1992). Making supervisory intentions clear: Adapting the six category intervention analysis to promote facilitative type supervisory feedback in teaching practice. E. Sadtono (ed.). *Language Teacher Education in a Fast-Changing World (Anthology Series 29)*. Retrieved from:
<https://eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED369280>
- Harms, P., L., & Roebuck, D., B. (2010). Teaching the art and craft of giving and receiving feedback. *Business and Professional Communication Quarterly*, 73(4), 413 – 431.
<https://doi.org/10.1177/1080569910385565>
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81–112. <http://dx.doi.org/10.3102/003465430298487>
- Her Majesty’s Inspectorate for Education and Training in Wales. (2014). *Effective classroom observation in primary and secondary schools*. Retrieved from:
<https://www.estyn.gov.wales/sites/default/files/documents/Effective%20classroom%20observation%20in%20primary%20and%20secondary%20schools%20-%20October%202014.pdf>

- Ilgen, D. R., Fisher, C. D., & Taylor, S. M. (1979). Consequences of Individual Feedback on Behavior in Organizations. *Journal of Applied Psychology*, 64(4), 349-371. doi: 10.1037/0021-9010.64.4.349
- Isen, A. M. (2002). Missing in action in the AIM: Positive affect's facilitation of cognitive flexibility, innovation, and problem solving. *Psychological Inquiry* 13(1), 57-65.
- Jablon, J. (2010-11). Taking it all in observation in the classroom. *Teaching Young Children*, 4(2), 24-27.
- Johnson, J., Leibowitz, S., & Perret, K. (2017). *The Coach Approach to School Leadership: Leading Teachers to Higher Levels of Effectiveness*. Alexandria, VA: ASCD.
- Kazakevičius, G. (2012). *Mokytojo praktinės veiklos vertintojo profesinė etika [Professional ethics of an assessor evaluating a teacher's practical work]* Retrieved from: [https://www.upc.smm.lt/tobulinimas/renginiai/medziaga/konsultantai/vertintojai/Mokytoj_o_praktines_veiklos_vertintojo_profesine_etika_\(G.Kazakevicius\).pdf](https://www.upc.smm.lt/tobulinimas/renginiai/medziaga/konsultantai/vertintojai/Mokytoj_o_praktines_veiklos_vertintojo_profesine_etika_(G.Kazakevicius).pdf)
- Khachatryan, E. (2015). Feedback on teaching from observations of teaching: What do administrators say and what do teachers think about it? *NASSP Bulletin* 99(2), 164 – 188.
- Kinicki, A. J., Prussia, G. E., Wu, B., & McKee-Ryan, F. M. (2004). A covariance structure analysis of employees' response to performance feedback. *Journal of Applied Psychology*, 89(6), 1057-1069. doi: 10.1037/0021-9010.89.6.1057
- Kluger, A.N. and DeNisi, A. (1996). The effects of feedback interventions on performance: a historical review, a meta-analysis, and a preliminary feedback intervention theory. *Psychological Bulletin* 119(2), 254–84. doi: 10.1037/0033-2909.119.2.254
- Labuckaitė, J. (2015, January 23). *Pamokų stebėjimas – puikus mokymosi būdas [Lesson observation – a wonderful way of learning]*. Retrieved from:

<http://www.bernardinai.lt/straipsnis/2015-01-23-pamoku-stebejimas-puikus-mokymosi-budas/126675>

- Lasagabaster, D., & Sierra, J., M. (2011). Classroom observation: Desirable conditions established by teachers. *European Journal of Teacher Education*, 34(4), 449-463.
doi:[10.1080/02619768.2011.587113](https://doi.org/10.1080/02619768.2011.587113)
- Li, Y. (2009). The perspectives and experiences of Hong Kong preschool teacher mentors: Implications for mentoring. *Teacher Development* 13(2), 147–58.
doi:[10.1080/13664530903043970](https://doi.org/10.1080/13664530903043970)
- Loeb, S., Darling-Hammond, L., & Luczak, J. (2005). How teaching conditions predict teacher turnover in California schools. *Peabody Journal of Education*, 80(3), 44-70.
doi:[10.1207/s15327930pje8003_4](https://doi.org/10.1207/s15327930pje8003_4)
- Morrison, E. W. & Bies, R. J. (1991). Impression management in the feedback-seeking process: A literature review and research agenda. *Academy of Management Review* 16(3), 522–41.
doi: [10.2307/258916](https://doi.org/10.2307/258916)
- Myung, J. & Martinez, K. (2013). Strategies for Enhancing the Impact of Post-Observation Feedback for Teachers. Stanford, CA: Carnegie Foundation for the Advancement of Teaching. Retrieved from: https://www.carnegiefoundation.org/wp-content/uploads/2013/07/BRIEF_Feedback-for-Teachers.pdf
- Panevėžio pedagogų švietimo centras [Education center for Panevezys teachers]. (2017). 2017 m. gruodžio mėn. pamokos 13 klasei. [*Lessons for grade 13th, 2017 December*]. Retrieved from: <http://www.ppsc.lt/13-klases-tvarkarastis/214-2017-m-gruodzio-men-13-klase>

- Randall, M. & Thornton, B. (2001). *Advising and supporting teachers*. M. Williams & T. Wright (Eds.). Cambridge, UK: Cambridge University Press.
- Reid, J. (1993). *Teaching ESL writing*. Englewood Cliffs, NJ: Prentice Hall Regents.
- Shabani, K., Khatib, M., & Ebadi, S. (2010). Vygotsky's zone of proximal development: instructional implications and teacher's professional development. *English Language Teaching*, (4)3, 237-248.
- Shute, V. J. (2008). Focus on formative feedback. *Review of Educational Research* 78(1), 153–189. <http://dx.doi.org/10.3102/0034654307313795>.
- Snyder, R. A., Williams, R. R. & Cashman, J. F. (1984). Age, tenure, and work perceptions as predictors of reactions to performance feedback. *The Journal of Psychology* 116(1), 11–21. doi.org/10.1080/00223980.1984.9923611
- Tamašauskas, V. (2012). *Mokytojų praktinės veiklos vertinimas [A practical work assessment of a teacher]*. Retrieved from:
[https://www.upc.smm.lt/tobulinimas/renginiai/medziaga/konsultantai/vertintojai/Mokytoju_praktines_veiklos_vertinimas_\(V.Tamasauskas\).pdf](https://www.upc.smm.lt/tobulinimas/renginiai/medziaga/konsultantai/vertintojai/Mokytoju_praktines_veiklos_vertinimas_(V.Tamasauskas).pdf)
- Teacher Development Trust. (2015). *What is lesson study?* Retrieved from:
<https://tdtrust.org/what-is-lesson-study>
- Underhill, A. (1989). Process in humanistic education. *English Language Teaching Journal*, 43(4), 250 - 260. <https://doi.org/10.1093/elt/43.4.250>
- United Federation of Teachers. (n.d.). *Commonly used terms in evaluations*. Retrieved from:
<http://www.uft.org/teaching/commonly-used-terms-evaluations>

Wiggins, G. (2012). Seven keys to effective feedback. *Educational Leadership*, 70(1), 10–16.

Retrieved from <http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx>

Yürekli, A. (2013). The six-category intervention analysis: A classroom observation reference.

ELT Journal, 67(3), 302-312. <https://doi.org/10.1093/elt/ccs102>

Zaare, M. (2012). An investigation into the effect of classroom observation on teaching methodology. *Procedia – Social and Behavioral Sciences* 70(25), 605-614.

doi:10.1016/j.sbspro.2013.01.099