

**Effective FEEDBACK is not praise or criticism. It is carefully chosen language and actions that propel the learner forward.**

Regie Routman

*Depending on the need of the teacher, effective feedback can provide Information, Reflective Prompts, Instruction, Suggestions, and/or Directives.*

**INFORMATION on what is happening:** In this case, the observer provides a second set of eyes and shares information with the teacher on what they see happening. The teacher takes this information and uses it to evaluate their own performance and think about how they can improve.

**Starters:**

- I noticed ...
- I saw ...

**REFLECTIVE PROMPTS for thinking:** Reflective prompts encourage teachers to engage in thinking about how to solve their own performance issues.

**Starters:**

- What might happen if ...
- Have you thought about ...
- I wonder if ...

**INSTRUCTION or content:** The observer teaches the teacher why or how to improve.

**Starters:**

- Students would benefit from ...
- Your lesson could be improved by ...

**SUGGESTIONS or ideas for improvement:** If performance does not improve, suggestions can prove helpful.

**Starters:**

- One suggestion ...
- An option might be ...
- You might want to consider ...
- I recommend ...
- Think about trying ...
- You should ...

**DIRECTIVES or requirements for improvement:** If you have seen ineffective performance in an area on more than one occasion, or if the issue is very problematic, you may want to give a directive. This is something that is required rather than suggested.

**Starters:**

- In addition to \_\_\_\_\_, implement ...
- You need to ...
- As you move forward, incorporate ...
- Next time I come, I'll be looking for ...

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## Effective FEEDBACK should be . . .

**SPECIFIC** – use an example or two, share concrete data (i.e., number of minutes it took to transition, number of students off task)

**TIMELY** –feedback is most helpful when it occurs close to the incident.

**SUCCINCT** – give good, complete feedback...but not too much feedback. Sometimes we want to share ALL we know – that is not necessary.

**CLEAR** – do a quick review of your comments to ensure that what you are saying is clear and not open to interpretation. There is a big difference in, “How could you...” and “How could you possibly...”

**“LEAST PRESCRIPTIVE”** – for students who struggle, we want the least restrictive environment. For teachers, we want the “least prescriptive” environment. Whenever possible, provide teachers with the opportunity to take responsibility for their own professional growth.

**FOCUSED ON THE PERFORMANCE OR BEHAVIOR, NOT THE PERSON** – there is a big difference between the statements, “You did a good job” and, “Using Think Pair Share was a great strategy and involved all your learners.”

**PROFESSIONAL** – when reviewing for clarity, check to see that your spelling, grammar, etc., is correct. Errors can easily distract people and they may start evaluating you instead of their own performance.

**REQUESTED** – whenever possible. Feedback that is sought is highly valued. Ask the teacher if there is anything specific they would like you to look for in the observation/s.

**FOLLOWED UP** – notice and commend when teachers follow through and change performance. Check back to see if comments were understood.

### DISSECTING A COMPLIMENT OR COMMENDATION

1. **State what they do.** (“I saw excellent procedures in place in your classroom today.”)
2. **Give 1-2 examples.** (“Specifically, students turned in papers quickly and transitioned from large to small group activities in less than 30 seconds.”)
3. **Share outcome of what they are doing and how they are doing it.** (“Your masterful use of procedures ensures you get the most out of every minute which results in high levels of leaning in your classroom.”)

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