



Strategies to Support a Productive Feedback Conversation



- Start with goals and agenda.
 - Clarify that what's to come is meant to help the educator (e.g., "I want to point out some things that went well, some areas I think we can work on, and see how I can help you try some ideas I have.").
- Ask what the educator thought went well.
 - This signals your interest in their reflections and elevates things they feel good about.
- Avoid accusatory language.
 - Instead of "What you didn't do was," say something like, "What you can also do in that situation is..."

Archer, et. al. *Better Feedback for Better Teaching*, 2016



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- Use plural form.
 - Instead of “Why did you do X?” ask “What might be some of the reasons you did X?”
 - This reduces the perception that the observer is looking for one right answer or one way of doing something.
- Use positive presuppositions.
 - Begin questions with an acknowledgement, like “Based on your past successful experiences...,” or “As an experienced educator...”
- Shift the focus to students or staff.
 - Instead of “Your lesson objective didn’t appear to have a clear outcome,” say something like, “The students didn’t seem able to say what they would be able to do after the lesson.”



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- Maintain eye contact and nod.
 - Show you're listening, interested, and thinking about what the educator is saying.
 - This might also include avoiding technology distractions.
- Consider seating arrangements.
 - Sitting across from an educator may feel confrontational; sitting side-by-side can foster a sense of collaboration.
- Don't read from a script.
 - A post-observation conference should be professional, and still conversational.
 - Prepare talking points and observation notes.
 - Be sure to memorize key questions or prompts.

Archer, et. al. *Better Feedback for Better Teaching*, 2016