

# QUALITIES OF TARGETED FEEDBACK

1. Situated within a context.
2. Based on evidence of student learning.
3. Framed around actionable improvements.



# TARGETED FEEDBACK TYPES OF CONVERSATIONS

- **Next Step.** Student decides on specific next step around targeted area of focus.
- **Next Step.** Teacher provides suggestions for next step around targeted area of focus.
- **Affirmation.** Teacher confirms implementation of new practice around targeted area of focus.

**Why, when and with whom** would you engage in each of these types of conversations?

## EXPLORING BEHAVIORS

High Will, Low Skill	High Skill, High Will	Low Skill, Low Will	High Skill, High Will
<b>GUIDE</b>	<b>EMPOWER</b>	Provide <b>Feedback</b> to <b>GUIDE</b> thinking • 3 ideas to explore are... • Some things you might want to consider...(name examples) • As you continue to...	Provide <b>Feedback</b> to <b>MOTIVATE</b> • Something I might see/hear as evidence during the next observation... • Something you will want to consider is... • An area of focus for you and your students is...
<b>DIRECT</b>	<b>EXPLICIT &amp; DIRECT</b> feedback • Something I expect to see/hear...I will check in with you in the coming days. • Something you will need to do... • Something you will want to do...	Provide <b>EXPLICIT &amp; DIRECT</b> feedback • Something I expect to see/hear...I will check in with you in the coming days. • Something you will need to do... • Something you will want to do...	Provide <b>Feedback</b> to <b>EMPOWER</b> • Use a guiding question from the framework that is connected to their area(s) of focus.... • As you work to grow your practice...

## FEEDBACK STEMS

# THREE CHARACTERISTICS OF EFFECTIVE TARGETED FEEDBACK

## CHARACTERISTIC # 1

Targeted feedback is framed around actionable improvements	Novice	Expert
<b>Feedback is framed in growth-oriented terms.</b>	<ul style="list-style-type: none"> <li>Offers general or unexplained praise (if any), for example: "It was successful."</li> <li>Implies "deficit" or corrective perspective that concentrates on what the teacher lacks or should fix, little reference to what the teacher can do.</li> </ul>	<ul style="list-style-type: none"> <li>Offers specific suggestions for action in teacher's practice that support students' learning.</li> <li>Takes a strength-based stance figuring out/articulating what the teacher is doing well already and starting from there.</li> </ul>
<b>Feedback is focused on judiciously selected areas teacher might reasonably act upon immediately and independently to support students' learning.</b>	<ul style="list-style-type: none"> <li>Raises multiple improvement areas; mixes short term and long term improvement issues.</li> </ul>	<ul style="list-style-type: none"> <li>Judiciously suggests one thing to focus on, based on evidence and what the teacher is on the verge of doing independently.</li> </ul>

## CHARACTERISTIC # 2

Targeted feedback is based on evidence of teaching strategy and/or student response.	Novice	Expert
<b>Feedback is based (in part or all) on evidence from observed practice.</b>	<ul style="list-style-type: none"> <li>Focuses conversation on generalizations and personal opinions based on classroom visits.</li> </ul>	<ul style="list-style-type: none"> <li>Focuses conversation on evidence of student learning, teaching practice and content based on classroom visits.</li> </ul>
<b>Feedback encourages continued attention to evidence from practice.</b>	<ul style="list-style-type: none"> <li>Speaks to what the teacher did and what students did, but does not make connections between the two.</li> </ul>	<ul style="list-style-type: none"> <li>Makes specific connections between the teacher's practice and the student learning that resulted from it.</li> </ul>

## CHARACTERISTIC # 3

Targeted feedback is situated within a context.	Novice	Expert
<b>Feedback is part of an ongoing collaborative cycle of learning with possibilities for improvement.</b>	<ul style="list-style-type: none"> <li>Is largely directive, with no connection to teacher's ongoing practice.</li> <li>Provides isolated suggestions.</li> </ul>	<ul style="list-style-type: none"> <li>Makes specific reference to larger conversation about teacher's practice and area of focus/goals.</li> <li>Assumes an inquiry stance.</li> </ul>