




New
Teacher
Center

What Does Relevant, Formative Feedback Look Like?

Breakout Session

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A close-up photograph of a hand raised in the air, likely in a classroom. The hand is positioned on the left side of the frame, with fingers slightly curled. The background is blurred, showing other people in a room, suggesting a group setting like a school or conference. The lighting is soft and even.

when we focus
on teachers,
our students
succeed

Learning From Feedback

Think of a time when you were learning something and had on-going feedback from a coach or instructor.

- What things did the coach/instructor do or say that helped you learn and improve?
- How would you describe the feedback?
- How did you feel receiving the feedback? Why?

Language That Supports Learning

WHAT WILL SERVE YOU...

- An approachable voice
- Acceptance, empathy
- Open-ended questions
- Plural forms (*goals, possibilities...*)
- Present tense (How do you...?)

Language That Supports Learning

WHAT WILL SERVE YOU (CONT.)...

- Positive presuppositions
 - *Presume prior and ongoing thought*
 - *Nobility of purpose*
 - *Positive intentionality*
- Inquiries framed with tentativeness
 - *I'm curious about...*
 - *Would you tell me more about...?*
 - *I'm not sure I understand...*
 - *I wonder what you mean by...*

Adapted from the work of A. Costa and R. Garmston

Coaching Language

- Paraphrasing
- Clarifying questions
- Meditational or probing questions
- Suggestions framed as:
 - Possibilities
 - Questions
 - Anecdotes
 - Reformulation
 - Direct
- Non-judgmental responses

Giving Feedback

A PROTOCOL

Effective feedback builds trust by always being supportive and sincere. Invite the participating teacher to validate the feedback whenever possible.

1. Be truthful.
2. Be specific rather than general.
3. Describe rather than evaluate.
4. Note impact of behavior upon others [e.g., students].
5. Focus on changeable behavior.
6. Attend to the teacher's needs/area of focus.
7. Be balanced.
8. Use the teachable moment.
9. Be well-timed.

Current State

GROUPS OF 4 DISCUSS:

- In what ways are principals in your district using formative feedback with teachers?
- What are challenges, issues, and concerns related to formative feedback?

Record.

Pre-Observation Planning Conference

A PROTOCOL

- Clarify goals for student learning and context for the lesson
- Determine evidence of success and student achievement
- Explore planning, including teaching strategies and decisions made
- Identify focus for data collection

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Post-Observation Reflecting Conference

A PROTOCOL

- Summarize impressions of the lesson
- Recall data to support those impressions and assessments
- Analyze the observation data
- Review student work, if appropriate
- Synthesize learnings, draw conclusions, set next steps
- Reflect on the coaching process, propose refinements

Formative Feedback in Action

VIDEO OBSERVATION

Video Debrief

DISCUSS:

- What did you notice about the type of feedback that the mentor provided?
- How did the protocol support reflection, self-assessment, and problem-solving?
- What impact was the conversation/analysis having on the beginning teacher?
- What do you anticipate will be the impact on her students?

Table Group Talk

DISCUSS:

- What are new ideas and promising practices as a result of this conversation?
- What is your vision for the use of formative feedback within the evaluation system?



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Thank you

For More Information

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