NETWORK for EDUCATOR EFFECTIVENESS

GUIDE TO EFFECTIVE FEEDBACK CONVERSATIONS

Thank you for downloading the NEE Guide to Effective Feedback Conversations. The following pages outline an effective process for school leaders to provide feedback to teachers, developed by the Network for Educator Effectiveness. NEE is a comprehensive system for educator evaluation that combines classroom observation with multiple measures of effectiveness in a secure online portal designed to record feedback, start meaningful conversations, and provide high-quality resources for educator growth and development.

NEE Membership Includes:

- **Training for school leaders**

NEE training focuses on effective evaluation and feedback practices to support teacher growth.

- **Access to the NEE Data Tool**

The online platform securely manages evaluation data and provides reports to stay organized.

- **Access to the EdHub Library**

More than 500 modules for self-paced, individual learning are available in the online platform.

- **Classroom observation rubrics**

Access to 27 rubrics that schools select from to use in their classroom observations.

- **Student survey and multiple measures**

NEE provides multiple measures for schools to incorporate in teachers' evaluations, if desired.

- **School specialist evaluations**

Evaluation tools are available for principals, counselors, instructional coaches, and others.

All NEE services are packaged and provided to schools at one cost based on student count.

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NETWORK for EDUCATOR EFFECTIVENESS

In affiliation with the University of Missouri

A GUIDE TO EFFECTIVE FEEDBACK CONVERSATIONS

PREPARE

PRESENT DATA

DISCUSS FOCUS

MAKE A PLAN

FOLLOW UP

Teachers are the driving force behind student achievement. Research shows that the greatest impact on student achievement comes from the decisions made by teachers and the actions they take to create learning opportunities for students.

Similarly, principals and building leaders are responsible for creating an environment in the school that nurtures professional growth and creates learning opportunities for teachers. Principals must be active evaluators of effective teaching practices. An essential part of principal effectiveness and instructional leadership lies in providing objective feedback and coaching to teachers leading to improved instruction. Principals and teachers form a partnership through conversation to make the most of professional growth opportunities. This guide provides a process for such conversations.

THE THREE GOLDEN RULES OF FEEDBACK

TIMELY

Within 24 hours of data entry
After every data entry

ONGOING

Tap into the feedback loop
Give chance to improve

CONSISTENT

Calibrate with others
Beware of halos and drifts

PREPARE » BEFORE THE MEETING

- Consider all relevant data
- Narrow the focus
- Stick to the objective evidence
- Identify specific behaviors
- Use language from the rubrics
- Review the written comments
- Choose feedback path
- Develop intended outcome
- Select 3-4 questions

PRESENT DATA » BEGIN THE MEETING

- Conduct this step quickly to avoid dwelling on scores
- Introduce and review relevant data with teacher
- Use rubric language in conversation
- Use data tool reports as a focal point
- Avoid offering opinions or advice

DISCUSS FOCUS » LEAD TO THE CHANGE

- Presume positive intentions
- Invite teacher input on focus
- Facilitate the conversation through:
  - Posing questions of the teacher
  - Paraphrasing and active listening to understanding
  - Providing wait time for self-discovery and reflection

MAKE A PLAN » TURN TO ACTION

- Identify ability to make the change
- Ask the teacher for growth ideas
- Advocate for growth mindset
- Put ideas on the table
- Identify actionable steps for growth
- Identify specific growth outcomes
- Offer access to supports, scaffolds, and resources

FOLLOW UP » END THE MEETING

- Review process of feedback loop and its impact on the identified growth outcome
- Set timeframe for the next check for progress on identified growth outcome
- Provide teacher with opportunity to ask questions, clarify expectations or outcomes

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THE FOUR PATHS TO EFFECTIVE FEEDBACK

1. Determine the focus of the conference, and discover why the focus behavior exists.

The teacher lacks the foundational and conceptual knowledge of a principle of instructional effectiveness.	The teacher has an understanding of the instructional strategy, but does not use it effectively.	The teacher is knowledgeable, has some success implementing a strategy, and is able to reflect on how to further improve their practice.	The teacher clearly understands the concepts surrounding the instructional practice and implements it with some degree of expertise.

2. Select the most appropriate feedback path.

DIAGNOSTIC	PRESCRIPTIVE	DESCRIPTIVE	MICRO

3. Establish the outcome for the conference.

TEACHER GROWTH

The teacher gains a better understanding of the key concepts associated with a principle of instructional effectiveness.	The teacher acquires a new instructional strategy that is more effective at achieving student learning.	The teacher reflects on their teaching practice and modifies it in a way that leads to greater effectiveness.	The teacher determines the focus and the outcome of the conference.

4. Develop a line of questioning that honors the path and achieves the desired outcome. See next page for suggestions.

SUGGESTED QUESTIONS FOR EACH FEEDBACK PATH

DIAGNOSTIC	PRESCRIPTIVE	DESCRIPTIVE	MICRO
Basic format of the first question:			
Did everything go according to plan during the lesson? If not, how did you adapt your lesson to handle the surprises?	Did you feel confident about how this lesson would go? Did it meet your expectation? How?	What was the desired outcome of this lesson? What did you want students to know and do because of this lesson?	What is on your mind? And what else?
Follow-up questions:			
Do you believe your students achieved the outcomes you wanted? Tell me how you know this. Tell me more. What did you want to see/hear students doing during this lesson? Were they able to do this? What would have helped them to be even more successful? What prevented them from being more able to perform? What teacher action would have supported this student effort? Here are a couple of techniques/ strategies (_____ and _____) that would positively impact student performance in this situation. Show the teacher a short video, article, reflection of past PD, or explanation of the strategies or techniques. What strategy or technique do you believe will have the greatest impact on your students? How would you like to learn about it? What do you need in order to be able to practice this strategy/ technique? I will focus my next observation on this strategy/ technique.	Give me three key takeaways from conducting this lesson. Do these takeaways impact your approach moving forward? If you could change anything, what strategy/technique/activity would you have done differently? Would you change the way you deliver this strategy/technique/activity or abandon it? What specifically would have to change in order to have student success? Why do you believe that? If you abandon this strategy/technique/activity, what will take its place? Why do you believe this will lead to greater student success? What will you do to learn about the effective implementation of this strategy/technique/activity? What are the criteria for success? What evidence will you collect to know the strategy/technique/ activity is improving? If you have selected a new strategy/technique/ activity, how will you know that it is being successful? Who would you like to receive feedback from in regard to your new efforts? (Self-reflection video, principal, coach, peer) Tell me in summary form what your plan for change is and what I can do to assist your endeavors.	How well were you able to adapt when unexpected changes of direction came up? While in your classroom I noticed _____. (Use both positive and questionable examples of student success; be specific and detailed in your description.) What teaching behaviors shaped these situations? What teaching strategy/technique most influenced this outcome? Compare your use of this strategy/ technique to an exemplar use of the same strategy/technique. (Give exemplar if needed.) What is the gap between the way you executed the strategy/technique and the exemplar version? What are the key criteria you see in the exemplar? Based on the gap analysis, what should your next steps be? Where would be a good place to implement this in your upcoming lessons? So, you are going to _____ (have teacher restate the specific action plan) by _____ (how will teacher execute the plan).	What goals are you working towards for yourself and your students as you progress throughout the school year? What is the real challenge for you in your teaching right now? How are you addressing this challenge? Are there things standing in your way? Are there things I can do to support your efforts? If you are addressing this challenge, what challenge have you let go of? Out of this conversation, what was the most useful thing that we talked about? Is there anything you'd like to change for our next meeting?

ALIGNING FEEDBACK TO THE TEACHER'S PD PLAN

Selecting the right actions steps for a teacher's professional development plan must take into consideration the developmental level of the teacher. Don't sign off on a PDP until you are sure the actions steps align to the long-term focus and are developmentally appropriate for the teacher.

DIAGNOSTIC	PRESCRIPTIVE	DESCRIPTIVE	MICRO
The teacher may need to acquire foundational knowledge and understanding before they are able to apply any change in the classroom.	The teacher may need support as they practice, fail, and regroup when working to implement new skills or behaviors.	The teacher finds a way to push themselves to a higher level of implementation fidelity as they strengthen a skill or behavior with occasional support.	The teacher may need to find ways to push themselves to a higher level of implementation fidelity as they fine tune a skill or behavior.

Examples of action steps that can be made more specific and tailored to the teacher's skills:

• Notes on learning after material or resource review • Lesson planning with principal, mentor, or peer • Lesson plans that incorporate learned strategies • Notes on their observation of model teacher	• Lesson plans that incorporate new strategy • Evidence of data collection on new strategy • Notes on their observation of model teacher • Peer or self observation on new strategy	• Reflective email on adjusted strategy or practice • Peer or self observation on adjusted strategy or practice • Collected evidence of feedback from students • Administrator observation of adjusted strategy or practice	• Narratives on active learning • Evidence of effectiveness of new learning • Collected evidence of feedback from students • Administrator observation of new practice or skills

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EXAMPLE FEEDBACK STATEMENTS: INDICATOR 1.1

The example statements below are intended to help school leaders begin their comments after a classroom observation. Statements should be followed by specific examples of what was observed in the classroom and incorporate follow-up questions appropriate for each level.

NEE Indicator 1.1: The teacher demonstrates content knowledge through the use of academic and disciplinary language and facilitates students' accurate use of academic and disciplinary language.

FEEDBACK FOR LOW TO MID-LEVEL

- Explanations of key concepts can sometimes be unclear, making it difficult for students to fully grasp the academic language related to the subject. Try using more defined examples or rephrasing complex terms in simpler language.
- Try modeling the use of academic and disciplinary language more consistently during lessons. This helps students feel more comfortable using these terms in their own work.
- Break down complex disciplinary language into smaller, more manageable chunks for students. This could involve providing a vocabulary list or using visual aids to reinforce key terms.
- Encourage students to practice using academic language in low-stakes activities, which can help build their confidence. Try creating opportunities for them to use these terms in group discussions or brief writing exercises.
- While the content is being covered, there seems to be a gap in directly teaching the academic vocabulary students need. Take time to define and explain key terms before expecting students to use them.
- Offer specific feedback on students' use of terms that can help clarify their understanding and improve accuracy of disciplinary language in their assignments.
- Consider using more "think-aloud" strategies where students say their thought process using academic and disciplinary language. This can provide students with concrete examples of how to use such language in their own problem-solving.
- To deepen student understanding of academic language, connect disciplinary terms to real-world contexts or examples relevant to students' experiences.
- Encourage students to engage with academic language through peer discussions or collaborative work that may promote better internalization of these terms.
- Regularly check in with students on their understanding of academic language. Brief, frequent reviews or quizzes could help reinforce their learning of specific terminology.

FEEDBACK FOR MICRO-LEVEL

- Excellent modeling of academic and disciplinary language. The use of key terms and concepts in context greatly supports student understanding.
- Outstanding job introducing and reinforcing new vocabulary. Breaking down complex terminology into manageable pieces helps students grasp and apply concepts accurately.
- The use of academic language is not only precise but also engaging. Bringing disciplinary terms to life through real-world examples makes the language more relatable and accessible for students.
- Students have many opportunities to practice and use academic language in class discussions and written work. This active use of language helps them internalize and confidently apply new vocabulary.
- Strategic use of scaffolding allows students to build their understanding of academic language progressively. Offering support to students at different levels ensures everyone can participate in using the language accurately.
- Students not only learn disciplinary language but also understand its application in different contexts. They are consistently challenged to think critically and use language in a way that reflects a deep grasp of the content.
- Providing insightful feedback on students' use of academic language helps them refine their skills and improve their understanding of complex terms. This feedback motivates students to apply language more precisely in their work.
- Academic and disciplinary language is seamlessly integrated into every aspect of lessons. Whether it's through lectures, discussions, or assignments, language use is consistently aligned with content goals.
- Students are encouraged to take risks and experiment with academic language to build their confidence. Students seem increasingly comfortable using precise terminology, and it's clear they feel supported by the teaching approach.
- Using collaborative activities allows students to practice academic language with peers in meaningful ways. Teacher-facilitated discussions provide opportunities for students to refine their language skills and gain deeper insights into the subject matter.

EXAMPLE FEEDBACK STATEMENTS: INDICATOR 1.2

The example statements below are intended to help school leaders begin their comments after a classroom observation. Statements should be followed by specific examples of what was observed in the classroom and incorporate follow-up questions appropriate for each level.

NEE Indicator 1.2: The teacher cognitively engages students in the content.

FEEDBACK FOR LOW TO MID-LEVEL

- It would be helpful to incorporate more interactive activities, like group work or discussions, to get students more actively involved in the lesson.
- Connecting the material to students' interests or real-world applications makes the content more relatable and engaging.
- Using a variety of instructional methods, such as videos, hands-on activities, or technology, helps capture students' attention and maintain their interest.
- Encouraging more student participation through questioning or peer teaching increases engagement and makes students feel more involved in the learning process.
- Starting lessons with an intriguing question or problem helps spark curiosity and motivates students to learn.
- Building in short, interactive breaks or activities during longer lessons helps maintain energy and focus among students.
- It is beneficial to give students more choice in their assignments or projects, allowing them to explore topics they are passionate about.
- Check in with students more frequently to gauge their understanding and adjust the pace of the lesson to keep them engaged.
- Providing more positive reinforcement and acknowledging student contributions encourages greater participation and enthusiasm in class.
- Reflecting on what activities or lessons have engaged students in the past and incorporating similar elements helps reignite their interest in the current material.

FEEDBACK FOR MICRO-LEVEL

- Using interactive activities, like group discussions and hands-on projects, has noticeably increased student participation and engagement.
- Incorporating real-world examples that relate to students' interests has resulted in students being more focused and responsive.
- Asking open-ended questions has encouraged students to think critically and participate more actively in class.
- By providing varied learning opportunities, such as visual aids and multimedia, students seem more engaged and eager to learn.
- The feedback students receive about their work has helped them stay motivated and invested in improving their performance.
- Connecting the lesson material to students' personal experiences improved engagement levels significantly.
- Enthusiasm for the subject matter is contagious, and it positively impacts how engaged the students are during lessons.
- Implementing more student-led activities has led to increased ownership of learning and higher engagement among students.
- By setting clear expectations and goals for the lesson, students seem more focused and actively involved in the learning process.
- Creating a supportive classroom environment in which students feel safe expressing their ideas has greatly enhanced student engagement.

EXAMPLE FEEDBACK STATEMENTS: INDICATOR 2.1

The example statements below are intended to help school leaders begin their comments after a classroom observation. Statements should be followed by specific examples of what was observed in the classroom and incorporate follow-up questions appropriate for each level.

NEE Indicator 2.1: The teacher supports cognitive development of all students.

FEEDBACK FOR LOW TO MID-LEVEL

- Ensure students can engage meaningfully with the material by aligning instruction with their cognitive development levels.
- Consider incorporating more differentiation strategies to reach students who may need additional support or challenges beyond the current instruction level.
- While most students are appropriately challenged, identifying and addressing the needs of outliers — both struggling learners and advanced students — can enhance engagement for all.
- Try integrating more scaffolding techniques, such as guided practice or visual support, to better assist students who may find the content too advanced.
- For students who grasp concepts quickly, provide enrichment activities or deeper inquiry opportunities to help maintain their interest and learning momentum.
- Consider using frequent formative assessments, such as quick checks for understanding, to help ensure every student's cognitive level is being met effectively.
- Try using small-group instruction or peer collaboration to tailor learning experiences more effectively for students at different cognitive levels.
- Gathering student feedback on the difficulty level of lessons would provide insight into where additional support or challenge is needed.
- Consider attending training or collaborating with colleagues on differentiation strategies. This would provide new tools to address the full range of learners in the classroom.
- Reflect on instructional strategies and student outcomes to fine-tune lessons, ensuring all students are consistently receiving instruction at their appropriate cognitive level.

FEEDBACK FOR MICRO-LEVEL

- All learners are engaged and appropriately challenged with instruction that meets students at their cognitive levels.
- Effectively delivering differentiated instruction allows every student to access learning in a way that best suits their cognitive needs.
- Skillfully adjusting lessons in real time based on student responses demonstrates a deep understanding of cognitive development and learning progressions.
- Structured support helps students build on prior knowledge, fostering confidence and deeper understanding.
- Interactive and thought-provoking activities encourage critical thinking and problem-solving at every level of student ability.
- Creating an environment where all students feel capable of learning and growing reinforces the belief that effort leads to improvement.
- Effectively using formative assessments ensures instruction is continually adjusted to align with students' cognitive readiness.
- Excellent job maintaining high expectations for all students while providing the necessary scaffolding and encouragement to help them succeed.
- Teaching fosters independent thinking by encouraging students to take ownership of their learning and engage in meaningful inquiry.
- Students' success and confidence shows dedication to implementing best practices in cognitive development.

EXAMPLE FEEDBACK STATEMENTS: INDICATOR 4.1

The example statements below are intended to help school leaders begin their comments after a classroom observation. Statements should be followed by specific examples of what was observed in the classroom and incorporate follow-up questions appropriate for each level.

NEE Indicator 4.1: The teacher uses instructional strategies leading to student problem-solving and critical thinking.

FEEDBACK FOR LOW TO MID-LEVEL

- It would be beneficial to incorporate more open-ended questions in lessons to encourage students to think critically and explore multiple solutions.
- Integrating real-world scenarios into instruction can help students apply critical thinking and problem-solving skills to practical situations.
- Encouraging students to explain their reasoning during problem-solving activities helps develop their critical thinking abilities.
- Introduce more opportunities for collaborative problem-solving, where students can learn to think critically and develop solutions together.
- Incorporating inquiry-based learning approaches is a way to engage students more deeply and foster their ability to think critically about complex issues.
- Scaffold challenging tasks by breaking them into smaller steps, which can gradually build students' problem-solving confidence.
- Create more opportunities for students to engage in reflective thinking, where they assess their own problem-solving approaches and outcomes.
- Using case studies or scenarios that require students to evaluate evidence and make decisions can be a powerful way to enhance their critical thinking skills.
- Encouraging students to brainstorm multiple solutions before choosing the best one can promote more creative problem-solving and critical analysis.
- Model the problem-solving process more explicitly while teaching, so students can observe and learn how to approach complex problems critically.

FEEDBACK FOR MICRO-LEVEL

- Using inquiry-based learning has been effective in encouraging students to explore and develop their problem-solving skills.
- The way complex problems are presented allows students to work through them independently, fostering critical thinking and resilience.
- Incorporating real-world scenarios into lessons has helped students apply critical thinking to practical situations, enhancing their problem-solving abilities.
- Encouraging students to question assumptions and explore multiple solutions to a problem has significantly improved their analytical thinking.
- Providing students with open-ended problems to solve has challenged them to think deeply and critically about the subject matter.
- Strategies used to promote collaborative problem-solving in groups have helped students to develop both critical thinking and teamwork skills.
- Guiding students through the process of evaluating evidence before drawing conclusions has allowed them to become more adept at critical thinking.
- Encouraging students to reflect on their thought processes during problem-solving activities has greatly enhanced their metacognitive skills.
- By integrating Socratic questioning techniques into lessons, students' critical thinking and reasoning abilities have deepened.
- By scaffolding complex tasks that gradually increase in difficulty, students have built confidence and improved their problem-solving skills over time.

EXAMPLE FEEDBACK STATEMENTS: INDICATOR 5.1

The example statements below are intended to help school leaders begin their comments after a classroom observation. Statements should be followed by specific examples of what was observed in the classroom and incorporate follow-up questions appropriate for each level.

NEE Indicator 5.1: The teacher uses motivation strategies that affectively engage students.

FEEDBACK FOR LOW TO MID-LEVEL

- Consider incorporating more interactive activities to capture students' interest and make lessons more engaging.
- Use positive reinforcement more frequently to encourage student participation and effort.
- It is helpful to set clear, achievable goals for students to keep them motivated and focused.
- Exploring different teaching methods, such as group work or hands-on projects, helps engage students and keep them motivated to learn.
- Seek feedback from students on what motivates them and incorporate their suggestions into your lessons.
- Using real-world examples and applications makes the material more relevant and interesting for students.
- Building stronger relationships with students helps to understand their individual motivations and tailor strategies accordingly.
- Vary instructional techniques to cater to different learning styles and keep students engaged.
- Incorporating technology and multimedia resources enhances instruction and captures students' attention.
- Reflecting on and adjusting motivational strategies regularly will help identify what works best for students.

FEEDBACK FOR MICRO-LEVEL

- The ability to inspire and motivate students is remarkable. They are eager to take part and learn in class.
- Connection with students is exceptional, and it has made learning enjoyable.
- A creative approach to teaching keeps students engaged and excited about the material. It's clear they look forward to learning.
- Each student feels valued and motivated to do their best. Use of positive reinforcement is highly effective.
- By using diverse motivational strategies, all students are actively involved and interested in the subject matter.
- Energy and passion in the classroom create a dynamic learning environment where students thrive.
- Setting clear goals and providing constructive feedback has helped students stay focused and motivated to achieve their best.
- Consistently finding innovative ways to make learning relevant and engaging enhances student participation.
- Encouragement and support help students build confidence and a love for learning. They feel empowered to take on challenges.
- The positive atmosphere fosters a sense of community and motivates students to collaborate and succeed together.

EXAMPLE FEEDBACK STATEMENTS: INDICATOR 5.2

The example statements below are intended to help school leaders begin their comments after a classroom observation. Statements should be followed by specific examples of what was observed in the classroom and incorporate follow-up questions appropriate for each level.

NEE Indicator 5.2: The teacher manages time, space, transitions, and activities.

FEEDBACK FOR LOW TO MID-LEVEL

- Prioritize tasks by importance, not just urgency. Focus on the most impactful teaching activities to maximize time and energy.
- Set clear time limits for each activity and use visual timers. This helps students stay on track and keeps transitions smooth.
- Establish routines for transitions. Predictable routines reduce chaos and help students transition from one activity to another more efficiently.
- Declutter classroom space and create designated areas for activities. A well-organized classroom makes it easier for everyone to access materials and focus on learning.
- Prepare materials ahead of time. Set up resources and activities the day before or during downtime to avoid scrambling at the last minute.
- Use collaborative student roles. Let students take ownership of small tasks like distributing materials, which saves time and keeps them engaged.
- Incorporate brain breaks between transitions. Short, structured breaks can re-energize students and help them shift from one task to another with focus.
- Break larger tasks into smaller, manageable chunks. This reduces stress and helps everyone focus on one step at a time.
- Leverage technology for planning and reminders. Use apps or digital planners to organize tasks, plan lessons, and set reminders for transitions and deadlines.
- Understand that some days will go off schedule and that is okay. Adjust as needed, and move on.

FEEDBACK FOR MICRO-LEVEL

- Class time is structured well to ensure every minute is used effectively, keeping students engaged throughout the lesson.
- Transitions between activities are seamless, which minimizes downtime and maintains students' focus.
- The classroom space is well-organized, allowing for a smooth flow of movement and efficient use of resources.
- Clear time management practices help students stay on track and understand what is expected at each stage of the lesson.
- Effectively balancing different activities keeps students motivated and ensures they are constantly learning without feeling overwhelmed.
- Transitions between tasks are handled with ease, creating a calm and orderly environment when shifting from one activity to another.
- Thoughtful organization of the classroom space fosters a productive and distraction-free learning environment.
- Lessons are dynamic and engaging while sticking to the planned schedule, ensuring that all learning goals are met.
- The flow of lessons is always smooth, thanks to careful planning and attention to the pacing of activities.
- The ability to anticipate transitions and prepare students for what's coming next creates a positive and well-managed classroom atmosphere.

EXAMPLE FEEDBACK STATEMENTS: INDICATOR 5.3b

The example statements below are intended to help school leaders begin their comments after a classroom observation. Statements should be followed by specific examples of what was observed in the classroom and incorporate follow-up questions appropriate for each level.

NEE Indicator 5.3b: The teacher establishes secure teacher-student relationships.

FEEDBACK FOR LOW TO MID-LEVEL

- Take a few moments each day to connect with students individually. Showing genuine interest in their lives can help build stronger relationships.
- Listen actively when students speak. Reflecting on what they say makes them feel heard and valued.
- Regularly acknowledge students' efforts and improvements, no matter how small. This positive reinforcement strengthens rapport with students.
- Make sure expectations and consequences are consistent for all students. This builds trust and respect.
- Encourage students to share their thoughts and feelings. Be open to feedback from them. This creates a more inclusive and respectful classroom environment.
- Give students a voice in their learning by offering choices or involving them in decision-making. This can help them feel more invested and respected.
- Consistently model respectful behavior in the classroom, in hallways and in interactions with students. This sets the tone for how students should interact with the teacher and with each other.
- Learn more about students' individual backgrounds, interests, and challenges. Personalizing interactions will make students feel more understood and valued.
- Practice patience, especially when students are struggling. A calm, understanding approach will help de-escalate conflicts and build trust.
- Reflect on interactions with students regularly. Identify what works well and areas needing additional support or training.

FEEDBACK FOR MICRO-LEVEL

- Getting to know each student personally has created a welcoming environment where students feel valued and respected.
- Showing genuine interest in students' lives outside of the classroom has established trust and stronger connections with them.
- Effectively listening to students' concerns and ideas has fostered a sense of mutual respect and open communication.
- Consistent use of positive reinforcement has encouraged students to feel confident and supported in their learning journey.
- Acknowledging and celebrating individual student achievements, no matter how small, has helped to strengthen relationships with them.
- By remaining approachable and available to students, even outside of class time, students feel a commitment to their well-being and success.
- Tailoring feedback to each student's needs and personality demonstrates understanding and care for their individual development.
- Efforts to create a safe and inclusive classroom environment make students feel comfortable sharing their thoughts and participating more actively.
- Empathy shown toward students' challenges, both academic and personal, has helped to build a strong foundation of trust and respect.
- Consistent effort to involve students in decision-making processes, like setting class norms or choosing activities, empowers them and strengthens relationships with them.

EXAMPLE FEEDBACK STATEMENTS: INDICATOR 7.4

The example statements below are intended to help school leaders begin their comments after a classroom observation. Statements should be followed by specific examples of what was observed in the classroom and incorporate follow-up questions appropriate for each level.

NEE Indicator 7.4: The teacher monitors effect of instruction on individual and class learning.

FEEDBACK FOR LOW TO MID-LEVEL

- It might help to incorporate more frequent, informal assessments like quick quizzes or exit tickets to gauge the whole class's understanding during lessons.
- Consider using more targeted questioning strategies to check in on individual students' comprehension and ensure that everyone is keeping up with the material.
- Encourage students to share their thought process to provide valuable insight into their understanding, allowing the opportunity to better tailor instruction to meet student needs.
- It is important to spend more time observing students during group work to monitor both class-wide engagement and individual participation.
- It is useful to implement more regular one-on-one check-ins with students to understand their individual learning needs and make adjustments as needed.
- Use data from assessments more strategically to inform lesson planning, ensuring both the class as a whole and individual students are progressing effectively.
- Vary instructional methods based on observations about student engagement to better meet the needs of different learners.
- It is important to develop a system for recording and reflecting on how each lesson goes, noting which students need more attention in future sessions.
- Encouraging students to self-assess or peer-assess during activities provides more insights into both individual and class-wide understanding.
- It is imperative to set clear learning objectives for each lesson and regularly check in with students to monitor their progress toward these goals.

FEEDBACK FOR MICRO-LEVEL

- Consistent use of formative assessments has provided valuable insights into both class-wide understanding and individual student progress.
- Instructional strategies were effectively adjusted based on ongoing monitoring of students' diverse learning needs.
- Efforts to differentiate instruction after observing students' varying levels of understanding has ensured that each student remains challenged and supported.
- Regularly checking in with students individually has helped to tailor approaches to meet students' unique learning needs.
- Analyzing classroom data has helped to identify trends and address areas where the whole class might need additional support or enrichment.
- Proactively monitoring student engagement during lessons has helped to quickly identify when the whole class or specific students need a change in instructional approach.
- Using exit tickets and other quick assessments to gauge the whole class's comprehension is appreciated. Future lessons are adapted accordingly.
- Individual attention given to students during group activities ensures each student is contributing and learning, not just the most vocal or confident ones.
- Effective use of observational notes during lessons has helped to track both whole class dynamics and individual student growth over time.
- Incorporating student feedback and self-assessment helps for understanding both the overall class climate and individual student needs, leading to more targeted instruction.

FEEDBACK NOTES

PREPARE » BEFORE THE MEETING

Collect data, choose feedback path, set outcome, select questions

PRESENT DATA » BEGIN THE MEETING

DISCUSS FOCUS » LEAD TO THE CHANGE

MAKE A PLAN » TURN TO ACTION

FOLLOW UP » END THE MEETING

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