

## Feedback Strategies – Brainstorming Examples

### (Unit 3.A Resource)

Each of the following describes a strategy or important consideration when providing feedback to a student teacher, mentee, or possibly even students in classes.

Your assignment: generate an example of either A) how the suggested strategy/consideration might be CORRECTLY utilized or B) how it might look if the suggested consideration was not appropriately followed. As an example of how to complete this activity, brief answers are provided to strategy #1 below.

- The Right Time** -- Be sure it's the "right time" and "right place" for providing feedback. A setting in which others are present or a time of stress or strong emotions is not likely to be conducive to a positive conversation about performance improvement.
  - Arrange a quiet time after students are gone (after school, during a planning period) to conference with the student teacher. This time should also be free of other stressors such as during plan time right before the student teacher is scheduled to teach the next hour when their university supervisor is scheduled to visit.
  - Consider sitting down with the student teacher in a crowded teacher's lounge during a 20-minute lunch break and proceed to give a step by step replay of things she/he might have done more effectively in a recent lesson. Make sure to ask other teachers in the lounge to weigh in with their suggestions for what could have been done differently.
- "I noticed..." approach** – Make a statement of something noticed during the teaching/learning episode and allow the Student Teacher/Intern to respond. This can be slanted in a positive, negative, or neutral way depending upon what the Cooperating/Mentor Teacher wants the Student Teacher/Intern to reflect upon from the teaching and learning episode.
- Specific information/data** – This relates to the content about evidence vs. opinion. Give specific information in feedback such as "Only three students out of twenty-two had written down any ideas before you asked students to start sharing."

4. **The “Feedback sandwich” approach** -- Provide a “negative” piece of feedback between two positives within the same general area. For example, a Student Teacher/Intern may have developed a thought-provoking question, but given little time for students to think and respond. Feedback about this could focus first on the strong question design, then on ideas for providing more time for students to think and respond, and finally on strengths of the particular question asked.
  
5. **Yes, but...** -- Avoid making “but” statements. When giving positive feedback, try not to detract from it by including negative information.
  
  
  
  
  
  
  
  
  
  
6. **Avoid “piling on”** -- If there is a consistent issue to discuss, focus on actions to take to improve performance rather than a list of instances the issue has occurred.
  
  
  
  
  
  
  
  
  
  
7. **Listen, too** -- Employ strong listening skills after delivering feedback. (Connect to content in Positive Professional Relationships about listening skills and non-verbal communication.)
  
  
  
  
  
  
  
  
  
  
8. **What about their previous learning?** -- Connect with the educator preparation program to see if there are feedback techniques or models that are suggested or preferred in order to meet particular programmatic goals and objectives. If there are required formats for observations, there may be feedback techniques that work particularly well with the observation format.