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| **Effective Feedback** | **Ineffective Feedback** |
| Specific | General |
| The graphic organizer had headings for each category: students were able to record important information about the topic. | Nice Graphic Organizer! |
| Involves *What* is Said and Done | Involves *Why* |
| I noticed students sitting in front were called on more than students in the back. | *Why didn’t you call on students in the back?* |
| Descriptive | Evaluative |
| Descriptive: It took 15 minutes before the lesson began. | It took too long for you to begin instruction. |
| Focuses on the amount of information the teacher can use | Overloads teacher with feedback |
| Focuses on sharing information | Focuses on giving advice |
| Actionable | Vague |
| Concrete—helps the teacher grow professionally | “Good job!” or “Great Lesson!” |
| Aligns with the Framework for Teaching |  |

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| **Effective Feedback** | **Ineffective Feedback** |
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