The Classroom Check-Up

Reflection & Tips: Check-Up Meeting - Feedback

Take a moment to reflect on your skills and comfort in delivering feedback to teachers. Look over the list of skills below and then ask yourself the following questions:

Key Feedback Skills

- Conveying an accepting and nonjudgmental attitude
- Providing an overview of the meeting and feedback form
- Delivering difficult feedback in a calm and neutral tone
- Checking in to clarify teacher reactions to the feedback
- Completing feedback before shifting to solutions
- Connecting feedback to teacher values
- Asking open-ended questions
- Giving authentic affirmations
- Paraphrasing what the teacher says
- Reflecting teacher feelings or underlying perceptions
- Being aware of teachers' reactions to the feedback
- Commenting on positive or negative reactions you notice
- Using concise summary statements throughout the meeting
- Pacing (not too fast, not too slow)

- What are the aspects of giving feedback that I do especially well?
- What are the aspects of giving feedback that I could improve upon?
- What will get in the way of me giving feedback in a productive way with teachers?
- How can I overcome these potential challenges?
- What is one thing I would like to improve upon when it comes to giving feedback?

Complete the following sentences in your own words:

Improving my feedback skills is <u>important</u> because...

I am <u>confident</u> that I can improve my feedback skills because...

Challenges	Tips from the Field
I don't want to risk my relationship with the teacher by giving them bad news.	Nearly all teachers want accurate feedback about their classrooms. Most will not be surprised to learn that their classrooms have some areas that need improvement. Feedback will usually align with their perceptions. Not being forthright and direct with teachers is a greater risk to the quality of your relationship. If they perceive that you are not being authentic in your feedback, you may lose credibility.
I'm uncomfortable putting anyone in the red. It just feels harsh.	You will get used to it with practice. The feedback form is your friend. You will find that delivering difficult feedback becomes easier when you use the structured form. It becomes less about you being the bearer of bad news and more about a conversation about what, if anything, the teacher makes of the feedback and wants to do about it.
I find myself wanting to jump to solutions, and so does the teacher.	Remind yourself and the teacher that the best way to come up with good solutions is to first examine all aspects of the classroom. After you work your way through all the feedback, you and the teacher will be in an excellent position to decide which aspect of the classroom they want to work on first and to develop a plan for improvement.
How will I remember all the potential areas for improvement if I wait until the end of the feedback discussion?	A good strategy is to create a menu of options as you discuss the feedback and tell the teacher you will come back to the menu after you have finished the feedback part of the discussion. After the overview, you could say, "*As we work through this feedback, if you think of anything you might want to work on, tell me and I'll write it down on this list. After we finish, then we can look over the list and decide what to do next.*"
Some of my teachers are already very motivated and they are ready to take my advice and start a plan.	Excellent! For very motivated teachers, you don't want to spend a ton of time on the feedback. Tell them the big messages about the feedback and ask them for their reaction. For these teachers, you might only spend 10 minutes on the entire feedback form and then shift to the menu and planning.