**Providing High-Quality Written Feedback to Educators**

**The difference between observation notes, rationale, and feedback**

**Feedback**

Helps the educator improve their practice by identifying strengths (practices that they should continue) and areas for improvement (changes to their practice that they should prioritize).

**Rationale**

Helps the educator understand the reasoning for each component score (1-4) by providing evidence and an explanation that aligns with a performance-level descriptor.

**Observation Notes**

Helps the evaluator capture evidence of the teaching episode to determine scores, write rationale, and craft feedback. The observation notes should focus on the words spoken by the teacher and students, the actions by the teacher and students, and the appearance or setup of the classroom.

**Qualities of Effective Feedback**

To be effective, feedback after observations should be:

* Prioritized
* Specific
* Actionable
* Have a supportive tone
* Be given as soon after an evaluation/assessment as possible

**Prioritized**

While it is important that the *rationale* address all components of the rubric, positive and constructive *feedback* should be focused. Substantial feedback across all or many components is overwhelming to a teacher and does not indicate what is essential or where they should start. Prioritized feedback hones in on the ideas and strategies that are the most important for the educator to continue or adjust to move forward in their practice.

*Examples:*

**Not Prioritized**

A teacher gets 1 sentence of feedback on all components of the rubric

A teacher gets significant feedback on most or all components of the rubric

**Prioritized**

* An observation receives 3s on all components of the rubric but the evaluator highlights the two that are making the biggest impact on student learning
* An observation receives a combination of 1s, 2s, and 3s, but the evaluator prioritizes feedback on the components that should be addressed first, even if it is not the lowest score

**Specific**

Feedback should be clear, precise, and cite specific examples from the observation. The feedback should directly support the teacher’s practice in the rubric components.

*Examples:*

**Not Specific**

“You have great classroom management…”

**Specific**

 “You have an effective routine in place so that students know what to do when they finish work early…”

**Actionable**

Effective feedback includes actionable next steps that the teacher may use to improve their practice in the immediate future. Actionable feedback provides resources or strategies to implement into practice and offers the teacher a clear picture of what this would look like in his/her classroom.

*Examples:*

**Not Actionable**

In this lesson students didn’t know the purpose of the lesson based on the questions they were asking. Make sure the objective is clear to students.

**Actionable**

 In this lesson it was unclear if students knew the purpose of the lesson based on the questions they were asking. Identify and communicate a clear lesson objective for students stating what they will be learning and why. Post the objective on the board so students can see it, introduce the objective at the beginning of the lesson and refer to it as needed throughout.

**Feedback Model:**

1. Open with **positive reinforcement**
2. Target **2-4 specific areas** of the teaching episode that you want to **encourage** the teacher to **continue** in their practice.
3. Be **specific** and **reference examples** from the rationale to make the feedback concrete.
4. Then offer **constructive feedback**
5. Hone in on **1-2 areas** to give prioritized and actionable feedback.
6. Explain why this is a priority to focus on and **suggest strategies or resources** the teacher could employ moving forward.