# Feedback Planning Form for Coach/Teacher

<table>
<thead>
<tr>
<th>Feedback Provider:</th>
<th>Feedback Recipient:</th>
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<tbody>
<tr>
<td>Goal:</td>
<td>Date:</td>
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</table>

**Strengths that were recognized (include evidence):**

**What Level should the feedback aim for? (Check one)**
- If the learner is novice or the material is new, focus on the task:
  - How well the task has been performed?
  - Is it correct or incorrect?
- If the learner has some degree of proficiency, focus on the process:
  - What are the strategies needed to perform the task?
  - Are there alternative strategies that can be used?
- If the learner has a high degree of proficiency, focus on self-regulation:
  - How can you use your own self-monitoring strategies to achieve your goal?
  - How can you provide encouragement or additional information so that the task or learning can be continued?

**Feedback statement:**
- “I noticed that you….this helped to....”
- “I observed you...this resulted in....”
- “I saw that you...this supports student learning by...”

**Step 1: Clarity**
- I noticed the student doing .... Can you tell me more about that?
- How did you plan for .......?
- What data did you use to make that decision?
- What steps did you take to get there?
- Do you think ....... was because of .......?

**Step 2: Value**
- The students really responded to ..... 
- Look at how the students engaged in ... 
- ....... was really effective.
- You really thought about ....
- I know you have been working on ..... It is starting to take shape.

**Step 3: Uncover Possibilities**
- How can we transfer what we saw to other situations?
- What are some possibilities for ....?
- What are some ways we could ....?
- We can try ... or .... What do you think?
- What would it look like if we tried ...?

**Next Steps:**

**Adapted from:** Visible Learning Plus: Foundation Workbook, Auckland, New Zealand. Cognition Education.
### Feedback Planning Form for Student

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#### What Level should the feedback aim for? (Check one)
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  - How can you use your own self-monitoring strategies to achieve your goal?


#### Feedback statement:
- “I noticed that you….this helped to....”
- “I observed you...this resulted in....”

#### Step 1: Clarity
- I noticed you doing .... Can you tell me more about that?
- How did you plan for .......
- What information did you use to make that decision?
- What steps did you take to get there?
- Do you think ....... was because of .......

#### Step 2: Value
- You really thought about ....
- I noticed you responded to ..... 
- ........ was really effective.
- I know you have been working on ..... It is starting to take shape.

#### Step 3: Uncover Possibilities
- How can you transfer what you saw to other situations?
- What are some possibilities for ....?
- What are some ways you could ....?
- You can try ... or ... What do you think?
- What would it look like if you tried ...?

**Adapted from: Figure 8.8 Language Stems from Sweeney’s Student-Centered Coaching The Moves (pg. 130)**