

Feedback Planning Form for Coach/Teacher

Feedback Provider:	Feedback Recipient:
Goal:	Date:
Strengths that were recognized (include evidence):	<p>What Level should the feedback aim for? (Check one)</p> <p><input type="checkbox"/> If the learner is novice or the material is new, focus on the task:</p> <ul style="list-style-type: none"> ● How well the task has been performed? ● Is it correct or incorrect? <p><input type="checkbox"/> If the learner has some degree of proficiency, focus on the process:</p> <ul style="list-style-type: none"> ● What are the strategies needed to perform the task? ● Are there alternative strategies that can be used? <p><input type="checkbox"/> If the learner has a high degree of proficiency, focus on self-regulation:</p> <ul style="list-style-type: none"> ● 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? <p><small>** Adapted from: Hattie J. (n.d.) <i>Visible Learning Plus: Foundation Workbook</i>. Auckland, New Zealand. Cognition Education.</small></p>
<p>Feedback statement:</p> <ul style="list-style-type: none"> ● “I noticed that you...this helped to...” ● “I observed you...this resulted in...” ● “I saw that you...this supports student learning by...” 	<p>Step 1: Clarity</p> <ul style="list-style-type: none"> ● 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? <p>Step 2: Value</p> <ul style="list-style-type: none"> ● 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. <p>Step 3: Uncover Possibilities</p> <ul style="list-style-type: none"> ● 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 ...? <p><small>** Adapted from: Figure 8.8 Language Stems from Sweeney’s <i>Student-Centered Coaching The Moves</i> (pg. 130)</small></p>
Next Steps:	

Feedback Planning Form for Student

Feedback Provider:	Feedback Recipient:
Goal:	Date:
Strengths that were recognized (include evidence):	<p>What Level should the feedback aim for? (Check one)</p> <p><input type="checkbox"/> If the learner is novice or the material is new, focus on the task:</p> <ul style="list-style-type: none"> ● How well the task has been performed? ● Is it correct or incorrect? <p><input type="checkbox"/> If the learner has some degree of proficiency, focus on the process:</p> <ul style="list-style-type: none"> ● What are the strategies needed to perform the task? ● Are there alternative strategies that can be used? <p><input type="checkbox"/> If the learner has a high degree of proficiency, focus on self-regulation:</p> <ul style="list-style-type: none"> ● How can you use your own self-monitoring strategies to achieve your goal? <p><small>** Adapted from: Hattie J. (n.d.) <i>Visible Learning Plus: Foundation Workbook</i>. Auckland, New Zealand. Cognition Education.</small></p>
<p>Feedback statement:</p> <ul style="list-style-type: none"> ● "I noticed that you....this helped to...." ● "I observed you...this resulted in..." 	<p>Step 1: Clarity</p> <ul style="list-style-type: none"> ● 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? <p>Step 2: Value</p> <ul style="list-style-type: none"> ● 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.
Next Steps:	<p>Step 3: Uncover Possibilities</p> <ul style="list-style-type: none"> ● 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 ...? <p><small>** Adapted from: Figure 8.8 Language Stems from Sweeney's Student-Centered Coaching The Moves (pg. 130)</small></p>