

Student Teacher Feedback: Formative

Feedback to foster instructional improvement.

1. Give feedback at the earliest possible time following the observation.
2. Be specific rather than general. To be told, "You did not listen to student responses." is not as helpful as creating a specific situation. For example, "Remember when you asked the question on AB population? Sarah had the answer but you supplied the figure without acknowledging her."
3. Use descriptive rather than evaluative language. Avoiding evaluative language reduces the need for the student teacher to become defensive and blame.
4. Centre the feedback around the areas the student teacher can do something about and can change.
5. Questions could be:
 - What did you like about the lesson?
 - As you were teaching the lesson, how did you feel?
 - Did the lesson go as you had planned?
 - If you were to reteach the lesson, what would you do differently?
 - What will you do with this group tomorrow? Why?
 - What help do you need from me?
6. Feedback can be very effective when it is given in response to student teacher questions of her/his teaching practice. Ask for specific things that you could observe.
7. When offering constructive criticism, consider these questions:
 - Is the person ready to receive the suggestions and criticism?
 - Are you going to be available for lengthy discussion?
 - Has the student teacher heard this before?
 - What specific suggestions can be made for improvement?
8. Create a specific timeline for improvement and change.
9. Was the objective for the conference accomplished?
10. Use closure to summarize the important points.

Principles for Conferencing Success

1. Establish a positive tone
2. Control the conference
3. Focus on key issues
4. Include positive comments
5. Develop a plan of action
6. Summarize the conference

Conferencing with a Weak Student Teacher

1. Be direct
2. Listen with compassion
3. Do not waiver
4. End with mutual understanding of the next steps

Student Teacher Feedback: Summative

Point of certification and meeting Interim KSAs.

Contain NO SURPRISES-must give all Formative Feedback

1. Be specific rather than general. Comments such as “Keith continued working on classroom management strategies; struggled with detailed lesson planning and showed improvement.” are inconclusive.

What level of classroom management and lesson planning was achieved?

Is Keith able to manage a classroom and plan detailed lessons?

2. Use descriptive rather than evaluative language. Avoiding evaluative language reduces the need for the student teacher to become defensive and blame.

University Consultant Conversations with Teacher Associate

“When you look over lesson plans in advance of the lesson it really helps your student teacher clarify what to teach and helps avoid possible omissions and oversights.”

“Involving your ST in all school activities shows all the things that a teacher has to do.”

“How often are you leaving your ST alone with the students?”

“How do you check to make sure things are going well when you are not in the room?”

“How could you encourage your ST to solve more problems on her own without coming to you first?”