

Observer Name:

Teacher Observed:

Date:

Time/Period:

Student Feedback (TEI Alignment 2.2)			
Beginning	Developing	Practicing	Achieving
Students receive feedback from teachers in order to improve.	Students receive specific feedback from teachers and occasionally peers in order to improve.	Students receive timely and specific feedback from both teachers and peers in order to improve.	Students receive timely, frequent , and specific feedback from both teachers and peers in order to improve.

Look- Fors During Observation	
<p>Beginning/ Developing</p> <ul style="list-style-type: none"> Teacher shares feedback that is aimed at improvement, but is general or vague and not actionable for the student. There are no clear routines, systems, or structures for providing feedback to students, it is done sporadically and without any way of tracking or progress monitoring. Feedback is provided from teacher to student only. 	<p>Practicing/ Achieving</p> <ul style="list-style-type: none"> Feedback is provided in a timely fashion so that action can be taken and misconceptions can be addressed. Learners have frequent opportunities to give, receive, and incorporate feedback in their learning. Feedback provided is specific to student learning goals. Feedback is actionable and aimed at supporting student in progress towards mastery of learning goals. Classroom routines, systems, or structures provide meaningful opportunities for feedback and tracking of progress based on feedback. Feedback plays a key role in informing teaching and learning. Students give and receive meaningful feedback with peers, teacher, and any other instructional staff. Students are able to request feedback from peers or teacher when they face a question, challenge, or barrier in their learning. Teacher reviews any online feedback generated through Adaptive Software and incorporate that into their understanding of student needs.

<p>Questions to Guide Observation</p> <ul style="list-style-type: none"> What types of feedback do you observe in the classroom? What systems or routines are in place for giving, receiving, acting upon, and tracking feedback?
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- How do you see students responding to feedback? do they know what to do next? Do they seek out feedback when they need it? Can they integrate feedback into the actions they take towards meeting their learning objectives?
- How aligned is the feedback being offered to the learning objectives of a group/individual?
- How do you see feedback driving student achievement?
- Is there a classroom culture of learning from failure?
- Does the teacher also seek out feedback from students, from colleagues, from instructional leadership, from community?

Observation Notes: