Mentor Feedback Menu

Positive

1. Observe and notice
2. Impact and importance

Eg:_____/You demonstrated (name practice) and this (name the positive impact on students)

Note: use focus descriptor language in the feedback comment – see example in blue font.

_____ demonstrated providing timely and effective feedback relative to a student's learning goals about responding to questions in full sentences. This had a positive impact on refocussing the student to their next phase of learning when the teacher asked the student to recall verbally what the next improvement focus was to be. Notably, after the teacher's feedback was provided, the student's posture indicated focus and enthusiasm. (Focus descriptor 5.2)

Constructive

1. Observe
2. Specific suggestion - identify the missed opportunity
3. Impact and importance
4. Confirmation – does this sound like something that could help?

Eg: I observed (name the practice). Identify the missed opportunity (participation, thinking/practice, efficiency, checking for understanding – feedback for the teacher)

Missed opportunity areas:

Participation: Is there an engagement norm or CFU strategy/strategy that would have elicited more responses of participation?

Thinking/practice: Is there an engagement norm or CFU strategy/strategy that would have promoted more thinking or practice?

Efficiency: Could a different engagement norm or CFU strategy/strategy achieve the same thing but in less time?

Feedback for/to the teacher: Is there an engagement norm or CFU strategy/strategy that would have given the teacher more useful information about student performance/understanding?

I noticed that you had developed rich, intentional questions and this enabled high levels of student engagement. A way to build on this practice/optimise this practice is to ask students to pair-share the questions or selected questions and call on non-volunteers to increase their understanding and accountability for participation and thinking. This allows you to find out in real time a sample of the class' understanding. Is this something you can include more regularly in your practice? (Focus descriptors 1.1, 1.2, 1.3, 2.5, 3.3, 3.5, 4.1, 4.2, 4.3, 5.1, 5.2, 6.3)

Source: Shaping Minds, 2023