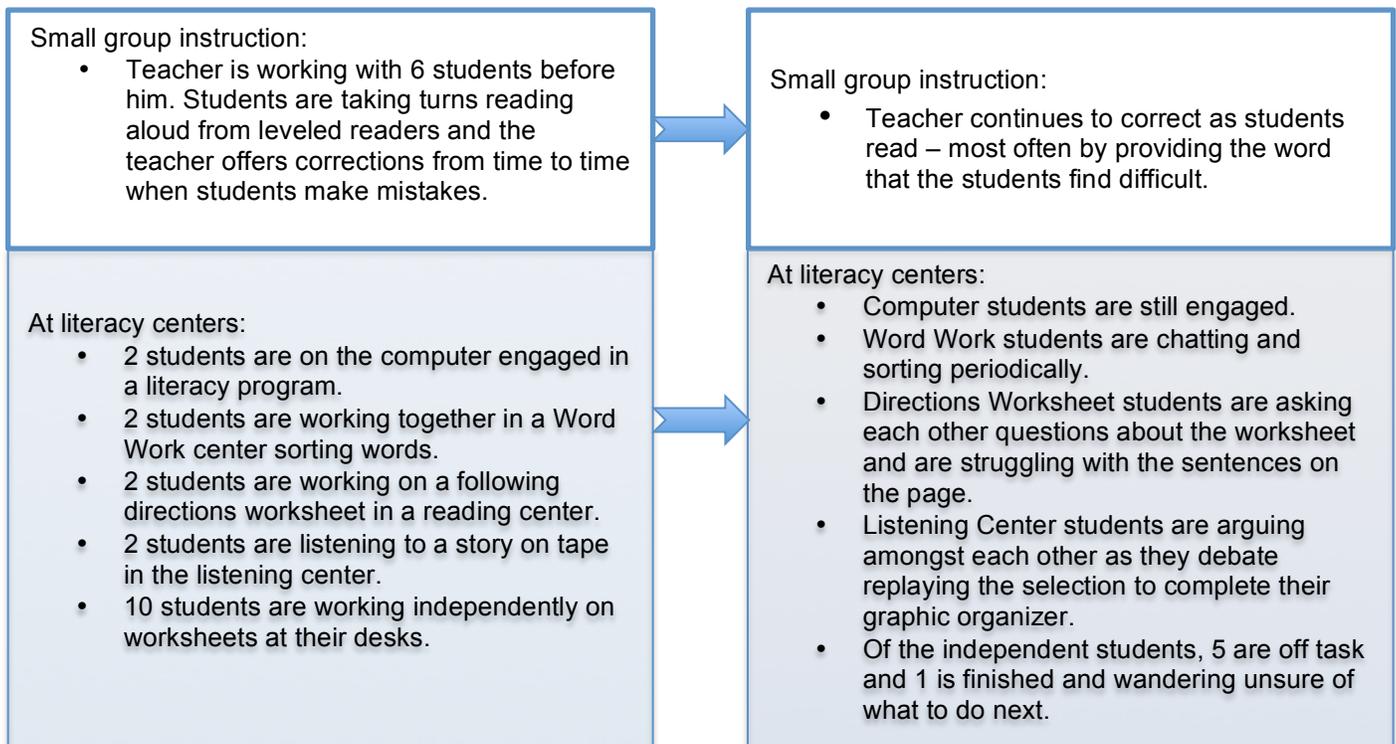# Providing Actionable Feedback

After being observed in the classroom, it's most helpful to teachers to be given concise feedback that provides clear suggestions for improvement. Actionable feedback includes reasonable suggestions that will result in successful improvement of teaching methods. Observers should:

➢ Provide feedback with a focus on areas of need that are greatest or can be easily remedied.

➢ Prioritize areas for improvement and select only a few at a time. Too many suggestions at once create an overwhelming task.

➢ Submit suggestions in a written form.

HOW TO PROVIDE ACTIONABLE FEEDBACK

Setting

A teacher is providing small group instruction in a first grade classroom while other students in the classroom are engaged in literacy centers and independent work.

Small group instruction:
- Teacher is working with 6 students before him. Students are taking turns reading aloud from leveled readers and the teacher offers corrections from time to time when students make mistakes.

At literacy centers:
- 2 students are on the computer engaged in a literacy program.
- 2 students are working together in a Word Work center sorting words.
- 2 students are working on a following directions worksheet in a reading center.
- 2 students are listening to a story on tape in the listening center.
- 10 students are working independently on worksheets at their desks.

Small group instruction:
- Teacher continues to correct as students read – most often by providing the word that the students find difficult.

At literacy centers:
- Computer students are still engaged.
- Word Work students are chatting and sorting periodically.
- Directions Worksheet students are asking each other questions about the worksheet and are struggling with the sentences on the page.
- Listening Center students are arguing amongst each other as they debate replaying the selection to complete their graphic organizer.
- Of the independent students, 5 are off task and 1 is finished and wandering unsure of what to do next.

Actionable Feedback

- ➢ Provide feedback with a focus on areas of need that are greatest or can be easily remedied.
  - ○ During small group instruction, teachers can provide mini-lessons or support for students who are decoding words in their leveled readers. By supporting one student, a teacher is modeling effective decoding for the others in the group.

- ➢ Prioritize areas for improvement and select only a few at a time. Too many suggestions at once create an overwhelming task.
  - ○ An observer could mention that:
    - ▪ Literacy Centers routine needs to be taught,
    - ▪ Literacy Centers work needs to be differentiated,
    - ▪ Suggestions for next steps if students complete a Literacy Center need to be explained,
    - ▪ and Grouping for Center work needs to be thoughtful and data driven.
  - ○ Consider instead areas of greatest need or begin with initial suggestions in a logical order of progression:
    - ▪ Students at Literacy Centers can be heterogeneously grouped so that they can provide support for each other when they are encountering difficulties with directions or tasks.
    - ▪ Teachers must model for students what is expected in Literacy Centers and during Independent Seat Work. This helps students understand the task at hand.

- ➢ Submit suggestions in a written form
  - ○ By clearly communicating Actionable Feedback in writing, teachers are able to return to suggestions as they plan for instruction
  - ○ Reserve additional suggestions for discussions after the teacher has progressed on the initial suggestions.