**SABES Program Support PD Center**

**Educator Growth and Effectiveness Model**

**Evidence-Based Feedback or Not?**[[1]](#footnote-1)

**Purpose**: To provide you with practice in identifying evidence-based feedback.

**Instructions**: Read each statement in the following table and decide if it represents evidence-based feedback, marking your answer in the “Yes/No” column. If you select “No,” rewrite the statement to make it evidence-based.

| Statement | Yes/No | Revised Statement |
| --- | --- | --- |
| I noticed that you used the interactive whiteboard, had students select books from the shelves, and had students look up answers to their questions online. Can you talk about why you selected these instructional resources for the lesson? |   |   |
| The lesson was very teacher-directed, and the students had no choice in activities. You did most of the talking. Are you uncomfortable giving students more choice in your lesson? |   |   |
| You asked a lot of good questions of students. Most of the students tried to respond and some were pretty thoughtful. How did you feel about students’ responses? |   |   |
| I liked the interaction you had with David when you stopped by his table and encouraged him to stand up for his point, and you gave him the tools to go back and re-explain his point to his group. Can you talk a little about some of the student social–emotional strategies you are using? |   |   |
| Your classroom did not feel very positive; I didn’t see much laughter or smiling. Your tone seemed kind of cold and you were not very receptive to students approaching your desk. Is this something you need support with? |   |   |

#### Example Answer Key

| Statement | Yes/No | Revised Statement |
| --- | --- | --- |
| I noticed that you used the interactive whiteboard, had students select books from the shelves, and had students look up answers to their questions online. Can you talk about why you selected these instructional resources for the lesson? | Yes |   |
| The lesson was very teacher-directed, and the students had no choice in activities. You did most of the talking. Are you uncomfortable giving students more choice in your lesson? | No | During the lesson, you provided a short lecture, gave the students activities to complete, went over the steps they had to complete for each activity, and put them in groups you had assigned them to. What role do you see for student choice and leadership in your classroom? |
| You asked a lot of good questions of students. Most of the students tried to respond and some were pretty thoughtful. How did you feel about students’ responses? | No | You asked at least 20 questions of students during the lesson, and at least half of the questions seemed aimed at getting at metacognition and getting students to explain their thinking. Which questions do you think worked well in this lesson? |
| I liked the interaction you had with David when you stopped by his table and encouraged him to stand up for his point, and you gave him the tools to go back and re-explain his point to his group. Can you talk a little about some of the student social-emotional strategies you are using? | Yes |   |
| Your classroom did not feel very positive; I didn’t see much laughter or smiling. Your tone seemed kind of cold and you were not very receptive to students approaching your desk. Is this something you need support with? | No | I noticed that the mood in your classroom was very quiet, the students were largely on task and engaged, working at each of their learning stations; however, I noticed when students approached you when you were working with a group, you put up your hand and said, “Not now.” Is this part of your class rules? How do you see that impacting classroom climate? |

1. Taken from Handouts 7 and 8: Evidence-Based Feedback or Not, in: Center on Great Teachers and Learners. (2014). *Preparing educators for evaluation and feedback: Planning for professional learning.* Washington, DC: American Institutes for Research. [↑](#footnote-ref-1)