

# Ladder of Feedback Guide for Classroom Observations

*The "Ladder of Feedback"\* is a protocol or structure that establishes a culture of trust and constructive support by sequencing feedback in order that is constructive.*

<b>What class is being observed?</b>
<b>Feedback for:</b>
<b>Feedback from:</b>

<p><b>Clarify</b></p> <p><b>Are there aspects of the class or lesson that you don't believe you understood?</b></p> <ul style="list-style-type: none"><li>• Ensure that you're clear about what your feedback colleague was trying to accomplish in the lesson by asking some questions or stating any assumptions you've made.<ul style="list-style-type: none"><li>- "I wasn't sure if you meant that students will understand X, but that's what I assumed, so now you can understand where my feedback is coming from."</li></ul></li><li>• If you are approaching your observations from a particular frame or perspective, state that.<ul style="list-style-type: none"><li>- "I was interested in looking at how students were interacting in the lesson, so my feedback is focused mainly on that aspect."</li></ul></li></ul>	<p>Formulate your comments here</p>
<p><b>Value</b></p> <p><b>What did you see in the class that you find to be particularly impressive, innovative, strong, or noteworthy?</b></p> <ul style="list-style-type: none"><li>• Valuing builds a supportive culture of understanding and will help your feedback colleague identify strengths in their work that they might not have recognized.</li><li>• Valuing reminds your feedback colleague of the parts of his/her lesson that should be preserved when making improvements.</li><li>• Expressing your appreciation for learners and their ideas is fundamental to the process of constructive feedback.</li><li>• Stressing the positive points and offering honest compliments sets a supportive tone</li></ul>	<p>Formulate your comments here</p>

<p><b>Raise Questions &amp; Concerns</b></p> <p><b>What questions, issues, tensions, or concerns were raised for you within the lesson?</b></p> <ul style="list-style-type: none"> <li>• Share your concerns, not as criticisms, but <u>as honest thoughts and questions</u>, not as absolute judgments of right and wrong. <ul style="list-style-type: none"> <li>- "It might be interesting to explore . . ."</li> <li>- "I wonder what would happen if . . ."</li> <li>- "Perhaps you have thought about this, but . . ."</li> <li>- "A question this raised for me was . . ."</li> <li>- "One of the things this got me thinking about was . . ."</li> <li>- "Observing the class made me more aware of the tension between . . .?"</li> <li>- "A concern raised for me was . . ."</li> </ul> </li> </ul>	<p>Formulate your comments here</p>
<p><b>Suggest</b></p> <p><b>Do you have suggestions for refining the lesson, moving forward, or on how to address the concerns you identified?</b></p> <ul style="list-style-type: none"> <li>• Help your feedback colleague make improvements by sharing your ideas on how he/she <u>might refine or advance the lesson</u>.</li> <li>• Suggestions can also be forward looking by putting forth ideas on where the lesson might go next or how a teacher might build on students' ideas and work. <ul style="list-style-type: none"> <li>- it might be interesting to follow up on that issue of ____, by..."</li> </ul> </li> </ul>	<p>Formulate your comments here</p>
<p><b>Thank</b></p> <p><b>How has observing and giving feedback enhanced your own understanding of teaching and learning?</b></p> <ul style="list-style-type: none"> <li>• Tell your feedback colleague what you have learned from this experience.</li> <li>• Share the questions and issues you will take away to think more about. <ul style="list-style-type: none"> <li>- "This lesson has made me think more about how I might..."</li> </ul> </li> </ul>	<p>Formulate your comments here</p>