

FEEDBACK INDEX CARDS

During busy days, feedback index cards can provide a quick way for mentors and TCs to interact around something the TC is intentionally working on. These index cards can be used anytime and can but need not go along with formal observations.

FRONT

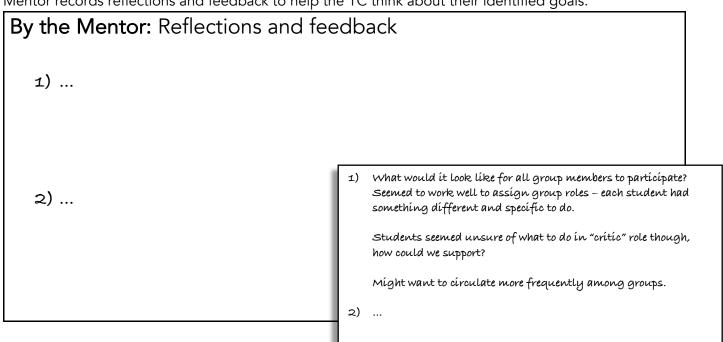
Left side of card: TC identifies one or two areas of instruction they are working on.

Right side of card: Mentor jots down observations and feedback in relation to the TC's identified focus areas.

By the TC: Focus Areas	By the Mentor: Notes and Observations		
1)	•		
2)		By the TC: 1) Keeping all group members participating in group work 2)	By the Mentor: • Table groups used the role cards • Good follow-up questions- what do you mean, how does it connect, etc. • When you visited their table, Sara and Anna did not participate, and Carrie did most of the talking. • Tables C, E, and F went off task when you weren't at their group

BACK

Mentor records reflections and feedback to help the TC think about their identified goals.



PRE-MADE FEEDBACK INDEX CARDS

If you aren't sure where to begin, try printing one of these starter cards to guide feedback.

Jot down *observations* on the front of the card about what takes place. Use these notes to provide a few key pieces of *feedback* on the back.

Focusing on:	Notes and Observations:		
Interactive direct instruction*			
☐ Frames the lesson by explaining connections			
to prior learning, purpose, and why it matters			
to students			
☐ Uses varied representations of ideas (text,			
models, manipulatives, visuals, videos, etc.)			
☐ Incorporates and links students' ideas,			
experiences, and prior knowledge			
☐ Promotes ongoing student sense-making (turn			
& talk, problem-solving, making observations,			
using manipulatives, etc.)			
☐ Gives opportunities midway and at the end for			
all students to demonstrate current			
understanding of ideas (think-pair-share, white			
board share-outs, exit slips, etc.)			
·	Provide a few pieces of feedback on the back.		
'Helping students understand a key idea, examples of it, ways to represent it, why it's important. Often followed by an			

Focusing on:	Notes and Observations:
Interacting with small groups	
☐ Moves to group, listens first	
☐ Probes students' thinking or gives students an	
entry point into the task if they can't get	
started	
☐ Focuses a question on specific part of student	
work, not generic "How is it going?"	
\square Asks follow-ups ("What do you mean?" "Why	
do you think that?" or "Do you agree?" "Want	
to add on?")	
☐ Equips students for what's next (priming them	
to share out later, leaving them with a	
question they can discuss more, etc.)	
☐ Engages all students in conversation	
	Provide a few pieces of feedback on the back.

^{*}Helping students understand a key idea, examples of it, ways to represent it, why it's important. Often followed by an activity in which this information is used.

Focusing on:	Notes and Observations:
Whole group discussion*	
☐ Frames discussion by reminding students of	
shared prior experiences, purpose, and	
expectations of how to interact with one	
another's ideas	
☐ Defines guiding question(s) for discussion	
☐ Asks follow-ups to deepen student thinking	
("Can you say more about that?" "Why do	
you think that?")	
☐ Helps students build on each other's ideas	
("Do you agree?" "Want to add on?")	
☐ Co-constructs with students a public record	
of ideas that supports their reasoning	
☐ Supports all students in sense-making work	
and engages diverse voices and ideas in the	
conversation	
☐ Includes summarizing statements as check for	
learning goals	
	Provide a few pieces of feedback on the back.

You may also want to check out the "Mentor's Guide: Pre- and Debriefing Check-ins" or the "Feedback Tips" on mentorteachers.org for more ideas about how to structure feedback, possible focus areas, and making feedback meaningful.

^{*}This should follow a shared experience with video, lab, activity, or other collaborative work.