



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: | By the Mentor: |
|--|---|
| 1) Keeping all group members participating in group work | <ul style="list-style-type: none"> • 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. |
| 2) ... | <ul style="list-style-type: none"> • 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.

| By the Mentor: Reflections and feedback |
|---|
| 1) ... |
| 2) ... |

| |
|--|
| <p>1) What would it look like for all group members to participate? Seemed to work well to assign group roles – each student had something different and specific to do.</p> <p>Students seemed unsure of what to do in “critic” role though, how could we support?</p> <p>Might want to circulate more frequently among groups.</p> |
| 2) ... |

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* | |
| <input type="checkbox"/> Frames the lesson by explaining connections to prior learning, purpose, and why it matters to students | |
| <input type="checkbox"/> Uses varied representations of ideas (text, models, manipulatives, visuals, videos, etc.) | |
| <input type="checkbox"/> Incorporates and links students' ideas, experiences, and prior knowledge | |
| <input type="checkbox"/> Promotes ongoing student sense-making (turn & talk, problem-solving, making observations, using manipulatives, etc.) | |
| <input type="checkbox"/> 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.) | |
| | <i>Provide a few pieces of feedback on the back.</i> |

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

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

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

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.