

# Providing Meaningful Feedback to Student Teachers

## Facilitating Feedback

### Format

- Provide both written and verbal feedback
- Written feedback allows for reflection as it is documented for student teachers to reference
- Student teachers want more written feedback
- Verbal feedback can be expressed in a conversation or through body language and facial expressions

### Immediacy

- Desirable teaching behaviors are developed quicker when addressed immediately
- To give feedback during the lesson, the university supervisor/ mentor teacher must be actively involved in the lesson
- If not provided during the lesson, give feedback as close to the lesson as possible
- Use technology (i.e.- Google Chat, iMessage, hand signals, or body language to communicate during lessons)

### Specificity

- Use objective information observed from the lesson
- Do not use jargon- put feedback into clear, simple terms
- Cite exact examples from the lessons to make feedback actionable
- Leave room for the student teacher to ask questions

## Types of Feedback

### Positive

- Use praise to reinforce specific behaviors
- Identify specific strengths and actions of the student teacher
- Help identify opportunities for the student to continue refining their strengths

### Negative

- Student teachers are looking for more constructive, critical feedback
- Find opportunities to correct behaviors:
  - Demonstrate the correct behavior by teaching a lesson and having the student observe
  - Practice fixing the error with the student through modeling
  - Guide the student teacher to create action steps for improvement
- Cite the exact instance in which the student teacher made the error

### Goal-Based

- Collaboratively set goals with the student
- Goals help create a culture of ongoing feedback by continually assessing progress
- Goals help keep the student teacher motivated
- Offer your expertise to help set attainable goals

**Questions? Contact the assessment and accreditation office.  
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