Providing effective feedback is critical. Although there are inherent challenges for an evaluator, the ability to provide low-inference feedback will prove to have one of the most significant impacts an evaluator can make in his/her school building. Evaluators must train themselves to share non-judgmental observations with teachers in order to increase professional growth.

Effective feedback most often begins with the self-analysis of what was successful and what can be improved. Starting the feedback conversation with the questions, “What did you think was effective in the lesson?” and “What did you feel could have made the lesson better?” is a useful technique for engaging teachers in thinking about how to improve their practice.

As educational leaders, we want classrooms where teachers and students share a mutual desire for growth and clear learning targets. We expect teachers to use formative assessments to recognize students’ strengths and identify supports needed for taking the next steps. We seek classrooms where there is an environment of trust and persistent feedback consistent with each student’s level of development. These same expectations can be transferred into feedback criteria for staff members with the same high quality results.