Post-Observation Feedback

Competency

The cooperating teacher effectively engages in the feedback process with a student teacher.

Key Method

The cooperating teacher applies a six-step coaching protocol to provide feedback during the post-observation conference with a student teacher. Effective feedback helps student teachers from all backgrounds - across race, class, language, and identity - grow in ways that support equitable outcomes for students.

Method Components

Feedback provides student teachers with information about their performance and teaching practice. Its purpose is to help these educators understand their strengths and identify areas for improvement. The cooperating teacher's role is to provide feedback that supports the student teacher's continuous growth.

Effective feedback should:

- Be timely
- Be specific
- Be respectful
- Be objective

- Encourage reflection
- Identify goals and next steps

The cooperating teacher engages in a post-observation feedback process after observing a lesson taught by the student teacher. The observation culminates in feedback intended to improve student teacher practice toward the goal of improved student outcomes. Feedback should avoid deficit language rooted in race or class ("you don't fit here") and focus instead on specific practices tied to student learning. Many protocols are available for giving feedback to student teachers, and most follow the general steps below. The feedback conversation should follow a structure that includes at least these six components:

- Provide positive feedback and reinforcement
- Include targeted questions
- Identify areas of improvement
- Collaboratively identify solutions
- Confirm next steps
- Create a plan for follow-up

Positive Feedback and Reinforcement

Affirm what's working well and identify areas in which the student teacher demonstrated strength. Use low-inference feedback in this interaction.

High-inference feedback offers an overall impression without much detail, such as, "You're doing a better job of checking for understanding."

Low-inference feedback provides specific examples, such as, "At two different times during the lesson, you showed variations in students' solution methods to strengthen other students' understanding of the content." The specificity supports the student teacher's growth.

Targeted Questions

Ask targeted questions to help lead the intern or student teacher to identify areas of opportunity for improvement. The more specific the questions, the more likely the intern or student teacher will recognize the issue before you name it.

Examples:

- **OK**: Was there anything you thought you could've done better while I was observing the class?

- **Better**: Who did the heavy thinking and lifting during the lesson—you or the students? How do you know? How much time during the lesson were you talking at the students versus the students working and thinking?
- **Best**: Did you let students struggle with difficult questions, or did you step in and lead them or answer the question for them? What could you have said or asked to push students to more clearly and accurately reflect their mathematical understanding of this concept?

Find and Name Opportunities for Improvement

There should be no ambiguity about opportunities for improvement. Focus on one or two areas rather than a long list. As the veteran teacher, be ready to identify at least one area the intern can work on. Your targeted questions should help the student teacher discover these areas for improvement, but you can also direct attention to key opportunities.

Collaboratively Find Solutions

Explore with the student teacher specific changes to practice that could address each area of improvement. Brainstorm resources and support that might help. Be prepared to work collaboratively with the student teacher to arrive at reasonable solutions. Feedback should encourage student teachers to reflect on their practice in order to refine it, and cooperating teachers are positioned to lead that reflection as student teachers adjust lessons and instructional moves.

Confirm Next Steps

Summarize the follow-up steps expected after the meeting. These next steps may include specific goals, which should be recorded and reflected on. Ensure that actions, owners, and timelines are clear. Schedule the follow-up conversation and match the timing to the urgency of the improvement needed.

Follow-Up

Follow up on planned actions. Observe the student teacher as scheduled to check for changes in practice. Check in with the teacher on progress—ideally within the next two weeks—and use the same feedback process to observe and record growth.

Overall, feedback is a vital tool for educators to refine their skills, stay current with best practices, and improve student outcomes. Cooperating teachers are well positioned to support student teachers as they prepare for their own classrooms.

Supporting Rationale and Research

Akcan, S., & Tatar, S. (2010). An investigation of the nature of feedback given to pre-service English teachers during their practice teaching experience. Teacher Development, 14(2), 153–172. https://doi.org/10.1080/13664530.2010.494495

Bock, T., Thomm, E., Bauer, J., & Gold, B. (2024). Fostering student teachers' research-based knowledge of effective feedback. European Journal of Teacher Education, 47(2), 389–407. https://doi.org/10.1080/02619768.2024.2338841

Rodriguez, J., McKinney, T., Powell, S., Walker, Z., & Vince Garland, K. (2018). Was this feedback useful? Examining the observation and feedback process for pre-service teachers. Teaching Education, 31(2), 144–161. https://doi.org/10.1080/10476210.2018.1508281

White, S. (2007). Investigating Effective Feedback Practices for Pre-service Teacher Education Students on Practicum. Teaching Education, 18(4), 299–311. https://doi.org/10.1080/10476210701687591

Resources

50 Teacher Feedback Examples With Meaningful Impact

Conducting Post-Observation Conferences (Slideshow)

Giving Feedback to Student Teachers

Cooperating Teachers' Best Practices for Mentoring #2

Cooperating Teachers' Best Practices for Mentoring #3

Cooperating Teachers' Best Practices for Mentoring #4

Feedback Protocol Template

Submission Guidelines & Evaluation Criteria

To earn the microcredential, you must receive a passing score in Parts 1 and 3, and a proficient score for each component in Part 2.

Part 1. Overview Questions (Provides Context)

350-500 words
Please use the suggested word count as a guide to answer the contextual questions below. This will help assessors understand your current context for working on this microcredential.

Please don't include any information that will identify you to reviewers.

Respond to:

- Describe your current setting (grade taught, content, schedule, etc.)
- What are your areas of strength and opportunities for providing feedback to a future educator?
- When in your career have you received effective feedback? What made that feedback impactful? How can your knowledge of effective feedback help you to give feedback to your student teacher?

Passing: Response thoroughly answers each question using specific examples from personal experience that relate to the components of a successful feedback conversation. Writing is organized and easy to understand.

Part 2. Work Examples/Artifacts/Evidence

To earn this microcredential, use the feedback protocol outlined below as evidence of your learning. Submit the completed protocol and any additional information as one artifact.

Please don't include any information that will identify you or your students to reviewers.

Artifact 1: Feedback Protocol
After observing your student teacher teach, complete and submit the feedback protocol using the template linked in the Resources section. Using this template ensures your submission includes everything needed for assessment, even if you also complete a separate observation form for your student teacher's university.

Observe an entire lesson with your student teacher instructing students and complete the observation section of the template.

Schedule and complete a feedback conference with your student teacher, then complete the feedback conference section of the template, including:

- The positive feedback and reinforcement you provided
- The targeted questions you developed to prepare for the conference
- The opportunities for growth you identified
- The solutions you prepared and co-developed in the conference
- A list of actions for possible next steps
- A plan for follow-up

Be sure to include evidence from your observation to support the feedback you provide in the conference section. Use the rubric to ensure your protocol is complete before submitting.

The preferred format for this submission is PDF. (File →Download →PDF) If you upload a link to the template instead, please be sure your sharing settings are set to "anyone with a link can view."

Part 2. Rubric (Submit only one artifact but include all areas below).

	Proficient	Basic	Developing
Positive Reinforcement & Feedback	Protocol includes three or more positive feedback points that are specific and connected to the purpose of the observation.	Protocol includes two positive feedback points that are connected to the purpose of the observation.	Protocol includes zero or one positive feedback point, and isn't connected to the purpose of the observation.
Targeted Questions	Includes at least five specific questions designed to help the teacher identify their areas of improvement and ties feedback to evidence from the observation. Provides a rationale for the questions asked.	Includes at least five specific questions designed to help a teacher identify areas of improvement and ties feedback to the evidence from the observation.	Includes fewer than five specific questions or questions that don't clearly help the teacher identify areas of improvement.
Opportunities for Improvement	Includes one or two suggestions for areas of opportunity, ties feedback to the evidence from the targeted questions, and provides a rationale for the areas suggested.	Includes one or two areas of opportunity and ties feedback to evidence from the targeted questions.	Includes only one opportunity for growth or suggestions that don't tie to evidence from the targeted questions.
Solutions	Makes at least three suggestions for changes in practice, ties them to evidence from the observation, and provides a	Makes at least three suggestions for changes in practice and ties them to evidence from the observation.	Makes three or fewer suggestions that aren't clearly tied to evidence from the observation.

	rationale for each area suggested.		
Next steps and follow up	Summarizes the next steps expected after the meeting and clearly describes actions, owners, and timelines.	Summarize the next steps expected after the meeting, but some information about actions, owners, and timelines is missing.	Doesn't outline actions, owner, and timeline.

Part 3 Reflection

350-500 words
Use the word count as a guide to write a personal reflection about your work on this microcredential. For tips on writing a strong reflection, review the following resource:

How Do I Write a Good Personal Reflection?

Please don't include any information that will identify you to reviewers.

Reflect on:

- How will giving effective feedback impact you as a cooperating teacher?
- What specific actions will you now take to serve in this role?
- How does planning for a feedback conference impact the depth or quality of feedback you provide to your student teacher? Consider whether the steps used support the student teacher's practice.

Passing: Reflection provides evidence that this activity has positively impacted the cooperative teacher's ability to provide effective feedback. Specific examples are drawn directly from experience. The response is compelling, organized, and easy to understand.