



# Post-Observation Feedback

## Competency

The cooperating teacher demonstrates an understanding of engaging in the feedback process with a student teacher.

## Key Method

The cooperating teacher applies the six-step coaching protocol for providing feedback during the post-observation conference for a student teacher.

## Method Components

Feedback is the process that provides student teachers with information about their performance and teaching practice. The 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 to continuously improve.

Effective feedback should:

- Be timely
- Be specific
- Be respectful
- 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 with feedback that is intended to improve student teacher

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practice toward the goals of improved student outcomes. There are many protocols available for giving feedback to student teachers. Most of them follow the general steps below. The feedback conversation should follow a structure that includes at least these six components.

- Provides positive feedback and reinforcement
- Includes targeted questions
- Identifies areas of improvement
- Collaboratively identifies solutions
- Confirms next steps
- Creates a plan for follow up

### Positive Feedback and Reinforcement

Affirmation of what is working well and the area in which a student teacher demonstrated strength. Use low inference feedback in this interaction. High-inference feedback is an overall impression without much detail: “You are 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 latter provides specificity that will support 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/student teacher will identify the issue before you do.

#### **Examples:**

- **OK:** Was there anything you thought you could have 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 the opportunities for improvement. Focus on one or two opportunities to improve. As the veteran teacher, be

ready to identify an area that the intern could work on. Your targeted questions should lead the student teacher to discover these areas for improvement, but as the cooperating teacher, you can direct these opportunities.

### Collaboratively Find Solutions

Explore with the student teacher the specific changes to practice that could address each area of improvement. Brainstorm the different resources available and the kind of support that will help. Be prepared to work collaboratively with the student teacher to arrive at a reasonable solution. Feedback should encourage student teachers to reflect on their practice in order to refine it. Cooperating teachers are in a position to lead that reflection as the student teacher adjusts their lessons and instructional moves.

### Confirm Next Steps

Summarize the follow-up steps expected following the meeting. These next steps may include specific goals which should be recorded and reflected on. Ensure that you have clear actions, and timelines. Schedule the follow-up conversation and match the timing with the urgency for improvement.

### 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 within the next two weeks and use the same feedback process to observe and record growth.

Overall, feedback serves as a vital tool for educators to refine their skills, stay current with best practices, and improve student outcomes. Cooperating teachers are positioned to support their 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-Forced Copy](#)

## Submission Guidelines & Evaluation Criteria

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To earn the micro-credential, 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 to 500 words**

Please use the suggested word count as a guide to answer the following contextual questions. This will help our assessors understand your current context for working on this micro-credential.

*Please do not include any information that will make you identifiable to your reviewers.*

Respond to the following questions.

- 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 this knowledge of what effective feedback looks like help you to give feedback to your student teacher?

**Passing:** Response thoroughly answers each of the questions 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 micro-credential, reflect and take notes using the feedback protocol outlined below as evidence of your learning. Submit the completed protocol as well as any additional information as one artifact.

*\*Please do not include any information that will make you or your students identifiable to your reviewers.*

**Artifact 1: Feedback Protocol**-After observing your student teacher teach, complete and submit the [feedback protocol](#).

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Click on [this link](#) to the protocol to make your own copy. Complete and share with the assessor for this microcredential. This protocol identifies the steps needed for feedback.

- 1. Observe an entire lesson with your student teacher instructing the students and complete an observation for your student teacher in regards to the lesson. There may be a protocol from the student teacher's university or you may use the one linked above.**
2. Schedule and complete a feedback conference with your student teacher.

Create a document that includes the following:

- The positive feedback and reinforcement you are giving
- Include the targeted questions you developed to prepare for the conference
- Find and name opportunities for growth
- Solutions that you prepared and came up with in the conference
- List of actions for possible next steps
- A plan for follow-up

Be sure to offer evidence from the observation for your feedback as well as from your feedback protocol. Use the rubric to ensure you have completed the protocol completely.

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

	<b>Proficient</b>	<b>Basic</b>	<b>Developing</b>
<b>Positive Reinforcement &amp; Feedback</b>	Protocol includes 3 or more positive feedback points that are specific and connected to the purpose of the observation	Protocol includes 2 positive feedback points that are connected to the purpose of the observation	There are 0 or 1 positive feedback points and it is not connected to the purpose of the observation.
<b>Targeted Questions</b>	Includes at least five specific questions they would ask to lead a teacher to identify their areas of improvement AND ties feedback to the evidence from the observation. AND provides a rationale for the questions asked.	Includes at least five specific questions they would ask to lead a teacher to identify areas of improvement AND ties feedback to the evidence from the observation.	Includes five or fewer specific questions you would ask to lead a teacher to identify areas of improvement.
<b>Opportunities for Improvement</b>	Includes one or two suggestions for areas of opportunity. AND ties feedback to the evidence from the targeted questions. AND provides rationale for areas of opportunity suggested.	Includes 1-2 areas of opportunity AND ties feedback to the evidence from the targeted questions	Includes only 1 opportunity for growth or it does not tie to feedback from the evidence from the targeted questions.

<b>Solutions</b>	Makes at least three suggestions for areas of opportunity AND ties feedback to the evidence from the observation AND provides a rationale for areas of opportunity suggested.	Makes at least three suggestions for areas of opportunity AND ties feedback to the evidence from the observation.	Makes 3 or fewer suggestions for areas of opportunity.
<b>Next steps and follow up</b>	Summarize the next steps expected to occur following the meeting AND describe the clear actions, owners, and timelines.	Summarize the next steps expected to take place following the meeting. Some information about actions, owners, and timelines is missing	Does not outline actions, owner, and timeline.

## Part 3 Reflection

### **350 to 500 words**

Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection, review the following resource:

[How Do I Write a Good Personal Reflection?](#)

Please do not include any information that will make you identifiable to your reviewers.

Reflect on the following questions:

- 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 that you provide to your student teacher? Consider the steps used and if they are supportive to a 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 cited directly from experiences. The answer is compelling, organized, and easy to understand.