

## **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**

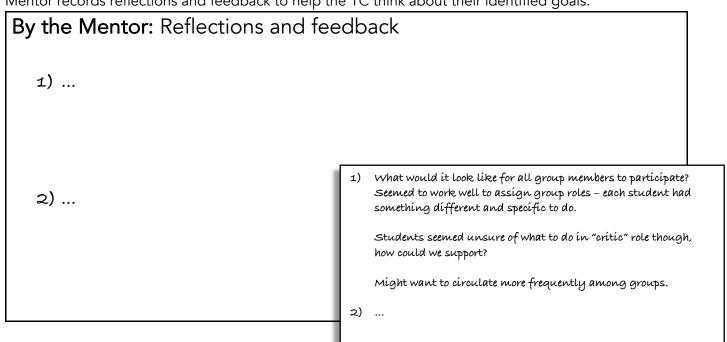
Left side of card: TC identifies one or two areas of instruction they are working on.

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:  1) Keeping all group members participating in group work  2) | By the Mentor:  • 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.  • 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.



## 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*   |   |  |  |
|   |   |  |  |
| ☐ Frames the lesson by explaining connections   |   |  |  |
| to prior learning, purpose, and why it matters  |   |  |  |
| to students   |   |  |  |
| ☐ Uses varied representations of ideas (text,   |   |  |  |
| models, manipulatives, visuals, videos, etc.)   |   |  |  |
| ☐ Incorporates and links students' ideas,   |   |  |  |
| experiences, and prior knowledge  |   |  |  |
| ☐ Promotes ongoing student sense-making (turn   |   |  |  |
| & talk, problem-solving, making observations,   |   |  |  |
| using manipulatives, etc.)  |   |  |  |
| ☐ 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.)   |   |  |  |
| ·   | Provide a few pieces of feedback on the back. |  |  |
| *Helping students understand a key idea, examples of it, ways to represent it, why it's important. Often followed by an |   |  |  |

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

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

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.

<sup>\*</sup>This should follow a shared experience with video, lab, activity, or other collaborative work.