Ticking the box: How simple checklists can improve feedback to student teachers, probationers and colleagues.

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• Setting the context
• The implementation of the project
• Conclusions
Underperforming student(s)

- Many don’t realise that they are less than competent (Cleland et al., 2005)
- Less able to self-assess (Langendyk, 2006)
- Unaware of how to improve (Yariv, 2011)
Teacher support: issues

- Time to deconstruct lessons meaningfully and provide formative feedback
- Concerns about ‘nitpicking’
- Concerns about undermining confidence (Yariv, 2006)
• Construction of a checklist which would enable teachers to provide feedback instantly and which could be used as a basis for reflection/discussion

• Checklist would pinpoint areas of strength and areas for development
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<th>Teaching area</th>
<th>Good</th>
<th>Acceptable</th>
<th>Needs attention</th>
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<td>Pace of activities</td>
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<td>Overall timing</td>
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<td>Learning intentions achieved</td>
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• Context
• Classroom teacher
• Giving feedback – the reality:
  ➢ Issues of time;
  ➢ Focus on areas of improvement;
  ➢ Effect on student confidence;
  ➢ Inconsistency of support
• PT responsibility: difficult to monitor progress
A Case Study

- Initial support unsustainable by class teachers
- Feedback had reverse effect
- Weekly mentor meetings
- Issues:
  - Time to gather feedback from each teacher
  - Lack of immediacy
  - ‘Second-hand’ feedback
  - Feedback was ‘too late’
Students’ needs

- Specific feedback immediately after each lesson
- Feedback from the teacher actually observing the lesson
- Clear targets for improvement
- Opportunities to implement improvements
- Advice reinforced from different sources
Tool for observation & providing feedback

- Checklist
- Staff response: immediate feedback, user-friendly
- Focus for observations - specific
- Written comments as a time-saving tool
The Outcome

- The first checklists
- Consistency in strengths and areas for development
- Identifying priority areas
- 3 targets at a time
- Self-evaluation
End results

- Initial results: marked improvement in 3 target areas
- Process continued
- Moving the balance from areas of improvement to areas of strength
- Visual aid to monitor progress
- Reduced comments
- Increased confidence
Conclusion (1)

- Focus for student when planning and delivering lessons
- Focus for student when evaluating lessons
- Focus for staff when observing lessons and providing feedback
- Visual aid to monitor progress which helped to build confidence
- Staff satisfaction
• **Advantages for the PT**
  - Time saving when gathering staff feedback
  - On-going monitoring process
  - Focus for discussion at mentor meetings
  - Useful for final report
  - Reassuring

• **Use in other areas of the school**

• **Potential use for probationer teachers**