

Handout #7

Actionable Feedback Rubric

This rubric measures the extent to which leaders are providing high-quality refinement feedback to teachers to improve instructional practice. Feedback is often associated with the TEAM evaluation process; however, feedback should be an integral part of planning, teaching, assessing, and reflecting on instruction. This tool can be used to assess the written or verbal feedback given during coaching conversations, pre-conferences, post-conferences, and PLCs.

4-Distinguished	3-Proficient	2-Apprentice	1-Novice
<p>Feedback</p> <ul style="list-style-type: none"> • is linked to a specific refinement at the descriptor level and integrates language from the rubric • is specific and uses data/evidence/student work from the lesson to help the teacher to identify why a change in practice is necessary • identifies next steps for improvement including specific strategies for teachers that assist in improving instructional practices and a follow-up plan to assess implementation; may include feedback that is content-specific • is connected to improving student outcomes • does not include judgments, personal opinions, or inferences 	<p>Feedback</p> <ul style="list-style-type: none"> • is linked to a specific refinement indicator and integrates language from the rubric • is specific and uses data/evidence/student work from the lesson • identifies next steps for improvement, but lacks specific strategies for improving instructional practice or lacks a follow-up plan • rarely includes judgments, personal opinions, or inferences. 	<p>Feedback</p> <ul style="list-style-type: none"> • is linked to a specific refinement indicator and copies rubric language • is specific and sometimes uses data/evidence from the lesson • does not identify next steps to improve instruction or next steps are vague/not actionable • might include some judgments, personal opinions, and/or inferences. 	<p>Feedback</p> <ul style="list-style-type: none"> • does not identify the refinement indicator, is copied directly from the rubric, or is loosely linked to one or more indicators • is not specific and includes little or no data/evidence from the lesson • does not identify next steps to improve instruction • regularly includes judgments, personal opinions, and/or inferences.