

CHECKLIST FEEDBACK FORM-SAMPLE

Teacher & Content Area Ms. Jones, 1st grade math	Date 01/16	Lesson objective Students will use skip counting to calculate the value of coins presented to them	Observation Type ☐ Observation ☒ Walkthrough	Total Time 12 minutes
Action Components		Strengths Observed		
☒ CFU strategy before the lesson assesses readiness for the day's lesson ☐ At least 2 CFU strategies are implemented during the lesson ☐ CFU strategy after the lesson measures individual mastery of the day's concepts ☒ Varied CFU methods (verbal, written, demonstration) within each lesson. ☐ The majority of the CFU activities produce open responses, and closed responses are limited ☒ CFU activities assess every student ☒ Each CFU activity is tied to the lesson objective ☒ Teacher knows the level of understanding for every student after a CFU prompt ☐ The teacher provides immediate feedback across the classroom before moving on to the next concept		In the beginning of the class you first counted around the circle so all students could demonstrate counting by 2s, 5s, and 10s, then you required all students to hold up the value of each coin you displayed. You explained to students that these two ideas would be required for the lesson's objective for the day. Reviewing the two major but distinct concepts required for the day's objective first allows you to be certain that students have mastered some required foundational skills before advancing to a more complex task- where now they are combining these ideas to add up coins in a set. If they had not been successful, you could have taken the opportunity to re-teach and review the concepts before moving on, but since they did demonstrate complete mastery you could be certain that they understood the concepts required for success in the day's lesson. In the portion of the lesson I observed, you had three different CFU methods. In each method you required 100% participation- even when some students did not immediately participate. You made sure you were able to see or hear each student's response for the answer to the prompt. Requiring 100% participation every time allows you to continuously collect data on students as they progress through the lesson and can allow you to quickly identify any student that does not understand a concept. The structure of your CFU activities were appropriate for your lesson objective, allowing you to be confident that your observation of student responses accurately would assess each student. This is great practice because it can provide you with opportunities re-teach or re-group students as needed based on whether the results an assessment yielded.		
Suggestion for Improvement				
Unchecked Action Component		The teacher uses the data collected to instantly correct misconceptions before moving on		
Description		In your whiteboard check for understanding activity, you assessed each student by requiring them to hold up their answer after calculating the value of the coins presented to them. If a student wrote down the incorrect answer you'd say "the correct answer is ____" then move on the next problem. While you did an excellent job of continuously assessing all students and requiring 100% participation, when you noticed that a student did not receive the correct answer after attempting the work, you could have provided academic feedback immediately in that moment both to understand the root cause of the misconception for yourself as well as to help ensure the concept was understood across the class the student could be successful in the future. Without providing consistent academic feedback as you notice them during your check for understanding methods, you could be reinforcing poor practices in struggling students and also contribute to widening the gaps of their misunderstanding. If students do not master these concepts now, it can lead to greater misunderstandings in math concepts later in the year. In your lesson, when you noticed that a few students in each problem did not calculate the correct answer you could have reinforced the steps to calculate the value of the coins as a recap to each problem by stating something like "The correct answer is _____. One way to solve the problem is to ____" then reviewing the steps a student might take to count the correct number of coins. Since only a few students calculated the wrong answer at each problem this simple restatement might have reinforced any misconceptions or careless mistakes; though if you noticed the same student(s) get additional answers wrong you could then quickly conference with the students at their desk as they worked on the next problem independently. This immediate reinforcement is a straightforward step you could take every time students complete a task and display an answer to help you quickly provide feedback to students as they work.		
Suggested resource(s) and Next Steps		Take the online course in your Model Teaching dashboard: Checking for Understanding and Correcting Misunderstandings in Elementary Math". Though you already have executed good check for understanding methods, I'd like you to consider how you can structure your lessons or activities in a way that will allow you to immediately correct a misconception a student demonstrates in that same moment in class. Complete this online course by Friday October 11th. As you progress through the course and build your action plan, complete a plan you can implement on October 14th or 15th. I will come back to observe you in this same class on one of those days, and I'll be looking for one method from the course that you will utilize to address misconceptions in any students in the class.		