

The Six Elements of Strong Teacher Feedback

A quick guide for assistant principals and other leaders who coach teachers

Classroom observations often reveal several areas that need attention. However, the teacher needs more than a list of concerns. The leader's responsibility is to select a priority and explain what the teacher should do differently in an upcoming lesson.

Growth MindED Consulting created this guide to help you prepare feedback that a teacher can understand, rehearse during a coaching meeting, and apply in the next lesson.

What makes feedback bite sized

Choose one specific teaching action based on what you observed. A comment such as "give clearer directions" leaves the teacher to decide what to change. A more useful action step names what to say or do and when to do it.

Include these six elements

Focus indicator	Name the relevant expectation in your school's teaching rubric.
Scripted evidence	Include the teacher's or students' actual words and actions.
Why this matters	Explain how the proposed change addresses what you observed.
Action step	Name one specific teaching move for the upcoming lesson.
Practice prompt	Ask the teacher to rehearse the move with you.
Follow-up look-for	Explain what teacher action you will observe when you return.

Use the completed sample on the next page to see how the six elements fit together.

A Completed Feedback Message

Sample focus: the teacher's directions before independent work. Match the focus indicator to your school's rubric when preparing your own feedback.

Focus indicator

Clear directions.

Scripted evidence

At 10:05, you said, "Solve the problem and show your work." One student asked, "In our notebooks?" Another asked, "Do we need to write a sentence?"

Why this matters

Your directions named the task, but not where students should complete it or what their finished work should include. Providing those details before students begin makes the expectations clear.

Action step

Before releasing students tomorrow, state what they will do, where they will do it, and what their finished work should include.

Practice prompt

"Let's use tomorrow's problem. Give the directions as if I am a student in your class."

Follow-up look-for

"When I visit tomorrow, I will listen for all three parts of your directions before you release students for independent work."

What the teacher could say during practice

"Solve problem three in your math notebook. Show each step of your solution. Then write one sentence explaining how you found your answer."

Before your next coaching meeting

Choose one observation. Draft an action step, a practice prompt, and a plan for the next observation. Use the full guide for six additional comparisons and a planning template.

[Watch the video and get the full guide](#)