**Classroom Observation: Feedback Form (COFF)**

**School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date\_\_\_\_\_\_\_\_\_\_\_\_ Grade\_\_\_\_\_\_\_\_ Class/Period\_\_\_\_\_\_\_\_ # of Students\_\_\_\_\_\_**

**Observer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Part of Lesson (Beg, Middle, End)\_\_\_\_\_\_\_\_\_**

**Subject \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Instructional Goal\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Class Activity\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Teacher Behavior Codes: Tally**

**Feedback**

**P+ =** Positive, behavior/academic specific feedback **C =** Corrective feedback

**G+ =** Positive, general feedback **N =** Critical/harsh feedback

**Start Time:** **\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Teacher** (P+) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Teacher** (G+) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Teacher** (C) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Teacher** (N) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**End Time: \_\_\_\_\_\_\_\_\_**

**Calculations**

Total instances of positive, behavior/academic specific feedback\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total instances of positive, general feedback\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total positive feedback (positive, behavior/academic specific + positive, general)\_\_\_\_\_\_\_\_\_\_\_\_

Total instances of appropriate corrective feedback\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total instances of unnecessarily harsh corrective feedback \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Minutes observed: Stop time – start time = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ minutes observed

Feedback rate: (total positive feedback + corrective feedback) x 60/ minutes observed \_\_\_\_\_\_\_

Ratio of positive to corrective: total positive/(appropriate corrective + harsh) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use the following scale to rate the feedback:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Always**  **(90 to 100%) of the time**  **4** | **Mostly**  **(60 to 90%) of the time**  **3** | **Somewhat (30 to 60%) of the time**  **2** | **Rarely (<30%)**  **of the time**  **1** | **Not at all**  **Evident**  **0** |  |

|  |  |
| --- | --- |
| Feedback was specific (academic or behavioral) and accurate | 4 3 2 1 0 |
| **Comments** – How could feedback be more specific and accurate? | |

|  |  |
| --- | --- |
| Feedback was universal (all students received individual or group feedback) | 4 3 2 1 0 |
| **Comments** – How could feedback be more universal? | |

|  |  |
| --- | --- |
| Feedback was timely (immediate) | 4 3 2 1 0 |
| **Comments** – How could feedback be timelier? | |

|  |  |
| --- | --- |
| Corrective feedback was non-threatening (promotes attempts) | 4 3 2 1 0 |
| **Comments** – How could feedback be less threatening? | |

**Quality of Corrective Feedback**

Script one or more specific instances of a corrective feedback sequence.

|  |  |  |
| --- | --- | --- |
| Teacher did and said…  (OTR) | Student(s) did and/or said…  (Feedback for teacher) | Teacher did or said in response …  (Feedback for student) |
|  |  |  |

Corrective feedback ends with the student performing the task correctly, followed by positive acknowledgment. Three elements: teacher correction, correct student action, teacher acknowledgement of student action.

Using one of the scripts above, indicate which of the three elements were present and provide any suggestions for improvement:

|  |  |  |  |
| --- | --- | --- | --- |
| 4.  \*Teacher correction  \*Correct student action  \*Teacher praise | 3.  \*Teacher correction  \*Correct student action  \*No teacher praise | 2.  \*Teacher correction  \*Student incorrect or no response | 1.  \*No correction |

How could the feedback sequence be improved?

**Reflections and Planning**

**Examples of how feedback was used effectively (I noticed…)**

**Missed opportunities/polishers/improvements (I wondered…)**

**Application (Plan to improve feedback)**

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| --- | --- | --- | --- |
| **Teacher Feedback (Frequency Recording)** | | | |
| **How the Teacher Provides Feedback to Students: Frequency Count*s*** | **Code** | **Descriptor** | **Definition** |
| “P+” | Positive Feedback, Behavior Specific | Teacher gives the group or an individual feedback on an academic or social behavior that **indicates the specific behavior/response is correct**. If the teacher is providing positive specific feedback in a sequence (makes several positive statements in a row, about the same behavior), code the sequence as one occurrence. Code a new occurrence when the teacher delivers specific feedback for a different behavior or when instructional context changes (e.g., whole class is given specific feedback, then individual target student is given specific feedback). Behavior-specific positive feedback can be verbal (e.g., “Yes, 43 is the correct answer!”) or nonverbal (e.g., teacher points to appropriate class rule as a reminder).  *Examples:*   * *“Students who are copying down the objective are showing they know how to get the task started, I respect their independence.”* * *“Thanks for submitting the assignment; I’m pleased to see it.”* * *“Everyone was in their seat and working on the warm-up problem when the bell rang, I appreciate your responsible self-management.”* * *“Indeed, the capitol of Wisconsin is Madison.”* * *“I like how you kept working until you understood it.”* * *Teacher delivers a tangible reward for a specified behavior (e.g. “Paying attention earns you another point.”)*   *Non-examples:*   * *“Great job class!”: mark as Positive Feedback, General.* * *“Angela, stop procrastinating and start your project.”: mark as Corrective Feedback.* |
| “G+” | Positive Feedback, General | Teacher gives the group or an individual feedback on an academic or social behavior that **indicates in a general way that the behavior/response is correct**. If the teacher is providing positive general feedback in a sequence (makes several positive statements in a row, about the same behavior), code the sequence as one occurrence. Code a new occurrence only when the teacher delivers feedback for a different behavior or when instructional context changes (e.g., whole class is given general feedback, then individual target student is given general feedback). General positive feedback can be verbal (e.g., “Good work everyone!” or “Good work, Eva!”) or nonverbal (e.g., teacher shows thumbs up to class).  *Examples:*   * *“Thumbs up,” “Yes!”, “That’s right!”, “Correct!”, “Perfect!”* * *“Nice job,” “Thank you,”* * *Teacher provides a tangible reward (e.g. sticker, points) without specificity.*   *Non-examples:*   * *“Johnny, thank you for listening.”: mark as Positive Feedback, Behavior Specific.* * *“Everyone stop; you need to be folding your paper this way.”: mark as Corrective Feedback.* * *Basic instruction prior to student response (e.g. “Turn to page 49.”) Is not counted as feedback.* * *An instructional prompt prior to student response (e.g. “Remember to have your pencils sharpened and ready to go.”) is not counted as feedback.* |

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| **How the Teacher Provides Feedback to Students: Frequency Count*s*** | “C” | Corrective Feedback | Teacher **informs** the group or an individual student **that a behavior or response is incorrect** by providing corrective feedback (e.g., “no” “stop that” “incorrect”). If a teacher gives several corrective feedback statements in a sequence (multiple sentences related to the same behavior), code it as one instance, (e.g. “No, that is not the way we line up. You did not listen. Now I need you to sit down, then try it again”). Code a new occurrence when the teacher delivers corrective feedback for a different behavior or when instructional context changes (e.g., the whole class is admonished, then the individual target student is admonished; “Please let go of Jane’s pigtail” [3-sec] “I need you to…” counts as 2 corrections). Re-directions are counted as corrective feedback. Corrective feedback can be verbal (e.g., “That’s wrong!”) or nonverbal (e.g., teacher shows thumbs down to the class).  *Examples:*   * ***“****Not quite. The answer is 5. 3 + 2 = 5.”* * *“That is not a complete sentence.”* * *“Sam, quit wasting time and get back to work.”* * *“Stop bothering Kim.”* * *“I told you to sit down.”* * *Teacher says “Not now.” when student asks question.* * *Teacher raises her finger to her mouth to gesture students to be quiet.* * *“Are you awake, let’s get to work?”* * *Teacher takes an item away from a student who is playing with it and not following instructions.* * *Re-directive statements (e.g. “Ella, I already told you twice to open that book!”)* * *Repetition of instruction after student does not respond or responds incorrectly (e.g. “Everyone, turn to page 49…..John, I need you to turn to page 49.”)*   *Non-examples:*   * *“That math worksheet is a mess; I can’t even read it.”: mark as Critical/Harsh Feedback.* * *“Knock it off!”: mark as Critical/Harsh Feedback.* * *Basic instruction prior to student response (e.g. “Turn to page 49.”) Is not counted as feedback.* * *An instructional prompts prior to student response (e.g. “Remember to have your pencils sharpened and ready to go.”) is not counted as feedback;* |
| “N” | Critical/Harsh Feedback | Negative feedback is provided, but is **not corrective and delivered with a critical/harsh tone**.  *Examples:*   * *“I am so tired of having to tell you over and over, Ronald.”* * *“No, no, no! How many times do I have to tell you?”* * *“That is just disgusting!”*   *Non-examples:*   * *“That is not correct; the word that is grouped with kind is ‘considerate.’”: mark as Corrective Feedback.* * *“I need everyone to stop and look up at me.”: mark as Corrective Feedback.* |