

Resource 4.2

Cause-and-Effect Feedback Examples

Remember, in order for you to effectively shift from listing evidence or summarizing the lesson you observed to an analysis of teacher effectiveness, it is important to analyze your evidence and determine how the teacher is impacting engagement and learning during the lesson. You can then convey those findings within the “connect” section of the Claim-Connect-Action frame through what we call “Because statements” or with a sentence frame such as, “Because the teacher did abc, the students did xyz.” There are several ways to structure this frame, and you can use alternate phrases, such as, “as a result . . . ,” “consequently . . .” or “so” Read through the samples for ideas on how you can build your own cause-and-effect feedback statements. Remember, when appropriate, all should be accompanied with or supported by specific quantitative and qualitative evidence (not always shown below).

Instructional Area	Feedback Statement
Clarity of purpose	(7th-grade Computer) Due to a lack of clear purpose for the task I observed and that no explicit connection was made back to the learning target during the introduction of the task, of the 9 students asked, none could tell me what the website was trying to convey/tell them, why they were exploring the site, or what they would be doing with the information.
Success with task or construction of new learning (understanding)	(Kindergarten ELA) During the group work, because students weren't clear that they were creating a poster of characteristics of winter and there had been no shift to reiterate why “cow” and “bat” were not correct (after the read-aloud), not all were able to create accurate depictions of winter or explain how the images they chose related to winter. (10th-grade World History) Because the video segment did not provide the content students needed to meet the objective, students were not able to ascertain the impacts of the bombing from the portion they watched. The misunderstanding with the vocabulary word was also connected to content in that students did not yet fully understand the destruction caused by both bombs and the impact on the country (why war would be “unendurable”). They had not learned yet about Nagasaki.
Success with task or construction of new learning (time)	(4th-grade ELA) Students needed time to read through the choices offered in the workstation and select one, which utilized 5-7 minutes of the station time (nearly half of the total station time), causing 2 groups to only get to #1 on the sheet. In addition, as a result of the shortened work time, students were not always able to “infer” (the intention) and were only summarizing.
Assessment	(6th-grade Music) Mr. R. was not able to collect evidence of individual student understanding because the same 3 students shouted out answers. Also, the checks throughout the lesson occurred when students were loud and not listening. He did not stop for small groups or individuals to play a portion of the new piece, so he could only hear the whole class play and could not determine individual levels.

Also, when posing alternate strategies or steps, you can include **impact on students and other aspects of instruction**. For example, a general statement that is grounded in research might be the following for a math lesson:

By planning a scaffolded introduction with checks for understanding throughout, when students move to “you do together” (pairs or groups) and “you do” (independent work), they will be more successful.

Or more specifically:

Consider how you can include a “we do” and then “you do together” to allow students to review or apply new concepts in a guided or supported fashion before turning them loose to work independently. In this lesson, students could have practiced after each function was introduced versus working on all six at once. This would have allowed you to use those tasks to monitor understanding, move those four students who understood on, and focus support on those who were unsure or needed more time.

Don’t forget, this frame is also recommended after observing **effective practices and outcomes**:

Instructional Area	Feedback Statement
Feedback	(10th-grade Geometry) One group was unsuccessful in the problem-solving tasks as they were not using notes and did not recall the previous concepts. By asking them guiding questions in your feedback and encouraging them to look through their past notes, you were able to support them on two rotations while I was in the room and advance their understanding.
Routines and Expectations	(3rd-grade Writing) As Ms. V has established routines (use of journals, sharing) and students were given roles in the classroom (help to monitor others through a student’s role of signing each agenda book to ensure the homework assignment is copied down), students immediately and effectively transition between tasks. Students listen to each other during the share and take turns, as Ms. V. has created a culture of respect, positively reinforcing growth in social competence, through routines like sharing a compliment with classmates.