

**Figure 8.5** Language for *Providing Strengths-Based Feedback*

| <b>If I hear . . .</b>  | <b>Then I can use the following language . . .</b>   |
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| <p>[Teacher says] I love feedback. The more the better. Don't mince words and just tell me where I stand.</p>                           | <p>It's great that you are such a learner and that you are so comfortable with feedback. I believe in providing strengths-based feedback. This means that we will celebrate what's going well and also think about what we can do better.</p>  |
| <p>[Principal says] I'm worried about some teachers in our school. I'd like to see you using feedback to improve their instruction.</p> | <p>Feedback is definitely a part of my coaching, but not in an evaluative way. If I don't focus on what the teachers want to work toward, then it feels like I am judging (or fixing) them. I will definitely work with teachers on their instructional goals, but it will be in partnership. If you have serious concerns, then we might have to brainstorm some other ways to handle it.</p> |
| <p>[Teacher says] I'm worried about my latest interim assessments. Can you let me know what I can be doing better?</p>                  | <p>How about if we start by looking at how the students did (clarify and value). Then we can brainstorm what to do next (uncover possibilities).</p>   |