

A Guide to Feedback and Analysis Loops

Feedback and Analysis Loops: How to provide teachers with the chance to try out a new practice, receive feedback on how it went, and analyze the practice with a colleague.

This handout is designed to be used with the Feedback and Analysis Loops Mini Module video. Consider using the following strategies to increase the number of feedback loops for teacher PD. The resources below also support providing effective feedback to teachers.

NOTE: Feedback and analysis loops must include an observation AND a follow-up meeting to discuss the observation/teacher practices.

STRATEGIES TO INCREASE THE NUMBER OF FEEDBACK AND ANALYSIS LOOPS

<p>LOOPS CAN BE FORMAL OR INFORMAL</p>	<ul style="list-style-type: none">◆ Reflect on how often teachers are observed, both formally and informally. This can include CLASS® observations, focused coaching observations, informal walk throughs, formal administrator evaluations, etc.<ul style="list-style-type: none">○ After every observation, is a feedback meeting held regardless of whether the observation was formal or informal?○ Leaving a note post-observation does not create a feedback loop. Although the note may provide feedback on the teacher’s performance, the note does not give the teacher an opportunity to evaluate their practice. How else could you connect with teachers to create a meaningful feedback loop?
<p>LOOPS CAN FOCUS ON ANY CONTENT</p>	<ul style="list-style-type: none">◆ Feedback and analysis loops can focus on any content or type of observation. Consider adding feedback meetings after CLASS® observations, curriculum checks, ICP (inclusive practice) observations, behavioral observations, etc..
<p>FEEDBACK PROVIDERS CAN VARY</p>	<ul style="list-style-type: none">◆ Who conducts observations and feedback meetings with teachers? Consider additional staff who could provide feedback loops.<ul style="list-style-type: none">○ Feedback providers could include school administrators, central office administrators, center directors, coaches, lead teachers or teachers (peers).○ Conducting observations and providing effective feedback can be a great way to include school administrators in early childhood education.◆ Peer observations are a great way to add more feedback and analysis loops.<ul style="list-style-type: none">○ For example, teachers could do periodic, informal fidelity checks to assess specific components of the curriculum. After the observation, teachers would meet to reflect on their curriculum implementation (areas of strength and growth, and next steps).

ADDITIONAL RESOURCES

To enhance your program's feedback and analysis loops:

- ◆ **Source:** Advancing Effective Interactions and Instruction (AEII)
- ◆ **Website:** "Providing Observation Feedback"
- ◆ **Link:** <https://aeiionline.org/advancing-effective-interactions-and-instruction-2/tools-resources/for-providing-feedback/>
- ◆ **Description:** Resources on providing effective feedback to support teacher growth including:
 - Part 1: Quickstart Guide to Giving CLASS® Feedback
 - Part 2: Six Principles of Effective Feedback
 - Webinar on providing effective feedback



- ◆ **Source:** AEII
- ◆ **Resource:** "Know, See, Do Planning Templates"
- ◆ **Link:** <https://aeiionline.org/advancing-effective-interactions-and-instruction-2/tools-resources/for-planning-professional-development/>
- ◆ **Description:** PD Planners and the Action Plan Template provide resources to support feedback meetings following observations. After evaluating strengths and areas for growth, teachers can use these guides to improve their practice.