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Better Feedback for Better Teaching: A Practical Guide to ...

- The classroom is the heart of learning
- Better learning requires better teaching
- Improving teaching requires clarity
- Rubrics don ' t substitute for clarity
- Without clarity, conflicting demands multiply
- Clarity allows for meaningful feedback
- Sound observation training produces clarity

BETTER FEEDBACK AND BETTER TEACHING: IMPROVING

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OBSERVER... Improving Classroom Observations

Among the many topics covered, Better Feedback for Better Teaching describes how to: Build a shared vision of effective teacher feedback among observers; Ensure a common understanding of a classroom observation tool; Train observers to collect objective evidence from a lesson, efficiently and free of bias

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7 Key Characteristics Of Better Learning Feedback 1. Quality learning feedback is goal-referenced There is only feedback if a person has a goal, takes actions to achieve the goal, and gets goal-related information fed back.

7 Key Characteristics Of Better Learning Feedback

Better Feedback for Better Teaching is an essential resource for school, district, and state, leaders committed to high-quality classroom observations. This practical guide outlines the knowledge and skills classroom observers need to identify and help develop effective teaching, and explains how leaders can best facilitate the development of classroom observers.

Better Feedback for Better Teaching on Apple Books

A practical, research-based guide for ensuring trustworthy classroom observations that provide teachers with meaningful feedback. Better Feedback for Better Teaching is an essential resource for school, district, and state, leaders committed to high-quality classroom observations. This practical guide outlines the knowledge and skills classroom observers need to identify and help develop effective teaching, and explains how leaders can best facilitate the development of classroom observers.

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Feedback is a compelling influence on learner achievement. When

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teachers seek, or at least are open to what learners know, what they understand, where they make errors, when they have misconceptions, when they are not engaged- then teaching and learning can be synchronised and powerful. Feedback to teachers makes learning visible Hattie, J. (2009).

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