



Principal's Implementation Checklist

Feedback: A Powerful Tool for Raising Student Achievement in Mathematics and Science (2-6)

Course Objectives:

Participants will:

1. Identify two types of feedback – evaluative and descriptive
2. Review research related to feedback and student achievement
3. Practice creating descriptive feedback matched to standards
4. Reflect on newly acquired knowledge and identify next steps for classroom applications.

During a brief classroom “walkthrough” observation, the school principal can use the following checklist to note activities and strategies taught in the course and implemented in the classroom.

Teacher:	Date:	School:			
	Degree of Implementation				
<i>Strategies</i>	<i>1 (low)</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5 (high)</i>
Teacher develops lessons based on DuFour's principles: <ul style="list-style-type: none"> • What do I want students to know and be able to do? • How will I know if students have learned the content? • What will I do if students do not learn the content? • What will I do if students already know the content? 					
Teacher responds to student work with feedback that is specific.					
Teacher responds to student work with feedback that relates directly to the learning task and content.					
Teacher provides students					

