



Principal's Implementation Checklist

Feedback: A Powerful Tool for Raising Student Achievement in Language Arts (3-5)

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 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 with models and examples.					
Teacher informs students of content standards for the lesson.					
Teacher allows students opportunities to apply the feedback and improve performance.					
Teacher collaborates with colleagues to reflect and improve upon feedback to students.					
Comments: _____					


