## Ladder of Feedback Guide for Classroom Observations

The "Ladder of Feedback" is a protocol or structure that establishes a culture of trust and constructive support by sequencing feedback in order that is constructive.

### What class is being observed?

### Feedback for:

### Feedback from:

### Clarify

**Are there aspects of the class or lesson that you don’t believe you understood?**

- Ensure that you're clear about what your feedback colleague was trying to accomplish in the lesson by asking some questions or stating any assumptions you've made.
  - "I wasn't sure if you meant that students will understand X, but that's what I assumed, so now you can understand where my feedback is coming from."
- If you are approaching your observations from a particular frame or perspective, state that.
  - "I was interested in looking at how students were interacting in the lesson, so my feedback is focused mainly on that aspect."

### Formulate your comments here

### Value

**What did you see in the class that you find to be particularly impressive, innovative, strong, or noteworthy?**

- Valuing builds a supportive culture of understanding and will help your feedback colleague identify strengths in their work that they might not have recognized.
- Valuing reminds your feedback colleague of the parts of his/her lesson that should be preserved when making improvements.
- Expressing your appreciation for learners and their ideas is fundamental to the process of constructive feedback.
- Stressing the positive points and offering honest compliments sets a supportive tone

### Formulate your comments here

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This form is adapted by Ron Ritchhart from the “Ladder of Feedback” developed by Daniel Wilson, Harvard Project Zero
### Raise Questions & Concerns

What questions, issues, tensions, or concerns were raised for you within the lesson?

- Share your concerns, not as criticisms, but as honest thoughts and questions, not as absolute judgments of right and wrong.
  - "It might be interesting to explore . . ."
  - "I wonder what would happen if . . ."
  - "Perhaps you have thought about this, but . . ."
  - "A question this raised for me was . . ."
  - "One of the things this got me thinking about was . . ."
  - "Observing the class made me more aware of the tension between . . .?"
  - "A concern raised for me was . . ."

### Suggest

Do you have suggestions for refining the lesson, moving forward, or on how to address the concerns you identified?

- Help your feedback colleague make improvements by sharing your ideas on how he/she might refine or advance the lesson.
- Suggestions can also be forward looking by putting forth ideas on where the lesson might go next or how a teacher might build on students’ ideas and work.
  - it might be interesting to follow up on that issue of___, by . . ."

### Thank

How has observing and giving feedback enhanced your own understanding of teaching and learning?

- Tell your feedback colleague what you have learned from this experience.
- Share the questions and issues you will take away to think more about.
  - “This lesson has made me think more about how I might...”