



“DAILY DYADS”

“ASK – TELL – ASK – ACT”

GOAL: Creating the milieu for conversation (“dyad”): active role of the learner/teacher in soliciting and applying feedback in an on-going, continuous manner (“daily”).

FIRST ***Orientation to standards of work and purpose of feedback.***
Establish expectations at the start of your time together. Learners do better if they know you plan to give feedback in the moment and they know it is coming.
Talk to learner/teachers about what type of feedback they find effective – this helps establish that feedback will be given and creates an atmosphere of partnership



TASK or EDUCATIONAL ACTIVITY



Learner judges own work.

(Learner/teacher SELF-ASSESES or is **ASK**ed to self-assess: “How do I (you) think that went?”)

ASK Learner/teacher asks for specific feedback.
(Learner **ASK**s Assessor: “Could you give me some feedback on ...?”)

TELL Assessor judges work.
(Educator **TELL**s: “When I saw..., I thought” responding with observations)

ASK Learner/teacher compares self-assessed judgment with assessor’s judgment.
(Educator and learner **ASK**: What can I (you) do differently? What are some strategies for improvement?)

ACT Learner/teacher and Assessor make a plan for improved work.
(**ACT**: Summarize together key points. Co-plan a development plan. Plan to follow-up.)



Essential qualities of feedback:

- Assessor and student work as allies: **RESPECTFUL**
- Well-timed and expected: **TIMELY**
- Based on first-hand data: direct observation of actions: **FOCUSED ON BEHAVIORS**
- Limited to behaviors that are changeable: **DIRECTED TOWARDS IMPROVEMENT**
- Phrased in descriptive language: **SPECIFIC**
- Subjective observations should be labeled as such
- **LINKED TO THE LEARNER’S GOALS; ENGAGING THE LEARNER’S PERSPECTIVE**