

# Feedback Practice Activity

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**Objective:** To strengthen your capacity to provide concise, bite-sized, high leverage feedback on TLAC Online module final practices

**Context:** On the following pages are sample final practices from three modules: Strong Voice: Economy of Language & Quiet Presence, Cold Call: Positive Cold Call Culture, and Least Invasive Intervention: Private Individual Correction. We've provided the final practice clips from three teachers for each module.

**Directions:**

1. Watch each teacher video
  2. Script the feedback you could give using the sentence starters
    - It was effective when...
    - Please re-record and try.. OR
    - It was effective when...
    - When you take it to your classroom, be sure to...
  3. After scripting feedback for all three modules, compare your feedback to ours on the final pages. Revise your feedback as needed.
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## Feedback Practice Activity

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### Strong Voice: Economy of Language & Quiet Presence



**Mr. Burmeister**

Elementary Performing Arts

[Burmeister, Economy of Language & Quiet Presence](#)

Your Feedback



**Ms. Griffith**

Middle School Mathematics

[Griffith, Economy of Language & Quiet Presence](#)

Your Feedback

## Feedback Practice Activity

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### **Strong Voice:** Economy of Language & Quiet Presence (continued)



**Mr. Cotton**  
High School English

[Cotton, Economy of Language & Quiet Presence](#)

Your Feedback

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### **Cold Call:** Positive Cold Call Culture



**Mr. Burmeister**  
Elementary Performing Arts

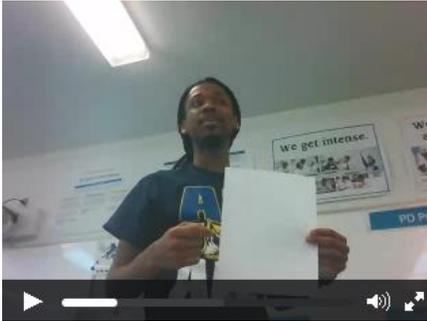
[Burmeister, Positive Cold Call Culture](#)

Your Feedback

## Feedback Practice Activity

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### Cold Call: Positive Cold Call Culture (continued)



**Mr. Frazier**

High School Mathematics

[Frazier, Positive Cold Call Culture](#)

Your Feedback



**Mr. Cotton**

High School English

[Cotton, Positive Cold Call Culture](#)

Your Feedback

## Feedback Practice Activity

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### Private Individual Correction



**Ms. Griffith**

Middle School Mathematics

[Griffith, Private Individual Correction](#)

Your Feedback



**Mr. Frazier**

High School Mathematics

[Frazier, Private Individual Correction](#)

Your Feedback

## Feedback Practice Activity

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### Private Individual Correction (continued)



**Mr. Cotton**  
High School English

[Cotton, Private Individual Correction](#)

Your Feedback

**Feedback Practice Activity**

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**Compare Your Feedback to Ours**

**Strong Voice: Economy of Language & Quiet Presence**

| Teacher                      | Our Feedback  |
|------------------------------|---|
| <p><b>Mr. Burmeister</b></p> | <ul style="list-style-type: none"> <li>• It was effective when you used the single “words” pause and “go”—strong Economy of Language. Your Quiet Presence was also particularly effective when you dropped into a whisper on “Go.”</li> <li>• When you take it to your classroom, continue to use “Pause” for Economy of Language when you need to give a direction after students have begun working or during a transition.</li> </ul>  |
| <p><b>Ms. Griffith</b></p>   | <ul style="list-style-type: none"> <li>• It was effective when you used Economy of Language to (1) Concisely tell them what to do— “pick up your chairs”, and (2) remind them of the expectation— “silent transition.” The “thank you” was also a clear and calm way to acknowledge students’ follow through.</li> <li>• When you take it to your classroom, try dropping your voice even lower on “thank you” to signal your control and set the tone of quiet/silence.</li> </ul> |
| <p><b>Mr. Cotton</b></p>     | <ul style="list-style-type: none"> <li>• Your Economy of Language was effective throughout—“Pause. Pick up your chairs. Silent transition. Continue.”</li> <li>• Please re-record and speak slower and lower after you say “Pause”—to communicate your calmness and demonstrate Quiet Presence. Your tone and demeanor communicated some frustration. Please re-send to me—I’m excited to see it!</li> </ul>  |

**Feedback Practice Activity**

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**Compare Your Feedback to Ours**

**Cold Call: Positive Cold Call Culture**

| Teacher                      | Our Feedback  |
|------------------------------|---|
| <p><b>Mr. Burmeister</b></p> | <ul style="list-style-type: none"> <li>• It was effective that you smiled as you called on students (particularly the second student, Taj). It signaled a genuine invitation to the conversation. It was also effective how you shifted from “track” for the first student to “talk to us” with the third student—it signaled that it was a communal discussion and felt natural.</li> <li>• When you take it to your classroom, continue to call on students from all parts of the room so that it feels universal to students.</li> </ul> |
| <p><b>Mr. Frazier</b></p>    | <ul style="list-style-type: none"> <li>• It was effective that your tone was warm and positive.</li> <li>• When you take it to your classroom, be sure to acknowledge when students get your question correct—a simple “yes” or nod and a hint of a smile to build momentum and positivity.</li> </ul>  |
| <p><b>Mr. Cotton</b></p>     | <ul style="list-style-type: none"> <li>• It was effective that your Cold Call was universal—you called on a variety of students from around the room.</li> <li>• Please re-record and try saying each student’s name more warmly so that it communicates your genuine eagerness to hear their thinking. Also lengthening the pause between the end of your question and the name will make it feel less like a gotcha. Please send me the new recording. I know you’re going to nail it!</li> </ul>   |

**Feedback Practice Activity**

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**Compare Your Feedback to Ours**

**Private Individual Correction**

| Teacher                    | Our Feedback   |
|----------------------------|--|
| <p><b>Ms. Griffith</b></p> | <ul style="list-style-type: none"> <li>• Two elements that jumped out to me as particularly effective: You had a clear in and out task and your tone was calm, your facial expression neutral—showing that you weren’t upset.</li> <li>• When you take it to your classroom, replicate exactly what you did here!</li> </ul>   |
| <p><b>Mr. Frazier</b></p>  | <ul style="list-style-type: none"> <li>• Two elements I thought were particularly effective: (1) Describe the Solution. You were clear and specific as to what Chelsea needed to do to get back on the path to success—“Pick up your pencil. Start simplifying question 1.” (2) Ending with a note of encouragement: “You got this”—communicated your confidence that she would be successful.</li> <li>• When you take it to your classroom, challenge yourself to go for an even greater Economy of Language.</li> </ul> |
| <p><b>Mr. Cotton</b></p>   | <ul style="list-style-type: none"> <li>• It was effective that you circulated prior to giving the Private Individual Correction and you crouched down—creating privacy for the student.</li> <li>• Please re-record and omit saying what Chelsea wasn’t doing. Go right to Describing the Solution—“Keep analyzing so I can see what you understand”—to improve Economy of Language and support the student in getting back to work faster.</li> </ul>   |