



Teaching the Whole Teen

Everyday Practices
That Promote
Success and Resilience
in School and Life

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Thank you

FOR YOUR
INTEREST IN
CORWIN

Please enjoy this complimentary excerpt from *Teaching the Whole Teen* by Rachel Poliner and Jeffrey Bendson. Use these feedback starters and responses to inform your strategies for delivering feedback in your classroom that students can use.

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TOOL 6-1 Feedback Starters and Responses

Feedback Starters

Remember key qualities to give feedback that students can USE:
usable, specific, encouraging.

- Now I understand _____ better.
- The _____ part was really clear.
- The _____ part was memorable.
- I like how . . .
- Your idea reminded me of . . .
- Now I'm curious about . . .
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- I am not sure about . . .
- The _____ part wasn't clear.
- The _____ part confused me.
- I didn't see how the _____ and _____ parts connected.
- I want to add . . .
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Feedback Responses

1. Take steps so you can be ready to hear feedback.
 - Take a few deep breaths.
 - Have some self-talk messages that you use over time and become your habit.
 - "I can only know how my presentation sounds to others if I hear reactions."
 - "Listening is just listening; then I'll decide what to do with the feedback."
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2. Remember that once given, the feedback is yours to use fully, use partly, or set aside. "Thanks for your feedback" can be followed by
 - "I agree."
 - "I'll think about it."
 - "Can you explain more about _____?"
 - "Wow, I hadn't thought about it that way."
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