



FEEDBACK CHECKLIST FOR TEAM MEMBERS¹

I will...

I did...

- Provide feedback on the strengths and accomplishments of the assignment, as well as on its weaknesses and on areas where it can be strengthened.
- Give feedback in a manner I would like to receive it.
- Focus on the assignment, rather than on judgments about my colleague as a person or a professional.
- Demonstrate support for my colleague when providing feedback by using nonjudgmental language and a supportive tone of voice and body language.
- Avoid overwhelming my colleague with more feedback than is needed.
- Encourage my colleague to let me know when it is difficult to hear my feedback.
- Be as specific as possible, suggesting instructional approaches, resources, etc., to improve the assignment.
- Leave my colleague feeling helped, motivated, and inspired.

FEEDBACK CHECKLIST FOR PRESENTING INSTRUCTOR

I will...

I did...

- Stay open and receptive to comments and reflections from my colleagues.
- Focus on inquiry rather than advocacy. (Avoid becoming defensive.)
- Demonstrate support for nonjudgmental language and a supportive tone of voice and body language as my colleagues provide feedback.
- Focus on improving the assignment, rather than on viewing suggestions as criticism of my professional skills.
- Participate actively in re-envisioning a stronger and more aligned assignment.

¹ Adapted from Westberg, J. and Hilliard, J. (1994). *Teaching Creatively with Video: Fostering Reflection, Communication, and Other Clinical Skills*. New York: Springer Publishing.