

SFED Model of Feedback/Coaching

Ask

Self-Assessment

- Allow learner time for reflection
- Allow learner to speak first
- Prompt for positives initially
- Balance positives and negatives

“How did that go for you?”
 “What was effective?”
 “What do you think you would like to do differently?”

Tell

Feedback/Facts

- Performance specific
- Descriptive
- Non-judgmental
- Timely
- Balance positive and negative comments
- Quiet Setting

“This is what I saw that went well...”
 “This is what I saw that needs improvement...”
 “How would you try to improve...?”

Encouragement

- Show confidence in the learner
- Should be given in a supportive tone
- Empathetic and understanding

“How can I support you”
 “I have confidence that you will be successful with effort & time.”

Ask & Agree

Direction

- Ask learner what they want to do to improve
- Give specific suggestions for improvement
- Challenge the learner to reach their potential
- Create an interactive partnership

“Which would you like to try first?”
 “Here are some suggestions you might try...”
 “How can we check in...?”

Steps for Providing Feedback

Step 1:

Context:

Establish a partnership for learning in a private and confidential space

Step 2:

Skills:

Open-ended higher-order questions; facilitated listening

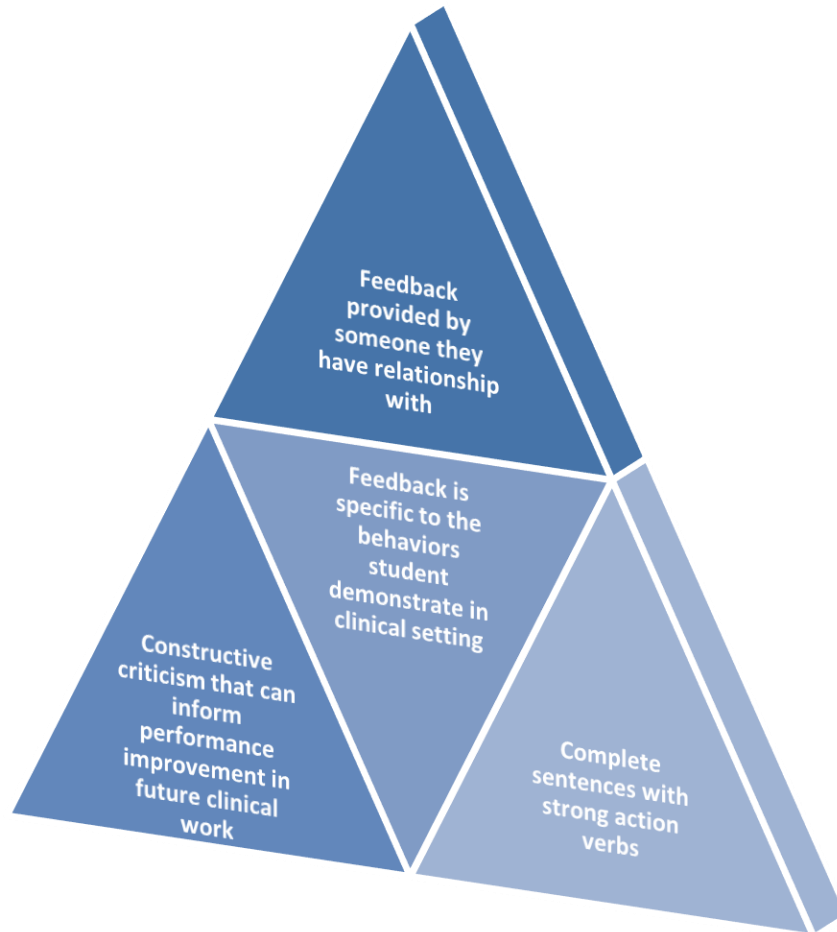
Step 3:

Acknowledge Promoters & challenges to the learners' success

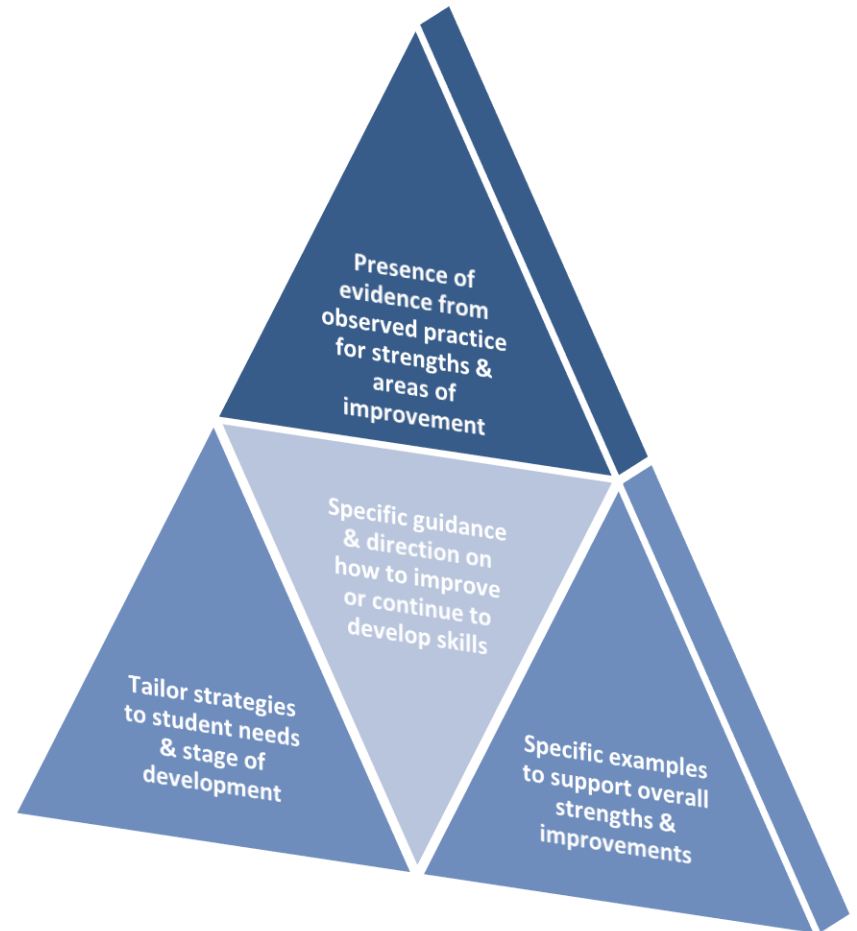
Step 4:

Reflect, clarify, summarize; Promote self-directed learning & follow up

***Best Practice –Student Perspective**
“Tells a Story” about the student...



***Best Practice –Faculty Perspective**



Narrative Written Feedback