

# FEEDBACK STRATEGIES

## APPLY INSIGHT & JUDGMENT WITH PURPOSE

A Quick Guide for  
Instructional  
Leaders New to AI



### WHAT AI MISSES

**AI sees patterns not people.**

**Intent & purpose:** It can't distinguish a risk from a mistake.

**Cultural nuance:** It lacks lived experience and human context.

**Professional instinct:** It doesn't know when to probe, pause, or push.

**Emotional climate:** It can't read the room or sense hesitation, frustration, or joy.

**Relationships & history:** It doesn't know the backstory behind a moment.



### WHAT INSIGHT & PROFESSIONAL JUDGMENT LOOK LIKE IN PRACTICE

#### **Drawing on what's unseen**

You notice how a teacher's pacing shifts based on one student's confidence (AI won't catch in a transcript).

#### **Connecting actions to intent**

You recognize that a fast-paced lesson was designed to meet student attention needs and is not a planning oversight.

#### **Spotting nuanced patterns**

You remember a student's history with a concept, and see how a teacher's scaffolding builds on past struggles.

#### **Honoring emotional dynamics**

You notice when feedback needs to challenge and when it needs to affirm.



## Leader Moves - Improve Input & Prompts

### Refine & transform surface-level output into feedback that feeds forward

#### **Tailor next steps to the teacher's readiness**

Go beyond generic suggestions. Provide targeted support aligned to goals and growth stage.

#### **Connect to student needs and histories**

Layer in what you know about individual learners, past progress, or current challenges.

#### **Reframe surface observations**

Move from what happened to why it matters for student learning.

#### **Interpret teacher decisions through an instructional lens**

Identify whether a strategy was intentional, adaptive, or worth revisiting

#### **Clarify the tone and purpose of feedback**

Shape language to match the moment: coaching, encouragement, or redirection.



## Sample Prompt

"A 5th grade math teacher has been working to shift from teacher-led questioning to student discussion by leveraging the Standards for Mathematical Practices. Use the evidence to highlight visible progress and offer one next step that supports students at varying stages of readiness to participate. [evidence]"

*\*Give role, context, and task but safeguard student and teacher data by anonymizing notes and using district-approved AI platforms.*