

Synchronous Online Feedback Tool (SOFT)

Role	Cue	Behavioural criteria	Standards	ICALT	Levels
Host	0. no feedback	Everything seems fine – I would not provide synchronous feedback at this point.			
	1. be the host	At the start of the lesson, greet pupils (e.g. at the door, or walk around talking to individuals) to welcome them and indicate what needs to be done when entering your classroom. Ensure an open upright posture . Make sure pupils sit down, bags on the floor, books on the desk (to the end of the lesson), work on relatedness but ensure the class is calm.	P: skill	2.7	FT
Presenter	2. mind your posture	When giving instructions, walking around: stand up / don't lean / unfold your arms and assume an open posture.	P: skill (b)		FS
	3. wait for silence	Stop your instruction (it is clear some pupils are not yet listening or unable to hear because of the noise) and only continue with the lesson once the class has become totally silent.	P: skill (a)	2.5 & 2.7	FT
	4. lower your volume	Drop your volume for instruction and when talking to small groups / individuals	M: skill (b.iii)		FS
	5. get attention	For example, after an assignment or discussion and/or before your instruction , ask the pupils to put their books down and pay attention with all eyes on the teacher	M: skill (b.i)	2.5 & 2.8	FP
	6. noise check	The class is too noisy - do something (this may be during a switch in activities, during independent or group work or when handing things out but the level is not conducive to work).	M: skill (a; d)	2.5 & 2.7	FP
Pedagogue	7. good	We notice you are nervous (behavioural signals such as speaking fast, wobbly voice) and want to put your mind at ease. You're doing a good job so far. Well done.	Sub, M, P - general		FS
	8. relax	Take a deep breath / calm down / wait / take a seat. Generally visible during the instructions and when monitoring answers. We see you fidgeting or talking too fast and maybe not giving pupils enough uptake / thinking time.	M: skill (b.v)	3.11 4.19	FS
	9. walk around	When the pupils are busy working , walk around the class (check on pupils, answer individual questions, work on relatedness)	P: skill (b)		FS
	10. give encouragement / compliment the pupil(s)	A pupil has given a correct answer, has tried his or her best, is working (unusually) well: give him or her a thumbs up / smile / give the pupil a compliment (e.g. on his work attitude)	P: skill (b; c; e; f) M: skill (b.vi)	1.2	FT
	11. show disapproval	Teacher sees pupil misbehaving or hears pupil say something out of place: give the pupil a disapproving "teacher look" or disapprove with an "I" message	P: skill (a; b; d) M: skill (b.i)	2.5	FT
	12. check on pupil (specify where e.g. back left)	Maybe the teacher has not seen a pupil with his or her hand up: do you see what the children are doing? There may be a group working particularly hard or a pupil who needs a correction for misbehaving.	P: skill (a)	2.5 & 2.7	FP
Methodologist	13. use English	You should provide a model by using the target language where possible.	M: general, (c.i:)		FS
	14. check understanding	Just after an instruction or part of an instruction, check the pupils have understood (a) what it is they need to do and (b) they understand the explanation the teacher has just given.	M: skill (b.iii)	3.12	FP
	15. instruct how long	When giving instructions and setting pupils to work, indicate how long they have for this assignment.	Sub: skill (2.6b) M: skill (a.ii)	2.5 & 5.25 & 5.26	FT
	16. ask pupil for explanation / let pupil define	Make sure to not accept the simple route all the time: ask the pupil to explain her or his answer, ask questions to encourage the pupil to think more deeply. Do the pupils have the right answers and understand why – don't just give them all the answers or let them guess.	M: skill (b.vii)	4.16	FT
	17. encourage English	Where appropriate try to make sure the pupils use the target language (e.g. for simple questions and answers)	M: skill (b.iii)	6.30	FT
	18. good choice / good decision	We see you start instruction at the back of the class, stop yourself and continue from the centre front or you have decided to adapt your instruction due to questions from the class. You may have decided to stop and wait for pupils to pay attention before continuing i.e. you are self-regulating (applied the theory, for example, correctly; you've made changes on the spot)	M: skill (2.4:c)		FR
	19. good timing	We notice you have adjusted your timing on the spot e.g. you indicate it's time to stop an assignment even though you may have planned more time, or you give extra time because you see it's necessary – a clear signal you are regulating the lesson and adapting your planning "on the fly"	Sub: skill (2.4: c:) M: skill (a; b.v)	2.8	FR
Closer	20. evaluate the lesson	Recap on the lesson aims: evaluate the process and the product (and how they have worked).	M: general (c.iii)	5.23	FP

Note. Role = teacher role; Standards = national teaching standards (for further information on the numbers and letters see: <https://zoek.officielebekendmakingen.nl/stb-2017-148.html>); P = pedagogy; M = methodology; Sub = subject-specific; ICALT = International Comparative Analysis of Learning and Teaching; Levels = feedback levels; FS = feedback on the self; FT = feedback on the task; FP = feedback on the process; FR = feedback on self-regulation