



STUDENT-CENTERED FEEDBACK SEQUENCE

1. PREPARATION & CONTEXT

Develop Taste & Language

Use fundamental time to develop the student's taste and expand their descriptive language. Students need to know how to listen in order for feedback to be useful.

2. EVALUATION WORKFLOW

A **Student Perspective**

"What do you hear?" "What do you think?"

- Start by asking them.
- Students should have their own opinions and observations before you speak.
- The moment for the student to think is, itself, valuable.



B **Direct Attention**

"How do you feel about [Specific Element]?"

- Use leading questions to direct their attention.
- Guide them to the issue rather than telling them the issue.



C **Next Steps**

"What should we do next?"

- Ask them to identify the solution.
- Identify specific goals, areas for improvement, or musical interests.



D **Consent**

"May I offer a suggestion?"

- If there is something important you still need to say, pause.
- Ask for permission before giving your own feedback.



E **Constructive Input**

Process-Oriented Ideas

- Give non-judgmental input.
- Focus on the "how" and the "what," not "good" or "bad."
- Reference the shared vocabulary from Phase 1.