FEEDBACK

Definition

Providing timely, specific, and actionable responses to student performance in order to help them achieve mastery of the instructional objective.

Why It's Important

Feedback:

- creates a personal connection where the teacher and student work together
- gives opportunity for the students to reflect
- identifies strengths and weaknesses, encouraging students to build on what they do well
- that is timely helps give students guidance on specific steps for how to improve
- can be a cognitive exercise for students

Do

- Be specific and clear ("Your intro paragraph has rich vocabulary enticing the reader to continue.")
- Be timely
- Keep it simple
- Focus feedback on the objective, not the learner
- Give multiple forms of feedback
- Identify strengths

Don't

- Focus on the negative
- Give feedback that is irrelevant to future learning
- Give too much feedback (1 or 2 things at a time)
- Over rely on one form (written, oral, whole-class)

Teacher Tips

Schedule a specific time to give feedback increasing the likelihood that it will actually happen.

Established rubrics (ILEARN, SAT, Smarter Balanced, etc.) are great starting places

Teach students that all work is for a purpose- sometimes it's for a grade, and sometimes it's for feedback, but students always know there is a purpose to the assignment

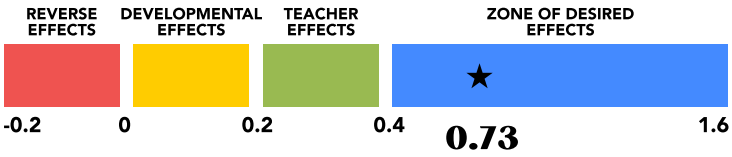
You don't have to invent things
Exemplar: Use a routine with independent practice of any task for in the moment feedback.

- Prompt independent attempt from student
- Give opportunity to respond
- Teacher indicate correct/incorrect with specific feedback
- Do another if incorrect

Digital written feedback

- Provide specific adjustments for the student

Hattie Check



Activities

- Writing conferences
- Comments on Schoology assignments
- Group conferencing (students have same struggles or strengths)
- Work samples with a discussion
- Exit ticket
- 1:1 time
- In the moment respond and redo

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Teacher Rubric Connection

Domain 3- Instructional Delivery

- A - Expectations
- B - Mindset
- C - Goals
- E - Clarity
- F - Repertoire
- H - Differentiation
- J - Closure

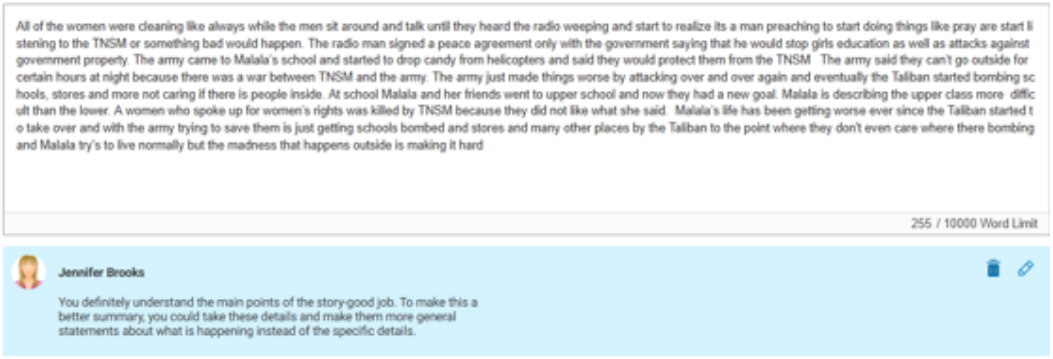
Domain 4- Monitoring Assessment and Follow Up

- C - Check for Understanding
- D - Common Formative Assessment
- E - Self-Assessment
- F - Analysis, Assessment, and Follow-Up
- G - Reteaching

Implementation Steps

- Create a safe environment
- Begin with a goal/target
- Choose a task to provide feedback on
- Narrow down to a specific standard on which to provide feedback
- As students work toward the learning target, provide opportunities for 2-way communication between teacher and students and between students and other students, providing feedback
- Give students time to respond/act upon the feedback they're given
- Provide an opportunity to apply the feedback to a new activity

Exemplar Strategy



Teacher Feedback Example