



GREAT
SCHOOLS
PARTNERSHIP



NEW ENGLAND
SECONDARY SCHOOL
CONSORTIUM

Actionable Feedback

And Productive Student Practice

July 20, 2016

Summer Institute on Teaching + Learning

DO NOW

Which student outcome is most important to you?

1. Students have opportunities to practice and receive feedback built into learning activities
2. Students become skillful at interpreting and using feedback in their learning
3. Students can redo or revise pieces of work under specific conditions/for specific reasons

DO NOW

Vote with your feet

1. Students have opportunities to practice and receive feedback built into learning activities
2. Students become skillful at interpreting and using feedback in their learning
3. Students can redo or revise pieces of work under specific conditions/for specific reasons

Why is this outcome important to you?

What do you hope to get out of this session?

TODAY'S PRESENTERS

From Great Schools Partnership

Reed Dyer, Senior Associate

Craig Kesselheim, Senior Associate

Outcomes

I can provide students with opportunities to practice and receive feedback by building them into learning activities

Outcomes

I can support students in becoming skillful at interpreting and using feedback in their learning

Outcomes

I can ensure students redo or revise pieces of work under specific conditions/for specific reasons

Today's Learning Experience

Warm up (10 min)

Mini lesson (10 min)

Small Group & Independent Work (50 min)

Share (Reflection & Closure) (15 min)

Freeze Moments

How we will unpack our pedagogy throughout this session

The Importance of Feedback

“...the most influential practice that improves student outcomes...”

- John Hattie 2012

The Importance of Feedback

... When feedback provides **explicit guidance that helps students adjust their learning**, there is a greater impact on achievement, students are more likely to take risks with their learning, and they are more likely to keep trying until they succeed (Brookhart, 2008; Hattie & Timperley, 2007; Shute, 2008).”

—Dean, C. B., Hubbell, E. R., Pitler, H. & Stone, B. (2012).
Classroom instruction that works: Research-based strategies for increasing student achievement.
Alexandria, VA: Association for Supervision and Curriculum Development.

The Importance of Feedback

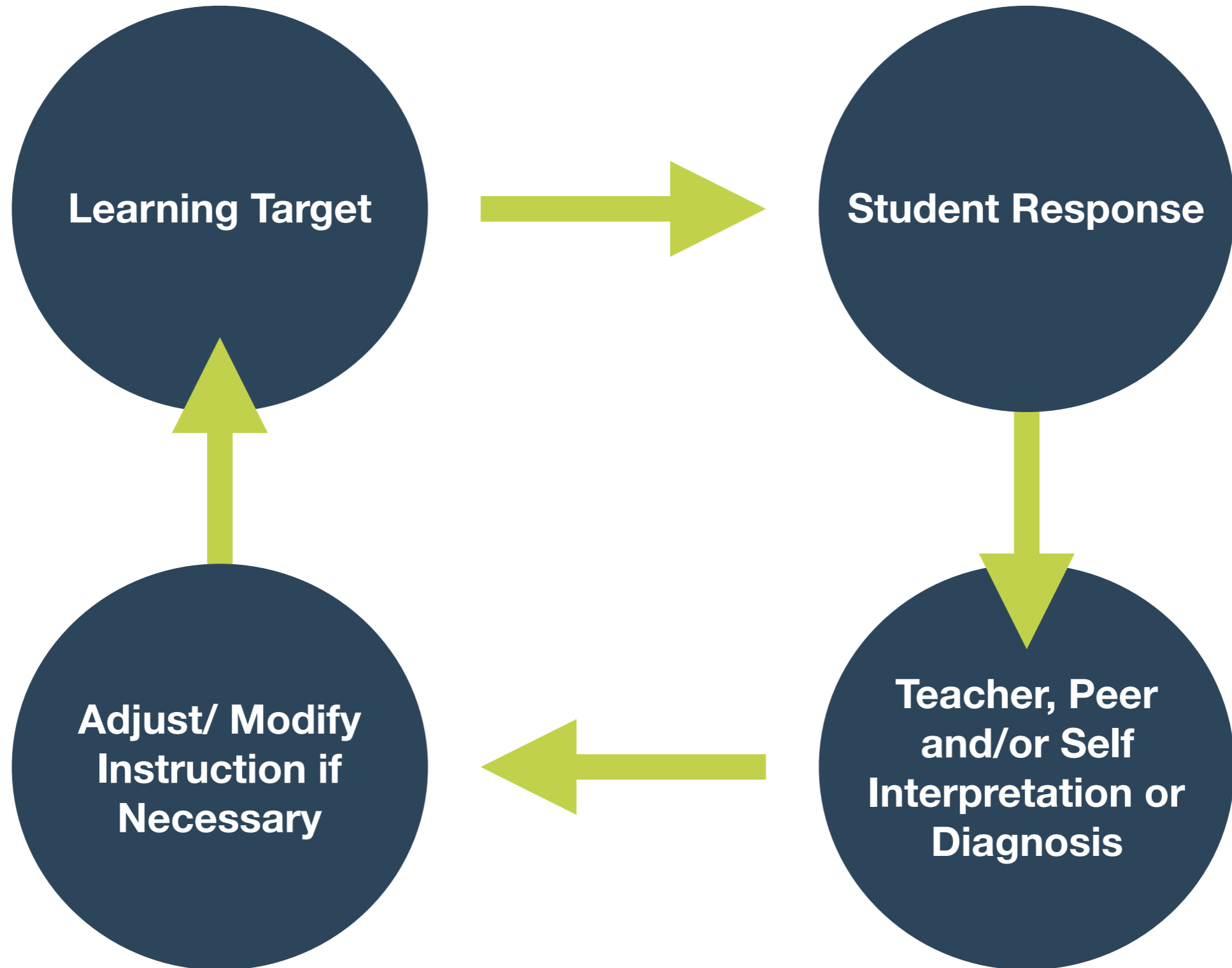
...from

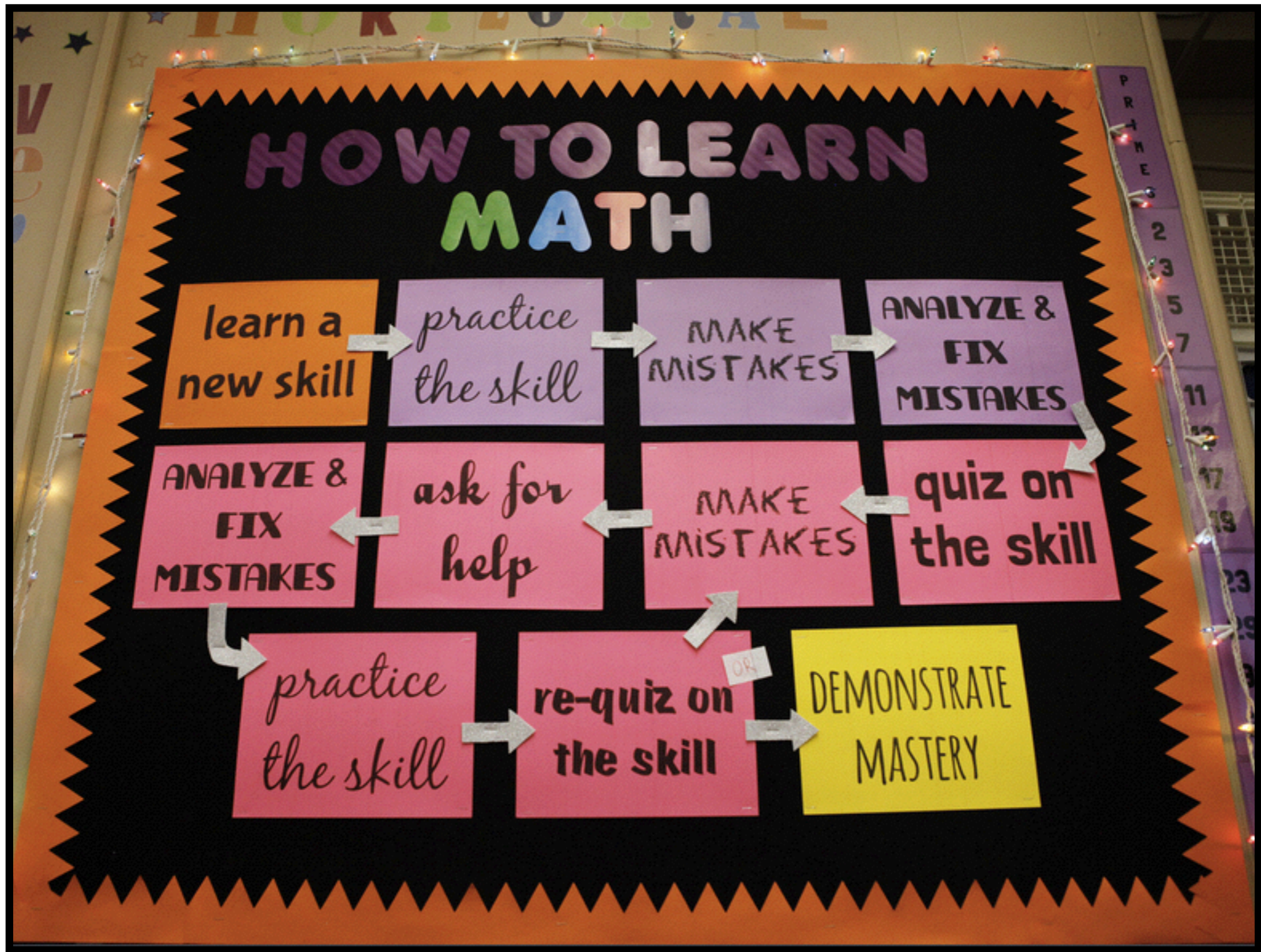
“How will I teach this?”

...to

“How will I help students understand where they are in process of learning this?”

Formative Assessment





Sarah Hagan's classroom, Drumright, Oklahoma

It's not
formative assessment
if it doesn't
inform instruction!

Guiding Questions

PBL is driven by the same questions for teachers and students



Where am I going?

Guiding Questions

PBL is driven by the same questions for teachers and students



Where am I now?

Guiding Questions

PBL is driven by the same questions for teachers and students



How can I close the gap?

Question	Teacher's Role	Student's Role	School Leader's Role
<p>Where am I going?</p>	<ul style="list-style-type: none"> ▪ Give students clear statements of the performance indicators and learning targets ▪ Unpack performance indicators and learning targets with students ▪ Share exemplars of student work 	<ul style="list-style-type: none"> ▪ Put learning targets and indicators in my own words ▪ Develop a clear understanding of quality work (ideally using scoring criteria and exemplars) ▪ Consider what I know and can do based on targets, indicators 	<ul style="list-style-type: none"> ▪ Guide and support teachers with research-based professional development ▪ Build time into the school day, week and year for professional learning and planning to ensure consistency among teachers' expectations for student learning
<p>Where am I now?</p>	<ul style="list-style-type: none"> ▪ Pre-assess student knowledge & skills ▪ Give students specific, descriptive feedback 	<p>Reflect:</p> <ul style="list-style-type: none"> ▪ What are my strengths? ▪ What do I need to work on? 	<ul style="list-style-type: none"> ▪ Support professional learning group review of student work to ensure consistency in calibration of what "proficiency" looks like
<p>How do I close the gap?</p>	<ul style="list-style-type: none"> ▪ Help students self-assess and set goals ▪ Ensure feedback consists of advice that is clear and can be acted upon ▪ Deliver nonjudgmental feedback within an environment that celebrates mistakes as learning opportunities ▪ Design learning opportunities to focus on one learning target or aspect of quality at a time ▪ Differentiate learning opportunities to meet varying student needs 	<ul style="list-style-type: none"> ▪ Set measurable, attainable goals ▪ Respond to feedback ▪ Use mistakes as learning opportunities ▪ Expect to make multiple attempts and don't give up ▪ Embrace a variety of learning opportunities ▪ If unclear about feedback or expectations, ask. 	<ul style="list-style-type: none"> ▪ Lead and support regular analysis of student learning data ▪ Conduct regular classroom visits to offer formative feedback on instructional practices that support equitable learning opportunities ▪ Communicate student learning progress with parents and the broader school community ▪ Advocate for those students whose learning needs are not being met in the daily learning environment

Turn & Talk

Which element of your role are you strong at?
How do you know?

Which element of your role has room for improvement? Why is it worth improving?

What new routines would you have to create in order for students to enact their roles?

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Today's Learning Experience

Warm up (10 min)

Mini lesson (10 min)

Small Group & Independent Work (50 min)

Share (Reflection & Closure) (15 min)

Small Group/Independent Work Choices

1. I can provide students with opportunities to practice and receive feedback by building them into learning activities
2. I can support students in becoming skillful at interpreting and using feedback in their learning
3. I can ensure students re-do or revise pieces of work under specific conditions/for specific reasons

Independent Work Choices Document

<http://bit.ly/2acZUjf>

Small Group/Independent Work Choices

Small Group & Independent Work Choices

		Feedback Principle		
Independent Work Choices		There are opportunities for students to practice and receive feedback built into learning activities	Students are taught how to interpret and use feedback in their learning	Students can redo or revise pieces of work under specific conditions/for specific reasons
1	<p>Topic: Using Exit Tickets to Assess Learning</p> <ol style="list-style-type: none"> 1. Watch Stoplight Method (HighSchool English, 0:52) (5 min) 2. Examine the 10 Exit Tickets from yesterday's fictional class, sort into possible groups and make note of learning needs/opportunities. (10 min.) 3. Review the Planning for Re-Teaching template (5 min) 4. Work independently, in pairs, or small groups to develop a plan for the next day's lesson. How will you give feedback to students, move them forward, and assess the next stage of their learning? (15 min.) 5. Share your plan with someone else; give & receive Warm/Cool feedback. (5 min/each =10 min) 			X
	Topic: Using Mistakes to Clarify Concepts			

Small Group/Independent Work Choices

1. Using Exit Tickets to Assess Learning
2. Using Mistakes to Clarify Concepts
3. Listening & Responding to Students in Discussions
4. Grading Practices that Foster Student Reflection
5. Developing Student Reflection & Agency
6. Planning for Formative Assessment within Units
7. Techniques to Check for Understanding
8. Teaming to Make Time for Every Student
(for School Administrators/Leaders)

Small Group/Independent Work Choices

Structure

1. Watch/Read Resource
2. Determine if you will work alone or with others
3. Apply learning from resource to your own context
4. Share your work with a colleague at your station and give and receive:
 - Warm Feedback: Recognize & Highlight
 - Cool Feedback: Analyze & Wonder
 - End By: _____

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Reflection & Closure

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- ★ What's one insight you are taking away from your work in this session?
 - ★ What problem of practice still remains for you?
What is your hurdle?

Debrief & Take Aways

Using the Self-Assessment Tool, take a moment to reflect on and record your learning and take-aways from this session.

Thank you

