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STUDENT FEEDBACK SESSIONS

Foundation

| **1** | Characteristics of Effective Feedback |
| **2** | Integrating Feedback with Instruction |

Practice

| **3** | Planning for Meaningful Feedback Conferencing |
| **4** | Providing Effective Feedback to Students |

Facilitator Guide
Characteristics of Effective Feedback

The feedback educators give students plays a central role in the learning process. Done well, feedback can promote development and growth. Done poorly, it can be a barrier to student progress. In this session, participants will deepen their understanding of effective feedback methods through academic research, personal reflection, analysis of examples, and self- evaluation of current feedback practices.

Session Overview
TIME: 60 MIN

Research and Inspiration: 15 MIN
Explore research and self-assess

Reflection and Connection: 15 MIN
Reflect on personal experiences and discuss

Application: 25 MIN
Analyze examples of teacher feedback

Next Steps: 5 MIN
Decide on path forward

Learning Objectives:
› Explore effective research-based approaches to student feedback

› Understand the impact that different types of feedback can have on student learning

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		Steps	Materials
Prep ✔		〉 Review Research for the Effect Size Activity	
		〉 Create your own example of feedback analysis or use the provided Sample Feedback Analysis for Step 5	
Full Session 60 MIN			⤓ Slides ⤓ Participant Note Catcher
💡 15 MIN	1	**Learn about research findings on the effectiveness of different ways of giving feedback**	⤓ Slides ⤓ Participant Note Catcher ⤓ Effect Size Activity **EXTENSION** ↖ Jigsaw protocol ↖ Chapter 1 of Visible Learning: Hattie ↖ The Power of Feedback by Hattie & Timperley
	2	**Reveal and self-assess**	
💭 15 MIN	3	**Reflect on personal experiences receiving feedback**	
	4	**Discuss in groups**	
✏️ 25 MIN	5	**Evaluate sample written and oral feedback from a teacher to a student**	⤓ Teacher Feedback Analysis Tool ⤓ Sample Feedback Analysis
	6	**Analyze implications for student learning**	
➡️ 5 MIN	7	**Complete exit ticket**	⤓ Exit Ticket
	8	**Decide on path forward**	
Follow-Up		〉 Review participants' exit tickets 〉 Provide additional resources and support as needed 〉 Determine next steps for professional learning	

⤓ Download materials for this session at https://eskolta.org/learningcenter/sessions/characteristics-of-effective-feedback/
↖ For **general facilitation preparation and tips**, review School Improvement Methods modules at https://eskolta.org/learningcenter/

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Research and Inspiration | 15 MIN

This activity asks participants to guess which types of feedback have the most positive effect on student learning. Participants will activate their prior knowledge and draw on previous experiences as both teachers and learners to establish a foundation for new learning about the characteristics of effective feedback.

MATERIALS: Distribute *Participant Note Catcher* and *Effect Size Activity*

1. Hypothesize | 5 MIN

This activity primes participants to draw conclusions about the characteristics of effective feedback by exploring meta-analysis data.

FACILITATOR: Distribute the *Effect Size Activity* handout.

PARTICIPANTS: Review the feedback types and sort them according to your guess of their effect size.

Participants may express uncertainty about sorting the feedback types. Reassure them that the focus of the activity is on practice, not perfection, and that they may keep responses to themselves.

2. Reveal (Self-Assess) | 10 MIN

Self-assessment allows for reflection on how participants' own practices are research-based and to consider alternative feedback strategies.

FACILITATOR: Reveal the data for the *Effect Size Activity* through the animation on the slide. In slides 3-5, show examples of the various types of feedback.

PARTICIPANTS: Where were your guesses different from the research? What does this make you think about when it comes to enhancing aspects of your own feedback practices?

Participants may have questions about the negative effect of praise. Refer to Research for the ***Effect Size Activity*** *for possible responses.*

Extension | 10 MIN

Have participants review research on characteristics of effective feedback and its impact on student learning. Depending on the strengths and needs of your group, you might select one of these texts or use a jigsaw protocol to incorporate both texts.

➤ Chapter 1 of Visible Learning: A synthesis of over 800 meta- analyses relating to achievement by Hattie (2008)

➤ The Power of Feedback by Hattie & Timperley (2007)

Reflection and Connection | 15 MIN

Now that participants have explored the research base for effective feedback types, they will apply these findings to their own experiences of feedback. In addition to enhancing feedback practices, this activity also promotes growth mindset by supporting participants in examining current beliefs.

3. Reflect on Personal Experiences | 5 MIN

This prompt primes participants to begin drawing conclusions about the characteristics of effective feedback by analyzing their own experiences as learners.

FACILITATOR: We are used to giving students feedback all the time. But just like our students, we have had experiences receiving feedback—when we ourselves were students or in our professions. What is it like to get feedback? Invite participants to consider the reflective prompt silently in writing.

PARTICIPANTS: Reflect on a time when you received helpful feedback.

If participants have trouble thinking of a personal example, you might encourage them to consider non-academic contexts, such as feedback they've received from a family member or a friend.

4. Discuss | 10 MIN

Providing an opportunity for discussion allows participants to process their reflections, unearth connections between their own and their students' learning experiences, and engage in collaborative inquiry with colleagues.

FACILITATOR: Facilitate a brief discussion about participants' own experiences with feedback and relationships to the effect size data.

PARTICIPANTS: How does the helpful feedback you remembered align with the research on effect size?

Participants may share personal examples that are inconsistent with the research. It is your job as the facilitator to help draw connections between the research and experience and, when those connections are not evident, to recognize that myriad experiences contribute to understanding.

Interactive Application | 25 MIN

Participants will put their research-based understanding of effective feedback into practice through analysis and evaluation.

5. Analyze Sample Feedback | 10 MIN

This activity allows participants to apply their conceptual understandings to actual sample feedback.

FACILITATOR: Distribute the *Teacher Feedback Analysis* Tool and the *Sample Feedback Handout*.

PARTICIPANTS: Use the *Teacher Feedback Analysis Tool* to evaluate the sample teacher feedback to students. Categorize each example and sort them based on their likely impact.

Use the Sample Feedback Analysis to guide participants toward an accurate assessment of the sample feedback aligned to the research

6. Connect to Practice | 15 MIN

This reflective discussion provides participants with an opportunity to synthesize their individual takeaways from the previous activity with broader schoolwide trends to better understand students' overall learning experiences.

FACILITATOR: Open the discussion by inviting participants to share what they discovered by using the *Teacher Feedback Analysis Tool* to analyze specific assessments.

PARTICIPANTS: What successes or challenges have you and your students experienced through your use of feedback? What are the implications of today's learning for feedback at your school?

Participants may express a desire to expand their comfort zones. Be prepared to offer resources and support to assist them, such as planning time, opportunities for peer feedback, etc.

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Next Steps | 5 MIN

Based on where the group lands, invite participants to commit to completing follow-up steps before the next meeting.

MATERIALS:
Distribute
Exit Ticket

7. Wrap-Up | 3 MIN

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Learning Wrap-Up

- How do your takeaways compare to the session's Learning Objectives?
- How were these objectives addressed today?

LEARNING OBJECTIVES:
➢ Explore effective research-based approaches to student feedback
➢ Understand the impact that different types of feedback can have on student learning

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Reflecting on learning promotes closure and consolidation of new knowledge and skills.

FACILITATOR: Distribute the *Exit Ticket*. Invite participants to share how their thinking has shifted.

PARTICIPANTS: How do your takeaways compare to the session's Learning Objectives? How were these objectives addressed?

Participants may focus on ensuring that they exclusively provide feedback with the largest effect size. Remind participants that there are appropriate uses of other feedback types and that some individual students may respond to feedback in unexpected ways. Emphasize the importance of using feedback to support students in meeting learning goals.

8. Next Steps | 2 MIN

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What's next?

- Learn how to effectively integrate feedback with instruction
- Learn how to successfully plan for individual feedback conferences during class time
- Self-assess your own feedback to students
- Learn more about the characteristics of effective feedback
- Practice evaluating additional teacher feedback samples
- Analyze evidence of student learning in response to feedback

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Establishing next steps ensures that today's work is carried forward.

FACILITATOR: Offer next steps or follow up with participants based on their *Exit Ticket* responses

PARTICIPANTS: What's next for your professional growth? What will you take back to your classroom? What resources will you need? How will you impact student learning? What evidence would determine that impact?

Participants may be at different places at this point. Provide specific recommendations based on readiness, such as those in the Next Steps chart on page 7.

Extension | 10 MIN

If you charted participants' contributions for Step 4, you can now return to their responses, inviting them to reflect on their learning by considering which of their "wonderings" they now have answers for. Consolidating learning in this way promotes metacognition and supports participants in analyzing how their thinking has shifted as a result of the session.

Next Steps | *CONTINUED*

Based on where the group lands, invite participants to commit to completing follow-up steps before the next meeting.

If participants need to…	Support them in…
Learn how to effectively integrate feedback with instruction	➤ Reviewing Student Feedback Session 2: Integrating Feedback with Instruction.
Learn how to successfully plan for individual feedback conferences during class time	➤ Reviewing Student Feedback Session 3: Planning for Meaningful Feedback Conferencing.
Self-assess their own feedback to students	➤ Reviewing Student Feedback Session 4 or using the *Teacher Feedback Analysis Tool* to monitor and adjust the types of feedback they're using.
Learn more about the characteristics of effective feedback	Exploring additional research: ➤ Hattie, J. (2008). Visible learning: A synthesis of over 800 meta- analyses relating to achievement. NY: Routledge. ➤ Hattie, J., Timperley, H. (2007, March). The Power of Feedback. Review of Educational Research, 77 (1), 81-112.
Practice evaluating additional teacher feedback samples	Trading their own examples of teacher feedback with a colleague and using the *Teacher Feedback Analysis Tool* to provide peer feedback.
Analyze evidence of student learning in response to feedback	Bringing student work to the next meeting and engaging in a collaborative protocol to analyze evidence of student learning in response to teacher feedback.
Develop assessment tasks that reveal evidence of student learning and thinking, providing opportunities for feedback	➤ Reviewing Assessment Sessions 1-4.