Feedback Fundamentals

FEEDBACK FOCUS

SINGLE SESSION – **Facilitation Guide**

RESOURCES

- [Feedback Fundamentals](#) (Google Slides)

- [Feedback Fundamentals: Thought Catcher](#) (Google Doc)

SESSION PREP

SESSION GOALS

After you lead this session, participants will be able to:

- establish what effective feedback is and is not, and be able to describe it to others,

- reflect on current practices,

- practice using effective feedback techniques, and

- create a visual reminder of feedback best practices.

HOW TO PREPARE

1. Preview the resources listed above. Then, preview the session activities that follow. Take note of any additions or changes you would like to make.

2. Make a copy of the [Feedback Fundamentals](#) Google slides. Edit for your needs.

3. Make a copy of the [Feedback Fundamentals: Thought Catcher](#) Google document. Edit for your needs.

4. Establish your school's best practices/norms for effective feedback.

SESSION FRAMEWORK

Slide 1
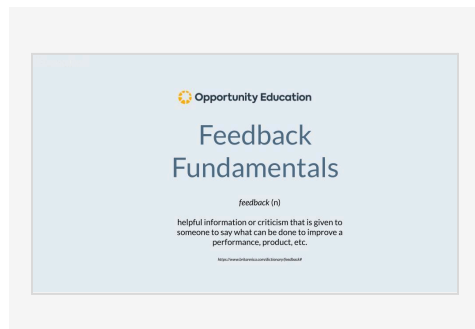
NOTE: Be sure participants are set up in small groups.

The following Facilitator Talk for slides 1-2 walks you through what to say to participants to help them reflect on their own experiences with feedback (before you review the session goals on slide 3).

SAY: *Read the definition of feedback. Silently, reflect on how this definition connects with your own experiences with feedback. Now, share your ideas with your small group.*

Open your thought catcher and review the activity under slide 1. Look up the definitions of grading and assessment and add them in their appropriate spaces. Rank feedback, grading, and assessment by order of importance for students. What do you think students would say is most important, and why?

Share your ideas with your small group.

Now, rank them by order of importance for teachers. What would teachers say is most important, and why?

Share your ideas with your small group.

As you think more about feedback and its importance in this session, keep in mind where you rank feedback as compared to assessment and grading.

Slide 2

SAY: *You probably all connected to the definition of feedback in different ways, and maybe even ranked grading, assessment, and feedback differently. We've likely all been on the receiving end of both good and bad feedback.*

So, consider the picture on this slide. Silently, reflect on how you can connect this comic to your experiences with giving feedback in the classroom. Now, turn to a partner and share.

(Answers might include how feedback shouldn't just be given at the end, feedback shouldn't be given without a rubric, goals, or success criteria, students can't read our minds, etc., or participants may have personal stories they may want to share from their time as a teacher or student.)

Slide 3

🔄 FEEDBACK FOCUS

Point to the image of the feedback cycle on the slide, emphasizing "*Where am I going?*".

Explain to participants that they will be going through a full feedback cycle during this session. Indicate that "Where am I going?" is the first question in the feedback cycle. Share the session goals as a group with the explanation that with this information, they can answer this first question and identify their learning goals. Furthermore, establishing these learning goals *now* makes it possible for them to *reflect* on their progress and understanding *later*.

Slide 4

⏸ REFLECTION

Invite participants to open the thought catcher and complete the activity under slide 4 to reflect on their own experiences with feedback. This should be an individual reflection.

Slide 5

SAY: *Review your table. Highlight in green any examples of feedback that you identified as effective, either for you as a student or as a teacher. Then, note any key words and patterns in what you highlighted.*

Now, let's discuss your reflections. Based on what you highlighted and noted in your table, what makes feedback effective?

1. *What impact did effective feedback have on you or the student?*

2. *Why does effective feedback matter?*

💡 ACTIVE LEARNING

Invite participants to think-pair-share their answers to the above questions before coming together to discuss as a large group. Or, invite participants to write their answers on a graffiti board, mural (like this one), or other shared space (for example, handing out two sticky notes for every participant, along with two large sheets of poster paper that can be hung on the wall (like this)).

Slides 6-7
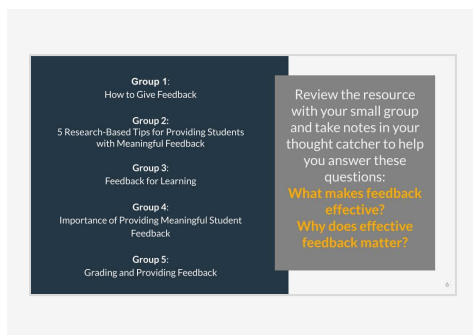
Slide 6 includes links to resources; these resources are also linked in the thought catcher. Divide participants into five small groups, or pairs, depending on your numbers. Each small group or pair should review and take notes on one resource. Then, small groups or pairs should share out with the larger group, and everyone should take notes in their thought catcher as groups share.

💡 ACTIVE LEARNING

Hang two large sheets of poster paper on the wall and write these two questions on them:

- What makes feedback effective?

- Why does effective feedback matter?

Ask each group or pair to write a short answer on each poster paper after they review their resource. Then, share out.

🟢🔺 DIFFERENTIATE

Challenge groups or pairs to find their own resource on effective feedback and why it matters. Add it to the list for everyone to review.

Slides 8-12

Feedback scenarios

Review the four feedback scenarios in the slides that follow.

Based on what you learned about effective feedback and why it matters, answer the questions that follow each scenario to determine the best course of action.

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SAY: *In your small group, review the four feedback scenarios in the slides that follow. Based on what you learned about effective feedback and why it matters, answer the questions that follow each scenario to determine the best course of action. There is space to answer the scenario questions in your thought catcher. We will discuss the scenarios as a large group once all small groups are finished.*

DIFFERENTIATE

Differentiate the process in this activity by having small groups each read one scenario and share out. Or, have small groups each read all the scenarios, share out ideas, and come to a consensus (vote) on the best feedback approach.

Slide 13

Where am I now?

Reflect on your progress toward your learning goals using Marzano's Four Finger Scale.

What level are you? Respond in your thought catcher.

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Where am I now?

Now that participants have practiced using what they have learned, ask them to reflect on their progress toward their learning goals. Consider using a technique like Marzano's Four Finger Scale to self-assess. Participants can view the video, then write their assessment in their thought catcher and/or share their reflection with you, their small group, or the whole group.

Example (customize the slide as needed):

Level 1: Even with the help of my small-group, I struggled to respond to these scenarios and still don't know how.

Level 2: I needed a little help from my group, but I was able to work with them to create feedback.

Level 3: I need some more practice responding to scenarios like this with effective feedback.

Level 4: I need a challenge or I could teach someone how to respond to scenarios like this with effective feedback.

If several participants indicate that they are at a level 1, consider a whole group activity to discuss confusion and concerns. If a smaller number of participants need support, consider creating a small group for discussion, review, and further research while other participants move on to the final activity.

Slides 14-15
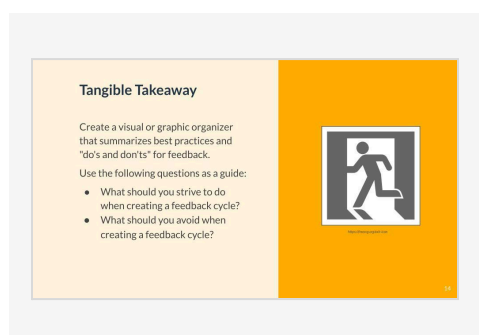
Slide 14:

SAY: *Create a visual or graphic organizer that summarizes best practices and "do's and don'ts for feedback. Use the following questions as a guide:*

- *What should you strive to do when creating a feedback cycle?*

- *What should you strive to avoid when creating a feedback cycle?*

- *What should a feedback cycle look like in your classroom and school?*

- *Where and how do grading and assessment fit into this feedback cycle?*

Include examples of effective feedback that will help you remember these best practices of creating a feedback cycle! The visual or graphic organizer you create can be used later, in your classroom, as a reminder for both you and students of what to do and what not to do.

💡 ACTIVE LEARNING

Invite participants to first write their answers on a graffiti board, mural (like this one), or other shared space (for example, handing out two sticky notes for every participant, along with two large sheets of poster paper that can be hung on the wall (like this)). Then, participants can create their own graphic organizer summarizing best practices after they review do's and don'ts from the shared spaces.

Slide 15:

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Where to next?

After participants complete the artifact, discuss opportunities for growth. Invite them to complete a reflection using the following questions as a guide:

- What steps can I take to incorporate the best practices from my visual in my classroom?

- What questions do I still have for the facilitator or group?

- What do I need to review or learn more about before implementing feedback cycles in the classroom?

Get more resources like this at www.opportunityeducation.org/resources