

Students as Partners in the Feedback Cycle



FEEDBACK
FOCUS

SINGLE SESSION - Facilitation Guide

RESOURCES

- [Students as Partners in the Feedback Cycle](#) (Google Slides)
- [Students as Partners in the Feedback Cycle: Thought Catcher](#) (Google Doc)

SESSION PREP

SESSION GOALS

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

- evaluate strategies that encourage students' active participation in the feedback cycle, and
- make a plan to incorporate those strategies in the classroom.

HOW TO PREPARE

Facilitator preparation:

1. Preview the resources on Page 1. 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 [Students as Partners in the Feedback Cycle Google Slides](#). Edit for your needs.
3. Make a copy of the [Students as Partners in the Feedback Cycle: Thought Catcher](#) Google document. Edit for your needs.

Participant preparation:

1. If participants are new to the concept of a feedback cycle, or have limited prior experience, share [Students Use the Formative Assessment Feedback Loop](#) ahead of time and ask them to review it before the session.
2. Ask participants to bring their devices with them for individual and cooperative work during the session.


SESSION FRAMEWORK

Slide 2

Students learn best when they are **active participants** in the feedback cycle.

These students...

1. take ownership of their learning goals, (Where am I going?)
2. self-assess the progress they are making, (Where am I now?)
3. and identify the steps they need to take to move forward. (Where to next?)



SAY: Effective feedback helps students to reflect on their learning. Once they reflect, they can make adjustments in order to grow and improve.

So, it makes sense that students benefit the most when they understand how to be active participants in the feedback cycle.


By active participants, we mean that students...

- *take ownership of their learning goals,*
- *self-assess the progress they are making,*
- *and identify the steps they need to take to move forward.*

Slide 3

Where Are We Going?

- Evaluate strategies that engage students as active participants in the feedback cycle.
- Make plans to use these strategies with your students.



SAY: Today we are going to evaluate strategies that engage students in all three parts of that cycle. Then we are going to make plans to use one or more of those strategies in our classrooms.

Slide 4

Where am I going? How will I know when I get there?

Step 1
Set at least one personal goal for this session. What is something specific you want to learn or take away to use with your students?

Step 2
How will you know you have achieved that goal? Brainstorm one or more criteria or indicators to set as a milestone for your success today.



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SAY: *Where are YOU going? How will you know you've gotten there?*

Before we go ahead any farther, take a moment to set your goals for this session. Open up your [thought catchers](#) and complete the activity for Slide 4.



DIFFERENTIATE

If participants need support in order to articulate personal goals at this stage, return to Slide 2 and use the following questions to guide a discussion before they write goals.

SAY: *This is a basic overview of what it looks like when students are active participants in the feedback cycle.*

- *Which of these behaviors or skills in the list sounds most interesting to you? Which resonates with you most based on your experiences with students?*
- *If you had to pick just one part of the feedback cycle to focus on, where would you want to start?*
- *Do you already try to involve students in the feedback cycle? If so, what tools or ideas do you need to deepen or extend this?*
- *What do you need to make, create, or plan in order to feel like you have achieved or gained something valuable during this session?*
- *What does success with this concept look like for you today?*

Slide 5

In the Game or on the Sidelines?

Opportunity Education
Students as Partners in the Feedback Cycle
Thought Catcher

Slide 5: In the Game or on the Sidelines?

Review the student statements with your partner. Collaborate to determine if each student is in the game or on the sidelines of the feedback cycle.

Open the Students as Partners in the Feedback Cycle Thought Catcher

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NOTE: Set the stage for collaboration moving forward. Arrange participants in small groups/pairs or ask them to find a partner to work with.

SAY: *In order to help students become active participants in the feedback cycle, we need to evaluate student attitudes and understand what active participation looks like - and does **not** look like - in the classroom.*

Please open your [thought catchers](#) and review the student statements with your partner. Work together and decide if each student is an active participant in the feedback cycle. Record your answers and explanations.

Allow time for groups to work and for a group discussion.

Slide 6

Where Am I Going?

Students need to review learning goals and success criteria to understand expectations...
But what if students actively participated in constructing these with you?

Where to Next?

Where Am I Now?

Where Am I Going?

6

In slides 6-8 you will give an overview of students' roles in the feedback cycle, in the style of a mini-lesson.

Explain that this is a brief overview to set the stage for a deeper dive into the research and strategies - you do not need to follow each slide with a discussion, particularly if time is limited. Invite participants to take notes and ask questions as necessary.

SAY: *Let's look briefly at each step in the feedback cycle, so that we can start thinking about how to involve students as partners in each step.*

The first part of the feedback cycle asks students to answer "Where am I going?"

For a lot of us, this means creating learning goals and success criteria ahead of time, then explaining them to students. But, very often students still don't know why they receive certain feedback as they work towards these goals. Writing the "learning target" on the board doesn't necessarily translate to students taking ownership of their learning.

What if you worked with your students to construct these together? Being a partner in this process with you increases the likelihood they will understand the goals, success criteria, and the feedback they receive on their work.

Remember when I asked you to set some personal goals? And brainstorm some possible milestones for your success today? There was a reason! When we did that, we practiced one strategy for involving students in this part of the feedback cycle!

Slide 7

Where Am I Now?

Teaching students to accurately and effectively self-assess their own learning allows them to become your true partner in the feedback cycle.

This occurs in two general ways:

1. Self-assessment with reflection
2. Peer review with feedback

The slide features a circular diagram with four stages: 'Where Am I Going?' (green), 'Where Am I Now?' (blue), 'Where to Next?' (orange), and 'Where Am I Now?' (yellow). The diagram is centered on a gear icon with a brain inside, and arrows indicate a clockwise flow between the stages.

SAY: *The next step in the feedback cycle is “Where Am I Now?” This comes after students have made some progress - we hope - towards their learning goals and are ready to reflect on what they have learned and what they can do.*

This means that a crucial part of this step in the feedback cycle for students is self-assessment.

For you, as the teacher, this means helping students get to the point where they are ready and equipped for self-assessment. When students can assess their own learning, they achieve a new level of independence and confidence. With that confidence they are more likely to take risks and challenge themselves.

There are two general categories of self-assessment that we will dig into later: self-assessment with reflection and peer review with feedback.

Slide 8

Where to Next?

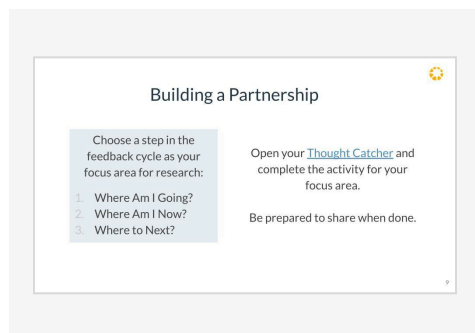
Once students reflect on “Where am I now?” they should be able to determine, in collaboration with you, “Where to next?” and take action to advance their own learning.

The slide features the same circular diagram as Slide 7, with the 'Where to Next?' stage highlighted in orange.

SAY: *The final step in the feedback cycle is “Where to Next?”*

Once your students reflect on “Where am I now?” they should be able to determine, in collaboration with you, “Where to next?” and take action to advance their own learning. Feedback is only effective if it prompts students to move forward.

Slide 9



Building a Partnership

Choose a step in the feedback cycle as your focus area for research:

1. Where Am I Going?
2. Where Am I Now?
3. Where to Next?

Open your **Thought Catcher** and complete the activity for your focus area.

Be prepared to share when done.

At this stage, each participant should choose one part of the feedback cycle to research, based on the learning goals they set earlier. Invite them to collaborate with others who choose the same topic to research. Ideally, groups are of similar size for the next activity, so consider making adjustments as necessary.

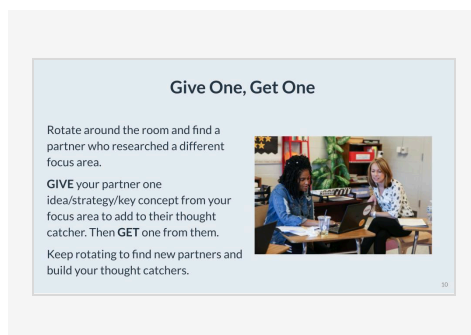
SAY: *So how do you actually involve students in each of those steps?*

It's time to make some progress toward that learning goal you set much earlier.

Choose a step in the feedback cycle as your focus area for research, based on the goals and success criteria you brainstormed earlier. Complete the activity for your focus area on your thought catchers. You can work with anyone who has chosen the same research topic as you: whether just a single partner or as a larger group. Be prepared to share when you are done.

I am setting a timer for _____ minutes. We will regroup and come back together when time is over.

Slide 10



Give One, Get One

Rotate around the room and find a partner who researched a different focus area.

GIVE your partner one idea/strategy/key concept from your focus area to add to their thought catcher. Then **GET** one from them.

Keep rotating to find new partners and build your thought catchers.



ACTIVE LEARNING

- In order to collaborate and share research findings, ask participants to engage in a [Give One-Get One](#) exercise.
- Explain the activity directions on slide 10 and leave the slide up while participants work.

- Direct each person to find a partner from another group; then allow ample time for each partner to share one idea they learned with the other. Ideas should be recorded on thought catchers.
- Use music, a bell, or other signal to have participants rotate to find new partners to share with OR allow participants to rotate on their own. Allow for as many rotations as time allows.
- Bring the whole group back together when time is over. If time allows, ask each participant to share their best idea with the whole group.


Slide 11

Where to Next?

Engage your students as active participants in the feedback cycle.

Your choices:

- Make a plan to co-construct success criteria for a lesson or activity.
- Make a plan to use a lesson or activity to help students assess their own learning.
- Make a plan to use a lesson or activity that supports students' ability to move forward after feedback.





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Where are you now?

Ask participants to reflect on their progress toward the learning goals they set at the beginning of the session.



REFLECTION

Participants should review the learning goals and indicators of success that they established at the beginning of this session. Next, direct them to the notes in their thought catchers, asking them to reflect on the research they've collected, the strategies they've found, and the ideas they collected from their colleagues.

Once they've reflected, give them some time to interpret that evidence of their learning. Ask them to consider the following:

- Have I been successful?
- Have I achieved what I set out to learn and do?

You may ask them to individually, in writing, or with a partner or small group. Depending on timing, you may wish to have a brief, large-group discussion to follow up and address questions.


Slide 12

Where to Next?

Engage your students as active participants in the feedback cycle.

Your choices:

- Make a plan to co-construct success criteria for a lesson or activity.
- Make a plan to use a lesson or activity to help students assess their own learning.
- Make a plan to use a lesson or activity that supports students' ability to move forward after feedback.





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Where to next?

Ask participants to make a choice for their exit ticket. Determine the scope and level of detail for their plans based on session timing and how you'd like them to share their plans.

SAY: *Your Exit Ticket is going to help you take steps to engage your students as active participants in the feedback cycle.*

You have three choices:

- *Make a plan to co-construct success criteria for a lesson or activity.*
- *Make a plan to use a lesson or activity to help students assess their own learning.*
- *Make a plan to use a lesson or activity that supports students' ability to move forward after feedback.*

Share your plan with _____ (another teacher, department lead, facilitator, etc.) before you leave.

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