

Sample Focused Mentoring Activity

Focus Area(s): Formative Assessment: Effective Feedback

Date:

OBJECTIVES/ GOALS OF THE MEETING: To observe resident educator's use of feedback in the formative assessment process and coach effective use of feedback.	ALIGNMENT TO STANDARDS Ohio Standards for the Teaching Profession: 3 RE Mentor Standards: 4 Other:
Introduction: Share with the resident educator that you will be observing a lesson in his or her classroom. Inform the resident educator that the observation will focus solely on the type and frequency of feedback given to students during instructional time. You will discuss the observation at the next face-to-face meeting. Resources: Feedback Observation check sheet	Common Language/ Terms/ Acronyms: Feedback

Activity Description/ Conversation Questions/ Content

When observing the resident educator, you might use the sample feedback observation form found below. The observation sheet allows for multiple observations. On each date you observe the resident educator, simply place tally marks in the box next to the type of feedback observed.

The form allows for observation of four different types of feedback. These feedback options tell the student that the answer is either: a) correct; b) correct and tells why it is correct; c) correct or incomplete; or d) incorrect or incomplete and guides the student to move learning forward.

The form is based on two important criteria for providing effective feedback:

1. Feedback is tied to the learning target or standard about which the teacher is instructing. Teachers need to remind students about the target for the lesson and how well they are approaching mastery of that standard.
2. Feedback must move learning forward. Teachers cannot simply tell a student their answer is wrong and then leave them to struggle. The feedback we give to students should be shared based on one's intimate knowledge of each student and his or her own specific skills and knowledge level. Teachers can give some students more complex feedback, and others will need more narrow, targeted feedback to move their learning forward.

Other criteria that might be included in a discussion of effective feedback involve the following:

3. Feedback should first provide elaboration on what the student has done right or what the student has learned and demonstrated that showed progress toward the standard.
4. Feedback must be timely to move learning forward.
5. The teacher must give students adequate time to act on, or apply, the feedback that he or she provides.
6. Peer-to-peer feedback is powerful and can be effective in improving learning if done well. Just like teachers need to practice and grow in their skill level with giving effective feedback so, too, do students. Teachers must model positive, effective feedback and allow students to practice giving one another feedback.

Share with the resident educator the number of times during the lesson you observed each type of feedback. Where do their strengths lie when it comes to feedback? Where are the areas she or he might grow in providing more effective feedback?

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Consider taking notes to use in future professional dialogues

Reflection and/or evidence of learning:

Ideally, resident educators become cognizant of the type and frequency of feedback they give to students. Saying, "Good job!" or "Good work!" is not sufficient feedback to move learning forward. A high degree of feedback that ties student progress to the learning target or standard and, also, a high degree of feedback that corrects or redirects learning for struggling students is a desired outcome. This feedback will provide those students with opportunities to become confident in monitoring their own learning and taking steps to move their own learning forward.

Reflection Questions:

How confident do you feel about regularly giving feedback that moves student learning forward?

What changes might need to be made for you to intentionally plan for feedback during instruction?

Do you believe students in your class are given sufficient time to act on the feedback you give them? If not, how might you restructure class time to ensure they have time to act?

Do you see value in peer-to-peer feedback? Do you feel confident in planning lessons that allow for peer-to-peer feedback? What supports might you need for this?

Follow up:

Giving effective feedback does not come naturally to many teachers. Instead, they must practice and develop this skill. Mentors should continue to observe resident educators and discuss the development of their feedback skills.

Notes:

References:

Resident Educator Focus Area: Feedback
<http://www.dylanwiliamcenter.com/>
Retrieved September 7, 2017

Heritage, Margaret. Formative Assessment: Making It Happen in the Classroom: 2010.
Retrieved September 7, 2017

Feedback Template (adaptive from the following): <https://eduwithtechn.wordpress.com/2007/01/15/teacher-formative-or-summative-feedback-to-students-during-class/>

Retrieved September 7, 2017

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	1st Date:	2nd Date:	3rd Date:	4th Date:
Feedback tells student the answer is correct.				
Feedback tells student the response is correct <i>and</i> gives reason(s) why it is correct.				
Feedback tells student the response is incorrect or incomplete.				
Feedback tells student the response is incorrect or incomplete <i>and</i> guides the student to move learning forward.				