

Resource 2.1

Learner-Focused Feedback Sample

Let's look at an excerpt from sample feedback after a middle school math lesson. The observer and veteran teacher have been working together all year on how to shift student ownership. The teacher wants to quickly get them working in groups, so she is struggling with how she uses her first fifteen to twenty minutes of the lesson and how she is then supporting those who are missing concepts.

Claim (from the instructional framework): You are implementing instruction that is mostly teacher directed but providing some opportunities for students to develop independence as learners sharing responsibility of the learning process.

Connect (learner focus showing impact): You are working to share ownership by shortening your homework review time, one of your goals. During the first fifteen minutes (11:32-11:47), you went over problems to help students create a study guide for the test. However, because eight students had not completed homework, all eight then copied the posted answers. You moved through homework with very few questions from students (two), though five to six additional students were observed erasing. After the review and a one-minute introduction to the day's work—"Keep working on your projects to make sure you can present on Friday . . ."—students moved into their groups to continue their graphing projects. Six of ten groups worked independently on various stages. Though you are working to turn learning over to students, because the student misunderstandings were not addressed in the moment or when they began working, groups could not move forward, as they were still missing concepts they need for the project, and they will most likely struggle on the test. One group was sitting waiting for you while you monitored other groups because they had been absent and one group of three students did not understand the math concepts (based on the "my content" questions to them), sitting waiting as well. When I asked each if there was a resource, notes, or a site to help them, they said no and that you would help them.

Action

Potential Reflective Questions:

How many students successfully completed the homework problems? How many students are ready for the test? Or how did students perform on the test? Why?

What are some common areas or concepts students still seem to be missing?

What are some different ways you can review missing concepts or support students who are not completing homework?

What are you noticing about their note-taking?

What did you notice when you visited groups waiting for you?

Potential Next Steps:

Consider, during homework review, how you can provide students an opportunity to reflect on what they understood or did not understand about the homework problems (focusing on errors versus right answers) and to determine their own readiness for the upcoming test. How can you help students create their own form of an ongoing study guide?

The challenge in homework might be linked to how students are engaging with the new concepts throughout the unit. Let's work together to think about how you and your students can create resources and notes from each lesson that become valuable tools they can reference throughout and in preparation for a test (example through Google Classroom, adding video tutorials). Students can also work with peers with similar challenge areas when those are identified.

Note: We suggest observers begin with crafting directive feedback to better prepare for a conversation to meet teachers' varied coaching needs and skill levels.