



Meaningful Feedback Facilitation Considerations

The focus of this professional learning is to deepen educators’ understanding of each Evidence-Based Instructional Practice and to examine how these strategies can support students in reaching the intended learning outcomes within the *Kentucky Academic Standards (KAS)*. While it is recommended that this professional learning be structured in a professional learning community (PLC), it may be adapted for facilitation in small groups or during instructional staff meetings.

Participant Materials:

The following materials are integral parts of this learning experience:

- Overview video;
- General overview (defines evidence-based instructional practices and why they are important);
- Narrative introduction to EBIP # 6: Meaningful Feedback;
- Content specific resources to support implementation.
 - Mathematics
 - Reading and Writing
 - Science
 - Social Studies

All materials are available at www.kystandards.org.

Facilitator Preparation:

- Review all materials prior to the professional learning session(s).
- Make adjustments based on timing, group size, local priorities, local norms, presentation format (in-person or digital learning environments) and facilitator’s personal presentation style.
- Determine strategies to engage participants in discussions around the Evidence-Based Instructional Practice resources. Possible strategies from the Thinking Collaborative are provided below. Facilitators should not feel tied to utilizing these specific strategies, but rather should consider how to best foster engagement with the resources in an authentic way.

Starting the Session: How might you structure the beginning of the session in a way that allows participants to focus on the session and activate their background knowledge?

Engage in a constructivist-learning experience working with a fresh topic Know, Think You Know, Want to Know	Activate background knowledge by linking new learning to a visual representation. Four Box Synectics	Generate energy and build community by interacting with others, and brainstorm information about a new topic. Give One, Get One
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Engaging in the Resources: How might you structure opportunities for participants to engage with the resources? For example, will there be time for participants to read and process information independently, or will participants engage in the resources collectively? How will the whole group process the new information?

Select, interpret, explain, synthesize text. Text Rendering	Prime the pump for full group conversation. First Turn, Last Turn	Acquire, summarize and communicate information collaboratively. Jigsaw Carousel
Engage in a constructivist-learning experience working with a fresh topic Know, Think You Know, Want to Know	Deepen understanding of concepts through a structured dialogue. Delve and Dialogue	Select and interpret information as it relates to individuals and the whole group. Focused Reading

Closing the Session: How might you structure opportunities for participants to prioritize “next steps” moving forward? How will participants reflect throughout each session? Is there a common idea of “next steps” or is each individual proceeding independently? Is more time needed in the future for additional learning around this topic or to explore related ideas?

Clarify the what, why and how of next steps Content Check	Interdependently synthesize information. 5 - 3 - 1	Members reflect on content and connect to their own work. Stoplight
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Possible Educator Self Reflection Questions:

Below is a list of possible reflection questions facilitators may use to help participants process their learning and begin to think about next steps. These questions may be used to stop and reflect throughout or at the end of the session. Facilitators do not have to use all reflection questions, may allow for participant choice, or may choose those questions that best meet the needs of the group and the local context.

Questions for teacher self-reflection related to **impact of meaningful feedback on student learning:**

- In what ways do I currently use feedback to help cultivate student self-regulation in stages such as goal setting, monitoring progress, interpreting results to adjust actions, and evaluating the learning process and achievement of goals?

Questions for teacher self-reflection related to **fostering a feedback culture:**

- Why is it important to establish trust with my students to help develop a sense of safety? What steps am I already taking to develop trust with my students? Is there anything I might want to shift about my current approach?
- What steps do I currently take to maintain a safe community where students are comfortable giving and receiving feedback relevant to learning goals and success criteria?
- What is my reaction when a student makes a mistake in my class? Is there anything I might want to shift about my current approach to help students learn to celebrate mistakes as part of the learning process?
- How might I elicit feedback from students on the classroom culture?

Questions for teacher self-reflection related to **feedback and the formative assessment process:**

- What strategies and/or approaches do I currently use to empower my students to answer the three feedback questions around *where they are going, where they are now, and where they will go next*? Is there anything I might want to shift in my approach?
- What steps am I taking to ensure there is strong alignment between the learning goals, success criteria, and tasks used in each lesson? How do I use the evidence gathered to help inform feedback to students? Is there anything I might want to shift in my current approach?
- How do I currently provide intentional opportunities for students to respond to 'just-in-time' feedback during the stages of the learning process? Is there anything I might want to shift about my current approach?
- How do I offer students the opportunity to have feedback inform their decisions about how to improve as opposed to determining if they are right or wrong and a grade signaling learning is over?

Questions for teacher self-reflection related to **providing meaningful feedback:**

- How do I ensure feedback students receive focuses on helping them close the gap between their current level of understanding and learning goals/success criteria and identify strategies that enable them to self-regulate their learning?
- How does the feedback I typically provide align with the three characteristics of meaningful feedback (timely, specific, actionable)? Is there anything I might shift in my approach?
- How often do I shift the level of my feedback from feedback on task, to feedback on process, to feedback on self-regulation according to the phase of learning and needs of the learner? What might I potentially shift in my approach?
- How do I provide feedback to students in a way that does not take away the student's thinking but helps guide them toward the next steps?

Questions for **peer-and-self feedback:**

- How do I support students in self-assessing progress toward the learning goal? Is there anything I might want to shift about my current approach?
- What strategies do I teach my students to apply to assessing the work of their peers? How might I support students in giving and receiving peer feedback? Are there specific strategies I could employ to help students improve their communication skills around feedback?

Questions for **considering next steps:**

- Based on the research and content-specific connections I have explored, which resources do I plan to explore further?
- Is this further exploration something I want to pursue in a structured way with a partner/team/PLC?
- If I plan to explore independently, is there someone in my school, district or professional community I could use as a thought partner to support and process my learning?