DCI 2023 SUMMIT

READY….SET….ACTION!

Effective Feedback

DIRECTOR

Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION

Effective teaching and learning for ALL students
Missouri District Continuous Improvement (DCI)

MO EDU-SAIL
Educational Systems and Instruction for Learning

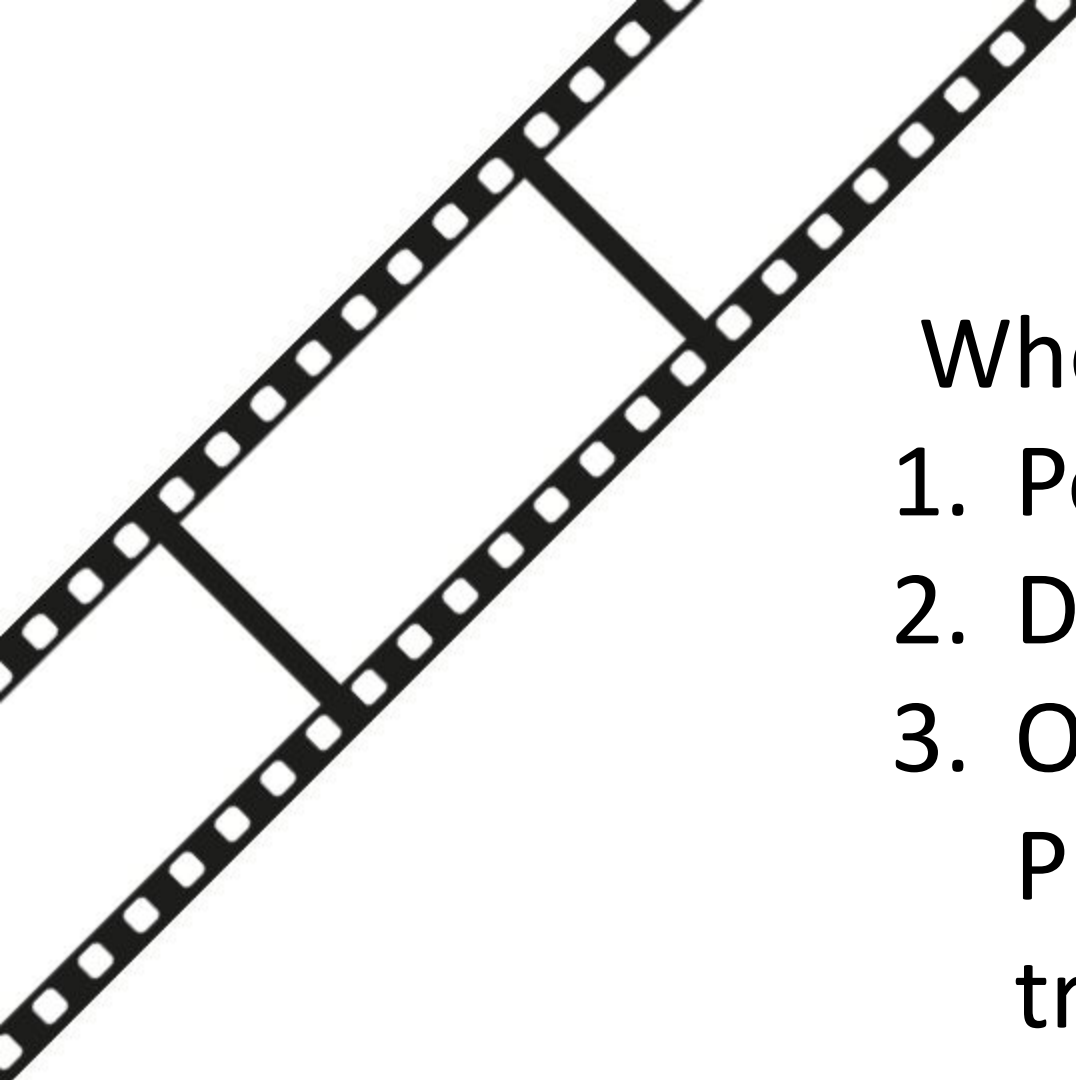NAU NORTHERN ARIZONA UNIVERSITY
Institute for Human Development

Effect Feedback

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READY…SET…ACTION!

Who is in the room?
1. Position?
2. DCI background?
3. Other related experience? PLC's? Marzano trained? Hattie trained?

READY...SET...ACTION!

Focus on effective instruction leading to exceptional outcomes for ALL Missouri students

Foundations

Collaborative Teams
Data-Based Decision Making
Common Formative Assessment

Effective Teaching & Learning Practices

Developing Assessment Capable Learners
→ Feedback
Metacognition

Supportive Context

School-Based Implementation Coaching
Collective Teacher Efficacy
Systems Leadership
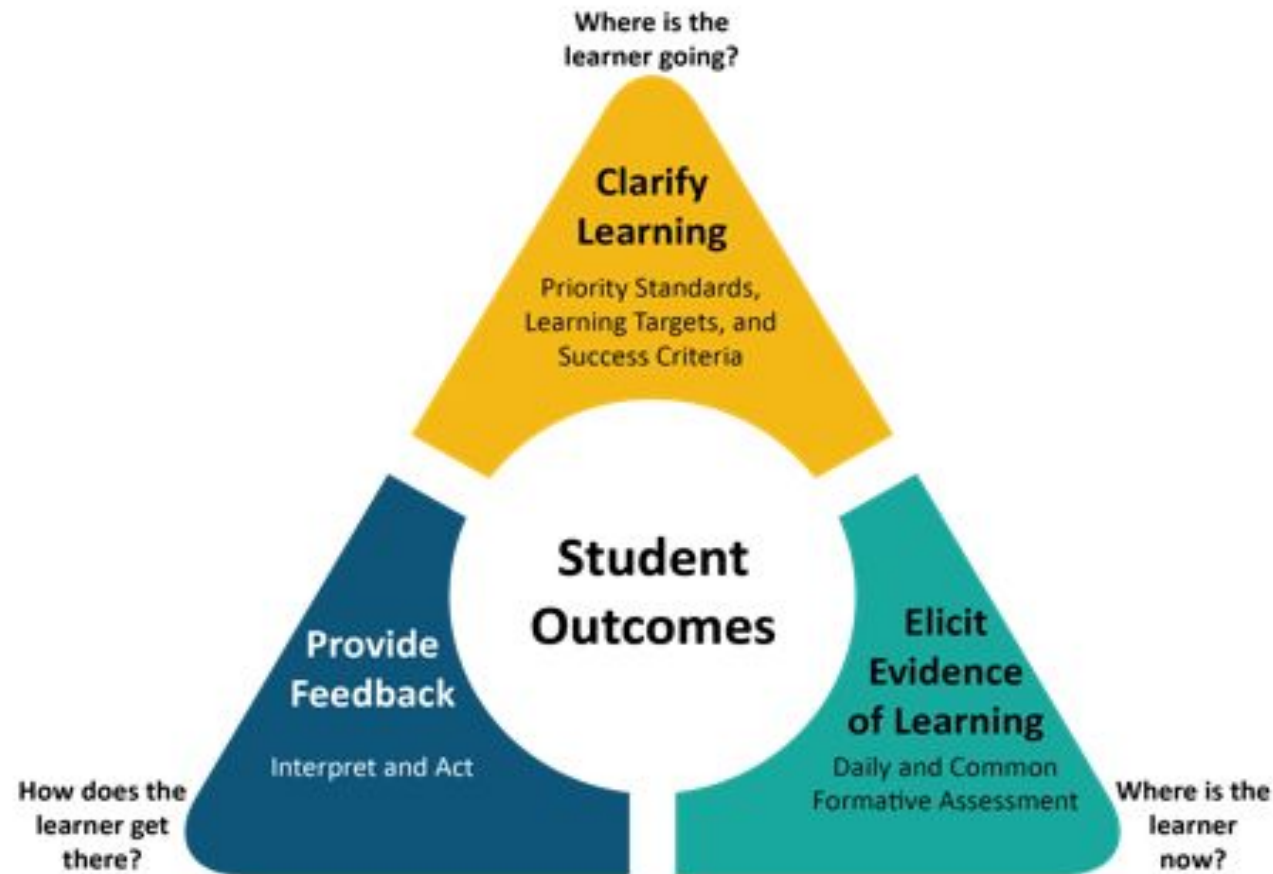Instructional Leadership

When you think of Feedback | which picture | do you most relate to?

Daily Formative Assessment

## Formative Assessment Process

Where is the
learner going?

Clarify Learning

Priority Standards,
Learning Targets, and
Success Criteria

Student Outcomes

Provide Feedback

Interpret and Act

Elicit Evidence of Learning

Daily and Common
Formative Assessment

How does the
learner get
there?

Where is the
learner
now?

DIRECTOR

READY…SET…ACTION!

Feedback is...

information about a task that fills a gap between what is understood and what is aimed to be understood. It can lead to increased effort, motivation or engagement to reduce the discrepancy between current status and the goal; it can lead to alternative strategies to understand the materials; it can confirm for the student that they are correct or incorrect, or how far they have reached the goal; it can indicate that more information is available or needed; it can point to directions that students could pursue; and finally, it can lead to restructuring understandings.
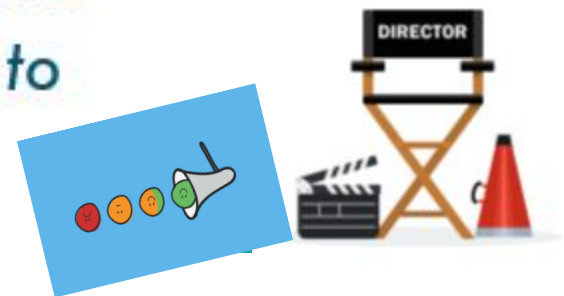
READY...SET...ACTION!

Effective Feedback Improves Learning By:

- Reducing the gap between current understanding or performance

- Involving students in self assessment

- Helping students understand how to improve

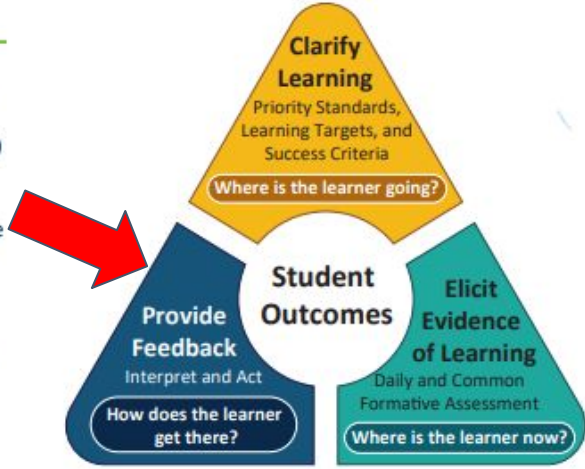- Motivating and building self-esteem in learners

READY...SET...ACTION!

Common Formative Assessment

Overview

The goal of formative assessment is to monitor student learning so instructors can both improve their instruction and provide feedback to students. Common Formative Assessments (CFAs) are team-designed measures used to assess and analyze students' understanding of essential learning targets. They are used by grade or course levels teams at regular intervals. Daily formative assessments are the on-going "checks for understanding" teachers use to provide immediate information during instruction. Daily formative assessments are necessary to provide students with immediate feedback and help teachers fine-tune instruction.

Clarify Learning
Priority Standards, Learning Targets, and Success Criteria
Where is the learner going?

Student Outcomes

Provide Feedback
Interpret and Act
How does the learner get there?

Elicit Evidence of Learning
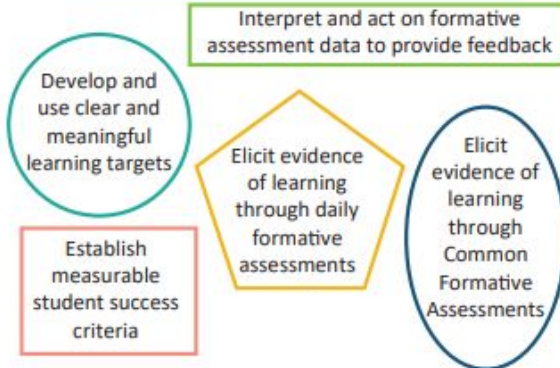Daily and Common Formative Assessment
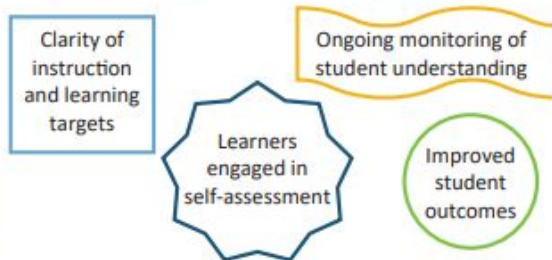Where is the learner now?

Benefits of Team-Developed CFA

- Efficient use of educator's time
- Equitable for students
- Effective in monitoring and improving student learning
- Informs and improves individual and teacher team practices
- Builds the capacity of the team to achieve at higher levels
- Essential to systematic interventions when student struggle

Daily and Common Formative Assessment have the highest leverage for improving student outcomes. The impact is greatest when information is used to provide immediate feedback.

Educators...

- Develop and use clear and meaningful learning targets
- Interpret and act on formative assessment data to provide feedback
- Elicit evidence of learning through daily formative assessments
- Elicit evidence of learning through Common Formative Assessments
- Establish measurable student success criteria

Resulting in...

- Clarity of instruction and learning targets
- Ongoing monitoring of student understanding
- Learners engaged in self-assessment
- Improved student outcomes

DACL
DEVELOPING ASSESSMENT CAPABLE LEARNERS WITH FEEDBACK

Overview

"Assessment capable" does not focus on how well students perform on tests. Rather, it means that students are able to gauge their own learning. It means that students understand whether they have met a learning target and in what areas they need extra help.
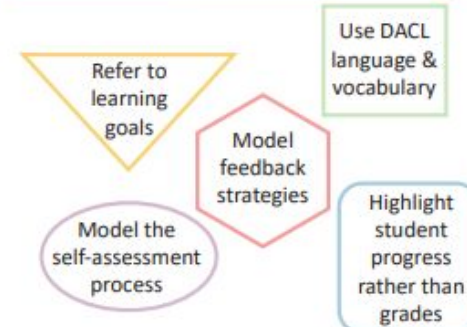
Benefits of DACL

When students self-assess, track, and share their progress, their confidence as learners grows. Their motivation to do well increases, as does their achievement.
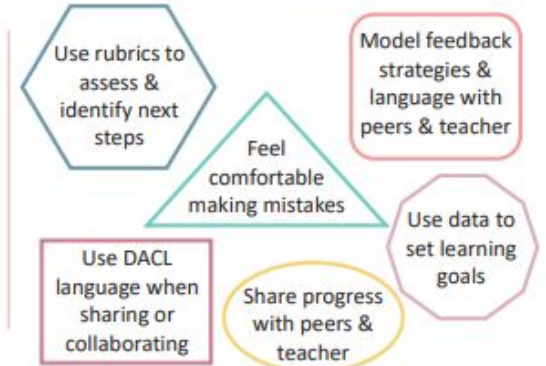
Where am I now?   Where am I going?   How do I close the gap

Effective Feedback is

- Timely
- Useful
- Descriptive
- Specific

Teachers

- Refer to learning goals
- Use DACL language & vocabulary
- Model feedback strategies
- Model the self-assessment process
- Highlight student progress rather than grades

As a Result, Students

- Use rubrics to assess & identify next steps
- Model feedback strategies & language with peers & teacher
- Feel comfortable making mistakes
- Use DACL language when sharing or collaborating
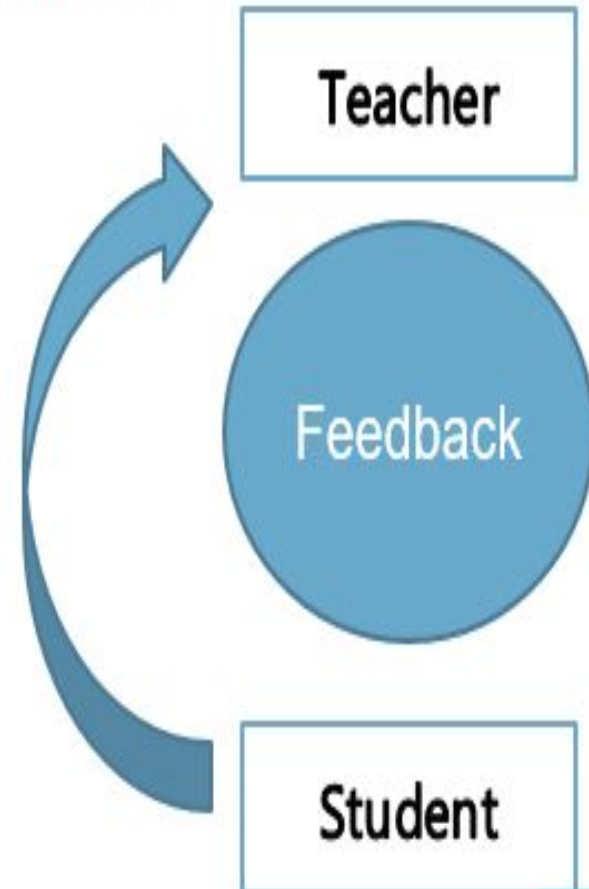- Use data to set learning goals
- Share progress with peers & teacher

DACL Classroom Characteristics

- Activities aimed at helping students understand their progress in relation to learning targets
- Visible examples of student goals in relation to learning target
- Rubrics displayed
- Indications of student reflections
- Examples of students tracking their learning progress
- Evidence of DACL language posted
- Room arranged for easy sharing
- Daily learning targets displayed
- Examples of ongoing assessment of student progress can be found
- Notebooks, charts, checklists, folders, web-based portfolios of students tracking their learning progress are present

How Teachers Use Feedback from Students

- To design and provide instruction that fills gaps and extends knowledge, understandings, and skills

- Create learning tasks that help move student learning forward

- Differentiate learning to support students' individual needs and develop flexible groups
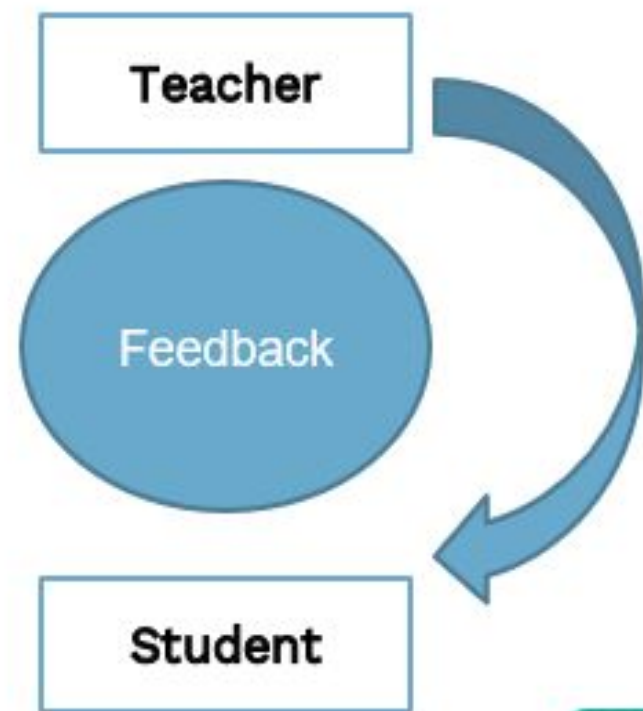
Teacher

Feedback

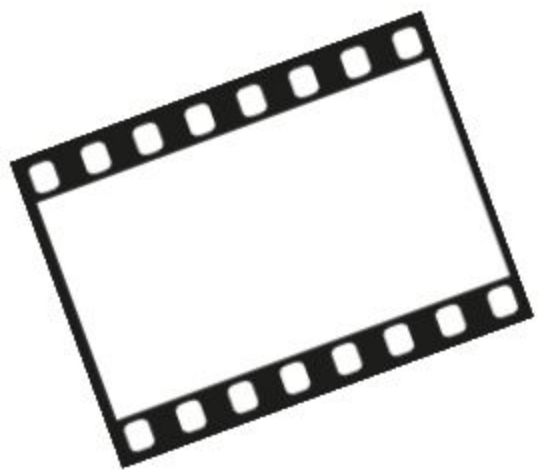Student

READY...SET...ACTION!
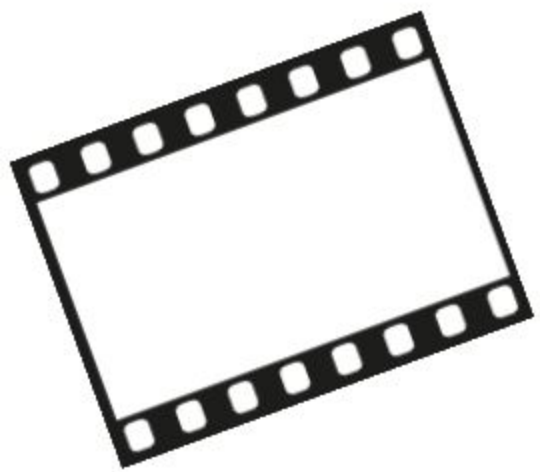
Why Teachers Provide Feedback for Students

- To guide students in using their data to set goals and monitor their progress in learning and meeting goals

- To provide information about where and how students can improve

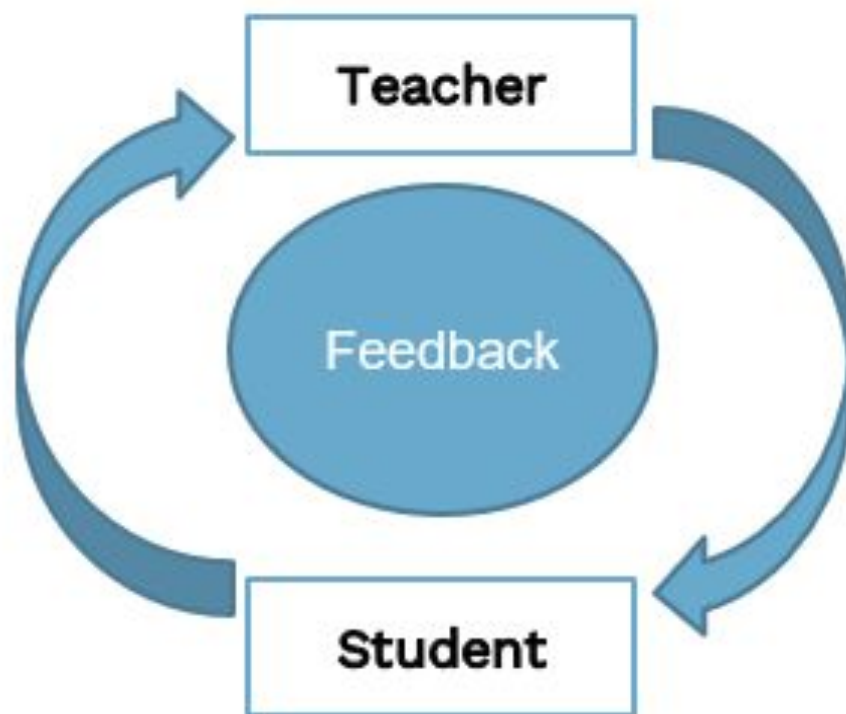- To teach students to use feedback to deepen their understanding

Teacher

Feedback

Student

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Feedback Loop

Teaching is adapted based on student responses **SO THAT..** *teaching is responsive.*

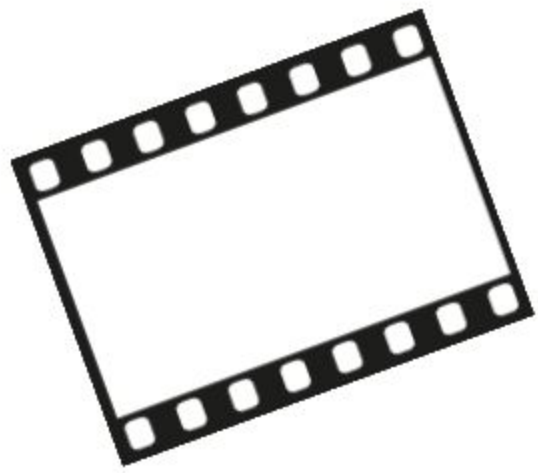Regular and specific improvement points are used to close the learning gap **SO THAT..** *learning is informed.*

Teacher

Feedback

Student

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[Using Feedback to Guide Instruction](#)

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Video Reflection:

How can educators use information gained from formative assessments to improve student learning?

How will formative assessment evidence be used in your classroom to improve learning?
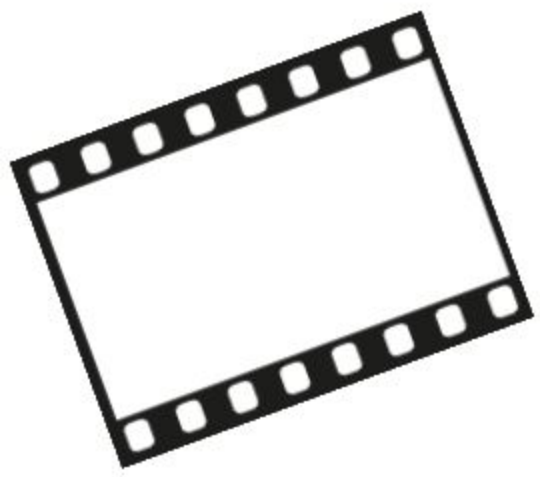
READY…SET…ACTION!

Effective Feedback Answers
Questions Related To

- Where am I going?

- How am I going?

- Where to next?

(Hattie & Timperley, 2007; Moss et al., 2019)
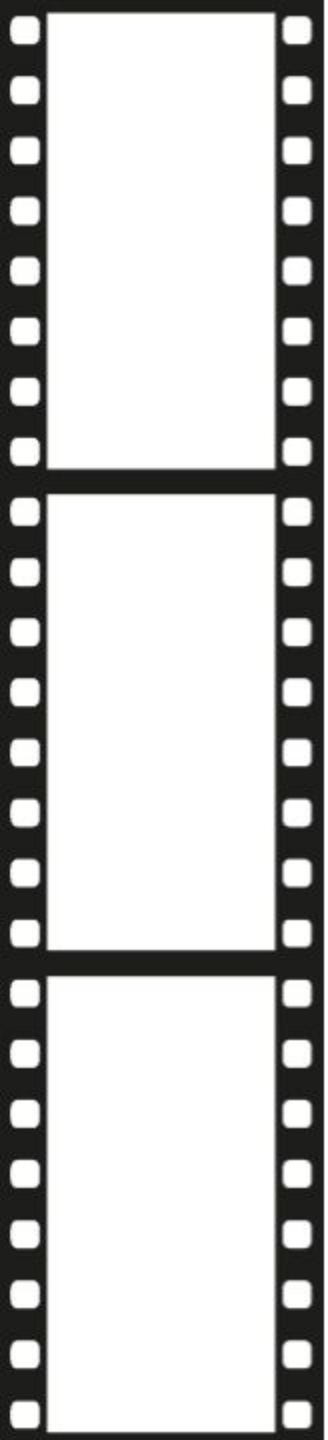
READY…SET…ACTION!

Judgmental/
Evaluative
Feedback

VS

Informative/
Actionable
Feedback

- Discuss differences between judgmental and informative feedback with a partner
- Highlight a key statement from each category that resonates with you, for both types of feedback
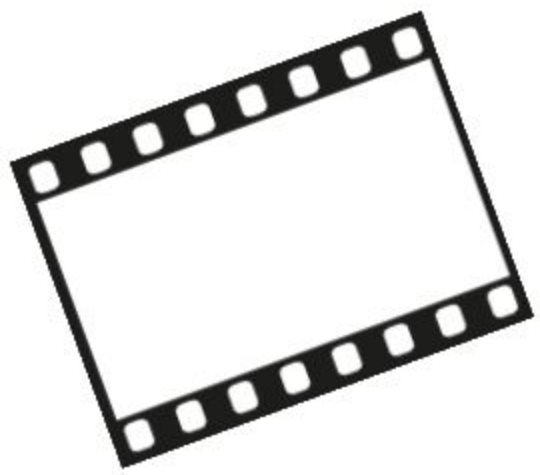- Share with the group

READY…SET…ACTION!

Think Pair Share Activity

Timing of Feedback

- When should formative assessment feedback occur?

- How much feedback is appropriate?

- What role does success criteria play when giving feedback?

SO?

How does this relate to YOUR DCI journey?

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