



# DCI 2023 SUMMIT

READY...SET...ACTION!

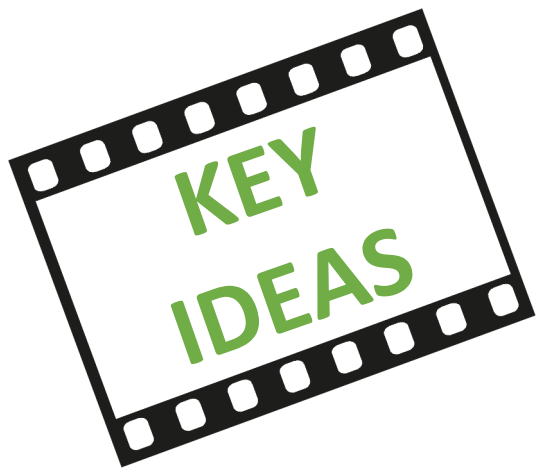


Randy Meyer  
DCI Consultant  
South Central RPDC  
r.meyer@mst.edu

# FEEDBACK PROTOCOLS

*in Action*





The **WHY** of Feedback  
The **WHAT** of Feedback  
The **HOW** of Feedback



READY...SET...ACTION!



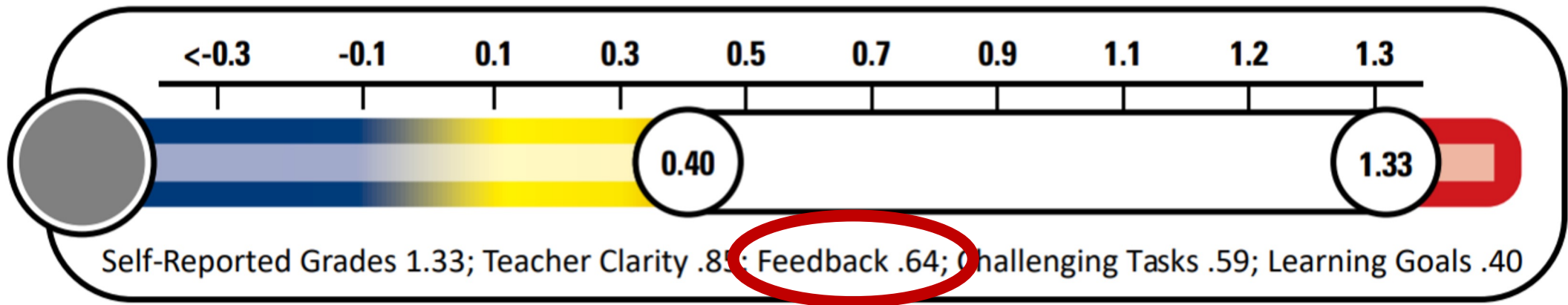
Share with the person next to you which part you are most looking forward to and why.

- ... the **WHY** of Feedback
- ... the **WHAT** of Feedback
- ... the **HOW** of Feedback



# DACL Essential Function 2

Figure 7. Developing Assessment Capable Learners Effect Size = .40 - 1.33



Hattie, J. (2023). [www.Visiblelearningmetax.com](http://www.Visiblelearningmetax.com)<sup>5</sup>

# DACL

## EF 1

### Developing Assessment Capable Learners Practice Profile

#### Exemplary Implementation

#### Proficient

#### Not Proficient

#### Far from Proficient

(Follow-up professional development and coaching are critical.)

When teaching students to develop learning goals, 5/5 criteria occur:

Educator:

- Writes daily targets using student-friendly language, using "I can \_\_\_\_\_" or "I know \_\_\_\_\_" statements.
- Creates daily opportunities for students to use or interact with learning targets.
- Develops rubric or scoring guide for appropriate assignments and provides multiple opportunities for students to use/interact with the rubric/scoring guide during the learning.
- Analyzes sample work with the students using strong and weak examples and asking students to justify their analyses (an on-going task throughout learning to clarify misconceptions).
- Asks students to set daily goals in relation to the learning

When teaching students to develop learning goals, 3/5 criteria occur:

Educator:

- Writes daily targets using student-friendly

Educator:

- Writes daily targets using



1 Educators teach students to determine "Where am I Going?"



# Success Criteria

Page 64 - Blueprint

Page 18 - Infographic &  
Practice Profiles

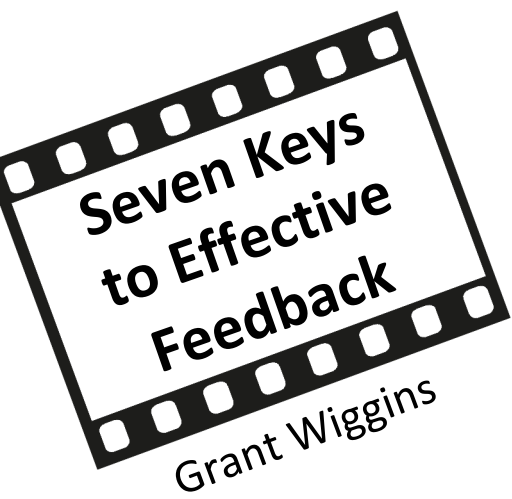
# DAACL

## EF 2

2 Educators teach students to determine "Where am I Now?"

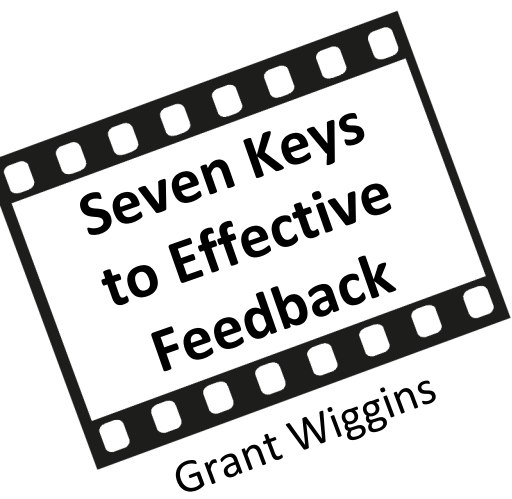
<p>2 Educators teach students to determine "Where am I Now?"</p>	<p>When teaching students to self-evaluate learning progress, 5/5 criteria occur: Educator:</p> <ul style="list-style-type: none"> <li>• Provides descriptive task feedback to all students throughout their learning that clearly links to learning goal and success criteria.</li> <li>• Provides feedback about strengths and offers information to guide actionable improvement to all students multiple times throughout the learning process.</li> <li>• Paces instruction to allow for frequent, descriptive feedback to all students and allows time for students to act on the feedback received.</li> <li>• Asks students to self-regulate by assessing their own progress and justifying their assessments multiple times throughout the learning process.</li> <li>• Instructs students to set personal goals based on feedback and self-assessment.</li> </ul>	<p>When teaching students to self-evaluate learning progress, 4/5 criteria occur.</p>	<p>When teaching students to self-evaluate learning progress, 3/5 criteria occur.</p>	<p>When teaching students to self-evaluate learning progress, fewer than 3/5 criteria occur.</p>
<p>3 Educators teach students to determine "How do I Close the Gap?"</p>	<p>When teaching students to identify next steps in learning, 4/4 criteria occur: Educator:</p> <ul style="list-style-type: none"> <li>• Assists each student in determining what might be some of the next instructional steps for the individual.</li> <li>• Paces instruction to allow for the feedback loop and focused student revision.</li> <li>• Provides opportunities for students to self-reflect and document their learning.</li> <li>• Provides opportunities for students to share their learning.</li> </ul>	<p>When teaching students to identify next steps in learning, 3/4 criteria occur.</p>	<p>When teaching students to identify next steps in learning, 2/4 criteria occur.</p>	<p>When teaching students to identify next steps in learning, fewer than 2/4 criteria occur.</p>





- **Goal-referenced:** It pertains to a specific – and clear – goal that the person is working toward.
- **Tangible and transparent:** It’s clearly connected to results or actions related to the goal.
- **Actionable:** It provides concrete, specific, useful information the recipient can act upon. (“Good job!” and “B+” are not feedback at all.)
- **User-friendly:** The person can understand the feedback and is not overwhelmed by too much.





- **Timely:** It comes at a point when the recipient can still use it.
- **Ongoing:** It gives the person multiple opportunities to use it “in real time.” (Video games.)
- **Consistent:** It is “stable, accurate, and trustworthy” – and doesn’t change from classroom to classroom.



**Pick your “top three” and justify.**

- Goal-referenced
- Tangible & Transparent
- Actionable
- User-friendly
- Timely
- Ongoing
- Consistent





B+

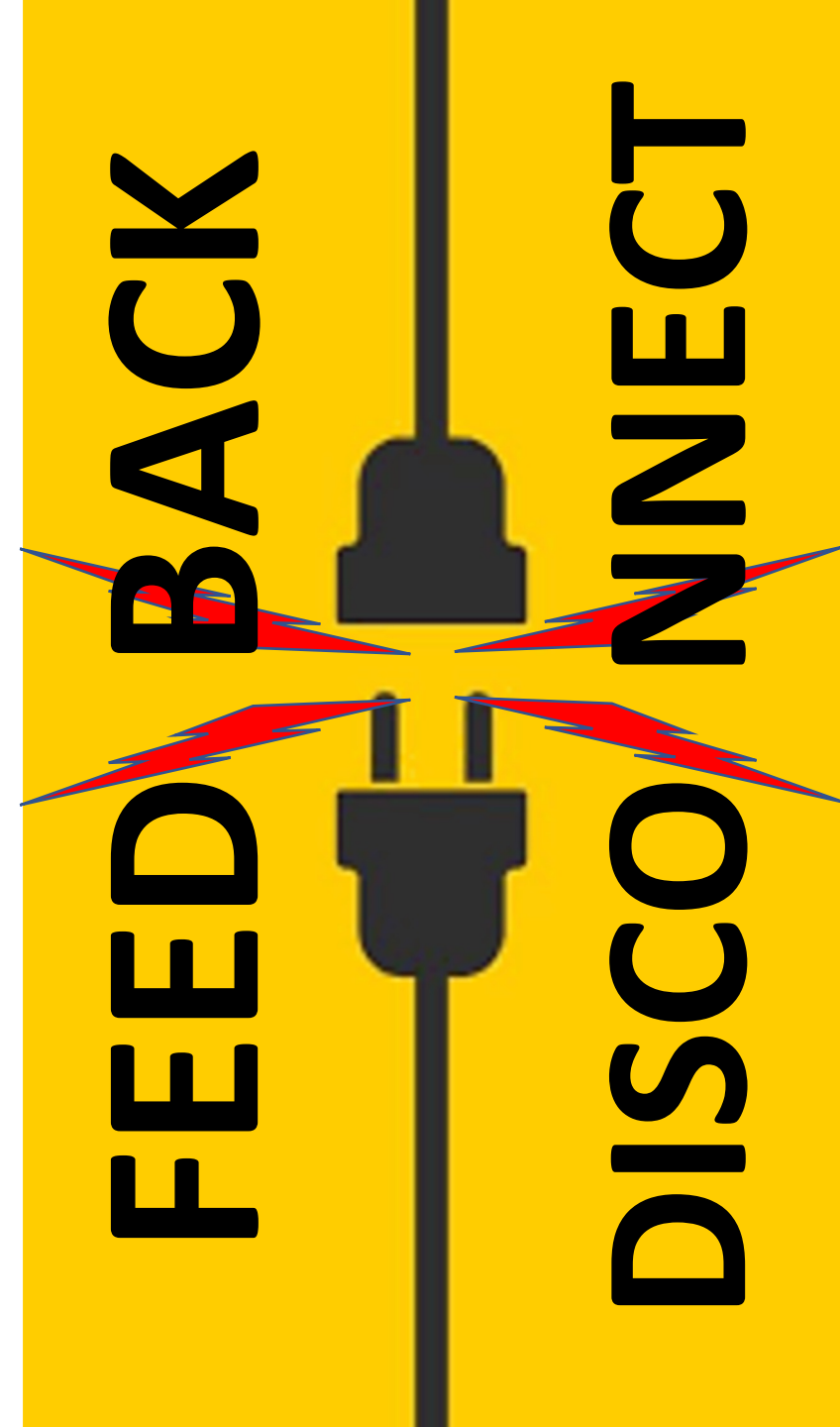
GREAT!

**Disconnect** between what teachers and students perceive feedback to be. Van Der Kleij and Adie videotaped lessons, and asked the teachers & students to pause the video at a moment of feedback.

- 1/3 of feedback identified by teachers went unrecognized by students
- At no point did all students recognize a given interaction as feedback
- ~33% of feedback interactions were correctly perceived by students

**Takeaway?**

**Talk about feedback with students**  
– be **intentional** and **transparent**.



**WHERE**

**TO**

**NEXT?**

**Students prefer “Where to Next” feedback.**

- Specific / Actionable
- Students say if feedback does not say “where to next,” they received “no feedback at all.”



**FEEDBACK**



**RECONNECT**

**RECEIVED**

**NOT**

**GIVEN**

**“A pre-condition for effective feedback requires it to be conceived as information that is received rather than given.”**

(Hattie, Gan, & Brooks, 2017)

**FEEDBACK**



**RECONNECT**

**CATEGORIES**

**OF**

**FEEDBACK**

## Feedback can be about...

the **TASK** – info about errors; info about depth / quality of work against criteria.

May not transfer to other tasks.

**SELF-REGULATION** – info about how students manage their own learning; self-evaluation; self-confidence.

the **PROCESSING** of the task— strategies; approach to task, input to output.

"Learning how to learn"

~~**STUDENT** – as a person (smart, talented); not a good idea...~~

- Not formative
- "Ability is fixed"





**Task**  
**Processing**  
**Self-Regulation**



Think about your own learning.  
Which of these types of feedback  
helps *you* the most?




# Three Lenses of Feedback

- Microscope
- Camera
- Telescope



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## Feedback Analysis Guide

<p><b>Micro view</b></p>  <p><b>Evaluate the feedback itself.</b></p> <ul style="list-style-type: none"><li>• Is it descriptive (rather than evaluative)?</li><li>• Is it timely?</li><li>• Does it contain the right amount of information?</li><li>• Does it compare the work to criteria?</li><li>• Does it focus on the work?</li><li>• Does it focus on the process?</li><li>• Is it positive?</li><li>• Is it clear (to the student)?</li><li>• Is it specific (but not too specific)?</li><li>• Does its tone imply the student is an active learner?</li></ul>	<p><b>Snapshot view</b></p>  <p><b>What evidence of learning does the feedback provide?</b></p> <p>What did the student learn from it?</p> <p>What did the teacher learn from it?</p>
<p><b>Long view</b></p>  <p>What next step(s) should the teacher and student take to use this feedback for learning? How were these steps taken? Did learning improve?</p>	





# Microscope



## Look at feedback message itself

- What words did you choose to say or write?
- How did you deliver the feedback?

# Camera



## Look at feedback as a snapshot of learning

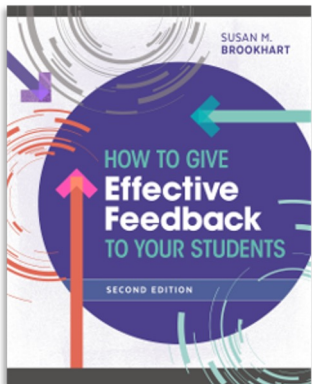
- What did you learn about the student's thinking from giving the feedback?
- What did the student learn about where he is going, where he is now, and the next step?

# Telescope



## Take the long view of the effects of feedback

- Was an intentional opportunity to use the feedback built into the instruction?
- Did using the feedback lead to increased understanding or better work?



Brookhart (2017)

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# Two Volunteers?



## Think about...

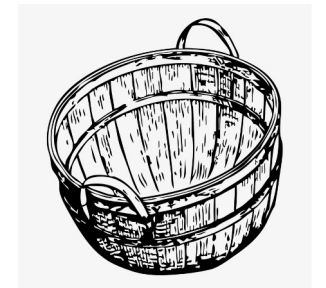
- The Feedback Message
  - Descriptive? Timely?
  - Right amount of Info?
  - Focus on task? Process?
  - Positive? Clear? Specific?
- What did the student and instructor learn?
- What are their next steps?



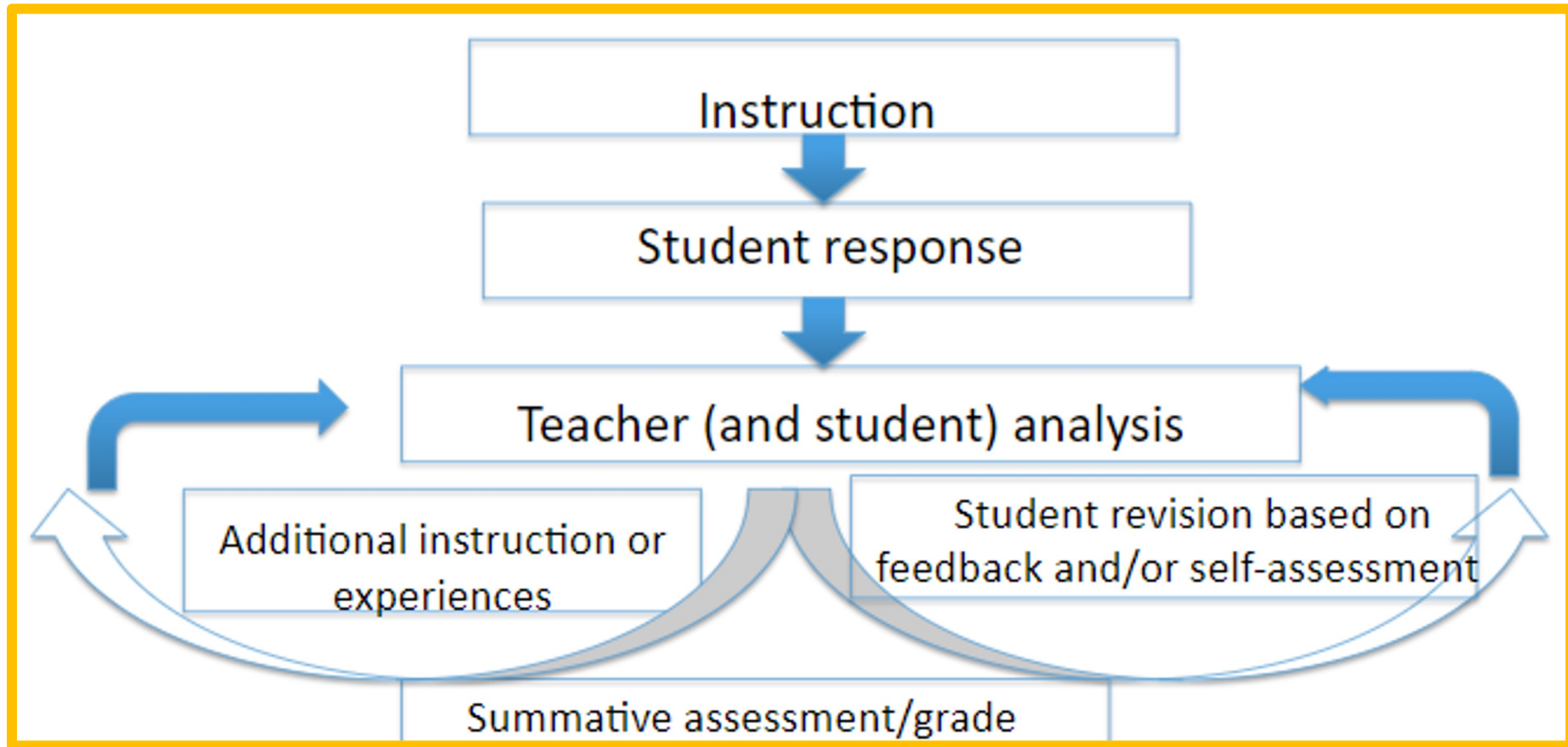
## How effective was the feedback in **Scenario 1**? **Scenario 2**?

- What was the most helpful feedback? Least helpful?
- How did feedback help the learner? The instructor?
- Where should they go from here before the summative (grade reported) assessment?

**“We ALWAYS receive feedback.  
We ALWAYS learn something.”**



# Feedback Loop: Zone of “What Happens Next?”



(Hattie, 2009)  
(Chappuis, 2015)

Assessment  
"to sit beside" → Feedback  
8 steps

- ① Know 
- ② 1<sup>st</sup> final draft
- ③ Peer 
- ④ Improve
- ⑤ Teacher



TRANSPARENT

AND

INTENTIONAL



It's not about the feedback given, but the feedback received.



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# Feedback Blueprint

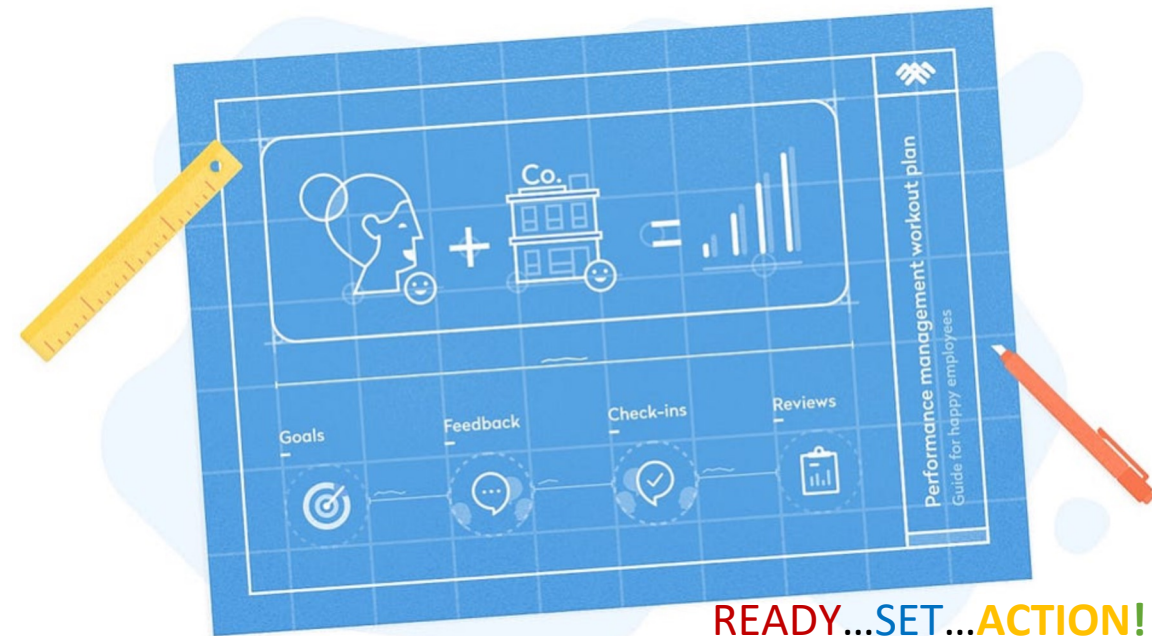
**1. One specific strength and its impact.**

**2. Specific, actionable step towards goal:**

- Specific enough that the students can see their way clear to doing it...
- Not so specific that the work is done for them.

**3. Time to try.**

**4. Reflection.**



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©

**K&P**

THE **KEY AND PEELE**  
DRAFT



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South Central RPDC  
r.meyer@mst.edu

“Asking students to think about their work before receiving feedback scratches up the ‘soil’ in the brain so the feedback seeds have a place to settle in and grow.”

- Jan Chappuis

