****System: **Coherent Instructional System**

Structure: **Monitoring Student Progress**

Process Name: **Provide Student Feedback**

School-level  District-level

**Purpose of the process:**

To guide teachers in how to provide feedback to students on their current performance level and prioritized next steps towards reaching the desired academic goal directly aligned to content standards.

**Who is responsible for monitoring this process?** Team Lead

| **Action Step** | **Position Responsible** | **Link to applicable tool(s)/resource(s)** | **Action Step Completion Date** |
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| 1. Define “effective feedback” | Team Lead | [Giving Student Feedback: 20 Tips to do it right](http://www.opencolleges.edu.au/informed/features/giving-student-feedback/) (InformEd)  [Seven Keys to Effective Feedback](http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx) (Ed Leadership)  [The Power of Feedback](http://education.qld.gov.au/staff/development/performance/resources/readings/power-feedback.pdf) (John Hattie) |  |
| 1. Determine the format and scope of feedback: verbal, non-verbal, written, group or individual | Team Lead | [Actionable Feedback Strategies for the Classroom](http://rapps.pbworks.com/f/MP+Handouts+Formative+Feedback+6-3-10.pdf) (Measured Progress)  [Feedback: The First Secret John Hattie Revealed](http://www.evidencebasedteaching.org.au/crash-course-evidence-based-teaching/how-to-give-effective-feedback-to-your-students/) (The Australian Society for Evidenced-based Teaching)  [Feedback In Schools](http://visiblelearningplus.com/sites/default/files/Feedback%20article.pdf) (Visible Learning Plus: John Hattie) |  |
| 1. Determine frequency for providing formative feedback (timely) | Team Lead | [7 Keys to Effective Feedback](http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx) (EL) |  |
| 1. Collaborate with a team to routinely assess student work and determine the focus of the feedback based on the learning target(s) | Team Lead | [EQuIP Student Work Protocol](https://www.achieve.org/files/Student%20Work%20Protocol_Final_9%2018%2014.pdf) (Educators Evaluating Quality instructional Products)  [Protocols for Examining Student Work](http://www.ascd.org/publications/books/109037/chapters/Protocols-for-Examining-Student-Work.aspx) (ASCD)  [Student Work Analysis Protocol](http://www.ride.ri.gov/Portals/0/Uploads/Documents/Teachers-and-Administrators-Excellent-Educators/Educator-Evaluation/Online-Modules/Student_Work_Analysis_Protocol.pdf) (RI DOE and National Center for Improvement of Educational Assessment, Inc.)  [What is Effective Student Feedback](https://www.gadoe.org/School-Improvement/Documents/System%20for%20Effective%20School%20Instruction/GaDOE%20What%20is%20Effective%20Student%20Feedback.pdf) (GaDOE) |  |
| 1. Align feedback to the content standard(s) concepts, skills, or ability using the following guiding questions:  * What can the student do? * What can’t the student do? * How does the student’s work compare with that of others? * How can the student do better? | Team Lead | [Providing Students with Effective Feedback](https://view.officeapps.live.com/op/view.aspx?src=http://www.bostonpublicschools.org/cms/lib07/MA01906464/Centricity/Domain/99/3_feedback_powerpoint.pptx) (Boston Public Schools)  [Giving Student Feedback: 20 Tips To do It Right](http://www.opencolleges.edu.au/informed/features/giving-student-feedback/) (InformEd) |  |
| 1. **Concentrate student feedback on one concept, skill, or ability at a time** | Teacher | [Standards-based Feedback from Teachers to Students](https://www.gadoe.org/School-Improvement/Documents/System%20for%20Effective%20School%20Instruction/GaDOE%20Feedback%20from%20Teachers%20to%20Students.pdf) (GaDOE) |  |
| 1. Establish expectations and action steps for what student(s) are to do as a result of the feedback | Teacher | [13 Concrete Examples of Better Feedback For Learning](http://www.teachthought.com/pedagogy/assessment/13-examples-of-better-feedback-for-learning/) (TeachThought) |  |
| 1. Deliver feedback to student(s) and collaborate on a process to implement the action steps, include a due date | Teacher | [Providing Effective Feedback to Students](http://about.unimelb.edu.au/__data/assets/pdf_file/0007/1247443/Providing_effective_feedback_to_students_TALQAC_2014.pdf) (The University of Melbourne)  [Seven Ways to Give Better Feedback to Your Students](https://www.theguardian.com/teacher-network/2016/nov/10/seven-ways-to-give-better-feedback-to-your-students) (The Guardian) |  |
| 1. Provide student tools (rubrics, checklists, note-taking strategies, models, etc.) as necessary to accomplish defined action steps | Team Lead | [What is a Scoring Rubric](http://www.opencolleges.edu.au/informed/teacher-resources/guide-to-scoring-rubrics/) (InformED) |  |
| 1. Review and reflect on individual teacher and collective team student feedback documentation to identify student needs and inform instructional planning | Team Lead |  |  |
| 1. Use accountability documents to capture the progress for individual students (class notebook, lesson templates, monitoring forms) | Team Lead |  |  |
| 1. Communicate feedback information and data to pertinent stakeholders (students, parents, planning team) | Team Lead |  |  |

**What information or resources are needed to complete the process (including funding if applicable)?**

* Student feedback protocols and recordkeeping tools
* Student feedback prompts
* Lesson specific tools and resources
* Content standards, deconstructed with concepts, skills, and success criteria identified
* Student work samples
* Student work analysis protocol
* Student work exemplars
* Accountability documents: unit plan, lesson plan, assessment(s) (see Planning for Quality Instruction structure, Organize Operational Foundation process)

**How do you know when the process is implemented?** When students are able to articulate their level of content mastery and the next steps necessary to continue and sustain their achievement

**How long does the process typically take?** Ongoing, regularly and routinely

**What is produced/made by the process?** Student feedback documentation, student profiles, student qualitative data

**As you implement this process consider its impact and effect on the five Systems of Continuous Improvement. What adjustments should be considered? What new processes will be needed?**

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| Coherent Instructional System: | As you analyze student work and document student feedback, consider the implications for instructional planning and delivery, student intervention, and enrichment. |
| Effective Leadership System: | Consider how the leadership team can use collective student feedback data to monitor student progress and drive improvement efforts. |
| Professional Capacity System: | Provide professional learning on how to provide and document effective student feedback. Provide professional learning on how to assess student work and use results to drive instructional planning. |
| Supportive Learning Environment System: | Consider the use of student feedback documentation in the schoolwide tiered system of support process. Embed student feedback documentation in student-led conferences to assist students in communicating their progress. |
| Family and Community Engagement System: | Embed student feedback documentation in individual parent/family communication. Embed student feedback documentation in student-led conferences to assist students in communicating their progress. Conduct parent workshops to address identified student feedback trends and reinforce learning at home. |

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