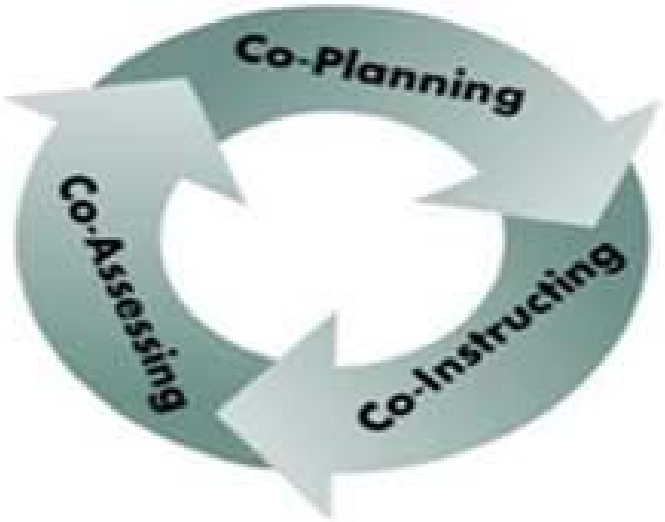
Co-Teaching Training Series

Module 4

Participant Handouts

CO-ASSESSING: PROMOTING CONTENT MASTERY FOR STUDENT SUCCESS



Georgia Learning Resources System

Georgia Department of Education

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Credits

The Co-Teaching Series was created through the collaborative efforts of the Georgia Learning Resources System and the Georgia Department of Education. Historical elements are included from the original modules created in collaboration with Georgia State University and their partners.

The Georgia Department of Education would also like to thank the other state agencies that provided open access to their resources. These states include but are not limited to Maryland, Texas, and Virginia.

Co-teaching is more than a model. It's a partnership to provide substantially different instruction and outcomes for students with two teachers in the room. It is recommended that co-teaching teams participate in this professional learning together. Our hope is that it will impact your district and schools co-teaching practices and improve student outcomes for all students not just students with disabilities.

These modules can be utilized as independent learning units or as Professional Learning modules. Best practice is that they be completed in a facilitated session with co-teaching teams working and learning together.

IDEA Federal Fund Disclaimer

Class Learning Plan

General Ed. Teacher _____ Special Ed. Teacher _____ Date 2016-17

Time/Period Math and ELA Class 6th grade

Student	Learning STRENGTHS	Learning WEAKNESSES	Recommended Accommodations	Recommended Assistive Technology	Recommended Evidence Based Interventions and Instructional Strategies	IEP Goal/ Objective & frequency of monitoring
Joelle Rollo-Koster	Place value Capitalization/ punctuation Summarizing a passage	Reading grade level passages (rdg level 2.9) Answering comprehension questions Math word problems due to reading Retaining the steps involved with math computation Multiplication facts	Small group for read aloud and interventions Oral reading of class tests and texts Oral reading of state mandated test questions and answer choices Extended time Explain/paraphrase the directions for clarity	Text to speech software with text highlighting as it is reads digital text above students current reading level. Text to speech word processor program with word prediction capabilities to be used with writing anything that requires complete sentences or paragraphs. Allow video or audio recording of presentations that are not specifically grading writing	Phonics based direct instruction for decoding and spelling. Repeated Readings for fluency. Direct Instruction of Question-Answer Relationship (QAR) Strategy and Generating Questions strategy for comprehension Teach acronyms for steps to solve a problem Teach student to write explicit steps of math computation before beginning practice work or test on scratch paper. Incremental Rehearsal for multiplication fact and sight words	Given one-step word problems involving one of the four operations on integers, X will solve the problems with 85% accuracy. X will increase his reading STAR score from a 2.9 grade grade equivalency to a 3.9 grade equivalency. He will have a testing opportunities every 9 weeks. X will improve his reading comprehension score from a 8 to a 29. He will be given testing opportunities every two weeks.
Moon Unit	Retains and understands a grade level passage independently Highlight the information needed to answer the questions independently. Recite her multiplication facts of 0, 1, 2, 5, and 10. Participates in classroom instruction	Reading 71 words per minute (wpm). The expected oral reading fluency score is 134. Remember and use steps of a process (math) Does not retain multiplication facts	Small group Preferential seating Extended time Repeat/paraphrase directions for understanding in English Oral reading of test questions and answer choices in English only Study Guide	Text to speech software with text highlighting as it is reads digital text above students current reading level. Text to speech word processor program with word prediction capabilities to be used with writing anything that requires complete sentences or paragraphs.	Phonics based direct instruction for decoding multisyllabic words Repeated Readings for fluency. Teach acronyms for steps to solve a problem Teach student to write explicit steps of math computation before beginning practice work or test on scratch paper. Incremental Rehearsal for multiplication facts and sight words	Given grade level text, Y will increase her reading fluency score from 71 WCPM to 134 WCPM with a 80% accuracy on 8 out 10 trials. Given 10 multiplication problems, Y will use the steps needed to solve the problem in 4 out of 5 attempts with a 90% accuracy. Given the math computation timed test, Y will increase her score from a 10 to a 32 9 out of 10 times with a 90% accuracy

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Moxie Crimefighter	Motivated to learn Expresses enthusiasm in all subject areas Retains old and new concepts with sufficient practice Enjoys writing Identifies the author's purpose in a grade level text.	Math computations Remembering steps of problem solving in math Reading fluency - repeats, omit, or slow to pronounce or recognize words	Small group Extended time, not to exceed time and a half for class work and two days for projects. Oral reading of test questions and answer choices only Repeat/Paraphrase directions in English only	Text to speech software with text highlighting as it is reads digital text above students current reading level.	Teach acronyms for steps to solve a problem Teach student to write explicit steps of math computation before beginning practice work or test on scratch paper Use Pair/Share to retell steps of problem solving in practice Phonics based direct instruction for decoding multisyllabic words Repeated Readings for fluency	Z will increase her math computation on grade level from a 10 to a 32 correctly with 90% accuracy in 4 out of 5 attempts. Z will increase her oral reading fluency on a grade level passage from 81 to 134 wpm with a 90% accuracy in 4 out of 5 attempts.
Tu Morrow	Basic math calculations Place value. Comprehends basic written directions on worksheets and book assignments. Gets along with his peers Eager to learn	Verbalizing his thoughts/needs and explaining his process for solving problems. Comprehending verbal instructions Written composition/ capitalization/ punctuation Multi-digit multiplication and division Addition and Multiplication Math fact fluency Determining operation/steps to solve a problem	Small group Extended time Explain/paraphrase the directions for clarity in English Present all directions in written format	Text to speech word processor program with word prediction capabilities to be used with writing anything that requires complete sentences or paragraphs.	Allow student to write/type responses before answering a question aloud in class. Direct instruction to create graphic organizers and to use GO for sentence/paragraph structure Teach acronyms for steps to solve a problem Teach student to write explicit steps of math computation before beginning practice work or test on scratch paper Incremental Rehearsal for multiplication facts and math vocabulary Use annotated, worked out examples of math problems as scaffold during instruction and practice.	Given one-step word problems involving one of the four operations on integers, A will solve the problems with 85% accuracy. A will pass a mixed multiplication timed test with a 90% accuracy in 4 out of 5 attempts. Given choice of topic, A will write simple sentences containing different parts of speech to include correct punctuation with an 80 % accuracy

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Will Power	Eager to please teachers Good work ethic. Determined to his learn Self-confidence to ask for assistance when he is struggling in an area	Reading grade level passages (2.7 reading level) Answering comprehension questions. Math computations Math Concepts Multiplication facts	Small group Oral reading of test questions and answer choices in English only Repeat/paraphrase questions for clarity in English only Frequent breaks/Extended time for completion visual/verbal cues with instruction;	Text to speech software with text highlighting as it is reads digital text above students current reading level.	Phonics based direct instruction for decoding multisyllabic words Repeated Readings for fluency Direct Instruction of Question-Answer Relationship (QAR) Strategy and Generating Questions strategy for comprehension Teach acronyms for steps to solve a problem Teach student to write explicit steps of math computation before beginning practice work or test on scratch paper. Incremental Rehearsal for multiplication facts and sight words	B will increase his reading comprehension score from a 17 to a 29 with testing opportunities every two weeks. B will increase his reading STAR score from a 2.7 grade equivalency to a 3.7 grade equivalency. He will have a testing opportunities once a month. B will pass a mixed multiplication timed test with a 90% accuracy in 4 out of 5 attempts.
Daisy Boo	Math calculations for critical thinking and problem solving. Working memory for problem solving Reads on grade level. Using technology to complete assignments	Academic: Focus/ On task behavior Organization skills. Behavior: Social Communication Social Motivation Often does not communicate or get along with others.	Proximity Control Extended time and frequent breaks for completion of task Check for understanding Desk Divider to reduce distractions Visual/ Physical Cue when he is off task Daily behavior log Provide a schedule for the student	Timer with Reminder of the amount of time left...	Provide reinforcers for on task behaviors checking every 8 minutes. Daily Notebook "self" checks for materials before he leaves class. Utilize Color codes for organization of handouts/notebook Social Interaction: Role Play Social Stories Stress Management Techniques	1. will use a checklist to ensure that he has completed and turned in all assignments, placed work in appropriate folders & gathered personal items daily. 2. will describe environmental/contextual cues in a social event or scene and describe responding appropriately and inappropriate behaviors for the situation. 3.In conversation, will ask initial questions of a communicative partner to find out more about that person and ask follow-up questions for the partner to find out more about that person.

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Justin Case	Gets along well with his classmates. Respectful to teachers. Conceptual Understanding in Math and ELA He catches on quickly when being taught a new skill. Spelling Expressive and receptive vocabulary Conversational skills with appropriate vocabulary	Reading fluency and accuracy Focus Writing with complete sentences Rushes through work causing mistakes Mild articulation disorder	Small group Testing Directions can also be explained, paraphrased, and repeated Extended time but not to exceed time and a half	Text to speech software with text highlighting as it is reads digital text above students current reading level. Word processor with grammar supports on for assignments requiring complete sentences or paragraphs.	Phonics based direct instruction for decoding multisyllabic words Repeated Readings for fluency Modeling Allow movement while working within proximity of desk Check for understanding Teach student to check for mistakes before turning in assignments (peer review process)	will increase his reading equivalency from a 2.7 to a 3.7 with testing opportunities once a month. will bring his Math Concepts and Application score up from a 15 to a 33 with testing opportunities every two weeks. Given instruction, will improve his articulation skills in conversation as measured by data, observations, assessments, and teacher report.

Reflection Activity 1

Talk through the following scenarios with your elbow partner and discuss how you would handle the following situations.

1. What do you do if a student refuses accommodation?
2. What if your student does not have what you feel are the necessary accommodations?
3. What should you do if you feel the student has too many (or unnecessary) accommodations?
4. What should you do if the student is embarrassed and does not want to be singled out for necessary accommodations?
5. What should you do if your co-teacher feels that the accommodations are unreasonable and takes too much of teacher's time?
6. What if you and your co-teacher disagree with the accommodations provided in the IEP and feel like it gives the student a unfair advantage.
7. What would you do if a parent challenges you and questions whether you are providing the required accommodation?
8. How should a student's accommodations be decided?

Seven Keys to Effective Feedback

Grant Wiggins

Advice, evaluation, grades—none of these provide the descriptive information that students need to reach their goals. What is true feedback—and how can it improve learning?

Who would dispute the idea that feedback is a good thing? Both common sense and research make it clear: Formative assessment, consisting of lots of feedback and opportunities to use that feedback, enhances performance and achievement.

Yet even John Hattie (2008), whose decades of research revealed that feedback was among the most powerful influences on achievement, acknowledges that he has "struggled to understand the concept" (p. 173). And many writings on the subject don't even attempt to define the term. To improve formative assessment practices among both teachers and assessment designers, we need to look more closely at just what feedback is—and isn't.

What Is Feedback, Anyway?

The term *feedback* is often used to describe all kinds of comments made after the fact, including advice, praise, and evaluation. But none of these are feedback, strictly speaking.

Basically, feedback is information about how we are doing in our efforts to reach a goal. I hit a tennis ball with the goal of keeping it in the court, and I see where it lands—in or out. I tell a joke with the goal of making people laugh, and I observe the audience's reaction—they laugh loudly or barely snicker. I teach a lesson with the goal of engaging students, and I see that some students have their eyes riveted on me while others are nodding off.

Here are some other examples of feedback:

- A friend tells me, "You know, when you put it that way and speak in that softer tone of voice, it makes me feel better."
- A reader comments on my short story, "The first few paragraphs kept my full attention. The scene painted was vivid and interesting. But then the dialogue became hard to follow; as a reader, I was confused about who was talking, and the sequence of actions was puzzling, so I became less engaged."

Source: From Wiggins, G. (2012). 7 keys to effective feedback. *Educational Leadership, 70*(1), pp. 10–16. Alexandria, VA: ASCD. Copyright 2012 by ASCD. Reprinted with permission.

- A baseball coach tells me, "Each time you swung and missed, you raised your head as you swung so you didn't really have your eye on the ball. On the one you hit hard, you kept your head down and saw the ball."

Note the difference between these three examples and the first three I cited—the tennis stroke, the joke, and the student responses to teaching. In the first group, I only had to take note of the tangible effect of my actions, keeping my goals in mind. No one volunteered feedback, but there was still plenty of feedback to get and use. The second group of examples all involved the deliberate, explicit giving of feedback by other people.

Whether the feedback was in the observable effects or from other people, in every case the information received was not advice, nor was the performance evaluated. No one told me as a performer what to do differently or how "good" or "bad" my results were. (You might think that the reader of my writing was judging my work, but look at the words used again: She simply played back the effect my writing had on her as a reader.) Nor did any of the three people tell me what to do (which is what many people erroneously think feedback is—advice). Guidance would be premature; I first need to receive feedback on what I did or didn't do that would warrant such advice.

In all six cases, information was conveyed about the effects of my actions as related to a goal. The information did not include value judgments or recommendations on how to improve. (For examples of information that is often falsely viewed as feedback, see "Feedback vs. Advice" above and "Feedback vs. Evaluation and Grades" on p. 15.)

Decades of education research support the idea that by teaching *less* and providing *more* feedback, we can produce greater learning (see Bransford, Brown, & Cocking, 2000; Hattie, 2008; Marzano, Pickering, & Pollock, 2001). Compare the typical lecture-driven course, which often produces less-than-optimal learning, with the peer instruction model developed by Eric Mazur (2009) at Harvard. He hardly lectures at all to his 200 introductory physics students; instead, he gives them problems to think about individually and then discuss in small groups. This system, he writes, "provides frequent and continuous feedback (to both the students and the instructor) about the level of understanding of the subject being discussed" (p. 51), producing gains in both conceptual understanding of the subject and

problem-solving skills. Less "teaching," more feedback equals better results.

Feedback Essentials

Whether feedback is just there to be grasped or is provided by another person, helpful feedback is goal-referenced; tangible and transparent; actionable; user-friendly (specific and personalized); timely; ongoing; and consistent.

Goal-Referenced

Effective feedback requires that a person has a goal, takes action to achieve the goal, and receives goal-related information about his or her actions. I told a joke—why? To make people laugh. I wrote a story to engage the reader with vivid language and believable dialogue that captures the characters' feelings. I went up to bat to get a hit. If I am not clear on my goals or if I fail to pay attention to them, I cannot get helpful feedback (nor am I likely to achieve my goals).

Information becomes feedback if, and only if, I am trying to cause something and the information tells me whether I am on track or need to change course. If some joke or aspect of my writing *isn't working*—a revealing, nonjudgmental phrase—I need to know.

Note that in everyday situations, goals are often implicit, although fairly obvious to everyone. I don't need to announce when telling the joke that my aim is to make you laugh. But in school, learners are often unclear about the specific goal of a task or lesson, so it is crucial to remind them about the goal and the criteria by which they should self-assess. For example, a teacher might say,

- The point of this writing task is for you to make readers laugh. So, when rereading your draft or getting feedback from peers, ask, How funny is this? Where might it be funnier?
- As you prepare a table poster to display the findings of your science project, remember that the aim is to interest people in your work as well as to describe the facts you discovered through your experiment. Self-assess your work against those two criteria using these rubrics. The science fair judges will do likewise.

Tangible and Transparent

Any useful feedback system involves not only a clear goal, but also tangible results related to the goal. People laugh, chuckle, or don't laugh at each joke; students are highly atten-

tive, somewhat attentive, or inattentive to my teaching.

Even as little children, we learn from such tangible feedback. That's how we learn to walk; to hold a spoon; and to understand that certain words magically yield food, drink, or a change of clothes from big people. The best feedback is so tangible that anyone who has a goal can learn from it.

Alas, far too much instructional feedback is opaque, as revealed in a true story a teacher told me years ago. A student came up to her at year's end and said, "Miss Jones, you kept writing this same word on my English papers all year, and I still don't know what it means." "What's the word? " she asked. "Vag-oo," he said. (The word was *vague*!)

Sometimes, even when the information is tangible and transparent, the performers don't obtain it—either because they don't look for it or because they are too busy performing to focus on the effects. In sports, novice tennis players or batters often don't realize that they're taking their eyes off the ball; they often protest, in fact, when that feedback is given. (Constantly yelling "Keep your eye on the ball!" rarely works.) And we have all seen how new teachers are sometimes so busy concentrating on "teaching" that they fail to notice that few students are listening or learning.

That's why, in addition to feedback from coaches or other able observers, video or audio recordings can help us perceive things that we may not perceive as we perform; and by extension, such recordings help us learn to look for difficult-to-perceive but vital information. I recommend that all teachers videotape their own classes at least once a month. It was a transformative experience for me when I did it as a beginning teacher. Concepts that had been crystal clear to me when I was teaching seemed opaque and downright confusing on tape—captured also in the many quizzical looks of my students, which I had missed in the moment.

Actionable

Effective feedback is concrete, specific, and useful; it provides *actionable* information. Thus, "Good job!" and "You did that wrong" and *B+* are not feedback at all. We can easily imagine the learners asking themselves in response to these comments, What *specifically* should I do more or less of next time, based on this information? No idea. They don't know what was "good" or "wrong" about what they did.

Actionable feedback must also be accepted by the performer. Many so-called feedback situations lead to arguments because the givers are not sufficiently descriptive; they jump to an inference from the data instead of simply presenting the data. For example, a supervisor may make the unfortunate but common mistake of stating that "many students were bored in class." That's a judgment, not an observation. It would have been far more useful and less debatable had the supervisor said something like, "I counted ongoing inattentive behaviors in 12 of the 25 students once the lecture was underway. The behaviors included texting under desks, passing notes, and making eye contact with other students. However, after the small-group exercise began, I saw such behavior in only one student."

Such care in offering neutral, goal-related facts is the whole point of the clinical supervision of teaching and of good coaching more generally. Effective supervisors and coaches work hard to carefully observe and comment on what they observed, based on a clear statement of goals. That's why I always ask when visiting a class, "What would you like me to look for and perhaps count?" In my experience as a teacher of teachers, I have always found such pure feedback to be accepted and welcomed. Effective coaches also know that in complex performance situations, actionable feedback about what went right is as important as feedback about what didn't work.

User-Friendly

Even if feedback is specific and accurate in the eyes of experts or bystanders, it is not of much value if the user cannot understand it or is overwhelmed by it. Highly technical feedback will seem odd and confusing to a novice. Describing a baseball swing to a 6-year-old in terms of torque and other physics concepts will not likely yield a better hitter. Too much feedback is also counterproductive; better to help the performer concentrate on only one or two key elements of performance than to create a buzz of information coming in from all sides.

Expert coaches uniformly avoid overloading performers with too much or too technical information. They tell the performers one important thing they noticed that, if changed, will likely yield immediate and noticeable improvement ("I was confused about who was talking in the dialogue you wrote in this paragraph"). They don't offer advice until they make sure the performer understands the importance of what they saw.

Timely

In most cases, the sooner I get feedback, the better. I don't want to wait for hours or days to find out whether my students were attentive and whether they learned, or which part of my written story works and which part doesn't. I say "in most cases" to allow for situations like playing a piano piece in a recital. I don't want my teacher or the audience barking out feedback as I perform. That's why it is more precise to say that good feedback is "timely" rather than "immediate."

A great problem in education, however, is untimely feedback. Vital feedback on key performances often comes days, weeks, or even months after the performance—think of writing and handing in papers or getting back results on standardized tests. As educators, we should work overtime to figure out ways to ensure that students get more timely feedback and opportunities to use it while the attempt and effects are still fresh in their minds.

Before you say that this is impossible, remember that feedback does not need to come only from the teacher, or even from people at all. Technology is one powerful tool—part of the power of computer-assisted learning is unlimited, timely feedback and opportunities to use it. Peer review is another strategy for managing the load to ensure lots of timely feedback; it's essential, however, to train students to do small-group peer review to high standards, without immature criticisms or unhelpful praise.

Ongoing

Adjusting our performance depends on not only receiving feedback but also having opportunities to use it. What makes any assessment in education *formative* is not merely that it precedes summative assessments, but that the performer has opportunities, if results are less than optimal, to reshape the performance to better achieve the goal. In summative assessment, the feedback comes too late; the performance is over.

Thus, the more feedback I can receive in real time, the better my ultimate performance will be. This is how all highly successful computer games work. If you play Angry Birds, Halo, Guitar Hero, or Tetris, you know that the key to substantial improvement is that the feedback is both timely and ongoing. When you fail, you can immediately start over—sometimes even right where you left off—to get another opportunity to receive and learn from the feedback. (This powerful *feedback loop* is also user-friendly. Games are built to reflect and adapt to

our changing need, pace, and ability to process information.)

It is telling, too, that performers are often judged on their ability to adjust in light of feedback. The ability to quickly adapt one's performance is a mark of all great achievers and problem solvers in a wide array of fields. Or, as many little league coaches say, "The problem is not making errors; you will all miss many balls in the field, and that's part of learning. The problem is when you don't learn from the errors."

Consistent

To be useful, feedback must be consistent. Clearly, performers can only adjust their performance successfully if the information fed back to them is stable, accurate, and trustworthy. In education, that means teachers have to be on the same page about what high-quality work is. Teachers need to look at student work together, becoming more consistent over time and formalizing their judgments in highly descriptive rubrics supported by anchor products and performances. By extension, if we want student-to-student feedback to be more helpful, students have to be trained to be consistent the same way we train teachers, using the same exemplars and rubrics.

Progress Toward a Goal

In light of these key characteristics of helpful feedback, how can schools most effectively use feedback as part of a system of formative assessment? The key is to gear feedback to long-term goals.

Let's look at how this works in sports. My daughter runs the mile in track. At the end of each lap in races and practice races, the coaches yell out *split times* (the times for each lap) and bits of feedback ("You're not swinging your arms!" "You're on pace for 5:15"), followed by advice ("Pick it up—you need to take two seconds off this next lap to get in under 5:10!").

My daughter and her teammates are getting feedback (and advice) about how they are performing now compared with their final desired time. My daughter's goal is to run a 5:00 mile. She has already run 5:09. Her coach is telling her that at the pace she just ran in the first lap, she is unlikely even to meet her best time so far this season, never mind her long-term goal. Then, he tells her something descriptive about her current performance (she's not swinging her arms) and gives her a brief piece of concrete advice (take two seconds off the next lap) to make achievement of the goal more likely.

The ability to improve one's result depends on the ability to adjust one's pace in light of ongoing feedback that measures performance against a concrete, long-term goal. But this isn't what most school district "pacing guides" and grades on "formative" tests tell you. They yield a grade against recent objectives taught, not useful feedback against the *final* performance standards. Instead of informing teachers and students at an interim date whether they are on track to achieve a desired level of student performance by the end of the school year, the guide and the test grade just provide a schedule for the teacher to follow in delivering content and a grade on that content. It's as if at the end of the first lap of the mile race, My daughter's coach simply yelled out, "*B+* on that lap!"

The advice for how to change this sad situation should be clear: Score student work in the fall and winter against spring standards, use more pre-and post-assessments to measure progress toward these standards, and do the item analysis to note what each student needs to work on for better future performance.

"But There's No Time!"

Although the universal teacher lament that there's no time for such feedback is understandable, remember that "no time to give and use feedback" actually means "no time to cause learning." As we have seen, research shows that *less* teaching plus *more* feedback is the key to achieving greater learning. And there are numerous ways—through technology, peers, and other teachers—that students can get the feedback they need.

So try it out. Less teaching, more feedback. Less feedback that comes only from you, and more tangible feedback designed into the performance itself. And, of course, send me some feedback on this article at gwiggins@authenticeducation.org.

Feedback vs. Advice

› You need more examples in your report.
› You might want to use a lighter baseball bat.
› You should have included some Essential Questions in your unit plan.

These three statements are not feedback; they're advice. Such advice out of the blue seems at best tangential and at worst unhelpful and annoying. Unless it is preceded by descriptive feedback, the natural response of the performer is to wonder, "Why are you suggesting this?" As coaches, teachers, and parents, we too often jump right to advice without first ensuring that the learner has sought, grasped, and tentatively accepted the feedback on which the advice is based. By doing so, we often unwittingly end up unnerving learners. Students become increasingly insecure about their own judgment and dependent on the advice of experts—and therefore in a panic about what to do when varied advice comes from different people or no advice is available at all.

If your ratio of advice to feedback is too high, try asking the learner, "Given the feedback, do you have some ideas about how to improve?" This approach will build greater autonomy and confidence over the long haul. Once they are no longer rank novices, performers can often self-advise if asked to.

Feedback vs. Evaluation and Grades

› Good work!
› This is a weak paper.
› You got a C on your presentation.
› I'm so pleased by your poster!

These comments make a value judgment. They rate, evaluate, praise, or criticize what was done. There is little or no feedback here—no actionable information about what occurred. As performers, we only know that someone else placed a high or low value on what we did.

How might we recast these comments to be useful feedback? Tip: Always add a mental colon after each statement of value. For example,

- "Good work: Your use of words was more precise in this paper than in the last one, and I saw the scenes clearly in my mind's eye."
- "This is a weak paper: Almost from the first sentence, I was confused as to your initial thesis and the evidence you provide for it. In the second paragraph you propose a different thesis, and in the third paragraph you don't offer evidence, just beliefs."

You'll soon find that you can drop the evaluative language; it serves no useful function.

The most ubiquitous form of evaluation, grading, is so much a part of the school landscape that we easily overlook its utter uselessness as actionable feedback. Grades are here to stay, no doubt—but that doesn't mean we should rely on them as a major source of feedback.

Grant Wiggins provides additional insights about feedback at ASCD's Inservice blog: http://inservice.ascd.org/category/educational-leadership

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Grant Wiggins is president of Authentic Education in Hopewell, New Jersey; www.authenticeducation.org. He is the author of *Educative Assessment: Designing Assessments to Inform and Improve Student Performance* (Jossey-Bass, 1998) and coauthor, with Jay McTighe, of many books in ASCD's Understanding by Design series.

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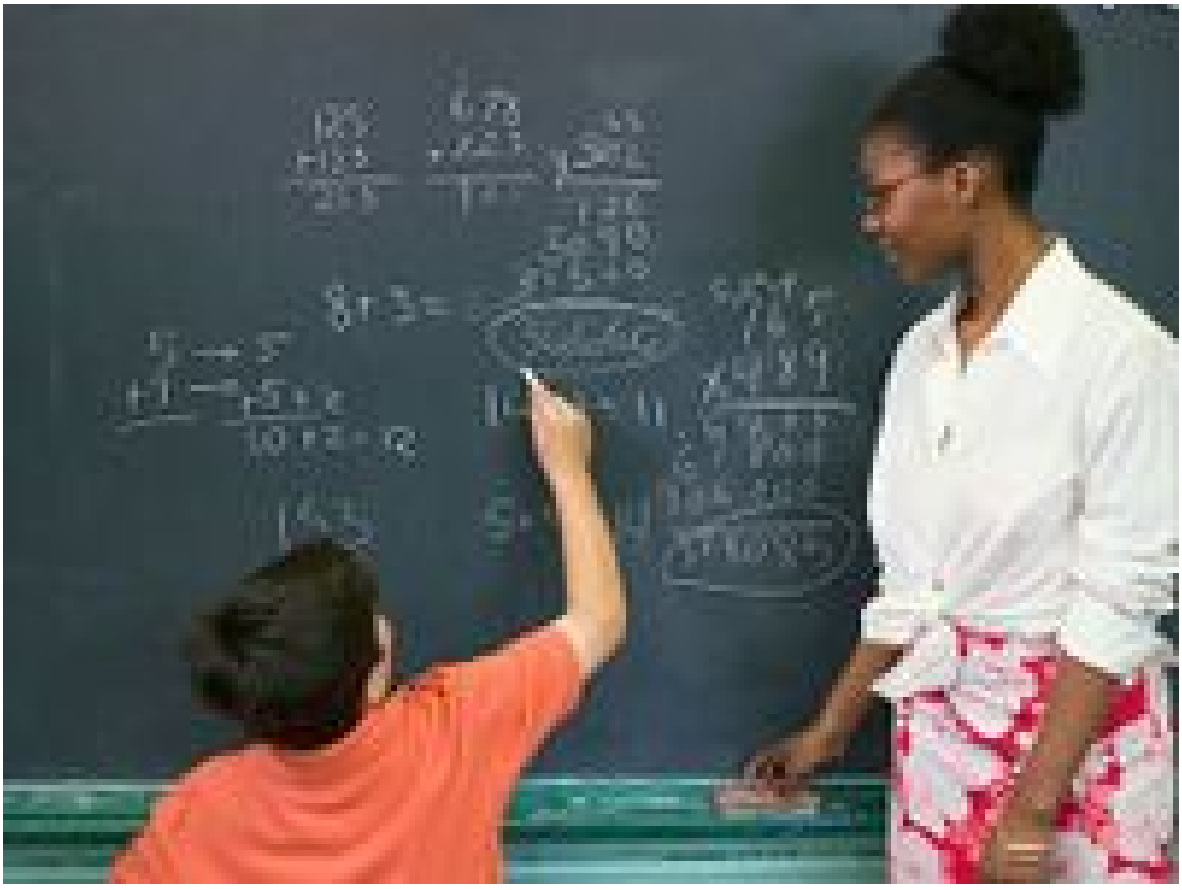
FORMATIVE ASSESSMENT

5 Research-Based Tips for Providing Students with Meaningful Feedback

By ***Marianne Stenger***

August 6, 2014



In recent years, research has confirmed what most teachers already knew: providing students with meaningful feedback can greatly enhance learning and improve student achievement.

Professor ***James Pennebaker*** (' attr(href) ') from the University of Texas at Austin has been researching the benefits of frequent testing and the feedback it leads to. He explains that in the history of the study of learning, the role of feedback has always been central.

> *When people are trying to learn new skills, they must get some information that tells them whether or not they are doing the right thing. Learning in the classroom is no exception. Both the mastery of content and, more importantly, the mastery of how to think require trial-and-error learning.*

The downside, of course, is that not all feedback is equally effective, and it can even be counterproductive, especially if it's presented in a solely negative or corrective way.

So what exactly are the most effective ways to use feedback in educational settings?

Although there is no quick or easy answer to this question, here are five research-based tips for providing students with the kind of feedback that will increase motivation, build on existing knowledge, and help them reflect on what they've learned.

1. BE AS SPECIFIC AS POSSIBLE

In a review of the available research titled "***The Power of Feedback*** (' attr(href) ')," University of Auckland professors Helen Timperley and John Hattie highlight the importance of supplying learners with specific information about what they are doing right or wrong.

For example, feedback like "Great job!" doesn't tell the learner what he did right, and likewise, a statement such as "Not quite there yet" doesn't give her any insight into what she did wrong and how she can do better the next time around.

Instead, researchers suggest taking the time to provide learners with information on what exactly they did well, and what may still need improvement. They also note that it can be helpful to tell the learner what he is doing differently than before.

Has a student's performance changed or improved since the last time you assessed her? Let her know about it, even if she still has a long way to go.

2. THE SOONER THE BETTER

Numerous studies indicate that feedback is most effective when it is given immediately, rather than a few days, weeks, or months down the line.

In one study that looked at ***delayed vs. immediate feedback*** (' attr(href) '), the researchers found that participants who were given immediate feedback showed a significantly larger increase in performance than those who had received delayed feedback.

Another ***research project from the University of Minnesota*** (' attr(href) ') showed that students who received lots of immediate feedback were better able to comprehend the material they had just read.

Of course, it's not always possible to provide students with feedback right on the spot, but sooner is definitely better than later.

3. ADDRESS THE LEARNER'S ADVANCEMENT TOWARD A GOAL

Timperley and Hattie note that effective feedback is most often oriented around a specific achievement that students are (or should be) working toward. When giving feedback, it should be clear to students how the information they are receiving will help them progress toward their final goal.

4. PRESENT FEEDBACK CAREFULLY

The way feedback is presented can have an impact on how it is received, which means that sometimes even the most well-meaning feedback can come across the wrong way and reduce a learner's motivation.

Psychologist and author ***Edward Deci*** (' attr(href) ') has identified three situations in which feedback could be counterproductive:

- When learners feel too strictly monitored: If learners feel that they are being too closely monitored, they might become nervous or self-conscious, and as a result, disengaged from learning.

- When learners interpret feedback as an attempt to control them: Learners may sometimes interpret feedback as an attempt to control them or tell them how they should be doing something rather than guidance on how to improve.

- When learners feel an uncomfortable sense of competition: Feedback shared in a group setting could cause learners to feel like they have to compete with their peers. This can be another source of disengagement in learning.

To avoid these situations, Deci suggests fully explaining the purpose of any monitoring, and ensuring that learners understand how the feedback is meant to help them compete against their own personal bests rather than each other.

5. INVOLVE LEARNERS IN THE PROCESS

The importance of involving learners in the process of collecting and analyzing performance-based data cannot be understated. Pennebaker says:

> *Students **must** be given access to information about their performance . . . At the broadest level, students need to know if they actually have mastered the material or not. Giving them information about the ways they are studying, reading, searching for information, or answering questions can be invaluable.*

When students have access to this information, they develop an awareness of their learning, and are more easily able to recognize mistakes and eventually develop strategies for tackling weak points themselves.

In the comments below, please tell us about how you give your students feedback, and about how it affects their learning.

FILED UNDER

- **Formative Assessment**
- **Assessment**
- **Teacher Leadership**
- **Teaching Strategies**
- **All Grades**

Student Perception of Learning Target Mastery

Name: _____ Subject: _____

Please rate your level of mastery of the learning targets using the rating scale:

1.	2.	3.	4.
I'm unclear on the target. I am lost and need a lot of help.	I'm hitting the target sometimes, but still have difficulty. I need some help.	I'm hitting the target consistently but not the bull's eye yet. I need a little help at times.	I'm hitting the bull's eye. I really understand and can teach others. I can do this by myself.

Unit:

Learning Target #	Learning Target Description	Check point 1		Check point 2		Check point 3		Check point 4	
		Date	Score	Date	Score	Date	Score	Date	Score

Progress Monitoring (TIER 4)

Student Name: _____ **Case Manager:**_____

Grade:_____ **IEP DATED:** _____

Area: Language Arts ☐ Reading ☐ Math ☐ Science ☐ Social Studies ☐ Behavior ☐

Other:

Who? What? Where?			**Dates and Progress**								
Tier IV: Specially Designed Instruction and/or Specific IEP/Goal objectives/ Accommodation	**Frequency, Person Providing Intervention, and location**	**How will progress be monitored?**									**Will criteria be met before end of IEP?**
											YES ☐ **NO** ☐
											YES ☐ **NO** ☐
											YES ☐ **NO** ☐
											YES ☐ **NO** ☐

Stages of Co-Teaching

TEAM:_____ SCHOOL:_____ DATE:_____

Co-Teaching as defined by Murawaski, 2003, is when two or more educators co-plan, co-instruct, and co-assess a group of students with diverse needs in the same general education classroom. Notice the emphasis on co-plan, co-instruct and co-assess. Quality teaching can only occur if teachers are constantly planning, instructing and assessing students. Friend and Cook, 2007 also discussed effective co-teaching components in *Interactions*. Below is a self-assessment and observation document to use as a guide to decide where you are as a co-teaching team and what indicators you need to focus on for improved outcomes to be effective co-teachers. Your goal is to move to Stage 3 for all indicators.

For each Indicator, circle where you see the co-teaching team. Then discuss with your co-teaching partner. Decide one area as a team you will focus on for improvement and set a goal.

Write the goal: _____

If using this form as a Co-Teaching walkthrough, circle what you observe.

Indicator	Stage 1	Stage 2	Stage 3
Co-Planning	There is little or no evidence of co-planning. It is observed that the special education teacher just walks in the room and assists on most days.	There is evidence of some co-planning, but not clearly defined roles and clear understanding of outcomes. It is observed the general education teacher is leading the lesson and classroom.	There is clear evidence that the team consistently co-plans together. It is hard to tell who the general education teacher is and who is the special education teacher. The classroom runs smoothly and is it very different because two teachers are in the room There are clear outcomes. Multiple groupings and co-teaching approaches observed
Instructional Roles	Both teachers share instructional roles and responsibilities	Both teachers share equally in instructional roles and responsibilities	Both teachers consistently share all instructional roles and responsibilities. It is difficult to tell which teacher general education and which teacher is special education.

Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Stages of Co-Teaching

Instructional Knowledge and Content	Both teachers are aware of classroom procedures, routines, schedules and some content knowledge	Both teachers demonstrate a fluid knowledge of classroom procedures, routines and schedules. They work together to plan most concepts and lessons and demonstrate knowledge of the standards as well as IEP goals.	Both teachers consistently demonstrate a fluid knowledge of classroom procedures, routines and schedules. Both consistently demonstrate a high level of content knowledge of the standards and IEP goals. HLPs and EPBs are demonstrated by both teachers.
Flexible Grouping	Whole group is the predominate grouping structure. All are teacher led groups.	Whole group with some independent work groups is the predominate grouping structure. Some small groups are utilized. Most are teacher led.	It is evident that co-planning has occurred, and flexible grouping is varied. A variety of grouping is used effectively and fluidly throughout a lesson to include whole group, small group, independent groups and both teacher and student led groups.
Co-Teaching Models	Predominate Co-Teaching models are one teach/one observe or one teach/one assist with the special education teacher observing or assisting.	Predominate Co-Teaching models are limited with some station teaching and parallel teaching used along with one teach and one assist.	All six co-teaching models are effectively used based upon co-planning for the lesson. There is rarely one teach/one assist or one teach/one observe. If that model is used, it is clearly for a specific purpose to collect data.
Engagement	Little or no differentiation. Students are all doing the same activities with few or no accommodations. Little of no feedback is given to students.	Most students are accessing the general curriculum. There are appropriate accommodations with varied choice activities and differentiation. Students are engaged	All students are accessing the general curriculum through multiple means. There are appropriate accommodations with varied choice activities to meet all needs of

Stages of Co-Teaching

		and focused. Universal Design for learning is observed. Student feedback is provided.	students. Instruction looks significantly different because two teachers are in the room. Universal design for learning is observed. High levels of engagement are observed. Frequent feedback to students is heard and observed.

Co- Teaching Partner: _____ Co-Partner: _____

Observer: _____

Comments: _____

_____

_____