Using Effective Feedback to Drive Learning

Using Visible Learning Research to Empower Teachers to Best impact Student Learning

Professional Learning Webinar
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Learning Intentions:

By the end of this session you will:
- Understand the instructional feedback model

- Understand the link between teacher clarity and feedback

- Understand how the role of feedback can improve student learning

Success Criteria:

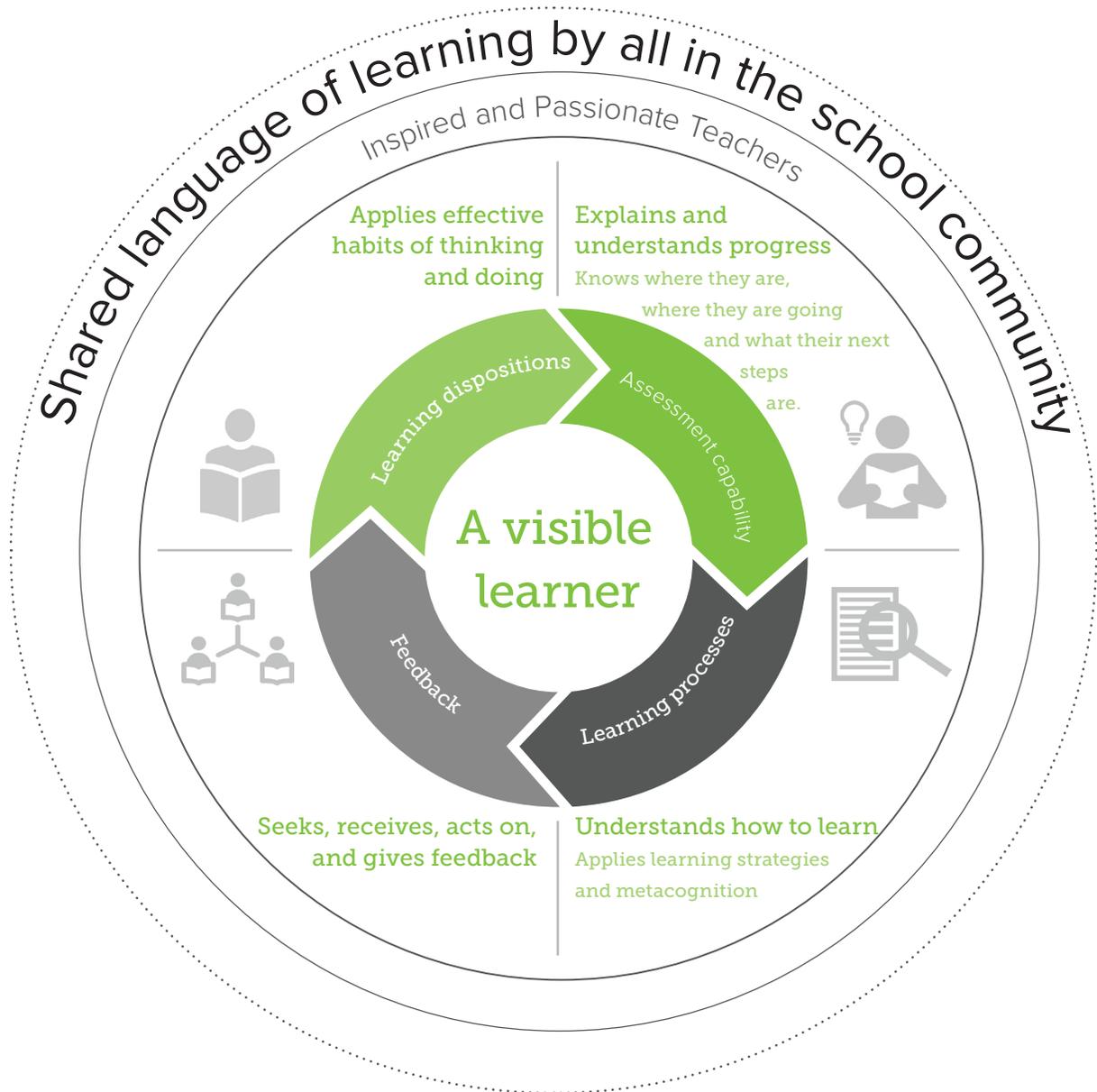## You will be successful when you can:

- Describe the role of the instructional model for feedback and its potential impact on learning

- Describe the link between teacher clarity and effective feedback

- Determine actions to monitor the current reality of feedback in your school / district

- Be able to explain the implications of the feedback message for your school.

Brief Summary of Research/Evidence around feedback and the impact on achievement

1. *"…feedback and instruction become intertwined until "the process itself takes on the forms of new instruction, rather than informing the student solely about correctness." (Hattie, 2009).*

2. *"**Affirmed that when student work is returned with comments and a grade** – the students will focus on the grade and ignore the comments. Descriptive comments have the best chance of being read as descriptive is they are not accompanied by a grade."* Butler and Nisan, 1986

3. Carless 2006, *asked students and teachers whether teachers provided detailed feedback often or always, 70 percent of teachers agreed but only 45 percent of students agreed."*

4. *(80-20 principal) "Over 80% of the feedback students receive on a daily basis is from peers… and most feedback students obtained was from peers and most was incorrect (<20%)."* (Nuthall 2005)

5. *"Feedback is more effective when it provides information on correct rather than incorrect responses and when it builds on changes from pervious traits. Praise for completing a task appears to be ineffective."* Kluger and DeNisi (1996)

6. "When feedback draws attention to the self, students try to avoid the risks involved in tackling a challenging assignment—they minimize effort, and they have a high fear of failure in order to minimize the risk to self" (Black and William,1998).

7. *"*Feedback can only build on something; It is of little use when there is no initial learning or surface information" (Hattie, 2008).

Reflective Question:

Which of the research statements on feedback did you find the most interesting or compelling? Why?

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Shared language of learning by all in the school community

Inspired and Passionate Teachers

Applies effective habits of thinking and doing

Explains and understands progress
Knows where they are, where they are going and what their next steps are.

Learning dispositions

Assessment capability

A visible learner

Feedback

Learning processes

Seeks, receives, acts on, and gives feedback

Understands how to learn
Applies learning strategies and metacognition

Feedback fit

Effective feedback should be targeted to students in order to meet their level of skill or expertise. There is no point giving self-regulation feedback to a novice. A novice requires feedback at task level – about the basics. We can consider that there is an instructional fit for feedback.

Task	New material
Process	Some degree of proficiency
Self-regulation	High degree of proficiency
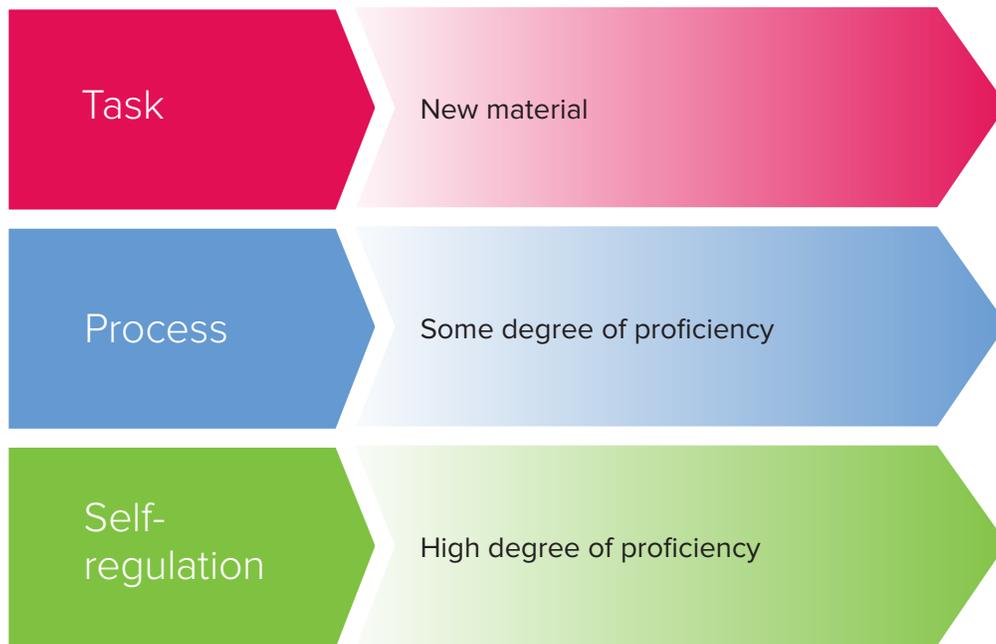
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Coding different types of feedback

Read the comments below made by a teacher to a student and decide whether the level of feedback is task, process, self-regulation, or self/praise.

Description of feedback	Task	Process	Self-regulation	Self/praise
Did you remember to put a comma, James?				
You are such a great writer, Mandy.				
Can you think of a way to make your writing better?				
You spell freezer – f-r-e-e-z-e-r.				
Do you think you have met the success criteria?				
I like the way you remembered to start this idea with a new paragraph.				
What strategy could you use to take your writing to the next level?				
I know you can do better, Marsha.				
Nodding (in response to, "Is this how you spell 'old'?").				
You're a star, Brad (written comment on work sample).				
Total				

Type of Feedback	General Description	When to use	Examples
Task	Help guide / direct a student / learner related to how well a task or performance has been accomplished (Correct or Incorrect)	When material / information is new or student / learner is at the emergent level.	Helping students…. • Differentiate between correct from incorrect answers • Build upon basic information / factual elements to then apply into deeper levels of learning.
Process	Help guide / direct a student / learner related to how they are using / applying strategies to accomplish task or goal. Helping them consider if there are alternative strategies or actions they could take.	**SOME degree of mastery OR past evidence of mastery.** When student / learner is starting to make connections and identify relationships between ideas.	Helping students… • Determine what is wrong & why? • Recognize (remember) strategies they could use to detect errors or mistakes they are making. • Explicitly learn from their errors • Cue learner to different strategies they could use to detect & avoid future error.

Self-Regulation Feedback	Help guide student / learner towards their own self-monitoring of a goal or next level of learning.	***High or close to high degree of mastery.*** When student / learner is at or close to developing the ability to create their own internal feedback structure for task or goal and then to be able to self-assess	Help students… • Develop a willingness to put forth mor effort into seeking and utilize feedbac they need & will receive • Develop ability to able to review & sel assess their own work to decide if at mastery or how close / far away they are. • Seeking seek further information (disconfirmation) to confirm or refute response.

Practical Classroom Examples of Instructional Feedback

	English	Math	Science	Social Studies
Task	"You have stated the events from the text in correct order, but haven't correctly stated key inferences from how their sequence impacted future impacts. Include that specific point in your rewrite."	"You are getting the order of operations wrong right from the start. Let's try this one again, and let's use your reference chart."	"You are getting phenotype and genotype mixed up. Which one conveys the genetic make-up?"	"Your timeline is not scaled properly. Let's start again."
Process	"You have aligned your three main points in your opening paragraph, but your next two seem to lack focus. What could we do to tighten them up?"	"How could you complete this proof in fewer steps? Tell me the strategies you were using. Which ones might be the most effective here?"	"You have correctly come up with a solid hypothesis, but I am not sure you have identified the controlled variable. How do we determine the difference between the two types of variables?"	"You are correct about two of the benefits of the balance of powers related to the three branches or government. What are a few others or maybe a downside?"
Self-Regulation	"How might you condense your summary for a headline in a newspaper?"	"You have solved the problem correctly and identified the best plan to build the bridge to withstand seismic waves up to 7.0. How could you explain your conclusion to a novice?"	"What recommendation would you make to these two parents related to their probability of having a child with that disorder? What tools would you give them to help weigh their decision?"	"How could you teach another student to come to the same conclusion about the real causes of the Civil War? What questions might you ask them if they get stuck?"

(Nagel, 2015, p. 167)

Type of Feedback	Example Question Stems (considering when to MOVE THE LEARNER TO that level of feedback)
Examples of considerations (or questions) for when to apply TASK Feedback	Does the student answer align at all to the success criteria? Is his answer correct/incorrect? To ask the student elaborate on their answer When we need to make sure they understand if their answer was correct. When we need to check and see if the know what other information is needed for them to meet the success criteria?
Examples / considerations (Often in the form of questions) for applying PROCESS FEEDBACK	What is wrong and why? What strategies did you use? How can you explain your correct answer? What other questions do you have about the task What are some of the relationships between what you did to other parts of the larger task? What other information is provided in the handout that you could've used to find the answer? How would you rate your understanding of the concepts so far related to this task? What do you still need to know?
SELF-REGULATION examples and question (stems).	How could you monitor your own work moving forward to take it to the next level? How can you monitor your own self-checking / self-assessing? How can you evaluate the information provided so far? What did you do to…? What happened when you…..?

	How can you account for…?
	What justification can be given for….What justification can you provide for your response / your answer?
	What further doused you have regarding this task?
	How does this compare to previous tasks? (Easier -harder?)
	What learning goals have you achieved and what would **you say** are your most important next learning steps and why?
	What does this information have in common with what we previously had been working on / studying?
	However your ideas/goals changed?
	If you were teaching another student this concept or skill… What would you look for in their mistakes to help her find them? What feedback might you provide then?
	Can you teach another student how to…?

Student feedback survey sample

This survey aims to help us understand what you mean by feedback, how valuable you think it is, and what the best types of feedback are for you. Knowing this will help make the feedback better for you in your learning. It is really important to answer every question, as this will help us better understand what you think.

	Strongly disagree	Mostly disagree	Somewhat disagree	Somewhat agree	Mostly agree	Stongly agree
1. At school feedback sounds motivating.						
2. At school feedback sounds helpful.						
3. At school feedback sounds useless.						
4. At school feedback sounds like good advice.						
5. At school feedback sounds like improvement.						
6. At school feedback sounds encouraging.						
7. At school feedback sounds negative.						
8. At school feedback makes me feel like giving up.						
9. At school feedback sounds like very specific comments.						
10. At school feedback sounds like useful criticism.						
11. At school feedback sounds like fixing mistakes.						
12. At school feedback sounds like things to improve.						

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These questions are about one specific teacher. Keep thinking about this teacher when answering the following questions.

	Strongly disagree	Mostly disagree	Somewhat disagree	Somewhat agree	Mostly agree	Stongly agree
13. I like feedback that tells me how good my work is.						
14. I like feedback that helps me understand how good my work is.						
15. I like feedback that helps me monitor and improve my thinking about the strategies I use in the task.						
16. I know how to complete my work successfully because of the feedback this teacher gives me.						
17. I understand the feedback I get from this teacher.						
18. I know that I am learning in this class.						
19. Feedback from this teacher has helped me understand things I did not understand.						
20. I know what to do next because of this teacher's feedback						

School staff feedback tool

This tool is designed to ascertain the types, regularity, and usefulness of feedback among staff members in our schools. It is designed to be used by all staff members – not just the teaching staff.

Types of feedback

	Often	Occasionally	Rarely	Never
Types of feedback				
I am given feedback where I'm told directly what I need to improve and how to do this.				
I am given feedback where I'm asked to think about different ways of doing things.				
I am asked to self-reflect on my performance and to identify how to improve.				
Regularity of feedback				
I receive feedback from my manager.				
I receive feedback from teaching staff.				
I receive feedback from administrative staff.				
I receive feedback from students.				
I receive feedback from parents.				
Giving feedback				
I give feedback to my manager.				
I give feedback to teaching staff.				
I give feedback to administrative staff.				
I give feedback to students.				
I give feedback to parents.				

	Often	Occasionally	Rarely	Never

Usefulness

	Often	Occasionally	Rarely	Never
The feedback I receive from my manager helps me improve my practice.				
The feedback I receive from teaching staff helps me improve my practice.				
The feedback I receive from administrative staff helps me improve my practice.				
The feedback I receive from students helps me improve my practice.				
The feedback I receive from parents helps me improve my practice.				

Relational trust

	Often	Occasionally	Rarely	Never
In this school it feels safe to give feedback to the principal.				
In this school it feels safe to give feedback to senior leaders.				
In this school it feels safe to give feedback to teachers.				
In this school it feels safe to give feedback to administration staff.				
In this school it feels safe to give feedback to parents.				
In this school it feels safe to give feedback to students.				
I think people would feel safe giving feedback to me.				

What kind of feedback do you or would you find most useful to improve your practice?

Measuring relational trust in your school

Bryk and Schneider's Teacher Trust Scale[1] was developed following seven years of work in 400 schools in the United States. The purpose of the scale is to establish the level of trust that exists in your school between you and your colleagues. This tool will help you understand the climate in your school, which is an important part of being able to give and receive effective feedback. You may wish to survey your staff and collate the results.

Please use the following six-point scale to indicate how much you agree or disagree with each statement (choose one number from 1–6 only for each question).

	1 Strongly Disagree	2 Mostly Disagree	3 Somewhat Disagree	4 Somewhat Agree	5 Mostly Agree	6 Strongly Agree
1 Teachers in this school trust each other.						
2 It's OK in this school to discuss feelings, worries, and frustrations with other teachers.						
3 Teachers respect other teachers who take the lead in school improvement efforts.						
4 Teachers at this school respect colleagues who are expert at their craft.						
5 I feel respected by other teachers in this school.						

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1   Bryk, A. S. and Schneider, B. (2002). *Trust in Schools: A core resource for improvement*. Russell Sage Foundation, New York, NY.