

FEEDBACK

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The opportunities to receive feedback are increasingly learner prompted where learners ask clarifying questions, play out impact of the critique, and discern what's worth pursuing in the next iteration or revision.

FEEDBACK

Teacher Generated

Teacher offers each learner actionable feedback to guide improvement based on established criteria.

Teacher HOM: *Thinking and communicating with clarity and precision; managing impulsivity*

Teacher: When providing feedback, I pay attention to the strengths of the work and identify areas in which the work can be improved. I resist giving too many areas of improvement.

I use the HOM remaining open to continuous learning to remind them that receiving feedback can help shape and modify their work.

Learner HOM: *Remaining open to continuous learning; persisting*

Learner: I take advantage of the opportunities to receive feedback and make certain I understand it well enough to be able to improve and modify my work.

Teacher & Learner Co-Created

Learner clarifies with teacher key questions and challenges about the work. Teacher offers feedback to guide improvement based on established criteria.

Teacher HOM: *Listening with understanding and empathy*

Teacher: I listen to challenges the learner is experiencing before I offer feedback to guide improvement based on established criteria.

Learner HOM: *Remaining open to continuous learning; persisting*

Learner: I use the criteria for evaluation to help me raise questions or concerns about the quality of my work. I clarify my key questions and challenges in the work with the teacher and/or with peers and act upon the feedback.

Learner Generated

Learner and teacher conference to clarify the questions the learner has about the work and consider who might offer credible feedback: peer, expert, teacher. The learner independently negotiates receiving feedback based on established criteria to guide improvement.

Teacher HOM: *Listening with understanding and empathy*

Teacher: I maintain an invitational tone as I learn about the questions and concerns the learner is raising. I encourage the learner to seek feedback from others beyond the walls of the school.

Learner HOM: *Remaining open to continuous learning; taking responsible risks*

Learner: I ask for a feedback conference and frame the conversation based on what's most important by posing questions and concerns. I listen to the feedback and ask clarifying questions before considering next steps.

Questions to reflect on for personalizing:

Looking Back...

- 1 When do I typically provide feedback?
- 2 What do I focus on when I provide feedback?
- 3 How do I give feedback?
- 4 What do I ask the learner to focus on as a result of feedback?
- 5 What is the expectation after the feedback is given?

Looking Forward...

- 1 Who initiates the request for feedback?
- 2 In what ways does the feedback serve the learner to discover more about their work – strengths and needs for improvement?
- 3 What opportunities does the learner have to improve the work?