

Guide and Professional Development Ideas for the Video: *Teacher Feedback*



Background

Teacher Feedback is one of four videos that were created as a companion to the book, *Supporting Every Young Learner: Maryland's Guide to Early Childhood Pedagogy Birth to Age 8*, a publication from the Maryland State Department of Education. The titles of the other three videos are *Student Engagement*, *Questioning and Student Discussion*, and *Using Center Activities to Foster Social Foundations and Inquiry-Based Learning*.

The 13 minute video contains footage of teachers interacting with students in five kindergarten classes and one prekindergarten class. Teacher comments are included with the vignettes to provide an insight into their thinking and teaching practices.

Summary

Feedback is most effective when it is timely, constructive, and specific. Video clips provide scenarios of teachers providing feedback that is purposeful and encourages student reflection. The intentional use of multiple modalities (e.g., visual, tactile and kinesthetic), engaging other students, and recognizing student effort are some of the practices seen on the video.

Teachers raise the level of learning with purposeful observation, feedback, questioning, and encouragement to help students reflect upon their work. Viewers of the video will be able to discuss strategies and practices that promote constructive feedback and the role that students play in having control over their learning.

Audience

Kindergarten, First, and Second Grade Teachers: purpose is highlighting the importance of being intentional when providing feedback to students. Feedback is most effective when it is timely, specific, and constructive. Strategies include the use of multiple modalities, engaging other students, and encouraging student reflection on their work.

Administrators and Supporting Staff: gain a better understanding of intentional teacher-student interactions when providing student feedback and the support teachers can give in helping students play a more active role in their learning by having them reflect on their work.

Prekindergarten and Child Care Teachers: view it through the lens of where their children are developmentally and reflect on how they provide feedback that is timely, specific, and constructive. Discuss how they can provide opportunities for children to reflect on their work.

Narration Found in the Teacher Feedback Video

The Maryland State Department of Education Division of Early Childhood Development has published *Supporting Every Young Learner: Maryland's Guide to Early Childhood Pedagogy, Birth to Age 8*, commonly referred to as the *Pedagogy Guide*. (Subtitle on screen: The *Pedagogy Guide* can be accessed by going to <http://earlychildhood.marylandpublicschools.org>). The Maryland Early Learning Standards are found in the appendix of the *Pedagogy Guide*. We hope you find this video to be a useful tool as you work with Maryland's children.

Pedagogy is the art and practice of teaching, and when implemented effectively, improves the quality of learning and development for children. Five areas of pedagogy are highlighted in chapter seven of the *Pedagogy Guide*.

- Communication;
- Engagement;
- Questioning and Discussion;
- Feedback; and
- Differentiation

Feedback has a major influence on a child's achievement and self-perception. A teacher's ability to carefully observe and monitor children is critical in providing effective feedback. Feedback should be equitable with all learners receiving feedback. Feedback is more than praising a child. Simply saying "great job" is not specific, and therefore does not reinforce the desired outcome. Feedback is most effective when it is:

- Timely;
- Constructive; and
- Specific.

The teacher plays an important role in fostering a classroom culture that encourages constructive criticism and opportunities for children to express themselves. In this video let's observe kindergarten and prekindergarten classes as teachers use feedback to promote student learning and understanding.

A powerful strategy for providing feedback is asking children to reflect and give feedback on their own work, as well as having their peers review it.

The teacher provides feedback using multiple modalities, including visual, tactile and kinesthetic. The student peer review helps them to reflect on their work. In the last example, two students discovered their subtraction problems were related. One student had 10 minus 4

equals 6 while the other one had 10 minus 6 equals 4. This example highlights the importance of teacher observation of students before giving feedback.

The quality of the feedback is more important than quantity. The teacher's judgment in providing feedback is based on observing a situation and her knowledge of the student. A talented teacher knows how and when to provide feedback to optimize student learning.

Specific feedback provides students with information on how they did and identifies areas of improvement. It causes them to reflect on their work and plan what they should do next. The teacher plays a vital role by being explicit in recognizing and applauding the student's effort. The research of Carol Dweck at Stanford University has emphasized the importance of children having a growth mindset rather than a fixed mindset, believing that achievement is a product of accepting challenges, being persistent and developing strategies to accomplish tasks. Teachers who explicitly acknowledge the effort and hard work of children send the message that the process of learning is most important.

Professional Development Activities for *Teacher Feedback Video*

Suggested Activity #1 (audience: kindergarten – grade 2 teachers and PK/preschool)

1. Opening questions for small group discussion
 - What forms of feedback do you currently use in your classroom?
 - Why do you use feedback?
 - When is feedback effective?
2. After summarizing discussion, distribute baggies with examples of non-specific feedback printed on strips of paper (refer to examples at the end of Activity #1*)
 - Ask participants to read and discuss the examples of feedback (will be revisited after viewing the video)
 - Refer to "Characteristics of Feedback" found on page 164 in the *Pedagogy Guide* (provide printed page(s) or display it on the screen)
 - Identify and briefly discuss characteristics of feedback
 - Timely (note: make the distinction between timely and immediate)
 - Constructive
 - Specific
3. Discuss how questioning and the use of peers are ways of providing feedback and encouraging reflection.
4. Ask participants to list examples of the following bulleted items when viewing the video by drawing three columns on a page or use the attached note-taking sheet.
 - Constructive or specific feedback
 - Peer feedback
 - Feedback encouraging student reflection

5. View the video (13 minutes) – Use closed captions (CC) to view dialogue
 - Consider stopping the video to highlight examples (presenter’s note-taking sheet has examples).
 - Look for examples of feedback that are constructive or specific, encourages self-reflection, and involves peers.
 - Observe how effective feedback looks and sounds.
 - How does classroom culture or climate impact feedback?
 - What role does teacher questioning play in providing feedback?
6. Discuss examples of feedback found in the video and the role of the teacher (use note-taking sheet if applicable).
7. Small group activity – return to the strips of paper with examples of non-specific feedback.
 - Refer to the 3 column headings on the note-taking paper (i.e., constructive or specific feedback, peer feedback, and feedback encouraging reflection)
 - Ask each group to revise the examples found on the strips of paper to make it more effective and valuable for students
 - Have participants work in pairs. When it’s time to share as a whole group, have people with a yellow strip to stand and share. Then proceed with the next group.
 - Discussion notes
 - Feedback can be a silent gesture of acknowledgement
 - Sometimes feedback can be a teacher simply observing and/or making a comment (e.g., “Interesting”, “I wonder how that will turn out”)
 - Resource to refer to: *Pedagogy Guide* (page 163-166 or online)

*Feedback examples: Each baggie of feedback should include up to 5 strips with a scenario and feedback with each strip printed on a different color paper or marker. Please create examples of non-specific feedback. Here are two. Example 1: While rereading a page from a story, the teacher told a student, “You’re a good reader.” Example 2: After the student counted 8 napkins and gave one to each person, the teacher said, “Great job!”

Suggested Activity #2 (audience: kindergarten – grade 2 teachers and PK/preschool)

1. Opening questions for small group discussion
 - How do you create an environment of trust and risk taking in your classroom?
 - Why is it important to create an environment of trust?
2. After summarizing discussion, other considerations for discussion
 - How teacher feedback influences a student’s achievement and self-perception.
 - Think of your students and how they have received feedback.
 - Students can agree and disagree with a peer: being “wrong” is an opportunity to learn something new and there isn’t always one right way to get to a goal.
3. View the video (13 minutes) - Use closed captions (CC) to view dialogue
 - Option 1: View video in entirety with guiding statement: Describe the various ways that feedback is demonstrated in the video.

- Option 2: View video and pause periodically to discuss the examples of feedback and if they would give feedback differently.
- 4. Share “Characteristics of Feedback” found in the *Pedagogy Guide* (page 164) or the entire section on feedback (page 163-166) as part of the discussion.
 - What it means for feedback to be timely, constructive, and specific
 - When and how to give feedback (i.e., quality instead of quantity)
 - Growth mindset versus fixed mindset (Carol Dweck’s research)
 - Desired outcome of feedback
 - Highlight when NOT to give feedback and instead just observe
- 5. Reflection/Closure: leave with some desired goals of feedback
 - Self-reflection and student growth/learning
 - Encourage problem solving
 - Develop oral language
 - Facilitate discussion with other students
 - Persistence
 - Elaborate on student ideas
 - Highlight effort and the demonstration of positive learning behaviors
- 6. Extension Possibilities
 - Have a peer visit another teacher to observe how feedback is given. Provide a feedback checklist that includes: Was it timely? Constructive? Specific?
 - Have a teacher videotape herself.
 - Provide coaching for reflection.

English Learners (EL) and Students with Special Needs

- Using the multiple modalities is particularly important for ELs and students with special needs not only for feedback and engagement, but also as way to show understanding and learning. Consider pairing of students (intentional with varied skill and/or language levels) and the use of manipulatives.

Suggested Activity #3 (audience: administrators, directors, or resource)

1. Opening questions for discussion
 - What kind of feedback do you observe teachers providing to students?
 - What makes feedback more effective or less effective?
2. Provide a list of examples of feedback that includes non-specific and specific feedback, self-reflection feedback, and peer feedback, and ask administrators to rate/critique the feedback. The examples can be listed on one sheet of paper, projected on a screen or written on colored strips of paper (or with colored markers). Here are a few samples:
 - While rereading a page from a story, the teacher told a student, “You’re a good reader.” (example of non-specific)
 - After the student counted 8 napkins and gave one to each person, the teacher said, “You knew how many napkins to get because you counted the children!” (example of specific)

- The teacher asked a student where the suitcases would be stored on the airplane he had built. (example of feedback encouraging reflection)
- The teacher asked one student to comment on the project another student had completed. (example of peer review feedback)
- 3. Discuss in small or large group the examples of feedback (i.e., strengths, weaknesses)
 - Share the note-taking sheet listing three types of feedback and have administrators discuss the types of feedback they observe when visiting classrooms.
 - Ask administrators to use the note-taking sheet when viewing the video and list examples in the video under the three columns (as shown below).
 - Constructive or specific feedback
 - Peer feedback
 - Feedback encouraging student reflection
- 4. View the video (13 minutes) – Use closed captions (CC) to view dialogue
 - Share responses from the notes taken during the video.
 - Discuss ideas for sharing the video with teachers.
 - How might this video support the professional development of your staff?
 - Two other activities listed in this handout are available for administrators to use with their staff.

Note: This video may be paired with another video (e.g., *Questioning & Discussion* or *Student Engagement*).

The following page is the Feedback Note-Taking Sheet that can be used with the professional development activities.

Thank you to the following people for their contributions in developing the professional development activities: Anne Arundel County Public Schools (Alice Good, Chelsea Massa, and Sharon Mattoon), Baltimore City Public Schools (A’Kwaela Morris), Frederick County Public Schools (Michele Baisey), Howard County Public Schools (Laura Brown and Jessica Karbassi), and the Maryland State Department of Education (Laura Hook, Robert Wagner, and Monica Waldron). Please contact the Division of Early Childhood Development at MSDE for information.

For Presenter Only: Feedback Note-Taking Sheet

Constructive or Specific Feedback	Feedback Encouraging Reflection	Peer Feedback
Lima bean observation (1:41)	Teacher interview on learning stations (5:17)	Geometric shapes (4:00)
Unifix cube activity (1:46)	Asking students how they feel working in a group (6:46)	Teacher interview on work stations (5:17)
Student journal (2:36)	Teacher interview on zoo project (8:32)	Turn and talk activity (5:42)
Writing journal (2:45)	Building a bridge (8:50)	Math problem with lima beans (7:22)
Geometric shapes (2:55)	Zoo pictures (9:00)	Reading journal entry (10:25)
Spelling “elephant” (3:45)	Ramp project (11:24)	
Geometric shapes (4:32)	Bridge project (11:30)	
Spelling of “eight” (4:46)	Boat experiment (11:50)	
Drawing of rectangular prism (5:57)		
Boat experiment (6:15)		
Counting Unifix cubes (9:23)		
Writing journal (10:55)		

Discussion Points

- Why is quality more important than quantity and what role does teacher observation and listening play with feedback?
- How are opportunities for reflection and peer review different than the teacher providing specific feedback?

Feedback Note-Taking Sheet

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