Providing Feedback for Learning and Behavior

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For this assignment, I used Items 7 and 8 in *The 12 Touchstones of Good Teaching* by Brian Goodwin and Elizabeth Ross Hubbell to guide the rules, procedures, and feedback processes which will take place during the lesson I am going to teach. All of these ideas, according to the authors, can help me with “finding ways to pique student curiosity, developing rapport with them so they want to learn, and providing them with feedback to encourage their growth” while also giving them a challenge “by setting a higher bar than they might otherwise set for themselves” (p. 122, 2013). This set of rules, procedures, methods of feedback, and student progress check information will be used with the lesson on character that I will be teaching to my tenth grade English class.

**Step One: Identify the rules and procedures that will be used during the learning opportunities for students to interact and engage with the teacher and each other.**

Because we are nearing the end of our year, my students are already very familiar with the standing classroom rules for English as well as routine classroom procedures that have been in place since the beginning of the year. On the first day of class, my students and I go over my classroom rules using a set of memes that I have developed. Students are also given a copy of the rules, which must be signed by the student and his or her parents, and then kept in their notebooks. My rules are pretty basic for secondary students. Here is a copy.

Classroom Rules

1. No hitting, kicking, shoving, etc. (In other words, keep your hands to yourself.)

2. Absolutely no food or drink in the classroom. Plain water with no additives in a bottle with a lid is fine.

3. Bring all materials to class. This includes writing instruments, homework, or any other item necessary for particular assignments that you have been given.

4. Always bring a library or reading book to class. When you finish an assignment early, I expect you to be reading, NOT talking. (This does not mean homework from another class.)

5. No vulgar language or body actions.

6. Do not throw ANYTHING in my classroom.

7. Do your own work.

8. Put your name, the due date, and the class on every assignment.

9. If you are not sure if a question fits into the class discussion at the time, ask me after class.

10. No sidebar conversations or interrupting others when they are speaking in class.

11. Do participate in class discussion.

12. Stay in your seat until the bell.

13. Attendance in my classes is crucial. Many activities carry over from one day to the next, and often pertinent instruction or information is given on the first day of a project that may take multiple days to complete.

Along with the rules in your student handbooks, I expect the above rules to be followed in my classroom. Failure to follow any of the above rules will result in your spending time after school doing extra assignments. I will not tolerate repeated violations; repeated violations will result in disciplinary referrals.

 After reading this section, I fully understand that my rules have some issues, but at this point in the year, fully changing them would be a challenge. I do understand and agree with Goodwin and Hubbell’s discussion on pages 107-108 in which they list key components to rules, including positivity, simplicity, student involvement, and consequences (2013). I see that my list is mostly the “Thou shalt nots,” that the authors caution against. These rules were all created by me without student involvement, so I plan to get student input next year as we add more positives like numbers 7 and 11 and change up some of the “Thou shalt nots” to ideas the students can see as creating a safe and positive learning environment.

Routine procedures for my classroom are not written out, but are discussed and learned throughout the course of the first few weeks of school. These procedures include items to make the class flow smoothly without distraction and items that, hopefully, add to the atmosphere of safety and respect.

Routine Procedures

-Students are not counted tardy if they drop off their backpacks and let me know they are going to the restroom between classes. This is the time I prefer they go, but if they ask during time given to work on assignments, I allow them to go then.

-The only time students are allowed to get Kleenex, sharpen pencils, get up to throw something away, etc. is when we are doing individual work on assignments.

-If another student is talking in front of the class, asking a question, or answering a question, no one else should be talking, shuffling papers, or digging in backpacks.

-Everyone’s opinions are valued. We do not all have to agree with them, but we have to listen to them with open minds.

-Words and phrases that are derogatory to others or to one’s self are not allowed.

 All of these rules and procedures will be followed through all parts of the lesson.

**Step Two: Identify ways that specific and timely feedback will be provided to students on their progress that is non-evaluative**

 In the early stages of the assignment, the hook and attention getter as well as the introduction of the essential question, feedback will come in the form of class discussion with teacher input. I want to make certain that students are making the connections with their answers and the fact that human nature leads people to react or answer very similarly in certain situations. If the students do not come upon this reality on their own, my feedback will lead them to the discovery through questioning and examples.

 In the reintroduction of the rubric and pre-assessment, feedback will come in the way of direct answers. Students are going to share their definitions for the terminology found on the pre-assessment. My feedback will be to work together with the students to compile their answers into an exact definition for everyone to put in their notes.

 Feedback for understanding of the story will come in a question and answer discussion as we read the story together, for those who choose to read with me. The students who do not choose to read with me will be given the opportunity to ask questions after we all come back together for the next step of the lesson. Here, feedback may come from me or from the students who read with me, if they feel comfortable enough to help answer questions other students may have.

 Once students get started writing their essays, they will have their rubrics to guide them which is feedback in itself if students choose to self-assess as they write. Also, I will wander the classroom, looking over shoulders and giving advice or suggestions individually to students. If I see a common issue, I will pull the class into a group discussion and then allow them to return to their individual work. Their final feedback will come in the form of peer editing using the rubric as a guide.

**Step Three: Identify how often and in what ways students will check their progress toward mastery of the standards and skills related to the standard**

 I have two places specifically and formally set up in this lesson for students to connect back to their personal learning goals which in turn all connect to mastery of the standard and skills related to the standard. The first is immediately after our hook and attention getter and the introduction of the essential question. Here, students will be given their pre-assessments, rubrics, and personal learning goals back for review. The first part of the checking progress will be to decide what items from the pre-assessment they need clarified and what items they need to work on to achieve their goals. At this point they will begin to define terms and outline a plan for achieving their learning goal.

 The second place students will progress check their goals and mastery is in the peer and self editing piece of the assignment which occurs before they create their final drafts to turn in for grades. Here, each student will first review his or her learning goals, self assess his or her own essay using the rubric, have a peer assess his or her essay using the rubric as well, and then discuss the similarities and differences of his or her self assessment and the peer’s assessment in connection to their achieving their learning goals.

At all times during both processes, I will be monitoring the discussions as I wander the classroom. That way, I will be readily available if students have questions or need further guidance.

Reference

Goodwin, B. and Hubbell, E. (2013) *The Twelve Touchstones of Good Teaching.* Alexandria, VA: ASCD.