

### **Professional Background**

- 9th year of teaching (and I still LOVE it!)
- 6th, 7th, and 8th grade Language Arts teacher at Rockwood South Middle School in Fenton, Missouri
- > Graduate of the MU Teaching Fellowship Program (2015)
- 101.5 KPLA Apples for Teachers Golden Apple Award Nominee (2018-2019)
- > Jefferson City Public Schools Eisinger Teacher of the Year Nominee (2018-2019, 2019-2020)
- > Golden Apple Teacher Recognition Program Nominee (2020-2021)
- Presenter at Association for Middle Level Education (AMLE) national conference (2022)

### Let's Hear from YOU!

- > Introduction (Name, Location, Role in Education)
- What does student-led feedback mean to you? Why do you think student-led feedback is important to incorporate into your classroom and/or instructional practices?
- Please respond to the two questions above by going to the following Padlet link: https://padlet.com/englekristen/koens86823ezmxot



"The most powerful single modification that enhances achievement is <u>feedback</u>."

- John Hattie

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### **Learning Objectives**

- Explain the benefits of utilizing student-led feedback in the classroom and its impact on student learning and achievement.
- Define the components of the RISE model for meaningful feedback and describe how the RISE model ties in with Bloom's Taxonomy.
- Provide examples of effective student-led feedback strategies to implement across multiple content areas.
- Brainstorm ideas for integrating student-led feedback opportunities in the classroom to create meaningful learning experiences.

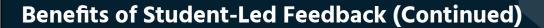


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### **Benefits of Student-Led Feedback**

- > Improves students' self-esteem/confidence
- > Positively impacts classroom culture
- Reduces learning gap between higher and lower-achieving students
- > Values process of learning, not just the outcome of learning
- > Allows students to take ownership of their learning
- Creates "win-win" learning situations for both the student receiving feedback and the student providing feedback
- > Improves and accelerates student achievement in learning

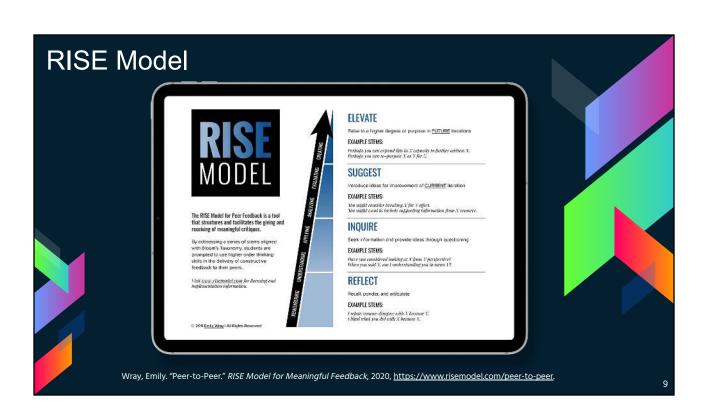
"Reframing Feedback to Improve Teaching and Learning - AITSL." Spotlight, Australian Institute for Teaching and School
Leadership, https://www.aitsl.edu.au/docs/default-source/research-evidence/spotlight/feedback.pdf?sfvrsn=cb2eec3c\_14

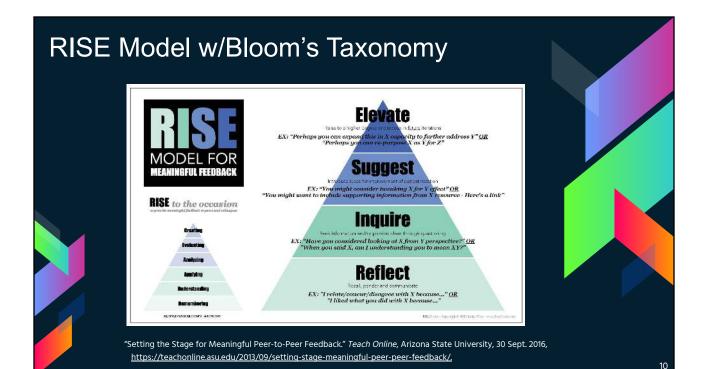




"Student-Centered Assessment Video Suite." Students at the Center, 22 Aug. 2013, https://studentsatthecenterhub.org/resource/student-centered-assessment-video-suite/.







## Strategies for Establishing Effective and Successful Student-Led Feedback

- Model the process
  - > Instead of just telling students to give feedback, <u>show</u> them <u>how</u> to give feedback
  - Sentence starters
- > Be <u>intentional</u> about providing multiple opportunities for students to practice giving feedback to their peers
- > Be <u>specific</u> in students' expectations when giving feedback to peers
- > Follow Up/Share Time
  - > Giving feedback on students' feedback to their peers
  - Celebrate successes of student-led feedback!

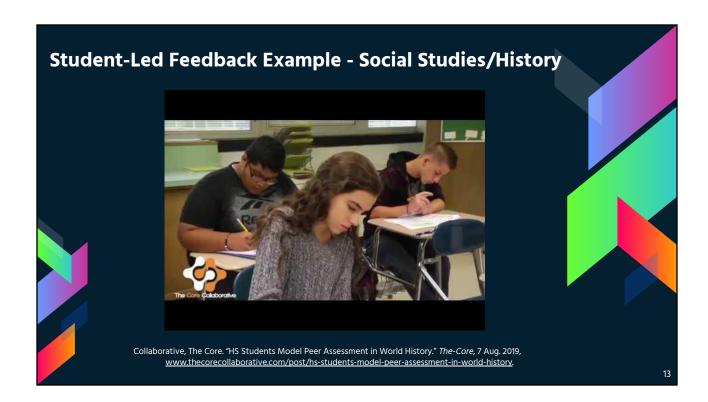
Marzano, Robert J., et al. Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement. Association For Supervision And Curriculum Development, 2001.

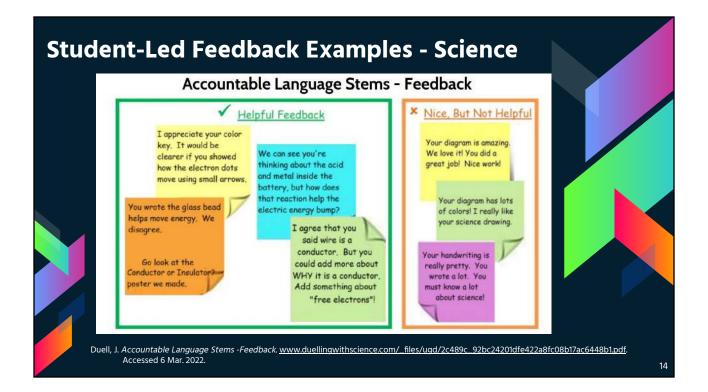
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### Student-Led Feedback Examples - English Language Arts

- Short Story Peer Feedback Checklist
- Peer Editing/Revision Gallery Tour
- Research Project Virtual Gallery Walk

Special thanks to Haylee Anderson, English teacher at Nixa High School, for her contribution and sharing the "Short Story Peer Feedback Checklist" resource with me!





### Student-Led Feedback Examples - Science (Continued)

 Color coding Post-It Notes based on type of feedback given to provide variety of feedback

Agreement	Questions I Have	Needs Improvement
Talso have (had)	"What do you mean by ?"  "I'm not sure what means/shows."  "I was wondering"  "How does the reader/viewer know ?"  "Can you tell me more about ?"  "What's your evidence?"  "I was thinking about what said, and thought that"  "Did you consider ?"	"I see you're thinking about Do you think you should add ?"      "From the activities, we learned that We disagree and think you should change because "      "We agree that But you could add evidence about means. Adding might make it easier to

Duell, J. Accountable Language Stems -Feedback. <a href="https://www.duellingwithscience.com/\_files/uqd/2c489c\_92bc24201dfe422a8fc08b17ac6448b1.pdf">www.duellingwithscience.com/\_files/uqd/2c489c\_92bc24201dfe422a8fc08b17ac6448b1.pdf</a>. Accessed 6 Mar. 2022.

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# Student-Led Feedback Examples - Science (Continued) • Peer Feedback tools scaffold the kinds of feedback students provide and help them reflect on its value. For instance, the Explainer(Duestioner Protocol (Figure 1) positions students in alternating explaining and questioning roles and asks students to proceed the "hext questioning roles and asks students to proceed the "hext questioning roles and saks students to the romed. White the two best questions so they can add on to their model. White the two best questions.

feedback students provide and help them reflect on its value. For instance, the Explainer/Questioner Protocol (Figure 1) positions students in alternating explaining and questioning roles and asks students to record the "best questions" that helped them improve models. The Level of Explanation Tool (Figure 2) asks students to provide each other with feedback on how their models address key components of an explanation for why fireworks are different colors.

| Explainer:
| Respond the best you can to your partner's questions.
| SWITCH ROLES |
| Explainer:
| Explain your model to your partner.

that you asked your partner

Figure 1. Explainer/Questioner Protocol for Peer Feedback, example from Jacob Parikh at Chinook Middle School. Destate what you heard your partner say.
 Ask your partner questions so they can add on to their model, white the two best questions that your partner asked you.

5 – Ambitious Science Teaching © 2018

Richards, Jennifer, et al. Network Science Teaching Practice #2: Deepening Written Scientific Explanations and Models through Peer Feedback.

Ambitious Science Teaching, 2018, <a href="https://www.education.uw.edu/nic/files/2018/11/PF-package-20180427-JT.pdf">www.education.uw.edu/nic/files/2018/11/PF-package-20180427-JT.pdf</a>.

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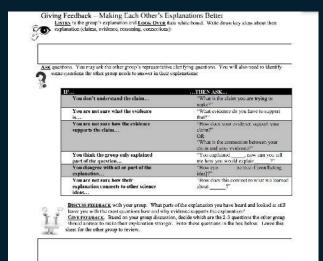
### Feedback Examples - Science (Continued) Peer Reviewer: Level of Explanation: Check off 2 of the following ☐ How does the energy transform within the atom? □ Why do the electrons become excited and then come back? ☐ Why do different electrons give off different colors? ☐ Why does the energy change to light energy? ☐ Why does the flame color look different from the spectra? Peer Reviewer Feedback: (key concepts) Use at least 1-2 of the sentence starters below: Your explanation on \_\_\_\_ was at [What/How/Why] level because you [explained/showed/predicted/described] \_\_\_\_\_. You can [add to/fix this] by Your explanation/model showed you can describe the "unobservable" processes because you \_\_\_ . You can make it even better by \_ Figure 2. Level of Explanation Tool for Peer Feedback, example from Health Sciences & Human Services High

Richards, Jennifer, et al. Network Science Teaching Practice #2: Deepening Written Scientific Explanations and Models through Peer Feedback. Ambitious Science Teaching, 2018, <a href="www.education.uw.edu/nic/files/2018/11/PF-package-20180427-JT.pdf">www.education.uw.edu/nic/files/2018/11/PF-package-20180427-JT.pdf</a>.

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### **Student-Led Feedback Examples - Science (Continued)**

School.

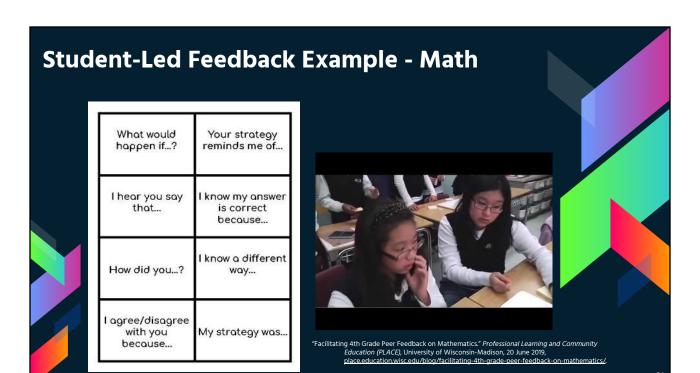


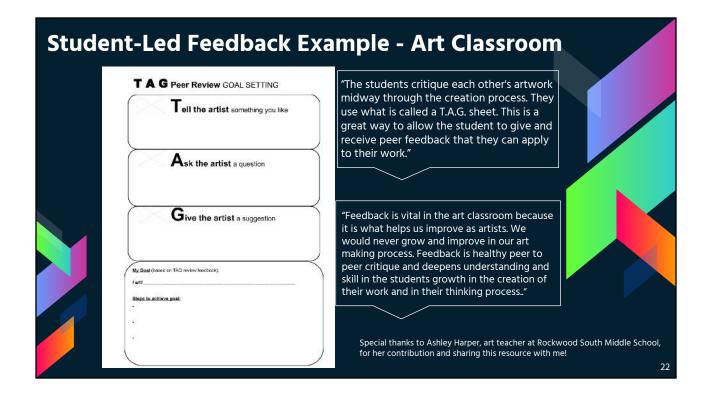
Richards, Jennifer, et al. Network Science Teaching Practice #2: Deepening Written Scientific Explanations and Models through Peer Feedback. Ambitious Science Teaching, 2018, <a href="https://www.education.uw.edu/nic/files/2018/11/PF-package-20180427-JT.pdf">www.education.uw.edu/nic/files/2018/11/PF-package-20180427-JT.pdf</a>.

### Student-Led Feedback Examples - Science (Continued) Peer Feedback Sheet Reviewer: Reviewee: Beginning Approaching Meeting "What" explanation "Why" explanation in addition to describing what happens and how, 'How" explanation Describes what is happening -In addition to describing what happens, focuses on processes - how something happens. Starts to include things you can't see and to use supporting evidence. things you can see or observe. May refer to observations or explains why something happens or works the way it does. Includes chains of causes and effects and uses science principles. Justifies with supporting evidence. (Adaptable based on your phenomenon... include as a phenomenon... checklist?) Evidence for what level... Evidence for how level... Evidence for why level... (Have students use direct quotes?) What questions do you have about the explanation? Do you have any counter evidence that challenges part of the explanation? (At least 1-2.) Richards, Jennifer, et al. Network Science Teaching Practice #2: Deepening Written Scientific Explanations and Models through

Peer Feedback. Ambitious Science Teaching, 2018, www.education.uw.edu/nic/files/2018/11/PF-package-20180427-JT.pdf.

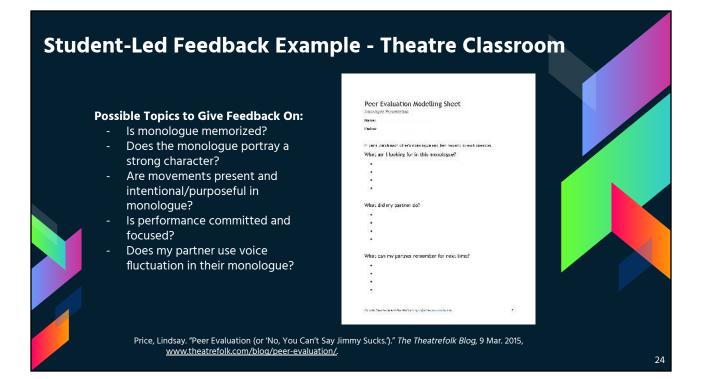
# Student-Led Feedback Examples - Science (Continued) What do you like most about the explanation? What suggestions would you make for improvement? I think \_\_\_\_\_\_\_should receive a score of \_\_\_\_\_\_\_on this explanation because \_\_\_\_\_\_\_ Richards, Jennifer, et al. Network Science Teaching Practice #2: Deepening Written Scientific Explanations and Models through Peer Feedback Ambitious Science Teaching, 2018, <a href="https://www.eduration.uw.edu/nic/files/2018/11/PF-package-20180427-JT.pdf">www.eduration.uw.edu/nic/files/2018/11/PF-package-20180427-JT.pdf</a>.





# Student-Led Feedback Example - Art Classroom (Continued) PEER FEEDBACK: Fill-in-the-Blank Peer feedback can be difficult for some students if they are not given prompts to follow. Use this mini feedback form to assist students with providing clear, descriptive and relevant feedback. Younger students may benefit from the prompts being read aloud to them and then discussing orally with a partner. Artist's Name: Peer Reviewer's Name: Can you tell me how you... Can you tell me how you... Your artwork makes me think of... FORMATIVE ASSESSMENTS Peer Feedback Methods Student Self-Reflection Prompts Exit Slips Critique Guides Foundation Worksheets Teacher-Student Conference Guide SUMMATIVE ASSESSMENTS Self-Assessment Rubric Artist Statement Template and Guide the ULTIMATE GUIDE.

uploads.theartofeducation.edu/2016/03/Ultimate-Assessment-Guide.pdf. Accessed 7 Mar. 2022.



### Student-Led Feedback Example - Speeches/Presentations

Warm feedback "I really like how you"	Cool feedback "You may want to consider"
"You did a great job at"	"I noticed that you
"It was clear that you worked hard on"	It may be more useful to"
"It was really interesting when you"	"Have you thought about" "It was unclear to me when you"
Look For: Pace - How Fast or Slow	Look For: Posture - Standing straight
Emphasis - Stressing important words	Presence - The speaker's energy
Diction - Speaking Clearly	Eye Contact - Looking at audience
Tone - The emotion	Gestures - Uses motions or body movements
Volume - Loud or soft	page-structure   22 and a structure   24 to 1 december 2 Anna Paris   1 and 1 and 1 and 1 and 2 and

"Warm and Cool Feedback." Fords Theatre, www.fords.org/for-teachers/teaching-oratory/warm-and-cool-feedback/. Special thanks to Jennifer Stockdell, social studies teacher at Bridger Middle School, for her contribution and sharing this resource with me!

### **Collaboration Time!**

- 1. With a partner or a small group (preferably no more than four people in a group), discuss ideas and share resources for incorporating student-led feedback into your classroom
- 2. Please place your ideas/resources in this Padlet: https://padlet.com/englekristen/koens86823ezmxot
- 3. When finished, please comment and give <u>specific</u> feedback <u>using sentence starters discussed in this presentation</u> on at least one other partnership's/group's idea/resource that they shared in the Padlet.

## **THANKS!**

Feedback form: https://forms.gle/PLAPzRZMF2WG9Hjh9

Any other questions?

Feel free to contact me!

**Twitter:** @MsEngleTeach

Email: englekristen@rsdmo.org

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### **Credits**

Special thanks to all the people who made and released these awesome resources for free:

- > Presentation template by SlidesCarnival
- > Photographs by <u>Startupstockphotos</u>

