FEAP 3i.-Support, encourage and provide immediate feedback and specific feedback to students to promote students' achievement

UNSATISFACTORY	DEVELOPING	ACCOMPLISHED	EXCEPTIONAL
Teacher says, "nice job" to students when circulating. Teacher simply puts an A on a student's weeklong writing assignment. The teacher forgesahead with a presentation without checking for understanding. **(D)** The teacher says: "Good job, everyone." **(D)** Teacher scans class from her desk to be sure all students are on task.	Teacher asks: "Doesanyone have a question?"as she circulates the room. Teacher writes, "Improved paper!" on a student's weeklong writing assignment. The teacher, after receiving a correct response from one student, continues withoutascertaining whetherall students understand the concept. **(D)** Teacher says, "You guys all got this right, I guess I need to try harder questions!" Teacher uses guided practice if students cannot perform the skill, strategy, or process independently. **(M)** Teacher uses "wait time" effectively. **(M)** Teacher provides manipulatives to student struggling with fractions.	The teacher circulates during small group orindependent work, offering suggestions togroups of students. **(D)** Teacher writes, "Improved details throughout the paper." on a student's weeklong writing assignment. Teacher gives students a rubric with specific detailing expectations for their "Biography" assignment. The teacher uses a specifically-formulated question to elicit evidence of student understanding. **(D)** After conferring with a student while circulating the room, the teacher says, "I'll be back by in a few minutes to check in with you and see how things are going!" Teacher does a "whoop whoop" after a struggling student gave a correct response. Teacher is heard saying, "I love the use of a question as a hook for your story!"	The teacher remindsstudents of the characteristics of high-quality work (the assessment criteria),suggesting that thestudents themselveshelped develop them.**(D)** While students are working, the teachercirculates, providingsubstantive feedbackto individual students.**(D)** The teacher uses exittickets to elicit evidence of individual student understanding. **(D)** Students evaluate apiece of their writingagainst the writingrubric and confer with the teacher about how it can be improved. **(D)** Teacher tells students to have a peer edit their paper before turning it in grading.**(M)** Teacher volunteers books and web sites as resources at the back table as needed by the entire class, groups of students, or individual students.**(M)**

		Teacher uses technology to monitor student progress. **(M)**	Teacher assigns a student the next level of difficulty after reviewing the student's scores via website records. **(M)**
		Teacher winks at a student after they displayed their response on a white board.	Teacher asks students to offer feedback to their classmates on their work.**(M)**
		Teacher asks students to use their "Think Log" to reflect on their understanding of how dialogue can propel the action, reveal aspects of a character or provoke a decision. **(M)**	Teacher asks students to share their "Think Log" entries where they were asked to reflect on their understanding of how dialogue can propel the action, reveal aspects of a character or provoke a decision. **(M)**
		After a lesson on insects, the teacher asks her first graders to stand and share one thing they learned about insects. **(M)**	After a lesson on insects, the teacher asks her first graders to stand and share one thing they learned and ask one question they have about insects. **(M)**

Where noted, examples based on:

"(D)" – Danielson C. (1996). *Enhancing professional practice: A framework for teaching.* Alexandria, Va: Association for Supervision and Curriculum Development.

"(M)" – Marzano, R. J. (2007). *The art and science of teaching: A comprehensive frameworkfor effective instruction.* Alexandria, Va: Association for Supervision and Curriculum Development.

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Possible examples:

Types of Feedback

http://serc.carleton.edu/NAGTWorkshops/affective/motivation.html

http://www.ascd.org/publications/books/108019/chapters/Types-of-Feedback-and-Their-Purposes.aspx

http://www.edutopia.org/blog/grading-tips-student-feedback-heather-wolpert-gawron

http://www.google.com/url?sa=t&rct=j&q=providing%20effective%20feedback%20to%20students&source=web&cd=3&ved=0CDoQFjAC&url=http%3A%2F%2Fahs.canyonsdistrict.org%2Fuploads%2F3%2F3%2F1%2F2%2F3312041%2F3_feedback_powerpoint.pptx&ei=a1cRUrCtEOWw2wXv7oH4Cw&usg=AFQjCNG8MPzyr8mcreW345rNVvpTDcVXLg&bvm=bv.50768961,d.aWc

A lot of strategies and formative assessment ideas
https://sites.google.com/a/eusd.org/kjosephson/home/formative-assessment

Websites with activities that provide immediate feedback:

http://www.buzzmath.com/