

**FEAP 3j.- Utilize student feedback to monitor instructional needs and to adjust instruction.**

UNSATISFACTORY	DEVELOPING	ACCOMPLISHED	EXCEPTIONAL
<p>A student asks, “How is this assignment going to be graded?” <b>(D)</b></p> <p>A student asks, “Does this quiz count towards my grade?” <b>(D)</b></p> <p>The teacher forges ahead with a presentation without checking for understanding. <b>(D)</b></p> <p>The teacher says: “Good job, everyone.” <b>(D)</b></p> <p>The teacher says “hold questions until the end.”</p> <p>The teacher never asks students to critique his/her performance or give feedback on how the lesson went.</p>	<p>Teacher asks: “Does anyone have a question?”</p> <p>The teacher, after receiving a correct response from one student, continues without ascertaining whether all students understand the concept. <b>(D)</b></p> <p>Teacher tells students, “Show me with your thumb how you are feeling about the content of this lesson...up, sideways or down.”</p> <p>The teacher says, “Now that you have self-assessed what you know about electricity, she elicits a few student responses to help in her planning. <b>(D)</b></p>	<p>The teacher circulates during small group or independent work, offering suggestions to groups of students. <b>(D)</b></p> <p>The teacher uses a specifically formulated question to elicit evidence of student understanding. <b>(D)</b></p> <p>The teacher uses voting technologies to have students respond to review questions. <b>(M)</b></p> <p>The PE teacher asks students to review their recent fitness assessment scores to choose their new personal fitness goals. <b>(M)</b></p> <p>After asking students to show him how they are feeling about the content of the lesson...(up, sideways or down), the teacher says, if you’re still a bit confused come to my table and we’ll go over it again.</p> <p>Midway through a lesson, the teacher asks students to respond to a reflection question and has them share their thoughts with the class. <b>(D)</b></p> <p>Students fill out a self-evaluation for a learning contract describing whether they met their objectives and evidence supporting that conclusion. <b>(D)</b></p>	<p>The teacher reminds students of the characteristics of high-quality work (the assessment criteria), suggesting that the students themselves helped develop them. <b>(D)</b></p> <p>While students are working, the teacher circulates, providing substantive feedback to individual students. <b>(D)</b></p> <p>The teacher uses exit tickets to elicit evidence of individual student understanding. <b>(D)</b></p> <p>Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it can be improved. <b>(D)</b></p> <p>Teacher tells students to have a peer edit their paper before turning it in for grading. <b>(M)</b></p> <p>Teacher confers with student at the completion of the project to get student feedback.</p> <p>When studying how rules and regulations are established, the teacher asks students to choose a goal of investigating a set of rules relevant to them. (how baseball rules</p>

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		<p>Teacher uses “2+2 Feedback” on an exit ticket by asking students to write 2 compliments and 2 suggestions about her polynomials. <b>(D)</b></p>	<p>evolved, how they chose to keep score in tennis, etc. <b>(M)</b></p> <p>Teacher uses “feedback from the “2+2 Feedback” exit ticket to revisit her introduction of polynomials. <b>(D)</b></p> <p>The teacher asks for feedback at the end of an exam and reviews it before writing the next test.</p>
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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 framework for effective instruction*. Alexandria, Va: Association for Supervision and Curriculum Development.

**Resources:**

<https://www.teachingchannel.org/videos/students-improving-teaching>

<http://www.uww.edu/learn/diversity/givegetfeedback.php>

<http://www.psychologytoday.com/blog/happiness-in-world/201002/how-give-and-receive-feedback>

<http://www.apa.org/education/k12/classroom-data.aspx>

<http://tep.uoregon.edu/resources/assessment/usingfeedback.html>