



Making Feedback Meaningful to Students

Category: Assessment

Workshop Overview

Following is a general overview of this workshop, including desired participant outcomes, an explanation of the workshop's alignment with the Learning Forward Standards for Professional Learning, and resources that are included in print and electronic form.

Category: Assessment

Duration: Full workshop – 3 hours

Desired Outcomes:

Participants will...

- Learn techniques for giving constructive feedback for good and poor student performance.
- Apply different techniques for counseling students and parents about performance.
- Create opportunities for improved student performance.

Learning Forward Standards for Professional Learning:

- **Learning Communities:** Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Learning Designs:** Integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Implementation:** Applies research on change and sustains support for implementation of professional learning for long term change.
- **Outcomes:** Aligns its outcomes with educator performance and student curriculum standards.

Resources in This Binder:

- Handouts
 - Workshop Agenda
 - Attendee Notes
 - 3-2-1 Evaluation Form
 - Certificate of Completion
- “Think About It” Exercise
- Ready, Set, Go Planning Activity





Topic Outline

Understanding the general flow of topics to be covered is an important part of giving a strong presentation. This allows the presenter(s) to lead effective group discussions and speak extemporaneously. Following are the main topics covered in this PowerPoint presentation. As you prepare to give the workshop, you may want to refer to this page often.



Main Topics:

1. Giving Feedback for Good Performance
2. Giving Feedback for Poor Performance
3. Counseling Students and Parents About Performance
4. Creating Continuous Opportunities for Learning and Achievement

Subtopics:

- 1. Giving Feedback for Good Performance**
 - a. What a Good Performance Needs
 - b. More Tips for Giving Feedback
 - c. Research Shows...
- 2. Giving Feedback for Poor Performance**
 - a. What To Do with Poor Performance
- 3. Counseling Students and Parents About Performance**
 - a. Counseling Students
 - b. Counseling Parents
- 4. Creating Continuous Opportunities for Learning and Achievement**
 - a. Strategies for Continuous Learning and Achievement
 - b. Research Shows...

Presentation Outline



This outline is designed for you to see the PowerPoint presentation at a glance. Note that slide numbers and the approximate amount of time needed per slide are shown in the right two columns. **The times in bold print show the approximate total time needed for that topic, which includes the approximate times for the activities, shown in parentheses.** You might consider keeping this page within reach during the presentation.

Section of Presentation	Slide #	Timing (mins)
Getting Started		
Introduce self, co-teacher, participants	1-2	
Explain materials issued to participants		
Cover objectives (from Workshop Overview)	2	10
Topic 1 – Giving Feedback for Good Performance	3-9	30
Topic 2 – Giving Feedback for Poor Performance	10-15	40
Activity – Think, Pair, Share	15	(15)
Break		
Topic 3 – Counseling Students and Parents About Performance	16-21	55
Activity – Group Sharing	21	(30)
Topic 4 – Creating Continuous Opportunities for Learning and Achievement	22-26	30
Activity – Quick Write	26	(10)
Closing Thoughts	27	5
Total of 2 hours and 50 minutes (not including break)		

Helpful tip!

This workshop can be broken up into shorter sessions so that you can adapt the presentation according to your time constraints.



Slide 18

PDXPERT
COUNSELING ABOUT PERFORMANCE

Counseling Students

- Confer with each student before report cards are sent home.
- Make a constructive move:
 1. Calm the student's fears of failure.
 2. Make him or her feel secure.
 3. Have the student determine the point where the trouble started.
 4. Get the student to move forward from this point with extra help.

The MASTER Teacher
Develop. Support. Inspire.

No one, least of all a student, likes a surprise when it comes to report cards, especially if the reports include criticism. Anxiety over report cards can be minimized by talking with each student and giving reassurance about making improvements.

Confer with each student before report cards are sent home. *Have a short conference with each student before or after school or during study periods. After giving advance notice, require each student to present a self-evaluation of his or her grade before you reveal the actual grade earned. Then, show the actual grade, explain it completely, and allow students to ask questions. This will allow students to prepare parents for the grades they bring home.*

Make a constructive move. *As soon as students have stopped making progress or appear to be slipping, it's time to make a constructive move. Have a private conference, retrace learning, and try to find a point where the student is comfortable to begin anew.*

Read, or ask a volunteer to read, the four steps to making a constructive move with students.

How have you found these steps helpful in your teaching?

As appropriate, invite further discussion about counseling students. Relate experiences from your own teaching, or solicit others to share their experiences.



“Think About It” Exercise



Have staff complete this exercise to begin implementing what they learned during the workshop. Distribute this document to staff by attaching the file to the Next Day Follow-Up Email, or make copies for the staff.

1. List the techniques you think are most effective when giving feedback for poor performances and those for good performances.

2. What do you think are the key factors in counseling parents when their children are not performing well in school?

3. Are there any aspects of the topic that the session did not cover? What are they, and how do you propose addressing them?
