



Module 5

Responsive Action

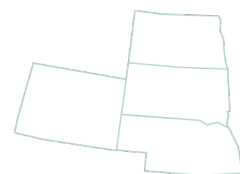
A Formative Assessment Program Created by
The Assessment & Accountability Comprehensive Center
and The North Central Comprehensive Center at McREL

Facilitator's Guide



Assessment and Accountability
Comprehensive Center

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Module 5

Responsive Action

Overview of Module 5

This module is the fifth in a series of seven modules in the Formative Assessment Program. Participants will build on their understanding of the process of formative assessment and learn about Responsive Action, including instructional modifications and feedback to students. Participants will have the opportunity to learn through a series of lessons, engage in processing activities to deepen their understandings, and consolidate their learning by applying new ideas and understandings about Responsive Action and Formative Assessment to their own contexts.

Module 5 Learning Goals

1. Understand that responsive action to move learning forward follows from eliciting and interpreting evidence.
2. Understand when instruction and/or feedback is the appropriate course of action.
3. Understand the characteristics of effective feedback.
4. Understand the impact of taking responsive action (instruction and/or feedback).

Module 5 Success Criteria

Participants can:

1. Explain why teachers should take responsive action
2. Explain how teachers can take responsive action
3. Describe the characteristics of effective feedback
4. Provide effective feedback to students

Main Message for Module 5

After teachers have elicited, analyzed, and interpreted information about students' learning, teachers must respond in some way to the information – the essence of formative assessment. Responsive action may involve instructional modifications, feedback to students (oral or written), or a combination of both. Instructional modifications help bridge the gap between students' current level of performance or understanding and the desired learning goal. Effective feedback focuses student performance, not on the students themselves, and includes strategies and hints rather than complete solutions. Responsive action may also include continuing with the planned instruction when the evidence indicates that students are on target to meet the learning goal and no modifications are necessary at the point when the evidence is gathered and analyzed.

At a Glance

Presenting the Workshop

Check When Complete	Lessons	Materials and Handouts
	Introduction to Module 5	PPT Introduction 5
	Turn & Talk: Feedback and Instruction	Discussion questions on PPT
	Lesson 1 Introduction to Responsive Action 60 – 75 minutes	
	Lesson 5.1	PPT 5.1
	Turn & Talk: Responsive Actions	Discussion questions on PPT
	Lesson 2 Responsive Action: Instruction 60 minutes	
	Lesson 5.2	PPT 5.2
	Your Turn: Responsive Instructional Action	Handout 5.2.1
	Consolidate Your Learning: Responsive Instructional Action	Handout 5.2.1
	Try It Out: Evidence and Responsive Instructional Action in Your Classroom	PPT slide directions
	Lesson 3 Responsive Action: Feedback to Students Part 1: 60 – 75 minutes Part 2: 60 – 75 minutes	
	Lesson 5.3	PPT 5.3
	Your Turn: Feedback	Handout 5.3.1
	Your Turn: Effective Feedback: Is It Or Isn't It?	Handout 5.3.2
	Consolidate Your Learning: Effective Feedback	Handout 5.3.3
	Try It Out: Effective Feedback	Handout 5.3.4
	Try It Out: Effective Feedback in Your Classroom	PPT slide directions
	Your Turn: Instruction or Feedback or Both?	Discussion questions on PPT
	Approximate Total Time: 4 hours, 30 minutes	

Background Information

From the teacher's perspective, the purpose of formative assessment is to gather real-time evidence of learning that can be used as the basis for instructional decisions designed to close the gap between the students' current learning status and the desired learning goals. The decisions teachers could make include:

- Re-thinking instruction because no learning has taken place
- Making no adjustments to instruction – the students are moving forward so the planned lesson can continue
- Making adjustments to instruction in the context of the planned lesson
- Providing feedback that can be used by the students
- Making instructional adjustments and providing feedback together

Advancing learning to close the gap between where students are at a point in the lesson and the intended learning goal requires teachers to provide learning opportunities that are matched to the students' current learning levels. Essentially, they need to differentiate instruction to help students take manageable next steps in learning. From the management point of view, this may mean that teachers offer one-on-one instruction for some students, or small group instruction for students who seem to be at the same level, or the same instruction for the whole class if all students could benefit from it. It's important to recognize that grouping students in different configurations does not equal differentiated instruction. Instruction is concerned with the execution of the actual means (for example, tasks, situations, interactions with people and materials) that will enable individual learning, even though this learning may be undertaken in different grouping configurations.

It is critical that the instruction, as in the Goldilocks metaphor is "just right" for a student, and will assist the student to learn in and through the zone of proximal development (ZPD). Originating with Vygotsky (1978), the ZPD is defined as the distance between what the child can accomplish during independent problem solving and the level of problem solving that can be accomplished under the guidance of an adult or in collaboration with a more expert peer. Instruction conceived of as the assistance teachers provide to students in the ZPD to move them from what they already know to what they can do next has been characterized as "scaffolding" (Wood, Bruner & Ross, 1976). As the student begins to internalize learning, and as it becomes increasingly part of the student's independent performance (i.e., what the student can do without scaffolding), the scaffolding is gradually decreased (Tharp & Gallimore, 1988). When the student is beginning to learn something new, the amount of scaffolding required will likely be greater than when the student has acquired some grasp of the understanding or skill during the learning sequence. While continued scaffolding may be necessary to bring the student to a full understanding or a fully developed skill, scaffolding that occurs in the form of instructional adjustments as a result of the evidence gathered may not be so intensive as at the outset of the learning. However, in the case when evidence shows that students have learned nothing from instruction then a different form of scaffolding will be necessary, and most likely a different approach to teaching the concept or skills will need to be adopted.

Effective feedback can be thought of as a scaffold to learning. Consider the following guidelines for effective feedback.

- Feedback should provide the student with information related to the task or process of learning that fills a gap between what is understood and what is aimed to be understood (Hattie & Timperley, 2007).
- Feedback to students should be about the particular qualities of their work, with advice on what they can do to improve (Black & Wiliam, 1998).
- Feedback should be specific, clear, and related to learning goals (Hoska, 1993; Song & Keller, 2001).
- Feedback should provide the learner with suggestions, hints, or cues for how to improve, rather than correct, answers (Bangert-Drowns, Kulik, & Morgan, 1991; Butler, 1987; Kluger & DeNisi, 1996; Narciss & Huth, 2004).
- Feedback should be given after a student has responded to initial instruction. In the case when no learning has occurred it is better to continue with instruction rather than provide feedback (Hattie & Timperley, 2007).

(cited in Heritage, 2010)

Feedback can also support the development of self-regulation if it focuses on helping students develop strategy knowledge, that is, the strategies that are most effective in particular subject areas. This aspect of student involvement will be covered more fully in Module 6.

The practice of assigning grades does not meet any of the criteria of effective feedback and should not be part of responsive action in formative assessment. Grades operate as summative judgments and provide an evaluation of learning. Feedback is intended to assist learners while they are in the process of learning. If teachers need to give grades, these should be given at the end of a sequence of learning as an evaluation of what has been learned. Furthermore, feedback and grades should not be mixed. In a classic study of grades and student performance, Butler (1987) showed that grades alone or comments along with grades did not increase student performance.

Finally, feedback is not effective unless it is used to minimize the gap in some way. Students must use the feedback to advance their learning. This means that teachers need to provide time during the lesson or homework for students to take advantage of the feedback as a means to improve their learning. Students who are accustomed to only receiving grades will need time to get used the purpose of feedback and will likely need support initially about how they can use the feedback provided by the teacher.

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Additional Reading

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Essential Planning and Set Up

This section of the guide is provided to assist you in preparing to facilitate the learning sessions with your group. We know that the person selected to facilitate each team varies in background, skill and understand of formative assessment, and have designed the information with the following assumptions. We assume that the facilitator:

- Will clearly communicate the expectations to the participants
- Has general content knowledge about formative assessment

- Has general content knowledge appropriate to the grade levels taught by participants in the learning team
- Understands adult learning practices
- Includes all participants in the lesson delivery and activities
- Will clearly communicate schedules, logistics, what to bring to meetings, time commitment, and all other necessary information to participants
- Will follow up with individuals to help each participant grow in knowledge and skill, and meet their personal growth goals

Essential Planning

Before the meeting:

- Read this Module 5: Responsive Action Facilitator's Guide in its entirety and become familiar with the content and activities.
- Complete the background reading about instruction and effective feedback as suggested in the previous section.
- Run through each lesson and activity yourself before presenting it to others.
- Determine how you would like the group to use the online handouts – digitally with laptops or with printed copies of the PowerPoint and handouts that you provide. Is the expectation that participants print the PowerPoint and handouts themselves?
- Review the phonics example provided in Lesson 2 to show responsive instructional action by an elementary teacher. Then work through the Your Turn activity using Handout 5.2.1 before starting the module.
- Collect one or more examples of how you or teachers you work with elicit and interpret evidence and the appropriate responsive action to take. Share these with the group before they do the Try It Out activity for Lesson 2.
- You may also want to collect one or more examples of how to provide written feedback before starting Lesson 3.
- Preview the Lesson 3 video clips and note how the teacher is providing feedback to students. You may wish to complete Handout 5.3.3 with suggestions for ways the teachers might improve the feedback they provide in the videos.
- Establish and communicate the meeting times and place with participants.
- Visit with each participant prior to the first meeting to find out where they are in their journey with formative assessment; determine the skills, knowledge and understanding the participants already bring to the group. It will be helpful to know participants' level of experience with taking responsive instructional action and providing oral and written feedback that moves student learning forward.

On the day of the meeting:

- Prepare the room. Ensure that the room is comfortable and that computer speakers and

“Success depends upon previous preparation, and without such preparation there is sure to be failure.”

-Confucius

-Quote found on
<http://www.brainyquote.com/quotes>

a working Internet connection are available to present the online module content.

- Provide refreshments or ask participants to bring their own drinks and/or snacks so they can concentrate, especially if the meetings are held after a school day.
- Keep to the time schedule.
- Be certain to include every participant in the group discussions.
- Establish ground rules or working norms for meetings and discuss them with participants.

Sample norms might include:

- Listen for understanding
- Engage in the work
- Allow all voices to be heard
- Focus on solutions
- Assume positive intent
- Challenge ideas, not people
- Respect perspectives of others

After the meeting:

- Follow up with each individual at least once between lessons to see how their Consolidate Your Learning and Try It Out activities in TLCs are going. Offer individual tips, feedback, and assistance as needed by each person.
- Encourage participants to reflect on the strategies they currently use to collect and interpret evidence of student learning. Provide time for group discussion of strategies for providing feedback to students. This instructional practice can be difficult for some teachers, especially if they are used to relying on grades as evidence of student learning. These Module 5 discussions can help teachers develop an expanded view of evidence.
- Engage in some reflective dialogue exercises with participants to get their feedback for you as a facilitator. Ask them how you can continuously improve the workshop and your facilitation skills.
- Review the entire module at the end before moving to Module 6: Classroom Climate, Self- and Peer-Assessment.

Advice for Facilitators

- Send the agenda to all team members prior to the meeting date.
- Establish and review the learning team's ground rules, the participant expectations for each session, and how you plan to communicate between sessions.
- If participants are bringing laptops, be certain to have tables, chairs, and power strips to plug in cords.
- Establish partners for lesson pairing, sharing, and collaborating in discussions. These partners may remain the same or team members may switch partners as you complete each module.
- Use formative assessment strategies with your participants whenever appropriate.

Ten Formative Assessment Strategies to Try

1. Clarify the learning goals and success criteria at the beginning of each collaborative learning team meeting. Post them on the wall. At the end of the meeting, go back to the success criteria and check off the learning goals and success criteria reached.
2. End lessons with a 5-minute “Turn to Your Neighbor” time to recap and discuss key messages from the lesson.
3. Give everyone in the learning team an index card with a different question relating to the meeting’s topic. Ask participants to respond to the question throughout the meeting and share out at the end.
4. Provide participants with statements related to the module content and ask them if they agree or disagree with them prior to beginning the lesson or before moving on to a new lesson. Allow discussion about these ideas. This will help you identify misconceptions to address as facilitator.
5. Let participants develop some activities and guiding questions to ask each other during and after the meetings related to the learning goals and success criteria identified for the module.
6. Use a feedback protocol such as “2 Stars and a Wish” that allows partners or teams to provide feedback to each other. Stars are strengths and wishes are areas in which improvement is suggested. Ask participants to be specific on both the stars and wishes and connect them to the learning goals and success criteria for the lesson.
7. Ask participants to write “Minute Papers” to end a lesson. Minute Papers are generally written on half sheets of paper or index cards. Allow participants to write one or two important concepts from the day’s lesson. The purpose is merely to provide a chance to self-reflect on one or more important understandings gained from a lesson or a module.
8. Use the following questions to guide participants in a self-reflection:
 - What do I currently know or think I know about this topic?
 - Why is it important for me to know about this?
 - What questions do I have about this topic?
 - What do I expect to learn by studying this topic?
 - How can I find more information on this topic?
 - What do the experts say?
 - Has this made a difference in my learning?
 - How will I use what I have learned?
 - Will this make a difference in my students’ learning?
9. Ask participants to write in a learning log or journal on a regular basis. Participants can indicate what they tried each day, what frustrations or barriers they are experiencing, what they plan to do next, and what questions they have about formative assessment. Have participants bring their logs to meetings and share entries with the team or a partner.
10. Ask participants to engage in an observation and reflective dialogue with another team member. Ask them to invite another team member into their classroom for a peer observation of one learning goal from the module. Set up a time for the observer to provide descriptive feedback. The participants should use the success criteria for the module to provide descriptive feedback to each other. If face-to-face peer observations aren’t possible,

video a lesson where you are using formative assessment practices. Bring the video to a team meeting and ask for descriptive feedback on the practice.

Implementation, Intersession and Feedback Advice

Implementation Advice

Module 5 focuses on helping participants understand the actions that teachers take when they respond to evidence about student learning. Begin by orienting the participants to where Module 5 fits in the formative assessment feedback loop. This module links directly to the learning from Module 4 on eliciting and analyzing quality evidence. The next module, Module 6, will focus on strategies for creating a positive classroom climate and determining how to plan for and support self- and peer-assessment.

Remember that analyzing and interpreting student evidence can be a particularly difficult task for teachers unless they have well designed success criteria and “look-fors” at each level of student response. For this reason, participants should be given ample opportunity to practice analyzing and interpreting student evidence. This module will be most effective if participants are engaged in on-going practice of the content from Module 4. As a group, figure out how to integrate practice time into each session, or make a specific plan for practice during the intersession periods. Starting each lesson with a review of the intersession practice will act as an anticipation guide for the new lesson.

Your participants need to see that the professional development learning and their day-to-day activities are related and relevant. Discussing what they tried and how it went will make that connection. It is important to provide feedback to participants on how they are doing and the results of their efforts. While it may be difficult to schedule opportunities for feedback with participants, remember that modeling the best practice that you are teaching is a powerful facilitation strategy.

Participants may struggle when asked to generate feedback that does more than inform students what they did wrong and how to go about correcting their work. Teachers may be tempted to provide feedback that focuses on the number or percentage of correct responses. In all content areas, feedback should assist earners to develop a repertoire of learning strategies that ultimately allows them to take responsibility for their learning. Working through the examples provided will be an important part of the learning in this lesson and throughout the module.

A common perception held by many teachers is that students will not engage with work if it is not graded. The belief can be so strongly held by both teachers and students that changing classroom expectations may be difficult. Let your participants know that this issue will be revisited in the next module. Re-emphasize the key message that formative assessment is an ungraded process.

The lessons can be facilitated separately or taught sequentially during a one-day professional development experience or using a half-day if that is all that is available. Ideally, having additional time to think about the learning and try out the strategies will help participants to consolidate the learning. If less time is available, refer participants to the additional resources and processing pieces. Adult learners won't engage with the professional development learning unless the activities are

related and relevant to their day-to-day lives. Using the supplementary materials provided or having participants determine how they will try out the strategies will fulfill their need to have direct, concrete experiences in which they apply the learning in real work.

Because the materials are available online, the lessons themselves can be taught either face-to-face or using a phone conferencing system such as Polycom® or GoToMeeting®. Online learning can be difficult for many. The voice-over power points provide the starting point for each lesson and form the basis for the activities provided. The messages have been carefully constructed to emphasize the research base and include essential learning that participants need to complete the tasks. Beyond what is provided, include a myriad of resources so people can decide what to use for their own learning. Participants come to learning with a wide range of previous experiences, knowledge, self-direction, interests, and competencies so key to the online work will be opportunities to learn from one another. The sessions themselves should model the formative assessment process. Include a focus on feedback from you to the participants and the participants back to you, and to each other as part of a continuous improvement process. Additional webinars, professional learning community groups or meetings with peer assessment teams are all option to engage the participants and address questions.

Clearly, preparing participants for implementation takes time. First, participants need to explore the ideas and strategies and relate them to their own ideas. Responsive action by teachers requires evidence-based decision-making. This is a complex task for teachers, and practice will improve their instructional decision-making. Doubtlessly, the characteristics of quality feedback will be new learning for most participants. It may be challenging to remember all of the characteristics so transfer of this learning must be facilitated, as it will not be automatic. If the participants are working as part of school level teams, discuss options for coaching and other kinds of follow-up support (e.g., peer feedback) to help sustain learning. As mentioned in the earlier modules, teachers and schools that are more successful implementing formative assessment processes have an implementation team that evaluates the process and encourages practitioners to try out their learning and “finish what they start.”

Read the advice provided below as you plan for each lesson in Module 5. The following text will emphasize some main ideas from the lesson, highlight places where participants may struggle and get confused, and provide suggestions and probing questions to help you model the formative assessment process and facilitate the learning experiences.

Lesson 1	Introduction to Responsive Action Main Messages: <ul style="list-style-type: none">• <i>Action should be focused on closing the gap between students' current learning status and desired goals.</i>• <i>Responsive action includes both modifying instruction and providing feedback.</i>• <i>After teachers have elicited, analyzed and interpreted information on students' learning, teachers must respond in some way to the information – the essence of formative assessment.</i>
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- Responsive Action is all about making decisions based on evidence. From Module 4, we know that when students reveal their ideas and what they are thinking, it will be based on their capacity to explain, interpret and apply their new learning as it connects to what they already know and understand. Following the Action Sequence from Lesson 1, teacher action is needed to gather evidence, to interpret the evidence, and as this lesson emphasizes, to close the gap between the students' current learning status and the intended learning goal. Remember that moving forward with the planned lesson is also responsive action if evidence from students indicates that instructional modification or feedback is not needed. Grouping participants by grade/content areas will help with the discussion here. Getting teachers to think about the responsive actions that characterize their practice and having administrators relate what they observe in classrooms is the starting point for this module.
- The first part of the lesson emphasizes the importance of planning for action. The second element is determining the right action to take. Extend the "Your Turn" conversation and turn it into a crucial conversation where your participants reveal their ideas and beliefs by sharing them, initially in small groups and then with the entire group. How do they currently make decisions in class? What have they experienced themselves as learners? What responsive actions do they take with students? Participants will confront their ideas and beliefs in the next lessons by reviewing examples, making observations from videos, and discussing ideas from others. Recognizing their own practices and ideas is a necessary first step to changing or revising their instruction. Don't rush through lesson one until participants are comfortable with examples from their own experiences.

Lesson 2

Responsive Action: Instruction

Main Messages:

- *The instructional response must be aligned with the learning shown in the evidence.*
- *The responsive action is more than just another activity – it is intended to support either conceptual change or skill development.*
- *Instructional modifications help bridge the gap between students' current level of performance or understanding and the learning goal or desired outcome.*

- This work often stretches a teacher's content knowledge. A first step might be to ask teachers to determine their pedagogical content knowledge relevant to the learning goals before attempting to determine an instructionally responsive action. To deepen the conversation you may want to spend some time discussing their understanding of scaffolding instruction and differentiating instruction. This is where it can get confusing for teachers. Differentiating instruction is not just giving students different activities to do and scaffolding instruction does not mean turning the learning into a step-by-step process. So what does it mean to provide instruction that matches the level of learning shown by the student evidence? One approach is to talk about examples and non-examples. You may want to let participants create their own non-linguistic representation and explain their thinking to others. As the facilitator, you will need to

be clear about how you want to guide the discussion that follows. It may be helpful to return to the slides that talk about scaffolding learning and differentiating instruction. The following references are provided to assist you with this and are also mentioned in intercession options: Vygotsky, 1978; Wood, Bruner & Ross, 1976.

- When determining “Just Right Instruction,” the first decision should be to decide the best fit instructionally to address a student’s current need so that learning can progress. The second decision is how to go about doing that. Elementary teachers are often better able to explain this recommendation than secondary teachers. Pair elementary and secondary participants and administrators and have them describe examples from their own practice of matching instruction to the student’s needs, scaffolding to further learning and gradually releasing the scaffolding as the student starts to internalize the learning. Have them generate a list of questions about what is still unclear from their table conversations. Use the questions or concerns to engage in a Please Pass the Questions activity. Have participants do the following:
 - Consider your concerns about “Just Right Instruction” and scaffolding
 - Turn one of your concerns into a question
 - Write your name and question on a piece of paper
 - Pass your question to the next person
 - Respond to the question you receive
 - Continue to repeat a minimum of 4 – 5 times. Collect the papers and review the responses. Repeat as directed (Newstrom & Scannell, 1998).

Lesson 3

Responsive Action: Feedback to Students, Part 1

Main Messages:

- *Not all feedback is effective.*
- *Effective feedback can be oral, written, or both.*
- *Provide feedback in time to meet students’ needs.*
- *Feedback is effective only if it is used to alter the gap.*
- *Effective feedback focuses on student performance, not on the students themselves. Effective feedback includes strategies and next steps, rather than complete solutions, to help students’ learning continue.*

- This lesson is broken into two parts. The first relates to the characteristics of effective feedback and the second part features examples of students using the feedback. After participants have analyzed the feedback relative to the criteria, combine pairs into small groups for discussion. End with a larger group question and answer session. To reinforce the learning, have each pair create an example of their own from their content area. Also ask them provide the intended response. Gather the examples and post them where they are available to the larger group.
- Many teachers and administrators will worry about the amount of time it takes to provide feedback to each student. This is an opportunity for participants to share what works for them and to provide some suggestions that they can try. Examples include: notebooks with feedback sheets either at the beginning or end of the notebook; sticky notes on student work (many students do not want teachers to write on their assignments); comment markers, highlighting or underlining; stamps for oral feedback;

flip videos or student conferences. Additionally, some teachers use a staggered approach – they check all students' work, but provide detailed feedback to a small group of students each day. Students recognize that teachers are checking their work, and that in-depth feedback will be provided on a rotating basis.

- Providing feedback in time to meet students' needs is a critical message in this lesson. It will be a significant shift for teachers to move from grading every assignment to only grading summative work. With feedback that is formative, comments need to occur at important "hinge" points in the learning sequence. Remind participants that this can be early in the learning sequence, in the middle and/or near the end. This may reveal a huge concern on the part of teachers who rely heavily on grade book programs and provide weekly progress information to administrators, students and parents. The best way to move the discussion forward is to provide examples of effective classrooms in which only summative work is graded. Changing teacher practice is hard and participants will need to create a mental model of a classroom where this is working well to be able to transition to this new approach. It can be hard for teachers to see how a change in practice helps to close the gap until they try it, refine how they do it, and integrate the approach of "teacher as mediator of student learning" into everyday classroom practice.
- Not only is feedback needed in time to address student needs, the time teachers take to provide the feedback shouldn't stretch across weeks. For example, if a teacher asks for a draft of written work, and then waits a week before providing feedback, the feedback is no longer useful to the student because it has not been given in time to meet the student's needs. An issue of concern to secondary teachers is the feasibility of responding to as many as 150-200 students in a timely fashion. Acknowledge that this is a challenge. The Try It Out exercise is an effective way to open dialogue about this issue and to think about solutions.

Lesson 3

Responsive Action: Feedback to Students, Part 2

Main Message:

- *Teachers need to make a decision about whether feedback, instruction or both is needed.*
- *Feedback helps learners develop a repertoire of learning strategies and take responsibility for their learning.*

- To implement actions that provide the "Just Right Fit" for students, teachers are challenged to make the "Just Right Decision" about whether instruction, feedback or feedback then instruction is the best way to move student learning forward. One way to think about this is to ask the questions, "What does my student need me to do?" Remember: students learn, teachers enable learning. With a focus on learner-centered classrooms, the decision-making should support what students need next. To gain a deeper understanding of this concept, ask each participant to come up with a scenario where they describe the learning goal and success criteria, and include a sample of student work. Then, working in groups of three or four, have them take turns asking each other the question, "What does this student need me to do?" Encourage participants to come up with realistic examples and then remind them to Try It Out!

Intersession Advice

In addition to the “Try It Out” activities, we pose three options for intersession work before moving to the next module:

Option 1

Additional Input (individual or group) – Watch a YouTube video, read an article, use online resources, etc. From Lesson 2, read the resource documents provided on scaffolding learning and differentiated instruction (Vygotsky, 1978; Wood, Bruner & Ross, 1976). Have participants find other resources about differentiation online (e.g., Differentiated Instruction by Carol Tomlinson) and compare the information.

Option 2

Collaboration with others – Within a TLC group meeting, face-to-face or virtually on a wiki or other Web 2.0 platform, discuss questions generated by the group to extend their learning (or provide them with 3 questions based on lesson/module learning goals and success criteria). Changing teachers’ practices is not easy. Refer to the research on change theory (<http://www.strategies-for-managing-change.com/william-bridges.html>) and discuss with participants the steps needed to transition to significantly different practices in the classroom. A key message is that transition takes time.

Option 3

Action Research – This occurs when you ask participants to try something and reflect on how it goes (self reflection or peer feedback). Referring back to the lessons in this module, action research is an excellent option to consolidate and reinforce learning from both parts of Lesson 3. Provide a simple template for your participants that asks them to provide a question they will investigate, how they will go about finding out, what they discovered (evidence) and what the findings tell them about their instructional practice. For example, teachers might pose the following question, “Will students use the feedback provided to help close the gap?” Next they would determine when and how to provide feedback. From the subsequent student work samples they would gather evidence of student learning that they could summarize and present as part of their findings. Bring participants together to share their plans and results. Administrators can partner with teachers for this activity.

After providing these options to your group, be certain to gather information regarding what options they select, what materials and other resources they use, and what impact these options have on their learning and implementation.

Feedback Tool

As you progress through each module, we suggest that you keep track of how the learning is progressing using the following feedback template. This is important since the formative assessment process needs to be modeled by you as you work with others, and the feedback you gather and provide will inform your role as a facilitator.

Feedback Template

Lesson	What worked well?	What didn't work?	Checks of Learning	Next Steps
Lesson 1: Introduction to Responsive Action				
Lesson 2: Responsive Action: Instruction				
Lesson 3: Responsive Action: Feedback to Students, Part 1				
Lesson 3: Responsive Action: Feedback to Students, Part 2				