**Southwick-Tolland HS Workshop Materials November 3, 2015**

COMPASS Points Activity

Response to Prompt: How do you feel about transition to a 7-12 school? ELA/History/Fine Arts

|  |  |
| --- | --- |
| **EXCITEMENT**  Collaborating with a wider group of teachers (5 checks)  Classroom upgrades (3 checks)  Introducing Topics/Lessons you love  Getting Seniors prepped for college admissions earlier in their academic career (4 checks)  New Friends  First Day (5 checks)  New classrooms are better for exploring visuals  New fairs  2:10 dismissal (5 checks)  Students (9 checks)  When the move is finally completed  Flexibility  Fall Play | **WORRIES**  Computer Issues (11 checks and one star)  Copier (15 checks and one star)  Not enough time to prepare (10 checks and 2 stars)  Professional Development (2 checks)  Supplies (2 checks)  Not being notified about an issue until it is too late to do anything about it  Powers that be forgetting that teachers are human  Moves  Teaching New Course  Continued separation between MS and HS  More team time with kids to get to know them  More team time/IEP planning time  Job security  Collegial Trust  School Wide Communication  Support from Parents |
| **NEEDS**  Time to set up classroom and prepare for students  Working copier (14 checks)  Working technology  More collaboration time  Bookshelves (4)  Time to plan for instruction during the year  Tech help  Time to offer students one on one help –and not at lunch or after school  Planning time and team time with kids  New text books | **SUPPORTS** [NB: some interpreted this as supports already in place as well as those they would like to have]  Team Time with Colleagues (13 checks)  Opportunities for Colleagues to Share Best Practices (4 Checks)  Teacher Inquiry Workshops  Technology/Internet (4 checks)  New Assistant Principal, Ben  Help with Certification  Field Trip Support  Aide in Classroom |

***Carol Dweck Revisits the 'Growth Mindset'***

**By Carol Dweck** **Published in EdWeek,** September 22, 2015

For many years, I secretly worked on my research. I say “secretly” because, once upon a time, researchers simply published their research in professional journals—and there it stayed.

However, my colleagues and I learned things we thought people needed to know. We found that students’ mindsets—how they perceive their abilities—played a key role in their motivation and achievement, and we found that if we changed students’ mindsets, we could boost their achievement. More precisely, students who believed their intelligence could be developed (a growth mindset) outperformed those who believed their intelligence was fixed (a fixed mindset). And when students learned through a structured program that they could “grow their brains” and increase their intellectual abilities, they did better. Finally, we found that having children focus on the process that leads to learning (like hard work or trying new strategies) could foster a growth mindset and its benefits.

So a few years back, I published my book *Mindset: The New Psychology of Success* to share these discoveries with educators. And many educators have applied the mindset principles in spectacular ways with tremendously gratifying results.

This is wonderful, and the good word continues to spread. But as we’ve watched the growth mindset become more popular, we’ve become much wiser about how to implement it. This learning—the common pitfalls, the misunderstandings, and what to do about them—is what I’d like to share with you, so that we can maximize the benefits for our students.

*A growth mindset isn’t just about effort.* Perhaps the most common misconception is simply equating the growth mindset with effort. Certainly, effort is key for students’ achievement, but it’s not the only thing. Students need to try new strategies and seek input from others when they’re stuck. They need this repertoire of approaches—not just sheer effort—to learn and improve.

We also need to remember that effort is a means to an end to the goal of learning and improving. Too often nowadays, praise is given to students who are putting forth effort, but *not learning*, in order to make them feel good in the moment: “Great effort! You tried your best!” It’s good that the students tried, but it’s not good that they’re not learning. The growth-mindset approach helps children feel good in the short *and* long terms, by helping them thrive on challenges and setbacks on their way to learning. When they’re stuck, teachers can appreciate their work so far, but add: “Let’s talk about what you’ve tried, and what you can try next.”

**“The growth mindset was intended to help close achievement gaps, not hide them.”**

Recently, someone asked what keeps me up at night. It’s the fear that the mindset concepts, which grew up to *counter* the failed self-esteem movement, will be used to *perpetuate* that movement. In other words, if you want to make students feel good, even if they’re not learning, just praise their effort! Want to hide learning gaps from them? Just tell them, “Everyone is smart!” The growth mindset was intended to help close achievement gaps, not hide them. It is about telling the truth about a student’s current achievement and then, together, doing something about it, helping him or her become smarter.

I also fear that the mindset work is sometimes used to justify why some students aren’t learning: “Oh, he has a *fixed* mindset.” We used to blame the child’s environment or ability.

Must it always come back to finding a reason why some children just can’t learn, as opposed to finding a way to help them learn? Teachers who understand the growth mindset do everything in their power to unlock that learning.

A few years ago, my colleague in Australia, Susan Mackie, detected an outbreak of what she called “false growth mindset.” She was seeing educators who claimed to have a growth mindset, but whose words and actions didn’t reflect it. At first, I was skeptical. But before long, I saw it, too, and I understood why.

In many quarters, a growth mindset had become the right thing to have, the right way to think. It was as though educators were faced with a choice: Are you an enlightened person who fosters students’ well-being? Or are you an unenlightened person, with a fixed mindset, who undermines them? So, of course, many claimed the growth-mindset identity. But the path to a growth mindset is a journey, not a proclamation.

Let’s look at what happens when teachers, or parents, claim a growth mindset, but don’t follow through. In recent research, Kathy Liu Sun found that there were many math teachers who endorsed a growth mindset and even said the words “growth mindset” in their middle school math classes, but did not follow through in their classroom practices. In these cases, their students tended to endorse more of a fixed mindset about their math ability. My advisee and research collaborator Kyla Haimovitz and I are finding many parents who endorse a growth mindset, but react to their children’s mistakes as though they are problematic or harmful, rather than helpful. In these cases, their children develop more of a fixed mindset about their intelligence.

*How can we help educators adopt a deeper, true growth mindset, one that will show in their classroom practices?* You may be surprised by my answer: Let’s legitimize the fixed mindset. Let’s acknowledge that (1) we’re all a mixture of fixed and growth mindsets, (2) we will probably always be, and (3) if we want to move closer to a growth mindset in our thoughts and practices, we need to stay in touch with our fixed-mindset thoughts and deeds.

If we “ban” the fixed mindset, we will surely create false growth-mindsets. (By the way, I also fear that if we use mindset measures for accountability, we will create false growth mindsets on an unprecedented scale.) But if we watch carefully for our fixed-mindset triggers, we can begin the true journey to a growth mindset.

*What are your triggers?*

Watch for a fixed-mindset reaction when you face challenges. Do you feel overly anxious, or does a voice in your head warn you away? Watch for it when you face a setback in your teaching, or when students aren’t listening or learning. Do you feel incompetent or defeated? Do you look for an excuse? Watch to see whether criticism brings out your fixed mindset. Do you become defensive, angry, or crushed instead of interested in learning from the feedback? Watch what happens when you see an educator who’s better than you at something you value. Do you feel envious and threatened, or do you feel eager to learn? Accept those thoughts and feelings and work with and through them. And keep working with and through them.

My colleagues and I are taking a growth-mindset stance toward our message to educators. Maybe we originally put too much emphasis on sheer effort. Maybe we made the development of a growth mindset sound too easy. Maybe we talked too much about people having one mindset or the other, rather than portraying people as mixtures. We are on a growth-mindset journey, too.

**Unit Template: Focus on Stage 1**

|  |  |  |
| --- | --- | --- |
| **Stage 1 Desired Results** | | |
| **ESTABLISHED GOALS G** | ***Transfer*** | |
| ***Students will be able to independently use their learning to…* T** | |
| ***Meaning*** | |
| **UNDERSTANDINGS U**  ***Students will understand that…*** | **ESSENTIAL QUESTIONS Q** |
| ***Acquisition*** | |
| ***Students will know…* K** | ***Students will be skilled at…* S** |
| **Stage 2 - Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
|  | **CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS) PT** | |
|  | **OTHER EVIDENCE: OE** | |
| **Stage 3 – Learning Plan** | | |
| ***Summary of Key Learning Events and Instruction*** | | |
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**Unit Template: Focus on Stage 1** The Art of Leadership, Grades 7-8, ELA, SS and Art

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| --- | --- | --- |
| **Stage 1 Desired Results** | | |
| **ESTABLISHED GOALS G**  ***Subject:***  ***Will vary***  ***Literacy:***  ***READING***  *1.Close reading of text; Making inferences. Cite textual evidence when writing or speaking*  *2.Analyze the development of characters over the course of a text*  *4.Interpret text in context and the impact of word choice on tone*  *7. Integrate and evaluate diverse media.*  *9. Analyze how two or more texts address similar themes.*  *WRITING*   1. *Support claims in writing using sufficient evidence* 2. *Write informative/explanatory texts to examine and convey complex idea* 3. *Write narratives, fiction, poetry to show awareness of concepts* 4. *Produce clear and coherent writing.* 5. *Use technology* 6. *Conduct short research*   *9. Draw evidence from literary or informational texts to support analysis, reflection and research*  *SPEAKING AND LISTENING*  *2. Integrate and evaluate information presented in diverse media and formats*  *4. Present information, findings and supporting evidence such that listeners can follow the information and argument* | ***Transfer*** | |
| ***Students will be able to independently use their learning to…* T**  Analyze art and apply those understandings in multiple ways | |
| ***Meaning*** | |
| **UNDERSTANDINGS U**  ***Students will understand that…***  ***EU1. There are timeless qualities of leadership.***  ***EU2. Circumstances affect leaders***  ***EU3. Leaders display both strengths and weaknesses***  ***EU 4. Leadership can be expressed in many forms*** | **ESSENTIAL QUESTIONS Q**  ***Essential Question(s)***  *EQ1. What makes a good leader?*  *EQ2. How does society show its values through the arts?*  *EQ3. How does one lead through art?* |
| ***Acquisition*** | |
| ***Students will know…* K**  ***Knowledge (Students will know)***   1. *Specific qualities of Leader X (character from literature/historic figure)* 2. *Specific qualities of Contemporary Political Figure* 3. *Criteria for good leadership of an historic figure* 4. *Criteria for leadership of a contemporary political candidate* | ***Students will be skilled at…* S**  ***(Students will be able to…)***   1. *Conduct research on a contemporary political candidate* 2. *Identify the qualities of leadership in a work of art (fiction, cartoon, painting, song, etc)* 3. *Assess if an individual meets the established criteria for leadership in the expository format* 4. *Produce a written assessment of leadership* 5. *Create an assessment of leadership* |
| **Stage 2 - Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
|  | **CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS)**  ***Create a work of art that shows the leadership qualities of a contemporary political candidate.* PT** | |
|  | **OTHER EVIDENCE:**  ***Written report evaluating the leadership qualities of a contemporary political candidate in response to the question: What Makes a Good Leader?***  **OE** | |
| **Stage 3 – Learning Plan** | | |
| ***Summary of Key Learning Events and Instruction*** | | |
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**The Art of Leadership, Grades 7-8, ELA, SS and Art**

LESSON SUMMARIES, INCLUDING RELEVANT STANDARDS

LESSON 1 (ELA)

Select a work of art—a poem, painting, story. Be sure in includes an identified leader. Have the students discuss what makes this character or figure a leader. Establish a list of criteria for leadership. Write this list up formally and be sure to define key terms. Have students cite evidence from the work of art that substantiates these qualities of leadership.

Alternative: Learn about a famous artist. How did s/he contribute to society and serve as a leader in his/her society?

LESSON 1 (HSS)

Select an historic figure and provide information about him or her to the students. Have the students discuss what makes this person a leader. Establish a list of criteria for leadership. Write this list up formally and be sure to define key terms. Have students cite evidence from the information you provide that substantiates these qualities of leadership.

LESSONS 2-3 (HSS and ELA)

Identify a list of candidates running for political office. Have students work in pairs or small groups and select one of these candidates. Do research on the candidate. Have students respond to the question: Is this person a good leader? They should use the criteria established in Lesson 1 to answer this question. They will present their answer in two formats: An Essay and a Work of Individual Art

LESSON 4 (HSS and ELA)

Students create a work of art that conveys the leadership (or lack there of) of the contemporary political figure. They will show this work of art to their classmates and explain how their individual displays leadership.

**UbD Design Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Stage 1: Desired Results** | | | |
|  | | **Yes** | **No** |
| **Establish Goals:** | |  | |
| 1. Only those standard(s) or goals that are directly relevant to the unit and assessed in Stage 2 are listed. | |  |  |
| **Understandings:** | |  | |
| 2. The *Big Idea(s)* are clearly stated and derived from or aligned with appropriate standards or goals. | |  |  |
| 3. The *understandings* are both overarching (to promote transfer of standard(s) or *Big Ideas*) and topical (specific enough to focus teaching, learning, and assessment). | |  |  |
| 4. The *understandings* are framed as full-sentence generalizations in response to the stem “Students will understand that…” | |  |  |
| 5. The *understandings* are not obvious or true by definition (i.e. factual knowledge). The understandings will include *uncoverage* in order for students to come to understand the standards. | |  |  |
| **Essential Questions:** | |  | |
| 6. *Essential questions* clarify the *Big Idea* and connect to other topics and contexts to guide inquiry into the topic. | |  |  |
| 7. The *essential questions* are thought provoking and arguable, rather than “leading” questions that point to facts. | |  |  |
| 8. The *essential questions* are framed in appropriate “student language” to make them accessible to students. | |  |  |
| **Students will know:** | |  | |
| 9. Key knowledge and skills (including prerequisite knowledge and skills) needed to meet the standards and enable the desired understandings are identified. | |  |  |
| **Students will be able to:** | |  | |
| 10. Key performances objectives needed to meet the standards or goals are identified. | |  |  |
| **Designer comments for Stage 1 – Desired Results:** | | | |
| **Stage 2: Assessment Evidence** | | | |
|  | | **Yes** | **No** |
| 11. The *assessments (authentic, diagnostic, performance, summative and formative)* are aligned with the Revised Bloom’s Taxonomy level of the standards or goals. They will yield appropriate evidence of the identified understandings. | |  |  |
| 12. The variety of assessments allow for differences in learning profiles, interests, and readiness. | |  |  |
| 13. The unit includes a variety of *assessments* to evaluate the student’s understanding. | |  |  |
| 14. If appropriate, scoring *rubric(s)* includes all essential components in alignment with standards or goals. | |  |  |
| 15. Descriptions of assessments are identified and described. | |  |  |
| 16. Students are given the opportunity to self-assess and reflect upon their learning and performance. | |  |  |
| **Designer comments for Stage 2 – Assessment Evidence:** | | | |
| **Stage 3: Learning Plan** | | | |
| *The learning plan is the sequence of teaching and learning experiences that help students master the standards or goals for the UbD unit. The learning plan uses the WHERETO concept and incorporates a motivation activity to introduce standards and understandings, a model of instruction, guided or independent practice by the student, and reflection/assessment activities.* | |  |  |
|  | | **Yes** | **No** |
| **W**  **H** | 17. The learning plan makes clear to students what they will be learning, what is expected of them (i.e. standards or goals) and how their work will be evaluated. Big ideas are clearly stated so that students know and understand **where** they are headed and **why**. Essential questions and performance tasks will **hook** students because they are engaging and thought provoking. |  |  |
| **E** | 18. If appropriate, diagnostic assessments are used in the beginning to check for potential misunderstandings and predictable performance (skill) error. The learning plan is designed to **equip** students with the prerequisite experiences necessary to understand the *Big Ideas*, and the needed information and skills upon which the understandings and performance depend. The instruction is designed to equip students for the final assessment. |  |  |
| **R** | 19. Opportunities are provided for students to **rethink and reflect** their prior and emerging understandings and to **refine and revise** their work based on feedback and guidance. |  |  |
| **E** | 20. Learning activities help students **explore** the big ideas and essential questions. Students **experience** events to make ideas and issues real. Students are provided opportunities to dig deeper into the core ideas. Students are taught to **self-evaluate**. |  |  |
| **T** | 21. The learning has been **personalized** to accommodate the variety of student’s interests, styles, and abilities by differentiating content, process, and products. |  |  |
| **O** | 22. The sequence of learning activities has been **organized*.*** The learning plan is clearly designed to maximize student **engagement** and **productivity**. |  |  |
| **Designer comments for Stage 3 – Learning Plan:** | | | |
|  | | | |

**Unit Template: Focus on Stage 1**

|  |  |  |
| --- | --- | --- |
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| ***Students will be able to independently use their learning to…* T** | |
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**DIMENSIONS LEARNING: Habits of Mind**

|  |  |  |
| --- | --- | --- |
| Critical Thinking | Creative Thinking | Self-Regulated Thinking |
| • Be accurate and seek accuracy  • Be clear and seek clarity  • Maintain an open mind  • Restrain impulsivity  • Take a position when the situation warrants it  • Respond appropriately to others’ feelings and level of knowledge | • Persevere  • Push the limits of your knowledge and abilities  • Generate, trust, and maintain your own standards of evaluation  • Generate new ways of viewing situations that are outside the boundaries of standard conventions | • Monitor your own thinking  • Plan appropriately  • Identify and use necessary resources  • Respond appropriately to feedback  • Evaluate the effectiveness of your actions |

|  |  |  |
| --- | --- | --- |
| Dimension 1  Attitudes and Perceptions | Dimension 2  Acquire and Integrate Knowledge  Declarative | Dimension 2  Acquire and Integrate Knowledge  Procedural |
| What will be done to help students develop positive attitudes and  perceptions?  Step 1: Are there any goals or concerns related to students’ attitudes  and perceptions in general or related to this specific unit?  Step 2: What will be done to address these goals or concerns?  Step 2a: Specifically, will anything be done to help students develop  positive attitudes and perceptions about classroom climate and  classroom tasks?  Step 2b: Describe what will be done. | What will be done to help students acquire and integrate declarative  knowledge?  Step 1: What declarative knowledge will students be in the process of  acquiring and integrating? As a result of this unit, students will know or understand. . . .  Step 2: What experiences or activities will be used to help students  acquire and integrate this knowledge?  Step 3: What strategies will be used to help students construct meaning for, organize, and/or store this knowledge?  Step 4: Describe what will be done. | What will be done to help students acquire and integrate procedural  knowledge?  Step 1: What procedural knowledge will students be in the process of  acquiring and integrating? As a result of this unit, students will be able to. . . .  Step 2: What strategies will be used to help students construct models  or, shape, and/or internalize this knowledge?  Step 3: Describe what will be done. |

|  |  |  |
| --- | --- | --- |
| Dimension 3  Extend and Refine Knowledge | Dimension 4  Use Knowledge Meaningfully | Dimension 5  Habits of Mind |
| What will be done to help students extend and refine knowledge?  Step 1: What knowledge will students be extending and refining?  Specifically, students will be extending and refining their understanding of. . . .  Step 2: What reasoning process will students be using?  Step 3: Describe what will be done. | What will be done to help students use knowledge meaningfully?  (Step 1: What knowledge will students be using meaningfully?  Specifically, students will be demonstrating their understanding  of or ability to. . . .  Step 2: What reasoning process will stunts be using? | What will be done to help students develop productive habits of  mind?  Step 1: Are there any goals or concerns related to students’ habits  Of mind in general or related to this specific unit?  Step 2: What will be done to address these goals or concerns?  Step 2a: Specifically, will anything be done to help students develop critical thinking, creative thinking, and self-regulated thinking? |

From Marazano and Pickering, <http://www.lmu.edu/Assets/Centers+$!2b+Institutes/Center+for+Teaching+Excellence/Marzano+Dimensions+Learning.pdf>

LESSON REFLECTION TEMPLATE

|  |  |
| --- | --- |
| Brief overview of the Lesson |  |
| Estimated Time Required for the Lesson |  |
| Prior Knowledge Required |  |
| Lesson Objectives |  |
| Essential Questions |  |
| Primary Resource(s) |  |
| Secondary Sources |  |
| Materials |  |
| CCSS STANDARDS |  |
| MA CONTENT STANDARDS |  |
| Teaching Strategy (ies) |  |
| Lesson Procedure |  |
| Questions |  |
| Formative Assessment(s) |  |
| Summative Assessment |  |
| Reflections | 1. Was the objective met for this lesson? What evidence do you have?  2. Were all students actively engaged with the lesson? If not, how could the lesson be modified to engage all  students?  3. Was the lesson plan easy to follow or does it need to be modified?  4. Was the material/technology sufficient?  5. Would I use this lesson again? Why or why not?  6. Would I recommend this lesson to others? If so, are  there special considerations to be made for using it?  7. Overall, how did the lesson go?  What worked well?  What didn’t work at all?  8. What did I learn from my students?  9. What did I learn about myself? |

**Experiment Reflection Template**

**For each reflection, please use the prompts below and the Structured Reflection Rubric to guide you.**

Your Name:

Experiment Title:

|  |  |
| --- | --- |
| **Focus of Reflection:**  Describe what you will try and with whom.   * *What is the issue that you are trying to address?* * *Name the strategy/technique & the key features* * *Identify the target group/individuals* |  |
| **Rationale**:  Explain why you chose to try this.   * *Why is this strategy/technique a good match for what you are trying to achieve?* * *What is new/different from what you have done before?* * *How does it connect with previous efforts?* * *Do you have concerns?* |  |
| **Examination & Perspective Taking:**  How will you assess your impact? How will you monitor the results of these actions/modifications to your practice?   * *Explain the impact you hope to see on student engagement and student learning.* * *How will you know what impact this has had?* * *What data will you collect and analyze?* * *How will you gain perspective through multiple lenses* *(student, parent, teacher, colleague, administrator, self)*? |  |
| **Decision Making/Action Steps:**  Identify actions or adjustments.   * *What adjustments will you make as a result?* * *Why?* |  |

**Feedback for experiment reflections:  Going beyond voicing one’s opinions or feelings**

**WRITER: (PEER) REVIEWER:**

**AHA**! Additional recognition may be noted for efforts/action/thinking that go above and beyond the required scope or lead to insights that are transferrable. Reflection/actions/efforts indicate an exemplary level of creativity, resiliency, resourcefulness, or willingness to recycle error into learning which will lead to long-term gains and discovery.

|  |  |  |
| --- | --- | --- |
| CRITERIA | SCORE: E, S, NY | FEEDBACK |
| **Criteria #1: Object of Reflection** - Notice key features   * *Reflection Prompt: Describe what you tried and with whom.* |  |  |
| **Criteria #2: Rationale -** Connect what is new (strategy use) to what one already knows (content & students)   * *Reflection Prompt: Explain why you chose to try this.* |  |  |
| **Criteria #3: Examination & Perspective -** Examine the event through data collection, data analysis and through the perspective of various lenses (self, student, colleague, administrator)   * *Reflection Prompt: How will you assess you impact and monitor results?* |  |  |
| **Criteria #4: Decision Making/Action steps** - Identify actions or adjustments   * *Reflection Prompt: What adjustments will you make the next time you use this strategy?  Why?* |  |  |

**Feedback Stems, Phrases, Question Exemplars for Reflection Papers**

|  |  |  |  |
| --- | --- | --- | --- |
| **Object of Reflection:**  Notice key features  *Describe what you will try and with whom.* | **Rationale**:  Connect what is new (strategy use) to what one already knows (content & students)  *Explain why you chose to try this.* | **Examination & Perspective Taking:**  Examine the event through data collection, data analysis and through the perspective of various lenses  *How will you assess your impact?* | **Decision Making/Action Steps:**  Identify actions or adjustments  *What adjustments will you make the next time you use this strategy?  Why?* |
| Description is key in writing a reflection.  Consider the details in your plan that would help the reader to best understand the process.  It really helps the reader that you shared the context of what came before this moment in time!  Including the actual tool is very helpful in understanding what students did.  It also allows us to look carefully at the prompts and target possible improvements.  You did not name a strategy and/or steps and tools you used.  Would love for you to name it – give it a structure and process so that you can identify the parts.  The tasks that you had them engage in at each stage represented a nice progression.  What size groups? How did you form them? Did you give them specific directions?  Was the student aware that you were going to \_\_\_\_\_\_\_?  Do you do \_\_\_\_\_\_ at the start or end of class?  I like that you took a familiar strategy and tried it in a new venue… allows you to focus on the students, rather than the step-by-step instructions. | How is this similar/different to ways you have \_\_\_\_\_ before?  What prompted this decision?  What was your intention in using this strategy vs. any other you could have chosen?  What did you intend for students?  For you as the assessor or facilitator?  You’ve identified several good and clear reasons for selecting this technique. Were you able to circle back to misconceptions – or clarify in some way?  Why did you opt to incorporate \_\_\_\_?  Do you use \_\_\_\_\_ on a regular basis – how often?  Were you concerned that the observations you were making were not enough to assess their competence?  Clearly you have found \_\_\_\_\_ to be more challenging to engage in the past – why do you think this is the case?  Do you think that the \_\_\_\_\_\_ will improve their willingness to take risks based on being more prepared?  Is the major change that you are doing it more often – or are you using different techniques? | Data is thorough in terms of how many completed the task. What level of engagement did you see? Did you ask students how they felt about the structure of the task or about their engagement level?  Your observations are one good source of data – students can provide another. What other perspective would be possible to obtain?  Kudos for getting feedback from students about their experience and their learning. What will you do with that?  What did you hear / see that led you to this belief? Do you think the data is accurate?  Did you ask students whether they noticed a difference between the two experiences?  How did the 83% compare to previous years? Is your hope to maintain the current average or improve upon it?  Sounds like the structure of the activity allowed students to \_\_\_.  Are students reporting that they feel more comfortable taking risks or is this an observation that you are making in comparison to previous years?  What do other teachers who work with these students suggest/do? | Adjustments seem very reasonable and thoughtful based on the experience – connected to what you observed.  Ask me about \_\_\_\_\_\_\_ … as a way to …  Knowing that they are reluctant to write – how can you balance this with your need to check for understanding?  I am wondering if you will use this routine again and with whom? Why/why not? Will you pair students in the same way or differently?  How can you incorporate explicit expectations around respectful and productive paired and group work?  What other data are you going to monitor?  Quick feedback can be engaging and motivating itself. Perhaps different formats for your \_\_\_\_\_ will help keep the routine, but alternate the method!  Finding a good match for a variety of needs is a challenge.  What have you learned from this experience that will inform what you do next?  Or, don’t do next?  How will you release this responsibility to them? How might students assess their contributions or give feedback to each other? |

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| Giving Feedback | Receiving Feedback |
| 1. Focus feedback on behavior rather than the person. 2. Focus feedback on observations, rather than inferences. Concentrate on what you can actually see or hear in the behavior of another person. 3. Share ideas and information, rather than give advice. Focus feedback on exploration of alternatives, rather than answers or solutions. In the role of a facilitator, this is important to guide students to learn. Use strategies that challenge or encourage the student to look deeper into an issue, avoid giving them the answer. Ask [open questions](http://www.rmit.edu.au/browse;ID=seurf3yle05z) such as:  * *How can you use this information to…* * *What are the implications of…?* * *Think of some more ways that you can …?*  1. Focus on a variety of procedures and means for accomplishing a particular goal. 2. Focus feedback on the value it may have to the receiver. Help and feedback need to be given and heard as an offer, not as something you force upon another person. 3. Focus feedback on the amount of information that the receiver can use, rather than on the amount you might like to give. Be sensitive as to the appropriate time and place to give feedback. 4. Focus feedback on description, rather than judgment. 5. Focus feedback on what is said rather than why it is said. 6. To minimize the threat, use the ‘feedback sandwich’ approach. Give a positive piece of feedback then a negative and finish off with a positive comment. | 1. Thank the giver and respect their honesty and their point of view. 2. Value the comments. 3. Reflect on the feedback and make a decision as to whether it is reasonable or not. If reasonable, act immediately, or at least set up a plan for dealing with the problem or issue. If unreasonable, work through the problem or issue with the giver. 4. Learn from the experience. 5. Model the process for your students.   Cathy Down, RMIT, November 2000, cathy.down@rmit.edu.au |

*Boud, D. (1991) Implementing Student Self-Assessment, HERDSA Green Guide 5, Campbelltown: Higher Education Research and Development Society of Australasia*