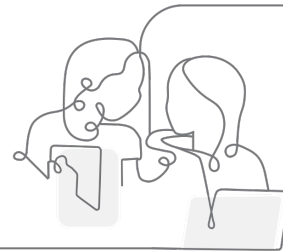




Support feedback systems that develop strengths

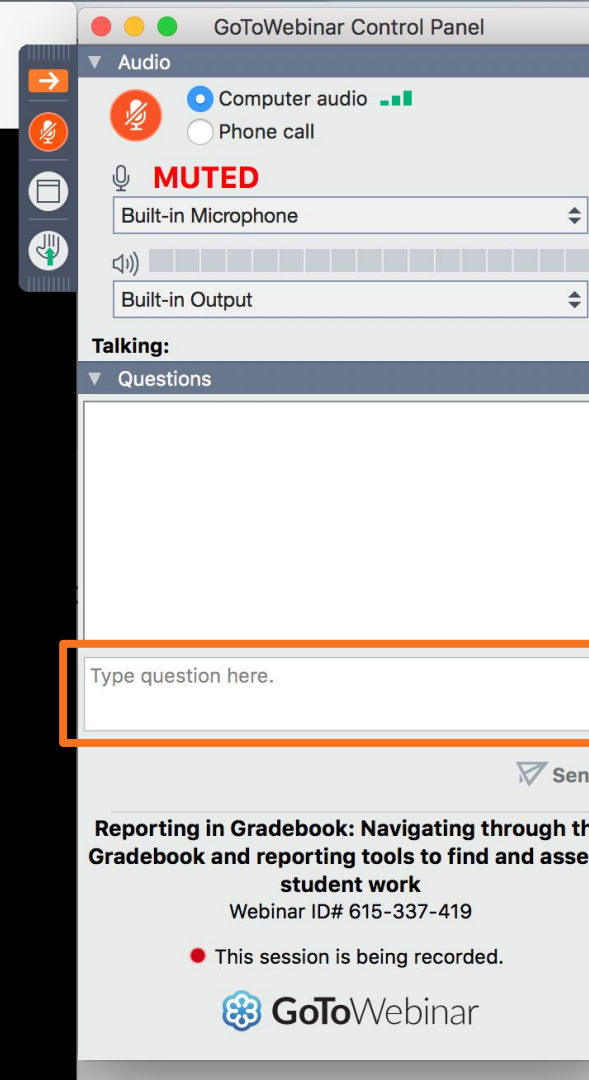
WEBINAR SERIES

November 14, 2018



Housekeeping

- 45 minute presentation
- 10 minutes at end for questions
- Type questions in text box of the control panel
- Recording





Deb Sabin, Chief Academic Officer



Michele Hart, Senior Manager of
Professional Development Design

Who are we?

- A pioneer in K-8 education since 2000
- Provide core and supplemental programs for ELA, Science, and Math
- Provide teachers with tools that help them understand and respond to the needs of all their students
- Serve more than three million students in all 50 states



Building a culture of feedback



Help me know what to do now.



A photograph of a soccer coach and a player on a green field. The coach, a Black man in a black long-sleeved shirt and black shorts, is pointing his right index finger towards the player. The player, a woman with curly hair, is wearing a pink jersey with the number 3 on the back and blue shorts. She has her hands on her hips and is looking at the coach. The background is a lush green soccer field with white lines.

Sure!?

You need to move up!

You're leaving the
middle wide open!

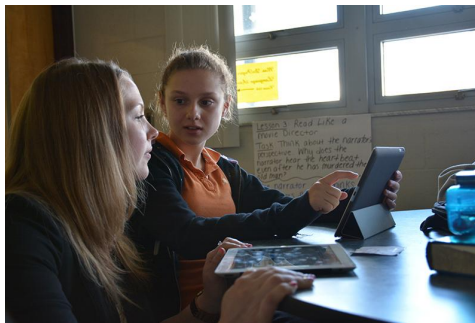
Look for the opening!

Talk to each other!

Do not let #27 out of
your sight!

What changes in adolescents?

- They want to feel independent and don't want to feel the opposite.
- They need to be challenged, but need guidance when things aren't working.
- They are invested in peers, but want to feel respected.
- They have a lot happening, so they need precision.



Culture of feedback

How do we create a culture of feedback that:

- “helps me know what to do now”
- empowers students as learners
- is efficient and effective for teachers



Question

Think of time when YOU received feedback that worked.

- Performance review
- Athletic event
- Cooking
- etc...

What was one element of that feedback?

- Praise
- Correction
- Evaluation
- etc...

Case study: Reggie

“One Moment During Basketball” (journal entry)

Val said “10,9, 8” as I was flying down the court “7, 6, 5” Then I look up and saw andra coming closer “4, 3, 2” I ran to the side “1”

All of a sudden it felt like I was floating as I released the ball Val said “zero”. Then andra hit me like a ton of bricks. I try to turn so I could break my fall but I could not. So I look at the basket to see if I made the shot. As soon as I hit the floor the ball hit the rim. The ball bounces in the air I jump up as fast as I could to find out that I had missed the shot. The only thing I could do was go to andra and give him some props. On is great D.

Approach #1

"One Moment During Basketball" (journal entry)

Val said "10, 9, 8" as I was flying down the court "7, 6, 5" Then I look up and
saw Andra coming closer, "4, 3, 2" I ran to the side "1"
All of a sudden it felt like I was floating as I released the ball. Val said "zero". Then
Andra hit me like a ton of bricks. I try to turn so I could brace my fall but I
could not. So I look at the basket to see if I made the shot. As soon as I hit the
floor the ball hit the rim. The ball bounce in the air I jump up as fast as I could
to find out that I had missed the shot. The only thing I could do was go to

Andry and give him some props. On is great defense

What is this word?

Small numbers must be
written out!

Numbers awkward.

Where does this sentence end?

Approach #2

“One Moment During Basketball” (journal entry)

Val said “10,9, 8” as I was flying down the court “7, 6, 5” Then I look up and saw andra coming closer “4, 3, 2” I ran down the side “1”

All of a sudden it felt like I was floating as I released the ball Val said “zero”. Then andra hit me like a ton of bricks. I try to turn so I could brace my fall but I could not. So I look at the basket to see if I made the shot. As soon as I hit the floor the ball hit the rim. The ball bounces in the air I jump up as fast as I could to find out that I had missed the shot. The only thing I could do was go to andra and give him some props. On is great D.

Nice simile. Don't forget to check your spelling; it will make your writing even more enjoyable. I'm happy to help. Just let me know if you'd like to talk.

Approach #3

"One Moment During Basketball" (journal entry)

Val said "10, 9, 8" as I was flying down the court "7, 6, 5" Then I look up and saw andra coming closer "4, 3, 2" I ran down the side "1"

These verbs help me picture your actions.

All of a sudden it felt like I was floating as I released the ball Val said "zero". Then andra hit me like a ton of bricks. I try to turn so I could brace my fall but I

Ouch. I can feel that

could not. So I look at the basket to see if I made the shot. As soon as I hit the

floor the ball hit the rim. [The ball bounces in the air I jump up as fast as I could

to find out that I had missed the shot.] The only thing I could do was go to

Andrea and give him some props. On is great (D).

"D" sounds important.

*Revision Assignment :
Complete Sentences*

*Look at the section I
bracketed. Rewrite it, adding
periods to make 2 complete
sentences.*

Quality feedback

- Targets 1-2 key skills
- Provides specific information
- Points to what works
- Action-oriented
- Part of cycle
- Part of classroom culture

Good job using evidence from the text to describe why you think I have gone mad. Now, can you go back and use some of the vocabulary we just learned?

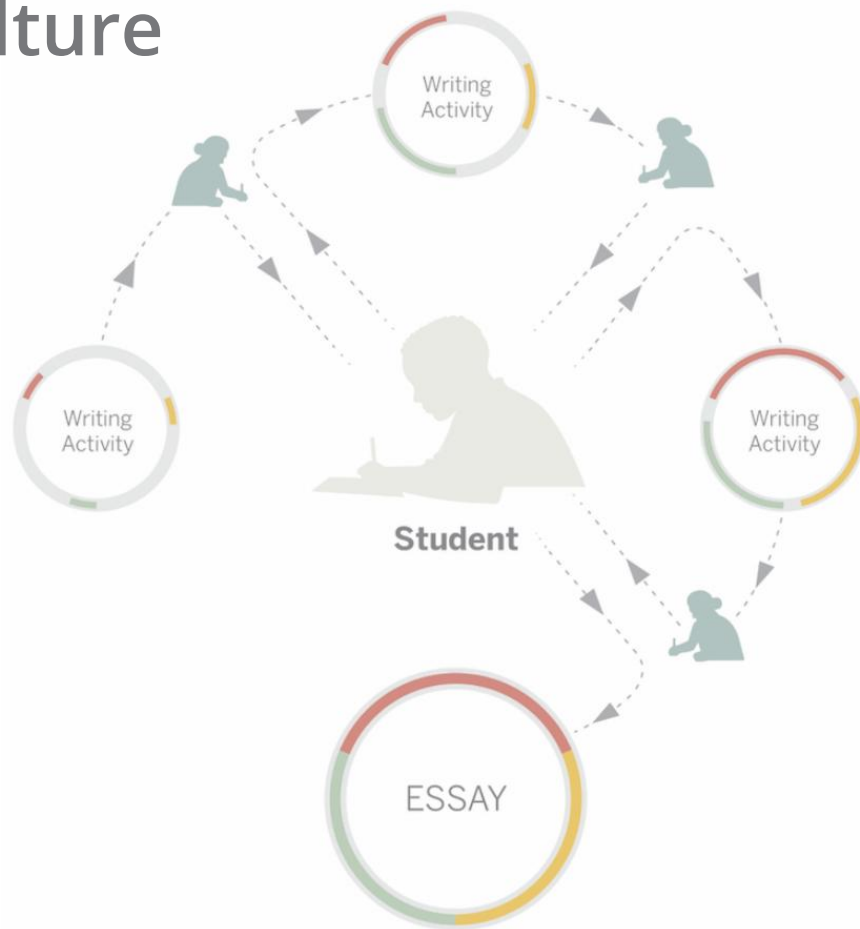


Feedback strategies



Feedback culture

Teacher Feedback



Feedback strategies



Over-the-shoulder conferences

- Less than a minute
- Immediately actionable
- Reach 8-12 students during a single in-class writing period.



Students including key details:

- Right characters in the right room

ON TRACK

Students setting the visual scene to precisely match the text excerpts.

ON TRACK

Students storyboarding their own perspective of events, rather than the narrator's.


NEEDS SUPPORT

Students struggling to piece together the events of the story into the storyboard panels.

NEEDS SUPPORT


ON TRACK

Students setting the visual scene to precisely match the text excerpts.

 *Placing the same sound around larger each time, really shows*

NEEDS SUPPORT

Students storyboarding their own perspective of events, rather than the narrator's.

 *You've chosen to include the thought: "Murderer!" to the police officers' thoughts. Is that what the narrator thinks the police are thinking at this point? Go back to the text and reread where he talks about the police being able to hear the sound, but were pretending that they couldn't. Then choose a thought for the police that reflects what the narrator thinks they are thinking.*

Sharing

- Strengthens students' ability to read and analyze text.
- Good practice for the close reading and textual analysis.
- Included in college and career readiness standards.



Students share their writing and respond to their classmates' writing using Response Starters that point out the specific details the writer uses to convince the reader. (6 min)



Response Starters for Writing About Text

1. I could picture _____ (character, scene, action) when you wrote _____.
2. When you used the word _____, it helped me understand _____.
3. When you used the evidence about _____, it convinced me that _____.
4. When you explained _____ about the quotation, I realized why you included it.

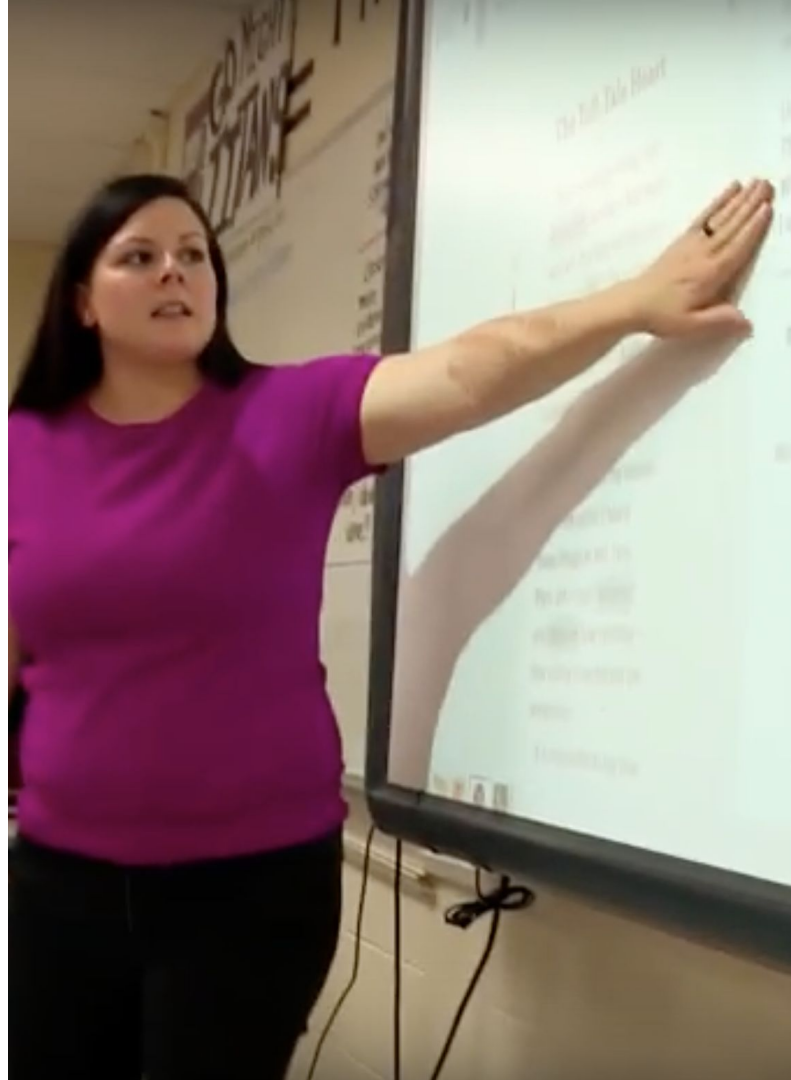
Continuum activity

Was the character heroic or a coward?



Celebrate strong writing

- Showing strong writing gives students a shout out and provides an exemplar for others.
- Excerpts should be bite-sized: 1 or 2 sentences where skills is used well.
- Spelling and grammar errors should be corrected to keep the focus on skill.



Spotlight



His shirt was torn and tattered, you could see his sunburnt skin peering through.

Descriptive Language



The kettle was hot. So hot he had to suck his finger afterward.

Descriptive Language



Written Comments & Revisions

- Tied to a specific place in the writing where the skill was used effectively.
- Shows students that someone is actually reading their writing.
- Focus on one skill.

Approach #3

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Revision Assignments

Provides teachers an opportunity to give students individual feedback.

- unobtrusive
- bite-size
- encouraging
- customized
- Actionable
 - Students have time to complete.
 - Teachers have time to check.



Quality feedback

- Targets 1-2 key skills
- Provides specific information
- Points to what works
- Action-oriented
- Part of cycle
- Part of classroom culture



PSI

place • skill • impact

Quality feedback

- Targets 1-2 key skills
- Provides specific information
- Points to what works
- Action-oriented
- Part of cycle
- Part of classroom culture

Amplify Strategies

- PSI (Place, skill, impact)
- RA (revision assignment)
- OTSCs
- Sharing

A soccer coach in a black shirt is pointing with his right hand towards a player in a pink jersey. The player is standing with their back to the camera, looking towards the field. The scene is set on a green soccer field with a white line visible. Two speech bubbles are overlaid on the image, one from the player and one from the coach.

I can do that!

In that last corner, you boxed out #13 so your teammate could receive the kick. Keep using your body that way.!

Questions



White Paper

Four principles of true engagement in middle school ELA

AmplifyELA

Beyond “make it fun.”
Four principles of true
engagement in middle
school ELA

By Deborah Sabin, CAO



Take a closer look at Amplify ELA

- Grades 6-8
- Interactive activities for students
- Resources and tools for teachers



<http://amplify.com/try-ela>

