Students need both productive **praise** and **feedback** to grow

Study learning targets / Plan for instruction & Feedback

Connect relationally and w/ student's prior knowledge

Learning Facilitated

Reflect on learning and adjust with feedback

Work it again or move to the next goal

Lead others to what works

Praise *effort* not ability

Feedback should be *focused and specific* to the task not the learner

WHERE THEY ARE GOING, HOW THEY ARE GOING THERE, AND WHAT THEY WILL DO NEXT

Help Students to learn to '*self-talk*' while they are engaged in their learning.

Be less reflective on teaching and more *reflective on student learning*….*feedback thrives on error*

Feedback should guide students in their *growth* up the *learning continuum*

Self-reported grades & student set *goals* = the greatest influence on achievement

Scaffolding of **FEEDBACK:**

◊ **Task**— Giving a directive "This two are incorrect go try it again"

◊ **Process-** The strategies needed to perform the task "If you break this down into two steps then what do you see?

◊ **Self-regulation-** Self-monitoring and personal evaluation that affect learning (See below)

"If there is no challenge the feedback is probably of little or no value" - Hattie

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Hattie's Self-regulation Feedback Questions:

—Cut and secure to your group work space—

◊ What did you do to…? *What feedback have I (teacher and/or parent) given you today?*

◊ What happened when you…?   *What strategy proved most efficient?*

◊ What justification can be given for…?   *What evidence helped to prove your answer?*

◊ How can you account for…?   *How would you go about this differently next time?*

◊ What further doubts do you have regarding this task?

◊ How does this compare to…?   How does this contrast from…?

◊ What does all of this information have in common? *How does this stretch your thinking?*

◊ How does all of this information help you plan your next move?

◊ What learning goals have you achieved? *What would be your next learning goal?*

◊ How have your ideas changed?   *How has this work changed your thinking?*

◊ What can you now teach?   *Can you now teach another student how to…?*

◊ What examples can you think of that illustrate or confirm this?

◊ Can you connect this lesson to your knowledge from everyday examples?

◊ What main points do you understand well? *What points have your YET to understand?*

◊ How will you know when you have mastered this target? *What is your next target?*