


Collaborative Team Facilitator Meeting

12/2/2020



Sit with
people who
teach your
same content.

Student Proficiency & Effective Feedback

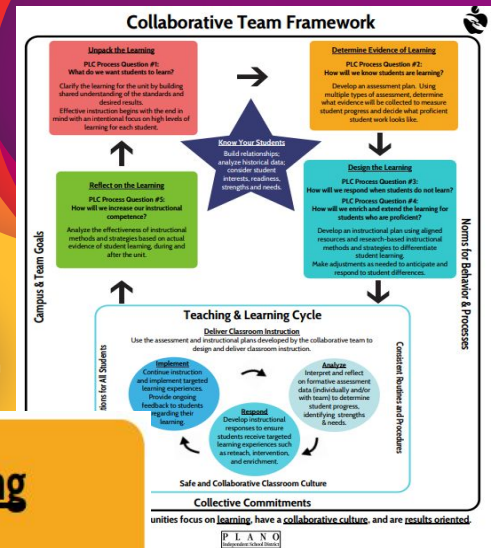
What is good evidence of student proficiency?

What does effective feedback look/sound like?

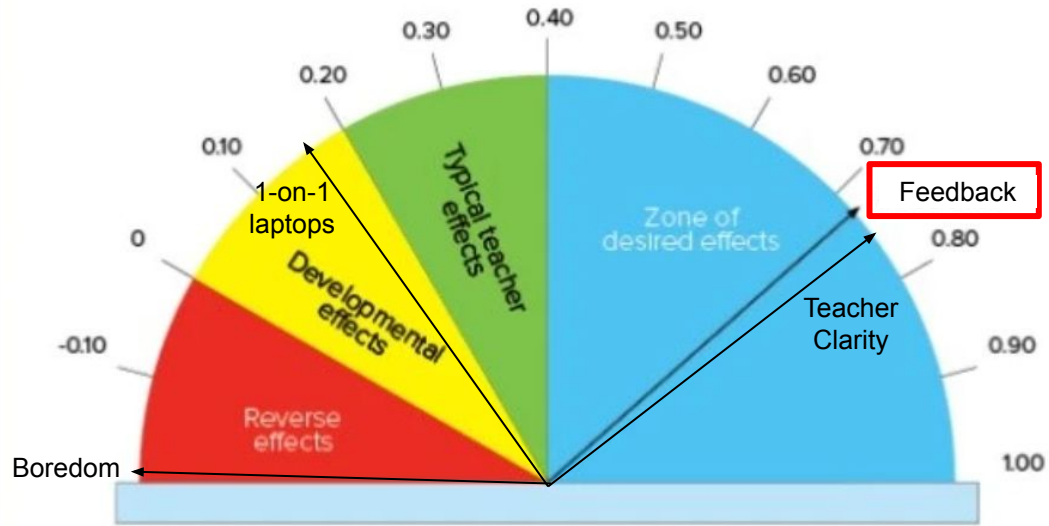
Determine Evidence of Learning

**PLC Process Question #2:
How will we know students are learning?**

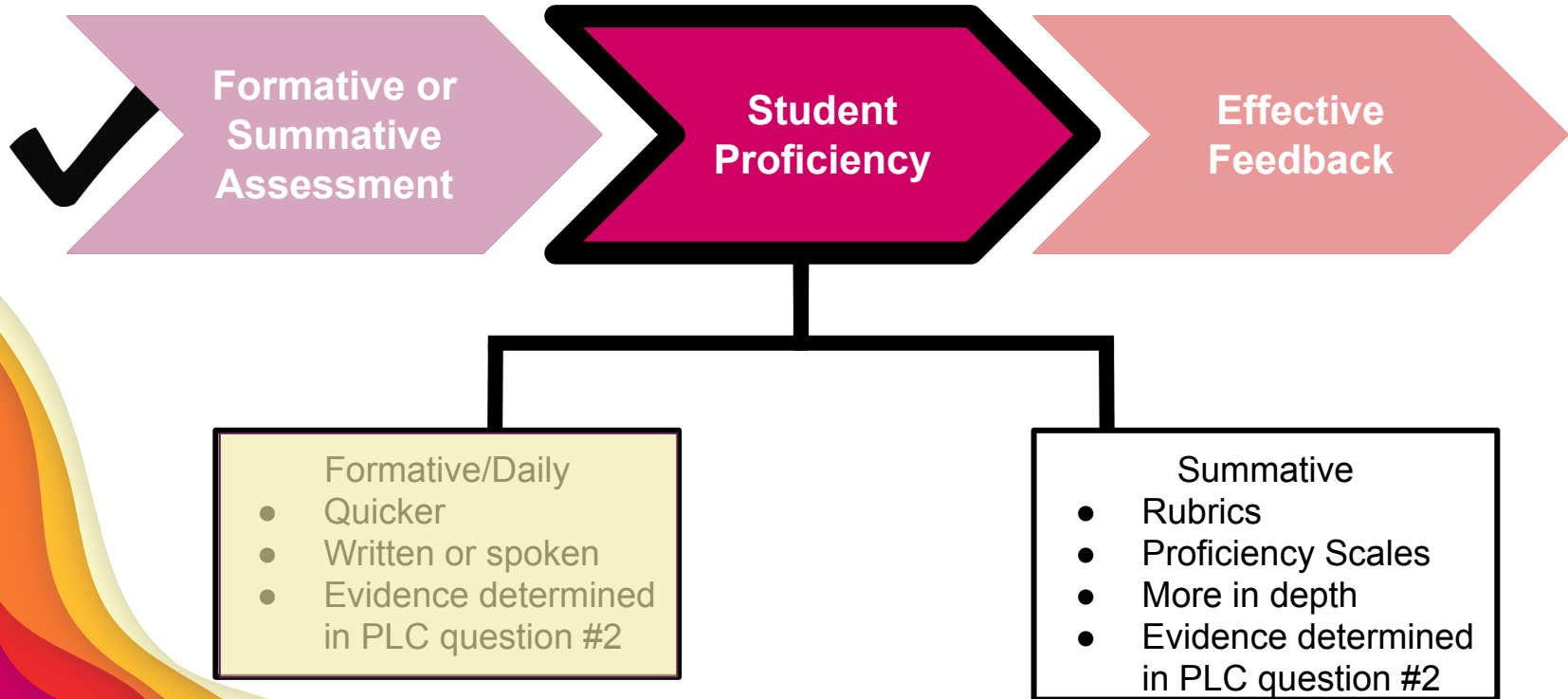
Develop an assessment plan. Using multiple types of assessment, determine what evidence will be collected to measure student progress and decide what proficient student work looks like.



Influence and Effect Size Related to Student Achievement

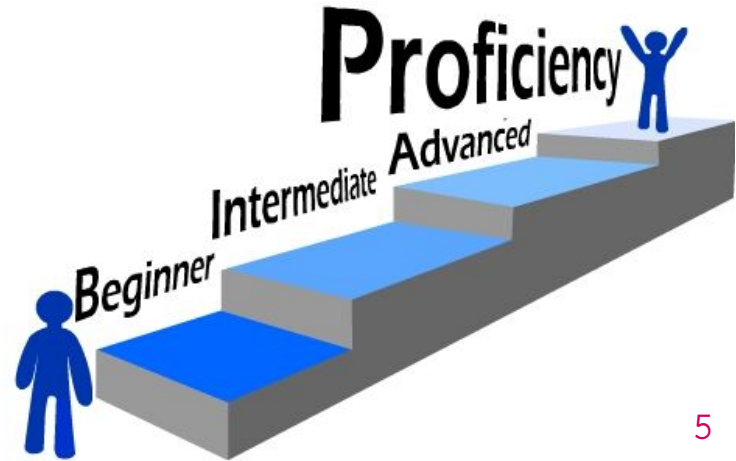


PLC Question #2



Student Proficiency

- The documented evidence that a **student** has met the required level of skill and knowledge set by benchmarks or a collaborative team.
- This varies depending on the TEKS (verb) and/or task.



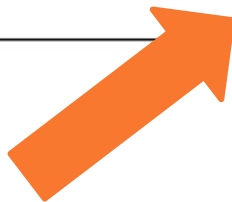
Student Proficiency

Science #1

Learning Objective: Students will investigate how evidence of chemical reactions indicate that new substances with different properties are formed.

PLC Question #2 Evidence: When given a scenario, students will be able to determine if it is a physical or chemical change that has occurred.

Teacher's Proficient Answer



Student Proficiency

Based on your teacher answer, would you consider Student A and Student B to have proficient answers? Why or why not?



Student A


Task	Observation of Reactants <i>Name & describe ALL reactants in <u>before</u> being mixed together.</i>	Observation of Products <i>Describe the product <u>after</u> the reactants are mixed.</i>	Type of Change <i>physical or chemical</i>
1	<ul style="list-style-type: none">• Vinegar- clear, colorless liquid• Baking soda- white powder	<ul style="list-style-type: none">• Bubbles• Bag fills with air• The bag got colder	Chemical
2	<ul style="list-style-type: none">• Vinegar- clear, colorless liquid• Milk- white, cloudy liquid	<ul style="list-style-type: none">• Milk is becoming chunky.• The solid pieces are sticking to the inside of the bag.	Chemical
3	<ul style="list-style-type: none">• Cracker- white solid• Iodine- clear. brown liquid	<ul style="list-style-type: none">• The iodine turns black/dark brown	Chemical
4	<ul style="list-style-type: none">• Water- clear, colorless liquid• Food coloring - red liquid	<ul style="list-style-type: none">• The food coloring turned the water red	Physical

Feedback for Student A

Student B

Task	Observation of Reactants <i>Name & describe ALL reactants in <u>before</u> being mixed together.</i>	Observation of Products <i>Describe the product <u>after</u> the reactants are mixed.</i>	Type of Change <i>physical or chemical</i>
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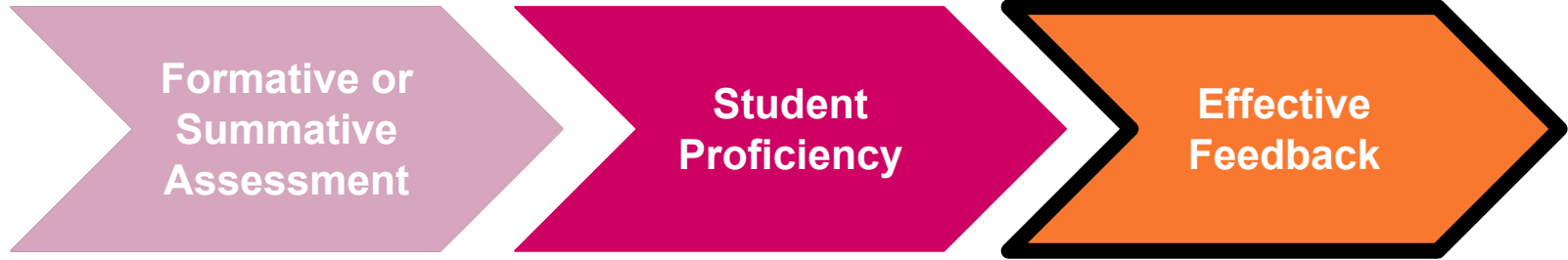
Student Proficiency



If you were in the middle of class as students were submitting these answers, could you quickly determine which answer is good?

Why is it beneficial to determine student proficiency beforehand and with a collaborative team?

PLC Question #2



Effective Feedback

What
challenged,
changed, or
confirmed what
I already knew?

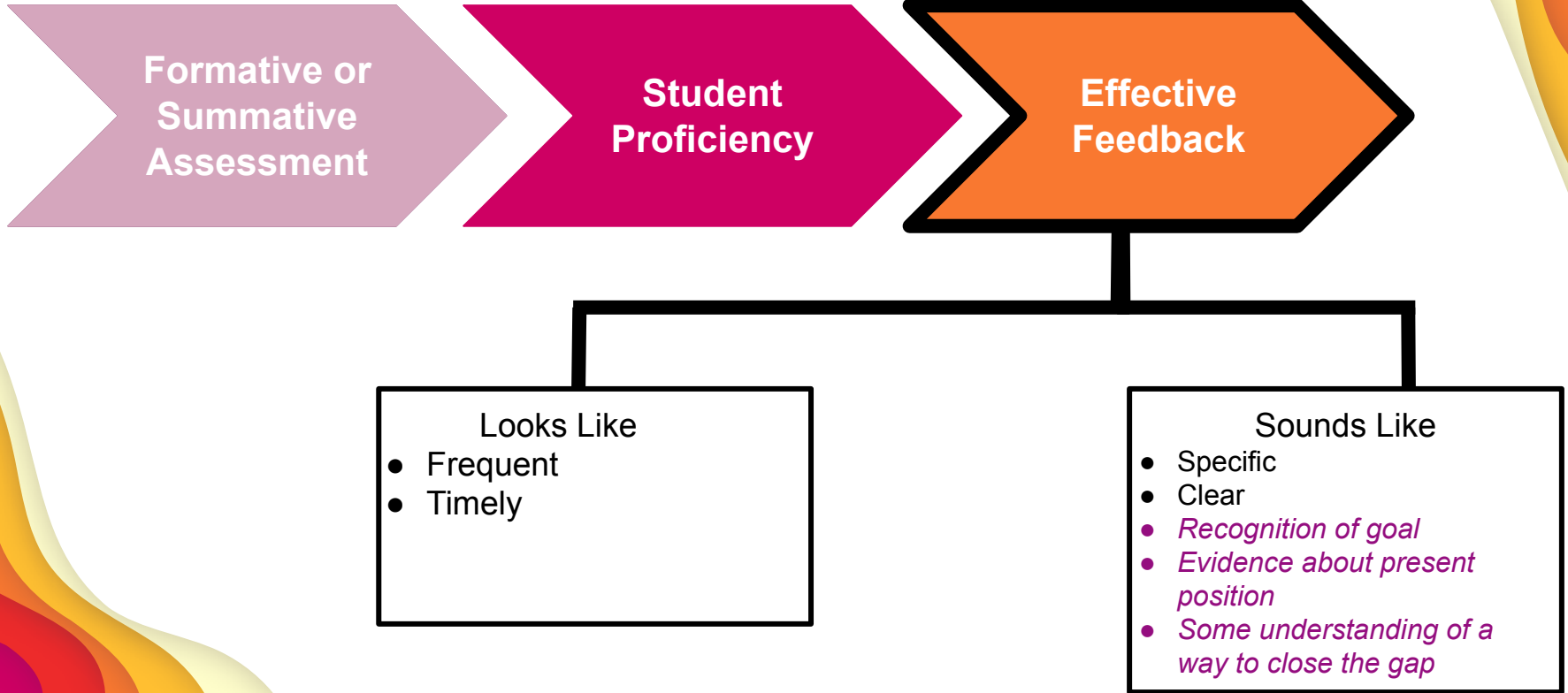
“Feedback has been described as the most underutilized instructional approach we teachers have at our disposal. The purpose of feedback should remain constant- to progressively close the gap between present and desired performance.”

“The link between feedback and assessment is a strong one. Assessment drives feedback, as evidenced each time a teacher checks for understanding and responds to what has been observed. Feedback drives learning, as the student utilizes the feedback to improve performance.”

“Feedback is the connective tissue in the assessment system. Its serves as a way to drive learning in the moment and when the learning is measured cumulatively.”

“When anyone is trying to learn, feedback about the effort has three elements: **recognition of the desired goal, evidence about present position, and some understanding of a way to close the gap between the two.** All three must be understood to some degree by anyone before he/she can take action to improve learning.”

PLC Question #2

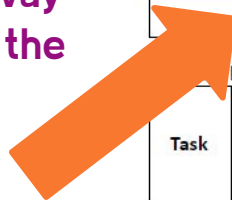


Effective Feedback

What is some effective feedback you could provide each student?

Think about:

- recognition of the desired goal
- evidence about present position
- some understanding of a way to close the gap between the two.



Student A

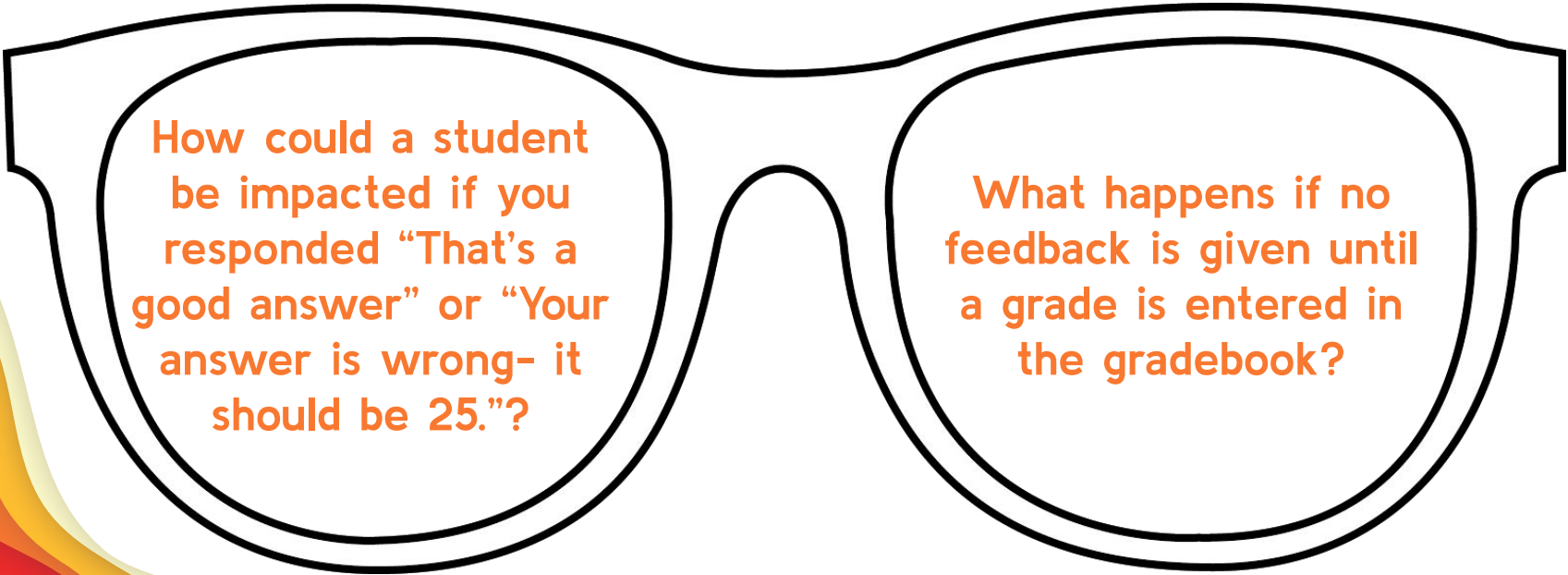
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Feedback for Student A

Student B

Task	Observation of Reactants <i>Name & describe ALL reactants in <u>before</u> being mixed together.</i>	Observation of Products <i>Describe the product <u>after</u> the reactants are mixed.</i>	Type of Change <i>physical or chemical</i>
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Effective Feedback



How could a student be impacted if you responded “That’s a good answer” or “Your answer is wrong- it should be 25.”?

What happens if no feedback is given until a grade is entered in the gradebook?

Goals and Expectations for 2nd Semester

1st semester

- 40% synchronous time
- 60% asynchronous time
- Staggered schedule
- Students can complete async work at any time

2nd semester

- Plan not finalized but there seems to be consensus around:
 - live daily introduction/instructions
 - increased teacher-led instruction



Framing our Thinking

3 Big Ideas That Drive the Work of the PLC

- A focus on learning (vs. focus on teaching)
- A collaborative culture and collective responsibility
- A results orientation



Reflection

	Teacher Actions	@Home Student Actions	F2F Student Actions
Synchronous Time			
Asynchronous Time			

Reflection

	Teacher Actions	@Home Student Actions	F2F Student Actions
Synchronous Time			
Asynchronous Time			

Highlight actions that are in your control

Are there any teacher actions, that if implemented, would allow you to highlight more?

What does your feedback look like during sync and async time?

Reflection

# of F2F Failures	# of @Home Failures	What can I do?	What can administration do?
		Things in teacher control	This should be things out of teacher control

Self Reflection

# of F2F Failures	# of @Home Failures	What can I do?	What can administration do?
		Things in teacher control	This should be things out of teacher control

Questions to Think About

- What does your feedback look/sound like during async time?
- Is this something you can control?
- How could feedback affect these numbers?
- Immediate feedback and accountability- would there be more “buy in” from students if they saw value in async work?

Examples of Purposeful Feedback at Bowman

Learning Target

I will use text evidence to identify a theme.

Clues from the text. (The actual words in a text.)

- Student friendly learning target aligned to standards
- Specific guidance to help a student meet proficiency
- Predetermined BEST answer

Student Proficiency

To Identify Themes

Make inferences or conclusions based on the details in the text.

CHARACTERS: what they learn from events in the story or how they change

CONFLICT: the problems the characters face and how they deal with them

SETTING: how the time and place in which the action of the story happens contributes to the message the author conveys.

Examples of Purposeful Feedback at Bowman

Some criminals told Karen that she would make a lot of money if she invested in their crooked plan. Karen was greedy, so she gave them her money. In the end, Karen lost the money and was almost arrested. She realized that money is not as important to her as her freedom.

Which of the following correctly states the theme?

- Multiple opportunities for students to practice
- Pear Deck Interactive Slides provide opportunity for immediate feedback from the teacher on the practice



Some criminals told Karen that she would make a lot of money if she invested in their crooked plan. Karen was greedy, so she gave them her money. In the end, Karen lost the money and was almost arrested. She realized that money is not as important to her as her freedom.

Underline the details that support the theme.

Students, draw anywhere on this slide!

Pear Deck Interactive Slide
Do not remove this bar

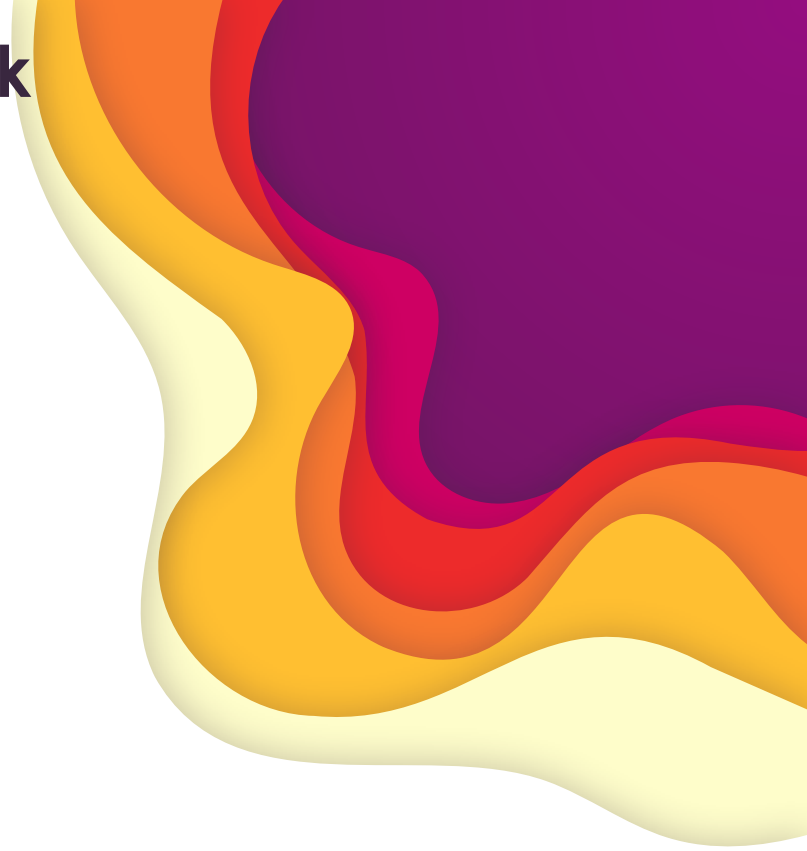
enter code



Examples of Purposeful Feedback at Bowman

Pear Deck Slides provide opportunity for adjustments in teaching:

- Creates a spreadsheet of all the answers students gave
- Tracks student progress
- Determines which TEKS need to be retaught



Examples of Purposeful Feedback at Bowman



Student Proficiency

When designing a lesson:

- What vocabulary do students need to know to be successful? (rows and columns)
- What parts of the lesson need pictures to solidify understanding?
- What background knowledge do students come with? (know some elements like silver and gold)
- Where do students typically make mistakes on this topic?

Learning Objective:

We will analyze the significant relationship between the structure of atoms and their place on the periodic table

Language Objective:

You will write about the relationship between the structure of an oxygen atom and its place on the periodic table.

Examples of Purposeful Feedback at Bowman

Broke the learning objective into chunks to assess each piece of the learning separately before putting it all together

PERIODS

PERIODIC TABLE OF ELEMENTS

1. What period is Lithium in?
2. How many energy levels does it have?

Why?
This helps with giving feedback and seeing where students aren't proficient.

Draw It

1. What period is Magnesium in?

How to Edit
Click [Edit This Slide](#) in the plugin to make changes.
Don't have the Nearpod add-on? Open the "Add-ons" menu in Google Slides to install.

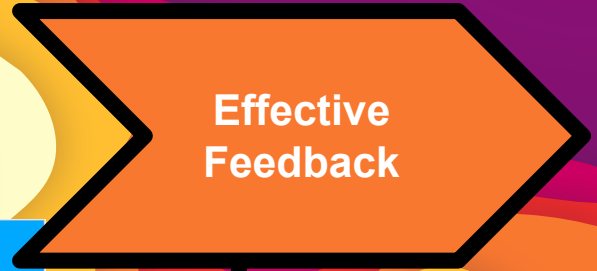
Students practice the exact same way as the example

- Nearpod allows for immediate feedback
- Students see an example of a proficient answer right before attempting their question

Examples of Purposeful Feedback at Bowman

PERIODIC TABLE OF THE ELEMENTS
<http://www.periodictable.com>

Students get a chance to try it three times with immediate feedback to learn from their mistakes before.



Draw It

- Period:
- Energy levels:
- Group:
- Valence Electrons:
- Circle one:
- Metal
- Nonmetal

How to Edit

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After repeating the process for each chunk of the learning objective, the students have to do all the skills together.

ARGON

- Period: 3
- Energy levels: 3
- Group: 18
- Valence Electrons: 8
- Circle one:
- Metal
- Nonmetal
- Metalloid

Examples of Purposeful Feedback at Bowman

Learning Objective:

We will analyze the significant relationship between the structure of atoms and their place on the periodic table

Language Objective:

You will write about the relationship between the structure of an oxygen atom and its place on the periodic table.

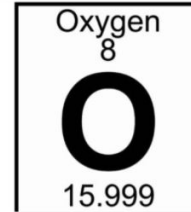
Reviews the learning objective at the end of the lesson.

Students get one last chance to demonstrate their understanding after significant practice and feedback

Draw It

- Oxygen is in period __ and has __ energy levels.
- One element that oxygen has similar chemical properties with is _____.

1	III B	IV C	V N	VI O	VII F	2 He 4.0026 Helium
2	5 B 10.81 Boron	6 C 12.011 Carbon	7 N 14.007 Nitrogen	8 O 15.999 Oxygen	9 F 18.998 Fluorine	10 Ne 20.179 Neon
3	13 Al 26.982 Aluminum	14 Si 28.086 Silicon	15 P 30.974 Phosphorus	16 S 32.066 Sulfur	17 Cl 35.453 Chlorine	18 Ar 39.948 Argon



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NEXT STEPS



Reflect with
your
collaborative
team

Build in times
for purposeful
feedback



Formative Assessment & Feedback

- Math
- Science
- ELA
- Social Studies

