

Beginning Educator Support Team NEWSLETTER

February 2018

FEEDBACK TO FUEL LEARNING

As teachers, we spend countless hours crafting and giving feedback to our students



with the hope that they will consider the feedback, apply it to their studies, and learn. Although feedback comes in all shapes, from quick informal comments and spontaneous mini-lessons to carefully composed written feedback and individual conferences, feedback that fuels student learning has some hallmark characteristics and occurs within a positive feedback culture.

While it's tempting to keep the train rolling and hand out grades as quickly as students complete their assignments, evaluation marks the end to learning, not an opportunity to extend and grow.

Effective feedback has the power not only to help students meet their standards along the way, but envision themselves as capable, reflective lifelong learners.

TALKING POINTS

Feedback in a trusting mentoring relationship is an important piece of successful instruction in the first years of teaching.

Here are some topics of conversation for mentors and early career teachers this month:

Successes and challenges

Upcoming parent conferences and talking about data

Formative assessment and feedback strategies

Examining student work together

Refining classroom procedures

WHY I [TEACH]

I teach because I love to learn. Every student brings a new perspective that I need to discover and connect with and in that search, I get to grow professionally and inter-personally. I teach because bilingualism and bi-literacy should be valued and promoted as essential skills to make a difference in a student's life.

~ Russell Carroll, Blue Ridge Elem.



NEED TO KNOW

BEST PLC (first-year teachers)

February 22, 4:00-5:30
Sharpstein Elem. Library

No School for students

February 15, 16, 19

Video Learning Lab (second-year/ new-to-assignment teachers)

January 9, 16, 23, February 6, 3:45-5:45
Davis Elementary, College Place

OSPI SE Regional Mentor Roundtable

February 27, 4:00-6:00
SEA-Tech Skills Center

Connecting with Mentors

Find time to connect, reflect, and engage in learning through observation.

Parent Conferences

Week of February 12 (exact schedules vary by building)

BRIGHT IDEAS



Feedback is different from evaluation, praise, or advice, and takes some practice to master.

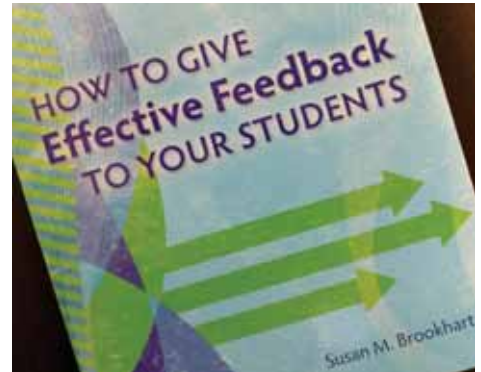
Think about these 7 characteristics of effective feedback (Wiggins, 2012) to keep it forward-focused and connected to learning.

- 1. GOAL-REFERENCED:** connected to a learning goal and actions the student can take toward that goal
- 2. TANGIBLE & TRANSPARENT:** must involve tangible results
- 3. ACTIONABLE:** concrete, specific, and neutral
- 4. USER-FRIENDLY:** must be understandable to the student
- 5. TIMELY:** must be provided while the attempts and effects are still fresh in the student's mind
- 6. ONGOING:** opportunities to use feedback during the learning process, not at the end
- 7. CONSISTENT:** feedback must be stable, accurate, and trustworthy

In addition to the 7 characteristics, build a culture that views feedback positively in your classroom by modeling receiving and applying feedback. Ask students for their feedback or join the #ObserveMe movement. Then help students use the feedback they receive in productive ways.

For more about feedback, see the January 2018 issue of [ASCDE Express](#). Keep this [Feedback Infographic](#) handy as a reminder of what feedback looks like when it fuels learning!

MENTORING SPOTLIGHT



Upper: Marissa Payton, Misha Guderian, & Yuri Can analyze National Board teaching videos in our Video Learning Lab series; Erin Dorso and Ginger Case (College Place) team up to bring early-career teachers across the valley together to learn; Lower: first-year teacher, Halley McCormick joins WWPS at Garrison. Be sure to give her a big BEST welcome!

First- and second-year WWPS teachers were recently asked what mentoring activities have been most valuable in their success/growth as a teacher this year? The highest rated answer was "observation and feedback." Feedback from an observation can provide a wealth of actionable information and lead to improved student learning, so keep those classroom visits going in the spring semester! Here are some other places teachers have been finding helpful feedback on their instruction:

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|---------------------------|-----------------------------------|
| student work | para-educators |
| student engagement | parent communications |
| student surveys | your administrator |
| video yourself/your class | formative assessment/exit tickets |
- ask a colleague or mentor to collect data for you on a specific area (student talk, positive comments, pacing/time spent, etc.)

CONTACT

Comments, questions, or want to know more about supporting early career teachers in Walla Walla?

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