

Feedback non-examples – 3 different lessons

Excerpt #1

Teacher implements purposeful strategies that lead to critical thinking and uses a balance of support and challenge to help students advance their learning. Teacher uses think aloud, “I am going to reread and use post it notes to mark the setting, character and plot. Oooh, I just read the problem and know this part is important to the plot” Teacher models completing Story Element Chart and states, “When I write about the character I need to be specific and use his name” Teacher asks questions, “What parts of the story are included in the plot?” (p. 16 *Feedback to Feed Forward*)

Why is this a non-example? What is missing?

Excerpt #2

10:36 - 100% students with eyes on teacher
10:42 - Students chorally respond “No” in response to teacher question
10:43 - 100% of students with eyes on teacher
10:45 - 100% of students participate in turn-and-talk
10:52 - 100% of students with eyes on text reading independently
(p. 102 *Feedback to Feed Forward*)

The observer focused on the learners, but why is this a non-example? What is missing?

Excerpt #3

During the lesson the teacher had 3 columns displayed on the SMARTboard (prefixes, base words, and suffixes) and the students were reminded that their learning target was to “identify the base words in words with prefixes and suffixes.” The teacher moved the prefixes, suffixes, and base words around to construct new words. The teacher demonstrated combining the parts to make the word “replay” and “playful”. Students then had the task of using their personal wipe off communicator boards to list their own examples of words that contained either a prefix or suffix. 10/10 students were able to list at least one word on their board. Students were encouraged by the teacher to walk around the room to look for words containing prefixes/suffixes or to manipulate the choices on the SMARTboard to create words. Feedback from the teacher was mainly general (“good try, nice job, not quite”). When the whole class debriefed and shared their words with the class, the teacher was extremely upbeat and positive which appeared to encourage students. However, some students gave incorrect examples (honestful, agreeful) but the teacher did not say they were incorrect or direct students on how to use a different suffix to make the word correct. (peer feedback)

The observer focused on the learners, but why is this a non-example? What is missing?