

Staff Development Overview Sheet: The Characteristics of Meaningful Feedback

Over the next three hours, we will examine the characteristics of meaningful feedback. Use this overview sheet to track your own learning throughout the session.

Essential Questions				
<input type="checkbox"/> What does research say about the characteristics of meaningful feedback?	<input type="checkbox"/> What are the key differences between a culture of grading and a culture of feedback?	<input type="checkbox"/> What role do students play in a culture of grading? How about a culture of feedback?		
Learning Target				
1. I can explain the differences between a culture of grading and a culture of feedback. This means that I can accurately describe how the role of both the teacher and learner change when our culture prioritizes feedback over grading. This also means that I can detail the research of feedback experts like Rick Stiggins, Dylan William, and John Hattie.				
Rate your own mastery of this learning target. Remember that your rating can change over time. Not Yet ←—————→ You Bet				
Learning Target				
2. I can explain the role feedback can play before, during, and after an instructional cycle. This means that I understand the three main categories of meaningful feedback—helping students to understand where they are going, how they are doing, and next steps worth taking.				
Rate your own mastery of this learning target. Remember that your rating can change over time. Not Yet ←—————→ You Bet				
Learning Target				
3. I can detail steps I can take—either working on my own or with my learning team—to integrate more meaningful feedback experiences into my classroom. This means I have completed a classroom feedback inventory to surface my own assumptions about grading and feedback. This also means that I can name several instructional strategies that turn feedback into detective work for students and that I have identified two strategies that I am ready to begin experimenting with.				
Rate your own mastery of this learning target. Remember that your rating can change over time. Not Yet ←—————→ You Bet				
Vocabulary to Master				
<input type="checkbox"/> Culture of grading	<input type="checkbox"/> Culture of feedback	<input type="checkbox"/> Unit overview sheet	<input type="checkbox"/> “I can” statement	<input type="checkbox"/> Feedforward
<input type="checkbox"/> Turning feedback into detective work	<input type="checkbox"/> Student-involved assessment	<input type="checkbox"/> Dylan William	<input type="checkbox"/> Rick Stiggins	<input type="checkbox"/> John Hattie
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