

10: 4th ELA Editing PostInt

Speaker 1: ... Beginning we usually go over the learning target and the success criteria, and we try to set the purpose so I'll ask them, "Why is this important to learn how to give and get feedback? Will you be able to use it for other lessons." I try to ask them why is it important to know. Learning targets, we did it as a grade level. Teachers all did it together. We look at the standard, and then we break down the standard so we deconstruct it, look at what is it that they need to do in order to reach the standard, and that's how we came up with the success criteria and our learning targets.

The modeling, just seeing how you would give feedback, and also how we use the criteria to give the correct feedback, so modeling direct instruction first, and then giving them the time to actually try it out in practice with us being there, with the teachers being there and giving them instruction or direct feedback right away of, "Okay. You need to do this, or you didn't do this, or I like how you followed the criteria and you went down each one, and now what are you going to do with this feedback?" Just being there as a support if they need you, giving them feedback if they need it. Just like in coaching, when you coach you're watching them and you're giving feedback right away.

For this one since it was a learning teams it was very crucial that we planned basically everything out [00:02:00] from what we were going to say, to what we're going to do, to what materials we're going to use. I usually don't follow exactly because things come up, and I like to add in and change things. I do things differently from other people. We had the lesson. We kind of went over a dry run of what we're going to say and how we're going to do it. All the other teachers are doing it the same way. They did modeling, but for our class we know that having a whole group and doing it with the whole group is kind of a waste of time because we'll lose half the group.

What we do is we do small groups, so in all the other classes they're doing whole group. In our class we did small groups just because it's more personal. When it's smaller they pay more attention, and we can get more of them involved in the lesson. Then the way I arrange the students I did it where the first group was sort of like the middle group who just needed a little instruction on how to give feedback. They kind of knew how. They were okay, but just a little bit more. The second group we had the high kids who are good at it, and then we had lower kids who needed more of a model and more of an instruction.

That second group will need more guidance, and we're hoping the strong students will be able to help guide them and lead them in the right direction. It's not going to happen overnight, but at least we'll get a step closer to where we want to get. We did plan out a lot so we could all be consistent, and when we look at the data we can kind of see what made the data, what the data is, what was it that effected the data. Like I said, my class [00:04:00] is always done differently, so it's kind of hard because I'm not consistent with the lesson. I might change it like that second. It just depends on what's happening at the moment.

I brought out the effective learning poster. The whole school is trying to get all our students to be effective learners. They have to be their best teachers. All those qualities that make an effective learner. We're all going over that. Last year they had a little bit of it, but we just started at the end of last year, so they're coming out with some of the ideas, or they know what makes an effective learner. Then we talked about integrity which we talk about a lot, of making sure that even when no one is watching you you are still doing the best that you can and you're on-task, because when we have small groups the other kids who are not in my small group need to be independent and on-task. They have something to do, and it's part of our routine so we do it all the time.

Sometimes when I'm teaching a lesson I'm just keeping an eye on them to make sure that they're on-task, and then I might tell them after like, "Hey. I noticed that you weren't really on-task that whole time. Do you know what is integrity and how do you need to be showing integrity while you're not in the small group?" Over time it's a routine. They know what to do. They know what is expected. They know as effective learners that the whole school has high expectations for, not only behavior, but academics. When they're independent they should be working their hardest to do their best, and when they're on the floor they should be working their hardest to do their best and learn the best that they can.

[00:06:00] For my class we try to get them more engaged by asking more questions and having them do more things. One of the changes I made in the lesson is having one of the students point to what we're going to say and where we are just to get them more engaged and more involved, and another change was having the class read what they're saying, so in the lesson we didn't have the class read it, we just was modeling. That gets a little boring so I have to get them involved. I have to have them do something. I also ask questions along the way just to make sure they're up and they're focused and they're watching.

In the beginning of the lesson we always set the purpose so they know why they're learning it and why it's important so they stay focused, they want to do better, they want to be able to give and get feedback so they can improve. When they're working with peers, definitely, so when it was time to do work we had them partner up and choose their own partners, because we want them to get the opportunity to make choices, so choose your partners, work together. Definitely more engaged than just me talking and giving them feedback.

In the closing we brought up some students to discuss how did this feedback process help them. They were able to say that they're going to pay more attention to the criteria now. They know that they need to have all those things. We had the first boy that came up had, I think, all of it, he said. He didn't really need to make any changes to his paper, but it did make him aware that you needed to look at the criteria in order to be successful, and he also learned how to give feedback.

In the [00:08:00] second one he said there's a lot missing. I go, "Yeah. There is a lot missing. Your answer is correct, but in order to get the MP and ME we can't see what's in your head, so do you see how important it is to go over the criteria?" He said that it

helped him because now he knows what he needs to add to his paper to make it a strong paper, where before it was correct but without the evidence it's not strong. I think that really helped him. To get them engaged too, we have students come up and share at the end and the closing just to see what they felt about the lesson and what they got out of it.

In the future I was thinking of the feedback process, maybe having it printed for them like how we had the criteria on the paper, so print it out for them so they didn't have to look up all the time. It was there. They could even, if it's in their Chromebook, have their Chromebook with them to look it over.

Adults just checking with them, so maybe my student teacher could have been helping with me on the floor while they were giving each other feedback, because it was hard to listen to more than just two people at a time, so I couldn't really tell what the others were doing unless I overheard something. The ones I were listening to were going through the process. They may not have been saying exactly what it said, but as long as they were going through the process and looking at their criteria and giving each other feedback. I was hearing the right things, they were doing the right things. How effective it is, we're going to see when we do the assessment and see if it'll make a change.