

## Feedback:

“What can I learn from this? What will I do next time I’m in this situation?”

~Dweck

--It is crucial that when students are given feedback, they also have the opportunity for follow up.<sup>109</sup> Again, if the purpose of school is learning, then teachers should not give students who have not mastered a skill yet a bad grade, but rather a “not yet,” followed by help in (re)learning the material before reassessing. Perseverance and improvement should be recognized and celebrated.

--When the focus is not on what was done correctly/well, it should be on what can be done differently next time to continue to learn and grow, not just a list of what was done wrong. “TNT” stands for “the next time:” what can a teacher suggest a student do to improve their work the next time, or, what goals can a student set and work on to make his or her work better the next time.<sup>110</sup>

--Consider using “love notes” instead of placing the dreaded red marks all over students’ papers and assignments. *Love notes* are timely, formative, process-oriented feedback, on post-it notes. They give students ideas to ponder and ways to grow stronger as a student; they come from a place of caring.<sup>111</sup>

--Provide feedback to groups about what you noticed. Give it to them, walk away (reflection time), then come back and check in with them again.<sup>112</sup>

Teaching students how to work as part of a group is teaching students an important life skill.

<sup>109</sup> The National Center on Scaling Up Effective Schools, 2014

<sup>110</sup> Wilson and Conyers, 2016

<sup>111</sup> Barnes and Five, 2016

<sup>112</sup> Barnes and Five, 2016