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. 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.  

--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.

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

109 The National Center on Scaling Up Effective Schools, 2014
110 Wilson and Conyers, 2016
111 Barnes and Five, 2016
112 Barnes and Five, 2016