Standard III
Element B

7   ***Models how to incorporate feedback to improve learning.***

For students to use feedback, an environment that values growth and improvement must exist within the classroom.

> Students must view constructive criticism as a good thing and understand that learning cannot occur without practice. If part of the classroom environment culture is to always "get things right," then if something needs improvement, it's "wrong." If, instead, the classroom culture values finding and using suggestions for improvement, students will be able to use feedback, plan and execute steps for improvement, and, in the long run, reach further than they could if they were stuck with assignments on which they could already get an A without any new learning. It is not fair to students to present them with feedback and no opportunities to us it. (Brookhart, 2008, p. 2)

Teachers must also model how they apply feedback. As teachers share their work with students, they can solicit student feedback or share feedback provided by peers along with the decisions they made for how the feedback was applied.

Refer to this internal resource for additional information:
- [Strategies to Help Students Learn to Use Feedback](#)
     Document provides strategies that can help students learn how to use feedback.

8   ***Provides students opportunities to revise their work based on feedback.***

For students to revise their work, they must understand expectations for their learning and have access to the criteria and standards for the task they need to master; they must receive feedback in their attempts to master the task that identifies what they are doing correctly and what they need to do next; and, they must have opportunities to apply the feedback.

When students are given the opportunity to revise their work, they seek and accept feedback on their progress.

See also [Standard III, Element A](#)*.*

Refer to this external resource for additional information:
- Teaching Students to Self-Monitor Their Academic & Behavioral Performanc*e* from Old Dominion University
     http://ww1.odu.edu/content/dam/odu/col-dept/cdse/docs/5-self-monitoring.pdf

     Document provides additional research that explains self-monitoring and its impact on student learning, behavior, and engagement.

Planning/Coaching Questions

- How do you ensure assessments (formative and summative) are aligned to the learning objective? What criteria are used in developing or selecting assessments for the lesson?
- How do you determine criteria for mastery of the learning objective?
- How did you communicate the criteria for mastery to students?
- How do you utilize results from assessments to plan instruction?
- What types of assessments are used to monitor student learning? How do you vary the methods used to check for student understanding?
- At what points in the lesson do you check for student understanding?
- How do you utilize results from assessments to make real-time adjustments to instruction?
- What methods are used to provide feedback to families and/or significant adults?
- How do you ensure that students receive timely feedback that is frequent and high quality?
- How do you plan opportunities to confer with students on their progress towards mastery of learning objectives?
- How do you teach/model for students how to use feedback?
- When can you provide opportunities within the lesson for students to revise their work based on feedback?
- How do you involve students in monitoring their learning?

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