



LILIE, LLC Course Information

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**More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

Title of Course: Effective Feedback

Course Description: It is something that *every* student can benefit from, whether it is offered digitally, verbally, or through the traditional written annotations on an assignment.

Educators will learn to successfully use effective feedback as an instructional tool to further enhance a student's academic and emotional experience in class as well as create an opportunity for students to act on feedback to become better students and establish overall success. We will explore ways to shift the outcome of the learning process to focus more on a feedback-oriented approach, rather than a grade-dependent one where students are more likely to focus on growth and potential, rather than the ability to master a task on their first attempt. We will also examine how feedback from students to educators is beneficial for professional growth and development.

Activities will include how teachers/participants will better relate to students, manage classroom, and modify feedback delivery. The incorporation of outside research/ reaction papers/ writing process/study circles/student or peer observations/case studies/videos will further expand participant learning. Because of the one month length of this course and the daily instruction and interaction, formative and summative assessments will be offered as alternative assessments on a weekly basis culminating in an end of course evaluation and application of learned skills and information to classroom instruction assignment by creating and articulating their own objective and style of feedback based on newly learned information.

Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

Proof of Course Completion

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback n in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Session I

<p>Objectives</p>	<ul style="list-style-type: none"> • Evaluate personal feedback strategies keeping in mind personal implicit biases and language/wording • Identify the different types and forms of feedback and how it can improve formative assessment practice. • Understand and analyze different types of feedback in multiple learning environments (virtual, hybrid, school-based) • Establish goals in creating a brave learning environment for those underserved student populations being sure to identify the population(s), and the inequities you see them face. • Explain the benefits and challenges and how working with marginalized and underrepresented groups of students impacts the practices of peer-to-peer feedback. • Review the principles, criteria and scientific aspect of effective feedback vs cultural and emotional • Analyze relationship between feedback, learning environment, cultural influences, grading and timing • Reflect on personal feedback experiences and theories
<p>Topics</p>	<ul style="list-style-type: none"> - introductions and goals - feedback definitions - current feedback practices and personal implicit biases - science, cultural, language emotional aspects of feedback - principles and criteria of effective feedback
<p>Application to Instruction & Student Learning</p>	<p><i>Tenor of classrooms will become more enlightened and constructive because of a more constructive, positive feedback approach. Students overall performance will improve when being guided by effective feedback, culturally responsive and equitable practices. By achieving mastery of basic characteristics of effective feedback the impact on both</i></p>

	<p><i>students and teacher will be positive and evident. Once educators are comfortable with identifying and understanding the various types of feedback and the impact on their student population they will then decide with confidence when and how to most effectively apply them in a culturally responsive, inclusive environment.</i></p> <p>The opportunity to discuss, evaluate and reflect, to shape the way one can best use the skills, strategies and information learned in the course are an integral part of the course. By offering feedback amongst participants in this course, participants are able to interact and experience the variances in communication styles, teaching styles, and social/cultural backgrounds each brings to a group setting and learning situation. This enables participants to experience first-hand the dynamic which will present itself in the classroom when faced with a socially, culturally, and academically-skilled student population in the classroom. The daily postings between participants and the instructor through the discussion board, encouragement to share knowledge and ideas with the participants' own collegial circles at school, implementation of such with the own students and report findings to instructor and other participants ensures, through a variety of opportunities, that what is learned and then applied can have a direct, timely and meaningful impact on student learning within each of the participants experiences with students whether it be in the classroom, counseling, or other resources.</p>
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Session II

<p>Objectives</p>	<ul style="list-style-type: none"> • Evaluate and reflect on how to deliver different types of feedback in order to promote student improvement and create a safe space for students (at risks) to take risks • Analyze the purpose of effective feedback and how students' interests, likes, cultures potentially impact the implementation of feedback • Share favorite feedback technology tools are your favorites with focus on ones that offer the best support for your underrepresented and marginalized students? • Identifying misunderstandings and miscommunications when offering feedback via technology during remote instruction • Examine what a brave learning environment is and how to cultivate one in our own classrooms and schools • Change focus of feedback from grade-based learning to grading for understanding • Explain ways to specifically adapt feedback for the diverse population of students in your learning environment inc. English language learners, learners who struggle, learners of color, reluctant and successful learners especially in an online environment. • Discuss the relationship between feedback and grading in your own classroom, especially in an online environment.
<p>Topics</p>	<p>- language choice and ways to avoid miscommunications /misunderstanding of feedback</p> <p>- marginalization and inclusive teaching practices</p> <p>-effective incorporation of technology to enhance their own evaluating practices</p> <p>- specifically adapt feedback for the diverse population of students</p> <p>- relationship between feedback and grading in your own classroom, especially in an online environment.</p>
<p>Application to Instruction & Student Learning</p>	<p>The opportunity to discuss, evaluate and reflect, to shape the way one can best use the skills, strategies and information learned about proactive, productive, constructive feedback through the course and how to incorporate these methods/skills to best</p>

	<p>communicate with a varied student population and foster a premium learning environment are an integral part of the course.</p> <p>The daily postings between participants and the instructor through the discussion board, encouragement to share knowledge and ideas with the participants' own collegial circles at school and report findings to the instructor and fellow participants are a crucial part of this course. The implementation of best feedback practices that address critical consciousness and cultural responsiveness ensures, through a variety of opportunities to bring the theoretical case study into real-life experiences, that what is learned can then be applied to cultivate a practical, direct, timely and meaningful impact on student learning. Optimum feedback enables each of the participants' experiences with students whether it be in the classroom, counseling, or other resources to promote a premium learning experience for all students of every background.</p>
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Session III

<p>Objectives</p>	<ul style="list-style-type: none"> • Analyze the relationship of time management and success • Understand the role and uses of modeling feedback • Explore rubric creators and create a rubric • Continue to build a toolbox of feedback approaches which allow for timely, constructive and culturally responsive feedback to any given student in a manner that will best empower them academically and emotionally • Evaluate and reflect on the empowerment successful implementation of feedback fosters • Critically review more content relating to effective feedback and the impact it has on our students • Embrace the concepts that our current educational practices are grounded in the tenets of: CRT, equitable, inclusive education practices, and supporting all students with a focus on the marginalized and/or underrepresented ones in your charge. • Improve your feedback practice in order to help support your students underrepresented and marginalized students using 3 Stages/3Levels of Feedback. • Compare the Asset-based feedback protocol and the Giving WISE feedback strategies
<p>Topics</p>	<ul style="list-style-type: none"> - discuss ways to empower students to be accountable for their own learning - equitable, inclusive education practices - self-reflection, re-teaching, and reception to effective feedback - discuss ways to elicit feedback from students - usage/creation of rubrics
<p>Application to Instruction & Student Learning</p>	<p>The opportunity to discuss, evaluate and reflect, to shape the way one can best use the skills, strategies and information learned in the course are an integral part of the course. Embracing one or more of the effective feedback methods covered in this course, participants must apply methodology to specific teaching situations to maximize student comprehension of topic and confidence in classroom/homework setting. The goal of effective feedback is not only to increase understanding but empower students to become better learners. With skills/methodology covered in this course and applications of methodology, educators become better communicators and teachers, creating students better skilled and eager to ingest, process, and understand new information.</p>

Session IV

Objectives	<ul style="list-style-type: none"> • Articulate and create their own objective and style of feedback based on newly learned information, student population and current school model (hybrid, full remote, school-based) • Reflect on various integral aspects of effective feedback and personal/professional growth • Share final “product” which takes into account student population, biases, interpretation of feedback • Improve parent/guardian – educator communication practices • Practice reflective teaching and learning methods • Explore systems in place for educator to get honest feedback from students
Topics	<ul style="list-style-type: none"> - application of the Elements of Effective Teaching - student /voice feedback - strategies for parents to give and receive feedback - final reflection
Application to Instruction & Student Learning	<p>The opportunity to discuss, evaluate and reflect, to shape the way one can best use the effective feedback skills, strategies and information learned in the course are an integral part of the course. The communication strategies learned in this course are invaluable to interaction not only on the educator-student level but can be applied to interactions on the educator-educator, educator-administrative and educator-parent level in the academic setting but also incorporated into all interpersonal interactions beyond the classroom.</p> <p>As educators become more successful in implementation of constructive, effective, non-bias, timely and action forward feedback, they will comfortably engage in various suitable approaches to differentiated feedback, incorporating an understanding of culturally responsive and inclusive teaching and the varied backgrounds (cultural, social, and academic) of the individuals with whom they communicate. By mastering the understanding of the impact of effective feedback, educators nourish teacher-student and teacher-parent relationships to grow resulting in maximum student learning, achievement, and self-esteem.</p>