


## Feedback That Matters: *Tools and Strategies for Making It Happen*

Jackie A. Walsh, Author  
*Questioning for Formative Feedback: Meaningful  
Dialogue to Improve Learning*

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### Focus Questions

- What is the relationship between quality questioning and feedback?
- Why is dialogue important to the generation of feedback?
- How can we develop our students' capacity to provide, seek, and use feedback?

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### How do you define *formative feedback*?

Take a few seconds to think and jot down your ideas.

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## Which of the following does your current understanding incorporate?

### Formative feedback is:

1. Information a teacher uses to determine student progress toward a learning target and decide what to do next.
2. Information a learner uses to confirm, extend, or correct knowledge related to a given learning target.
3. Both of the above.

Record your response and any comments or questions in the chat box.

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## Primary Focus Areas

- Questioning and feedback that occur *during a daily lesson while students are engaged* with the teacher and their peers in the process of learning.
- *Engaging students in the process of questioning* and seeking, providing, and using feedback.

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## Shifts in My Thinking

### I used to think . . .

- *Questioning is primarily for engaging students in thinking.*
- *Improving teacher questioning practices results in more effective classroom questioning.*
- *Teachers provide feedback for student learning.*
- *Formative feedback is for the purpose of correcting or reinforcing student answers.*

### Now I think . . .

- *Questioning is for BOTH engaging students in thinking AND supporting formative feedback.*
- *Enhancing BOTH teacher and student questioning practices are essential for more effective classroom questioning.*
- *BOTH teachers AND students are critical to the generation of effective formative feedback.*
- *Formative feedback is for BOTH correcting or reinforcing learning AND extending and deepening learning.*

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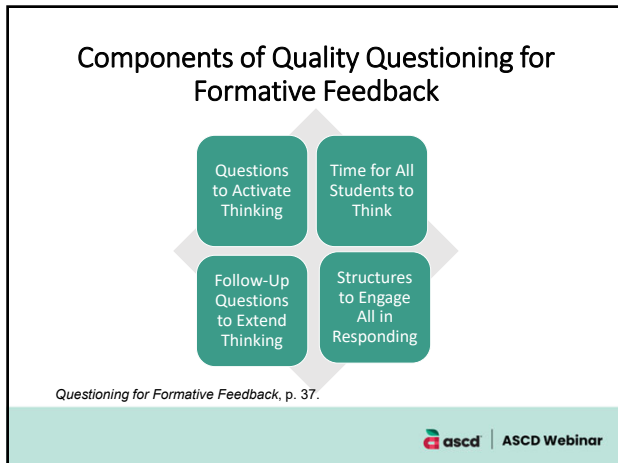
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### Types of Questions

Questions to Activate Thinking	Follow-Up Questions to Sustain and Extend Thinking
<ul style="list-style-type: none"> <li>Teacher focus questions generate student thinking and speaking, which serve as feedback to teacher.</li> <li>Student self-questions generate self feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher follow-up questions serve as feedback to students and can scaffold their thinking.</li> <li>Student oral questions provide feedback to teacher.</li> </ul>

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### Teach Students the Purpose of Questions

- Use questions to think about what you know, not to guess the teacher's answer.
- When a teacher asks a follow-up question, reflect on what you said and modify or add to your initial thinking.
- Ask questions of your own when you are confused or need clarification.
- Ask questions of you own to express curiosity or find out more about the topic.

*Questioning for Formative Feedback, p. 40.*

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## Change the Language to Change Understandings

Substitute “respond” and “response” for “answer.”

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## Intentional Pauses Afford Time for Thinking Before Speaking



*Minimum of 3-5 second  
pause following the  
posing of a question*



*Minimum of 3-5 second  
pause following a  
response or comment*

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## Think Time 1

### Opportunity for Teacher

- Reflect on the criteria for an acceptable response.
- Scan the room to determine if students appear to be listening and understanding the question.
- Decide who you will name to respond.

### Expectations for Students

- Translate the question, decide what you think it is asking.
- Self-assess what you think you know about the question.
- Form a question if you need clarification of what is being asked.

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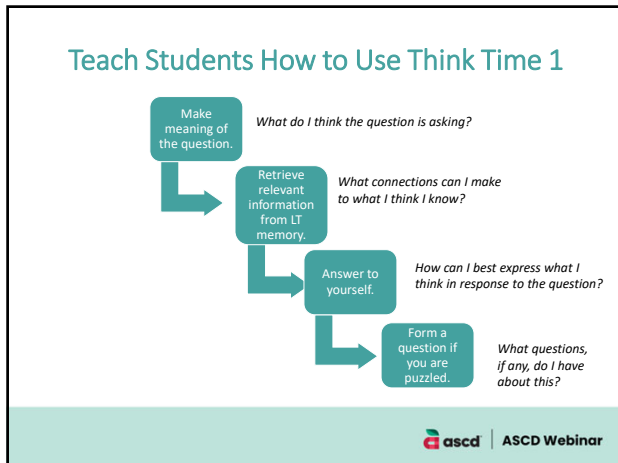
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### Think Time 2

Opportunities for Teacher	Expectations for Speaker	Expectations for Listeners
<ul style="list-style-type: none"> <li>Interpret student response.</li> <li>Assess relative correctness of response.</li> <li>Decide on follow-up move.</li> </ul>	<ul style="list-style-type: none"> <li>Continue thinking about the question and response.</li> <li>Modify—add to or change—if desired.</li> <li>Form question to clarify or express curiosity.</li> </ul>	<ul style="list-style-type: none"> <li>Compare own response to speaker's.</li> <li>Decide how you might add to or counter speaker.</li> <li>Form a question, if to clarify or express curiosity.</li> </ul>

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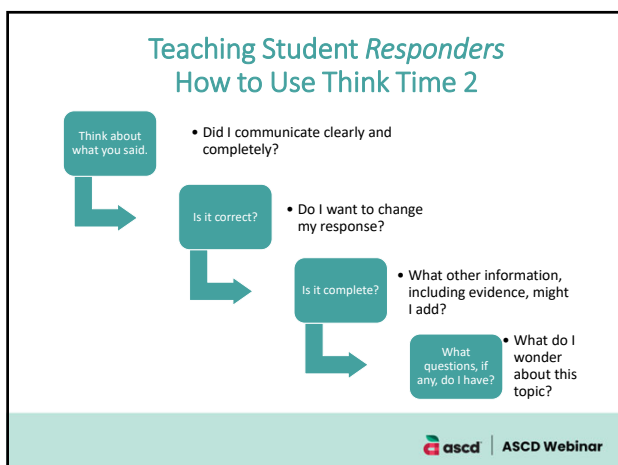
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## Teaching Student *Listeners* How to Use Think Time 2

Think about what the speaker said.

➔

- What do I think the speaker meant?

➔

Compare your initial response to the speaker's.

- Do I agree? If so, why?
- Do I disagree? If so, why?

➔

Prepare to share and defend your response.

- If I agree, what can I add?
- If I disagree, what am I thinking in response to the question?

➔

Identify any questions you have.

- What questions do I have about what the speaker said?
- What questions do I have about this topic?

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## Change the Language to Change Understandings

Substitute “think time” for “wait time.”

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## Student Perceptions of the Value of Think Time

Students in a high school focus group are sharing their views of the importance of think times to their learning. As you view, jot down your response to the following question:

*In what specific ways do these students indicate think time to support feedback that enhances their learning?*

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High School  
Biology Students

Vestavia Hills  
High School  
Vestavia Hills, AL

Teacher:  
Mary Busbee

Students Reflect on  
the Value of Think Times



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Response Structure: How will students  
answer?

Hand-raising to  
Volunteer to Answer





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Strategically Select  
Response Structures During  
Lesson Design  
*considering:*

- ❖ Accountability for All
- ❖ Alignment with Question Type
- ❖ Accessibility and Ease of Use
- ❖ Advancement of Peer Learning



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### Response Structures to Generate Feedback Related to SURFACE Knowledge

- Signaled responses (e.g., hand signals)
- Choral responses
- Work samples (e.g., whiteboards)
- Response chaining
- Cooperative (e.g., numbered heads together)
- Tech-supported (e.g., clickers, plickers, Peardeck)
- Think-Pair-Share

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### Response Structures to Generate Feedback Related to DEEP Knowledge

- Think-Pair-Share
- Four-square share
- Face-to-face rotations (e.g., "speed dating," Carousel)
- Generate-sort-name (i.e., Affinity Mapping)
- Synectics
- Tech-supported (e.g., Padlet, Jamboard, SeeSaw, DoJo, Flipgrid)

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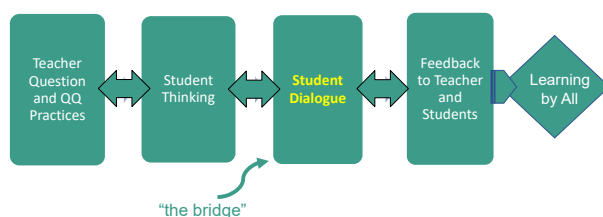
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### Relationship Between Quality Questioning and Feedback



*Questioning for Formative Feedback, p. 3.*

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### Two Primary Functions of Feedback

- Support teacher decision-making about next instructional steps
- Develop student capacity to close learning gaps

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### Feedback Is A Process

- **Dialogical**—involves multiple interactions
- **Reciprocal**—all parties learn
- **Cyclical**—feedback loops to advance learning

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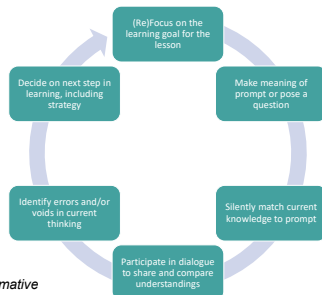
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### Feedback Is Not Formative Until Students Use it!



Questioning for Formative Feedback, p. 31.

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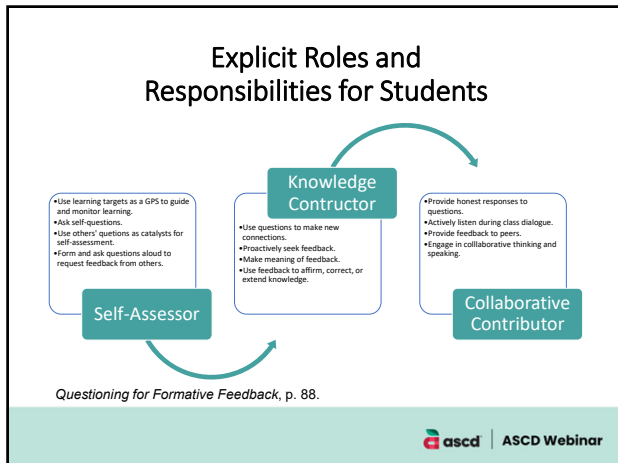
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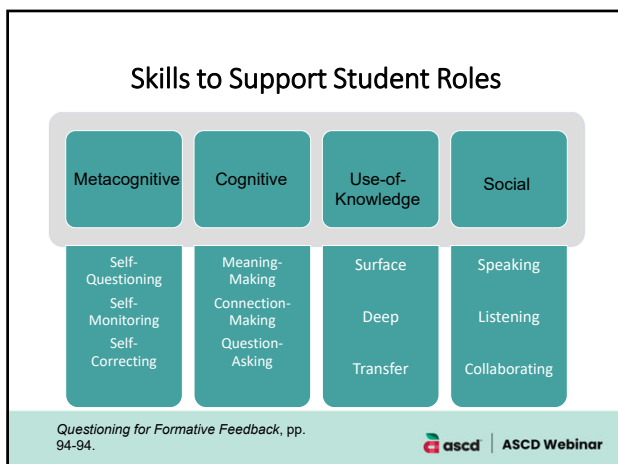
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The ultimate goal of formative feedback is to create self-regulating learners.

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## 8<sup>th</sup> Grade General Math Class

What evidence do you see/hear that these students are “self-regulating” their learning?

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8<sup>th</sup> Grade  
Math Class

Liberty Middle School  
Madison, AL

Teacher:  
Joseph Roberts

The End in Mind—  
Academic, Social, and  
Emotional Learning for ALL

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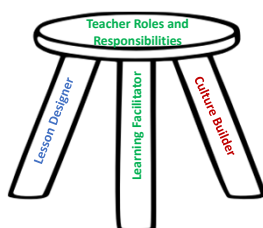
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## Teacher Roles and Responsibilities



*Questioning for Formative Feedback*, p. 68.

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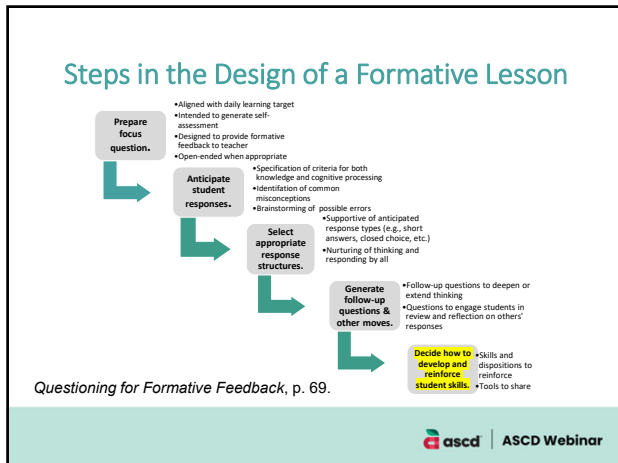
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### Teacher as Lesson Designer

Members of an 8<sup>th</sup> grade ELA team discuss the value of collaborative design of questions. As you view, identify the (1) *benefits they associate with collaborative formulation* of questions. Also, listen to pinpoint (2) *connections they make between questions and feedback*.

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8th Grade ELA Team

Florence Middle School, Florence, AL

Teachers:  
Samantha Hammond  
Jesse Snider  
Anna Wooten

### Collaborative Planning of Quality Questions

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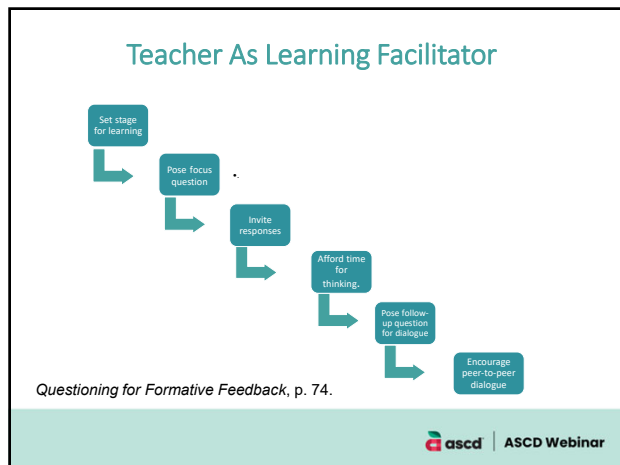
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### Shifts Associated with Promoting Dialogic Feedback

Traditional	Transformed
Covering Curriculum	Meeting Student Needs
Maintaining Control	Partnering with Students
Presenting Content	Facilitating Student Interactions
Eliciting Right Answers	Surfacing Student Thinking

*Questioning for Formative Feedback, p. 65.*

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### Teacher As Culture Builder: CORE CULTURE

- Collaborative
- Open
- Respectful
- Equitable

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### Psychological Safety

- Essential for **collaborative** culture where students support one another rather than compete against one another.
- Essential for **open** classroom culture where students risk responding even when uncertain of the correctness of their answer.
- Essential for **respectful** culture where students listen to one another without judgment or ridicule.
- Essential for **equitable** classroom where participation and learning for all are valued.

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### Teaching Students New Roles, Responsibilities, Skills, and Norms at Beginning of School Year

A kindergarten and 1<sup>st</sup> grade teacher reflect with their instructional coach about the importance of explicitly teaching “littles” norms associated with a formative classroom.

*What stands out to you as you listen to these teachers?*

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Grades K and 1

Athens Elementary School, Athens, AL

Kate Armstrong, NBCT  
Sue Noah, NBCT  
Anna Underwood, Instructional Partner

### Developing Norms and Procedures with Littles

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### Develop Foundation for Formative Classroom As New School Year Begins

- *Introduce three student roles and responsibilities* to your learners. Engage them in dialogue about why each is important.
- *Share new norms*—especially the purpose of questions and use of pauses.
- *Create signage* to support new norms.
- *Identify the skills and dispositions* important to students at your grade level/for your subject area.
- *Explicitly teach these skills* over the course of the first 3-4 weeks of school.



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### How can you intentionally incorporate formative feedback into daily lessons?

- As Lesson Designer
- As Learning Facilitator
- As Culture Builder



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### Reflect on Insights

- What is the relationship between quality questioning and feedback?
- Why is dialogue important to the generation of feedback?
- How can we develop our students' capacity to provide, seek, and use feedback?



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## Questions and Answers

Contact me at [walshja@aol.com](mailto:walshja@aol.com) or @Question2Think with any follow-up questions.



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