# Overview: Student Feedback Focused on Adjustments to Practice



 **CONTRIBUTOR**

Anonymous contributor in an Educator Preparation Program in Massachusetts, with input from a DESE sponsored Community of Practice



 **WHAT is this resource?**

This resource is an extract from the last section of DESE’s required Student Feedback CAP form, in which the focus is on the Teacher Candidate’s reflection on the student feedback. The reflection indicates the ability to adjust practice.

 

 **WHEN could this resource be used?**

This resource could be used during the practicum semester to show a Teacher Candidate an example of what a response to student feedback, with a focus on the Essential Element of Adjustments to Practice, could look like. It could also be used during professional development sessions for Program Supervisors and Supervising Practitioners so that they can calibrate their consistency of expectations and guidance to Teacher Candidates for the Adjustments to Practice Essential Element.



 **WHO could use this resource?**

The faculty member responsible for preparing Teacher Candidates for the practicum, as well as the **Program Supervisor, Supervising Practitioner** and **Teacher Candidate** could all use this resource.

** HOW could this resource best be used?**

Towards the second half of the practicum, this resource can be reviewed by the Teacher Candidate, Supervising Practitioner and Program Supervisor to see an example of a Teacher Candidate’s reflection on student feedback (part of the required CAP Measure of Student Learning form.) This resource is not only helpful for Teacher Candidates to understand the expectations around Adjustments to Practice, but this resource can also be used in the training of Program Supervisors and Supervising Practitioners so that they all have the same understanding of what is expected when providing feedback and guidance to Teacher Candidates about Adjustments to Practice.

***Note:*** *This resource was submitted for inclusion in the Candidate Assessment of Performance (CAP) Resource Hub. It is intended to serve as a reference and source of guidance for others engaged in the CAP process. While it reflects one approach, users should adapt its content to fit the specific context and needs of their own evaluations.*

## Student Feedback Focused on Adjustments to Practice

**Excerpt from a Student Feedback Survey Reflection**

I asked my students three questions on the student feedback survey that align with this element:

* When my teacher is talking, she asks us if we understand.
* When I am working, my teacher gives me feedback to help me do better.
* My teacher asks me for my feedback to know how to support my learning.

Students all responded yes to the first question. I think this is because I always made sure to allow time for students to ask questions after I give directions, or I ask them to repeat directions back to me or tell their partner. And I frequently ask them to hold up a whiteboard with a response during class or complete an exit ticket at the end of a lesson so I can check their understanding. These kinds of formative assessment are essential so that I can make sure I’m meeting the needs of all the students in front of me. Most students answered yes to the second question, but a few students said no. I’m not sure if this means that they don’t really understand the word feedback or if they don’t think I help them to do better. When I do this survey again, I will make sure they understand all of the words in the survey before I ask them to answer. One thing I’m thinking about is that some students ask for help by raising their hands or by demonstrating off task behavior. Other students are quieter. Sometimes when I look at exit tickets I realize there are some students that I never really checked in with during independent work because I was spending more time with the students who obviously need help. After reflecting on this student feedback, I tried to adjust my practice. In the very next lesson, I paid attention to make sure that I got around to all of the students. At the end of that lesson, I asked them to complete an exit ticket with one question: In this lesson, did you receive the feedback you need to support your learning. This time, every student responded yes!

In response to the third question, some students responded yes, and some students responded no. This tells me that I need to ask students more often and in a systemic way about whether they feel like the way I am teaching is working for them. To that end, in the next lesson I taught them, I asked in the middle of the lesson and at the end of the lesson whether using a thumbs up/thumbs down protocol whether they felt that the way that I explained the content was working for their brains. A few students gave a thumbs down in the middle of the lesson, so I explained the content in another way. In the future, I plan to continue using this protocol to make sure I am adjusting my delivery to do what works best for students.