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| **Thinking and Feedback** |
| GOALS | * Children develop critical thinking skills such as reflection, flexibility, perspective-taking, and problem solving.
* Children practice self-regulation.
* Children use complex language and precise vocabulary to reflect on and describe their work.
* In discussing ongoing work, children respect multiple viewpoints, give and receive constructive feedback, and support each other to consider new ideas.
* Children are challenged, inspired, and supported to try out new processes and materials and to create work that clearly communicates their ideas to an audience.
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Employed as a cornerstone instructional and learning routine across the grades, Thinking and Feedback is a time for children to learn from and with one another as they discuss and reflect on their work. Teachers select one piece of work from a child or group of children to highlight and plan with the child(ren) who will be sharing work. Together, adult and child(ren) identify specific questions they have or challenges children are experiencing and any specific feedback that will be helpful to elicit from the whole group.

The exchange during this 10-minute meeting helps build a supportive, intellectually engaged, and dynamic classroom community. Through the process of observing, listening, asking and answering questions, children deepen their understanding of content and command of complex language and vocabulary. As they consider works in progress, children generate new ideas, integrate different perspectives, contribute to each other’s learning, and build group knowledge. Finally, the Thinking and Feedback routine encourages children to create excellent products.

During the Thinking and Feedback session, the group sits in a circle or other arrangement that allows them to see each other and the selected work or documentation. The work is presented by the children and teacher (evolving as children are able to take on increasing responsibility for facilitation), and comments are elicited according to a five-part protocol supported by visual and sentence starters. The session goes most smoothly with agreements that are collectively established, practiced, and maintained (for example: Feedback must be kind, specific, and helpful; Creators of the work can choose whether to follow suggestions).

Teachers take notes during the session, especially during “Suggesting and Inspiring,” to share back with presenters to further their work. The following day before the launch of Centers/Studios, teachers remind children about feedback that has been offered and invite them to revise their work and/or engage new collaborators based on those suggestions. Notes regarding children’s participation in and language utilized during the protocol also contribute to teachers’ understanding of children’s learning across domains.

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| **Considerations for selecting work**Did children make a discovery that might inspire others? Is a child struggling and might benefit from feedback to determine next steps or a new strategy? Could this work contribute to furthering the group’s understanding about the topic of study or to a group project? Would this child benefit from being recognized from a perspective of strength by their peers? Has this child employed a novel process that can help others proceed with their work? | **Thinking and Feedback Routine**1. **Looking** The whole group looks silently at the work.
2. **Noticing** Children describe what they see in the work; presenter(s) is quiet.
3. **Listening** Presenting child(ren) describes the work and might describe a dilemma and/or request specific feedback from the group.
4. **Wondering** Children ask questions to the presenter(s) about the work.
5. **Suggesting & Inspiring** Children provide feedback and share how the work gives them new ideas.
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| **Guidelines*** Establish the routine by introducing the steps gradually, as appropriate for the grade and children’s familiarity with it.
* Highlight only one activity or piece of work each day to promote deep consideration.
* Invite groups, rather than individuals, to share collaborative work, when possible.
* Focus on works in progress so that feedback can be used to revise or continue work.
* Invite adultsto model how to ask questions and provide kind, helpful, and specific feedback, but allow the majority of feedback to come from children.
* Allow children to lead the protocol as much as possible, with a gradual release of responsibility for facilitation as the year progresses.
* Use systems for equitable participation during the meeting.
* Use documentation and artifacts to ground the conversation. For projects that cannot easily be moved to the meeting area (such as a block structure or mural), gather in that area of the classroom or take a picture to bring to the group.
* All children should have opportunities to share work over time. Consider the particular capacities and needs of the children when devising a system for keeping track of who has shared.
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