Course Syllabus:

Providing Effective Feedback to Foster Student Learning

Providing Effective Feedback to Foster Student Learning
45 Hours or 3 Graduate Credits

Course Access: Upon enrollment, you have 180 days to complete your online course in our eClassroom. If you have any questions about course access, please email support@cecreditsonline.org, or call 425-788-7275 extension 104.

Course Description

This course will explore the positive impact of providing frequent and effective feedback to students. Participants will characterize the critical nature of feedback in the learning process and identify key strategies for improving their current practices. The components of effective feedback, types of feedback, tools for providing feedback, and potential barriers to implementation will be examined. In addition, participants will explore strategies for sharing feedback about student learning with parents and other stakeholders, as well as the importance of collecting feedback about their teaching as a tool for self-reflection and continual improvement.

In each module, participants will approach the ideas and strategies being explored from an equity stance for students of all levels, identities, backgrounds, cultures, and beliefs. The concepts and practices associated with equitable education, inclusive language, culturally-responsive learning and teaching, trauma-informed teaching, accessibility, the Digital Divide, and inherent bias are interwoven throughout the course.

Throughout the course, participants will also be asked to reflect on their prior experience and apply the concepts and skills they learn to improve and adapt current practices.

In the two Authentic Tasks and Final Project, participants will apply new knowledge and strategies to build on current practice through the adoption of a research-based feedback model, the integration of effective feedback throughout a unit plan, and a comprehensive feedback plan for the classroom to guide their interactions with students, families, and colleagues.

Course Objectives: By the end of the course, participants will:

As a result of this course, participants will:
- Explore the definitions, models, and key components of effective feedback.
- Examine the role of various types of feedback in the learning process.
- Apply best practices and strategies for providing feedback.
- Identify strategies for sharing feedback with stakeholders.
- Utilize feedback for self-reflection and professional growth.

- Develop a strategic feedback plan for an existing unit or project.

Alignment to the Charlotte Danielson Framework for Teaching

Domain 1: Planning and Preparation

1b Demonstrating Knowledge of Students

- A critical component of providing effective feedback is knowing your audience. As such, this course emphasizes the importance of understanding, acknowledging, and leveraging the varied demographics, experiences, cultures, learning preferences, and other key characteristics of students as a prerequisite to providing impactful and effective feedback.

Domain 2: Classroom Environment

2a Creating an Environment of Respect and Rapport

- An environment of respect and rapport is created through positive teacher-student and student-student interactions. Much of the course content is dedicated specifically to these interactions, beginning with a focus on how to craft caring feedback in Module 1 (The Power of Effective Feedback). Module 3 (Teacher-Provided Feedback) is dedicated to strategies for using feedback as a positive, relationship-building tool, and Module 4 (Non-Teacher Feedback) specifically addresses how to create an environment that allows for effective student-student interactions in the form of peer feedback an assessment. Further, Module 5 (Feedback to Families & Stakeholders) explores how providing effective feedback to those outside of the classroom improves the overall learning environment.

Domain 3: Instruction

3d - Using Assessment in Instruction

- Feedback is most commonly tied to assessment strategy and is a form of communication that teachers spend a great deal of their time engaging in. At its core, this course is about positive communication strategies that allow participants to provide positive, meaningful, and effective feedback to students - whether written, spoken, or unspoken - through their informal interactions, assessment strategy, lesson planning, and even the tools and materials they choose.

Domain 4: Professional Responsibilities

4a - Reflecting on Teaching

- Participants are asked to reflect on their current practices and, when necessary, adapt those practices to meet the needs of their students. More directly, the last module

(Feedback for Professional Growth) is dedicated to the practice of using feedback from students and colleagues as a self-reflection tool for professional growth. The Final Project culminates in a reflection on what they have learned and how they were able to incorporate it into their current classrooms.

Course Components

This course consists of interactive presentations, videos, readings, discussion boards, authentic tasks, and a final project. All elements of the course must be completed in order to obtain a letter of completion and/or credits.

Credit:

- For those taking this course for credit, upon completion, the necessary paperwork will be submitted to the university that was selected at the time of purchase. Please see University Partners on our homepage for more information.
- For those taking this course for a Certificate of Completion, one will be emailed upon successful completion that may be kept for your records.

Course Outline

Module 1: The Power of Effective Feedback
- Downloadable Resource: Feedback Practices & Ideas
- Interactive Presentation: Creating a Brave Learning Space
- Interactive Presentation: The Importance of Feedback
- Interactive Presentation: Making Feedback Meaningful
- Discussion Board: Personal Learning Experience
- Interactive Presentation: Crafting Caring Feedback
- Discussion Board: Assessment of Current Practices

Module 2: Types of Feedback
- Downloadable Resource: Exploring Feedback Models
- Interactive Presentation: Formative Feedback
- Interactive Presentation: Summative Feedback
- Discussion Board: Formative vs. Summative
- Interactive Presentation: Feedback Models
- Discussion Board: Feedback Model Comparison
- Authentic Task #1: Applying Feedback Models in Assessment Planning

Module 3: Teacher-Provided Feedback
- Downloadable Resource: Delivering Feedback to Students
- Interactive Presentation: Teacher-to-Student Feedback

- Discussion Board: Challenges to Providing Effective Feedback
- Interactive Presentation: Feedback through Technology
- Interactive Presentation: Addressing the Digital Divide
- Discussion Board: Selecting Feedback Tools

Module 4: Non-Teacher Feedback
- Downloadable Resource: Curating Student Feedback
- Interactive Presentation: Student-to-Student Feedback
- Interactive Presentation: Content-to-Student Feedback
- Discussion Board: Setting Students up for Success
- Interactive Presentation: External Sources of Feedback
- Discussion Board: Reducing the Impact of External Stressors
- Authentic Task #2: Unit Plan & Analysis

Module 5: Feedback to Families & Stakeholders
- Downloadable Resource: Identifying Stakeholders
- Interactive Presentation: Knowing When to Engage
- Discussion Board: Student Scenarios
- Interactive Presentation: Internal Communication
- Interactive Presentation: Feedback to Families
- Discussion Board: Parent Meeting

Module 6: Feedback for Professional Growth
- Downloadable Resource: Professional Growth Opportunities
- Interactive Presentation: Student Feedback
- Interactive Presentation: Feedback from Colleagues
- Discussion Board: Current Sources of Feedback
- Interactive Presentation: Engaging in Reflective Practice
- Discussion Board: Reflective Practice Plan

Final Project: Feedback Plan and Reflection
Throughout this course, you will employ a variety of tools and strategies to provide and solicit effective feedback that will help both you and your students to be more successful. What you will learn will serve as a framework for all of the feedback flowing into, through, and out of your classroom.

While the ways in which you approach feedback may vary to adapt to the scores of individual scenarios you encounter as an educator, it's also a good idea to have a high-level plan for the role that feedback will play in your professional life. In this final assignment, you'll have a chance to outline and assess that plan.

Grading Policy:
100%-90% = A
89%-80% = B
79% and below is Not Passing

Course Component	Percentage of Final Grade
Authentic Tasks (2)	40%
Discussion Boards (12)	25%
Final Project	35%

You must have an 80% average in order to pass and obtain University credit for this course unless your district has specified otherwise.

Compliance with and Commitment to the American Disabilities Act:

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to complete this course, are encouraged to reach out to support@cecreditsonline.org at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

Academic Integrity Policy:

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments as per the course directions. Individual students are responsible for doing their own work. Plagiarism and cheating of any kind will not be tolerated. This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author's words and ideas.