



# TEAM Video Library

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Academic Feedback

Summer 2023





# BEST FOR ALL

We will set all students on a path to success.

## ACADEMICS

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ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE

## STUDENT READINESS

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TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS

## EDUCATORS

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TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE IN WHICH TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL

# Academic Feedback

# Evaluator Expectations

In the pre-conference ask, *“How do you plan to use feedback to adjust your lesson?”*

To score this indicator, the observer will need to look for:

- teacher responses to students individually about their work,
- responses that are student/work specific, and
- frequency of feedback.

This indicator aligns strongly to *Questioning* and *Teacher Content Knowledge*.

## Descriptor 1: Oral and written feedback is academically focused, frequent, and high-quality.

This descriptor pertains to the teacher's ability to provide purposeful and intentional feedback rather than non-specific or shallow feedback. It is important to note that evidence can be found in what the teacher says **and/or** in written feedback.

High-quality feedback is:

- timely,
- specific,
- causes students to think,
- is focused on the lesson objective, and
- varied to meet the needs of all students.



# Academic Feedback

The key to this indicator is the teacher's ability to coach students with actionable steps that improve and increase learning. Also, this indicator focuses on the teacher's ability to use student feedback to adjust instruction.

## **Descriptor 2: Feedback is given during guided practice and homework review.**

This descriptor pertains to the teacher's engagement with student learning during guided practice and independent review. The teacher continues to give feedback for the entirety of the lesson, not just during direct instruction.



# Capture example(s) of descriptors 1 and 2 as you watch this video.







**Share out example(s) you saw  
of descriptors 1 and 2 in the video.**



## Example(s) of descriptors 1 and 2 in the video:

- The teacher gave feedback that was specific to the lesson objective.
- The feedback wasn't generic. Instead, the teacher gave specific expectations on how to improve the writing piece.
- The feedback was timely and during the lesson/guided practice time.



# Capture example(s) of descriptors 1 and 2 as you watch this video.





**Share out example(s) you saw  
of descriptors 1 and 2 in the video.**

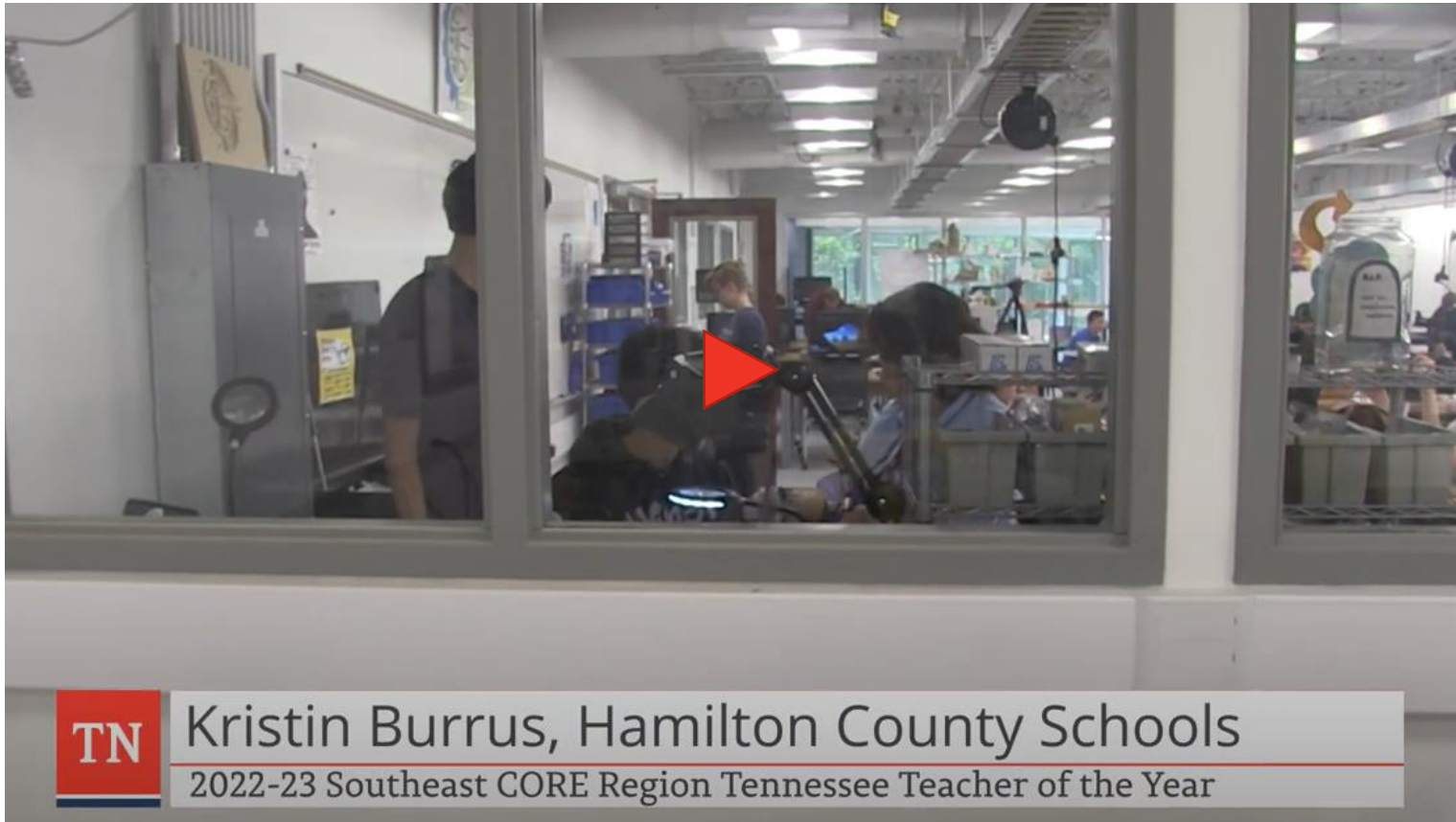


## Example(s) of descriptors 1 and 2 in the video:

- The teacher gave specific feedback about precise language which was the lesson objective for the day.
- The teacher gave feedback during the class's guided practice so that students could adjust their thinking and apply it to their work.



# Capture example(s) of descriptors 1 and 2 as you watch this video.





**Share out example(s) you saw  
of descriptors 1 and 2 in the video.**



## Example(s) of descriptors 1 and 2 in the video:

- The teacher gave high quality feedback that caused the student to think then problem solve.
- The teacher gave timely feedback while the student was working so that the feedback could be applied in real time.





# Capture example(s) of descriptor 3 as you watch this video.



**Share out example(s) you saw  
of descriptor 3 in the video.**



## **Descriptor 3: The teacher circulates during instructional activities to support engagement and monitor student work.**

This descriptor aligns with the indicator *Motivating Students* by giving feedback to keep students on task and engaged.



# Capture example(s) of descriptor 3 as you watch this video.



## Example(s) of descriptor 3 in the video:

- The teacher circulated while students were working and discussing their thinking. This circulation allowed the teacher to give real-time feedback and ask clarifying questions.
- When the teacher circulated, she was able to support students to keep them on task and thinking.





**Share out example(s) you saw of descriptor 3 in the video.**



## Example(s) of descriptor 3 in the video:

- The teacher continuously circulated while the students were working on a task to monitor and support as needed.
- The teacher provided feedback through encouragement to keep the students working.



## **Descriptor 4: Feedback from students is used to monitor and adjust instruction.**

Students can give feedback through exit tickets. This feedback could be in the form of how they feel about their learning or from what they answer correctly or incorrectly.

If a teacher regularly checks for understanding during a lesson, that is a form of student feedback that can be used to adjust the pacing or strategy of instruction.





# Capture example(s) of descriptor 4 as you watch this video.





**Share out example(s) you saw  
of descriptor 4 in the video.**



## **Example(s) of descriptor 4 in the video:**

The teacher used student work as feedback to help guide instruction by reminding students of incorrectly placed periods before they began their next assignment.



## **Descriptor 5: Teacher engages students in giving specific and high-quality feedback to one another.**

This descriptor pertains to teachers coaching students on how to give each other quality feedback. This feedback could be in the form of teacher modeling.



# Capture example(s) of descriptor 5 as you watch this video.





**Share out example(s) you saw  
of descriptor 5 in the video.**





## **Example(s) of descriptor 5 in the video:**

- The teacher gave specific guidelines on how students should give each other feedback.
- The teacher gave questions for students to ask themselves to prepare for student-to-student feedback.
- The teacher modeled correct and incorrect feedback.



# Capture example(s) of descriptor 5 as you watch this video.







**Share out example(s) you saw of  
descriptor 5 in the video.**





## **Example(s) of descriptor 5 in the video:**

After the student presentation, the teacher guided the students with questioning to give feedback that related to the criteria from the previous video.



# Culminating Activity

Follow the QR code or the link below to access the form for the culminating activity.

[https://stateoftennessee.formstack.com/forms/team\\_rubric\\_video\\_library](https://stateoftennessee.formstack.com/forms/team_rubric_video_library)

Please use the form to reflect on today's learning and provide feedback about this resource.



QR Code



# Thank You!

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