



FEEDBACK FAST-TRACK FORMULA: HOW TO WRITE EFFECTIVE FEEDBACK TO TEACHERS IN HALF THE TIME

SAMPLE REIR
WRITE-UP



The following is the completed sample write up for our example lesson in this Module.

Please use this as an example of what your own write up can look like but keep in mind, different schools or districts have different expectations for what the final write up must look like.

Defer to your district's requirements and adjust accordingly.

Sample REIR Write-Up

Context Paragraph: On November 9, 2015 I observed Ms. Smith's sixth-grade math class from 9:00-9:50 am. The learning objective for the day was "Find equivalent ratios and identify proportions." Ms. Smith began the class by having students individually check their homework. Students indicated on the board which homework problems they were having trouble with. Ms. Smith then selected on problem to go over with the entire class. Next, Ms. Smith had students write down the learning objective and the key vocabulary and definitions for the day. Then Ms. Smith explained the concept of equivalent ratios and students worked individually on practice problems until the end of the class period. Throughout the class period, Ms. Smith used whole brain teaching strategies such as "teach, ok" and gestures and students actively participated in the class. Most students remained on task throughout the class period.

R: While the students were cooperative and involved, there was very little evidence that students met the learning target for the day and students were given no opportunity to reflect on their learning.

E: One reason is that there were no individual formative assessments planned for the lesson:

- Students corrected their own homework.
- One student indicated that he didn't understand the problem and the teacher re-worked the problem for the entire class.
- Students gave mostly choral responses or "teach, ok" responses to the teacher's questions.

Additionally, while there was a lot of time devoted to procedures (teach, ok and 10-finger woo, and other "whole brain" strategies), there was very little instruction time devoted to student reflection and individual assessment.

- While the teacher went over the problem, students taught each other but did not return to their own work to see how it applied to their work.
- The students wrote down the learning objective and the definitions verbatim.
- The teacher asked mostly low-level questions that were mostly procedural and did not give students opportunity to reflect on their learning or make connections.
 - "What is the first step you need to do before you can start doing this division problem?"
 - "Can somebody tell their amazing explanation that their partner told them about why those two fractions are equivalent?"
 - Now I want 2s to tell 1s what the learning target is with very big hand motions an act like you're really excited about learning this. Ready?

I: Thus, while most students were actively participating in the learning activities, without clear opportunities for individual feedback and reflection throughout the lesson, students Did not have the opportunity make connections between the individual learning tasks and the lesson objective and did not have the feedback they needed to monitor and adjust their own learning?

R: By building in formative assessments throughout the lesson that offer a quick check for understanding (including a final check at the end of the lesson) and using that data to inform next steps in the lesson, Ms. Smith can not only maximize instructional time by focusing on what matters most to students, she can help students get the feedback they need to take more ownership over their own learning.

Post-Observation Conference and Reflection Paragraph: I shared my observations and recommendations with Ms. Smith during our post-observation conference on November 10, at 2:15 pm in her classroom. During our conversation, Ms. Smith pointed out that she planned to use the homework that night as a formative assessment for students and they would check their work the next day. I stressed the importance of providing students with individual feedback AS they were learning so that students could be even more engaged in the learning process. Otherwise many students would simply be involved in the learning activities and think that they were learning only to find out when they had to do the homework that night that they actually didn't understand the lesson. She said, "I hadn't thought about that before. That's a good point. Ok, I'll adjust tomorrow's lesson and try to include more formative assessments." We discussed a few ideas for ways that she could include formative assessments that were aligned with her teaching style and she decided that in addition to "teach, ok" she would also offer students time to explain their thinking and reflect on their learning. At the end of our conference, she offered to try the strategy and send me an email at the end of her next class to tell me how it went.