S.I.P

STANDARDS IN PRACTICE

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STANDARD HIGHLIGHT

National Standards for Quality Online Teachers

Standard Highlighted D5: The online teacher helps learners reach content mastery through instruction and quality feedback using various formats.

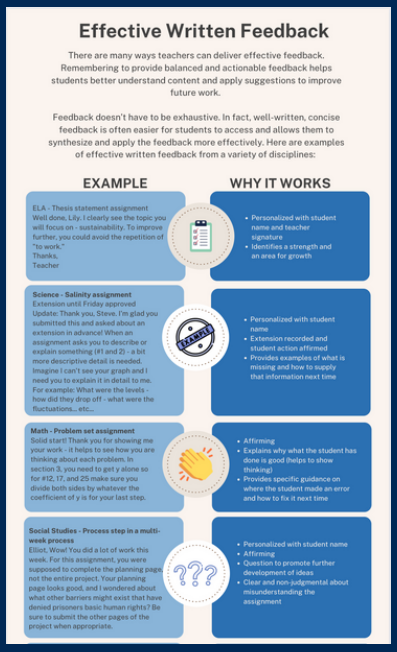
STANDARD OVERVIEW

STACY YOUNG OVERSEES TEACHER QUALITY AS THE ASSOCIATE DEAN OF INSTRUCTION AT VHS LEARNING.

Quality feedback is an integral part of any instructional setting, however; the format of the online classroom necessitates a greater level of clarity and specificity in feedback as students may have fewer moments to seek clarity from their teacher throughout the school day. At VHS Learning, our courses are asynchronous, so teachers are asked to provide substantive, specific, and actionable feedback on critical assignments each week to ensure students can understand their next steps in their work. We ask that teachers ensure clarity and use asset-based language to allow the student to accept their feedback.

The following examples and resources are included in the VHS Learning Teacher Resource Area and are used to help teachers hone their practice of delivering quality feedback to their students.

Examples of effective written feedback from a variety of disciplines:



HELPFUL HINTS for putting standard into practice

Qualities of Effective Feedback

Feedback does not have to be complicated or overly time-consuming. Remember to base feedback on a set of qualities will help the teacher to create effective feedback for their students. Effective feedback is:

- Timely -- student receives feedback in time to improve future learning
- Specific -- feedback points to specific areas of strength and areas for growth
- Actionable -- students can take feedback and act on it
- Asset-based -- feedback focuses on what a student can do rather than what they did not do
- Related to learning goals - feedback should reflect the goals and objectives of lessons or units of study
- Constructive -- feedback is designed to support student's academic and social-emotional growth
- Iterative -- feedback reinforces and builds on previous feedback

Types of Feedback

Students complete a variety of assignments every week. Some assignments measure a student's knowledge or comprehension, some the application of learning, and some the important elements of synthesizing, analyzing, and critiquing. There are different types of feedback that should be provided throughout a VHS Learning course. These include:

1. Content-related feedback: This type of feedback is specific to the content or mechanics of the assignment that supports students in applying their ever-developing, expanding understanding of the content being studied.
2. Probing feedback: This type of feedback provides a question or prompt to encourage, support, and even inspire students to advance their thinking.
3. Suggestive feedback: This type of feedback provides suggestions or ideas to encourage and even inspire students to demonstrate their understanding of the content being studied.

Author/Organization Bio

Stacy Young oversees teacher quality as the Associate Dean of Instruction at VHS Learning. Stacy taught middle school and high school for fifteen years before joining the Center for Collaborative Education where she was the Director of the Massachusetts Personal Learning Network. At CCE, she worked with schools and districts around building quality performance assessments, school redesign, and professional learning communities. At VHS Learning, she collaborates with the Curriculum and Instruction Team in the development of high-quality online teacher training and ongoing professional development around online instruction while supporting over 300 teachers each semester.

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RESOURCES to support standard use (mostly practical)

Feedback "Formula"

It can help to use a "formula" to craft effective written feedback. The formula includes four parts:

Part	Purpose	Example
Opening/Greeting	Personalizes and makes the feedback feel welcoming	Hi Student Name,
Identify Specific Positive Attributes of Student Work	Helps the student to know what they are doing well and should continue to do	Thank you for submitting all your posts on time this week! I was impressed that you entered a science fair when you were only eight.
Identify Specific Areas for Growth/Improvement	Helps the student to know where they can improve and what to focus on in the future	Next week, you can deepen your replies to classmates. Instead of writing "I agree," explain why you agree.
Closing/Signature	Personalizes	Thanks! - Teacher

Ways to Deliver Feedback

Within the course platform, there are many tools to help teachers deliver effective feedback.

Method/ Format	When to Use
Written	Written feedback is good for providing a summary of the student's strengths and areas for growth on a particular assignment.
Rubric	If a rubric is available for an assignment, teachers are required to use it; this helps ensure consistency across and among courses. **Note**: Using the rubric is an expectation. Clicking on the appropriate rubric levels alone does not constitute substantive feedback. Rubrics should be used in conjunction with other modes of feedback to provide substantive feedback each week.
Video/Audio	Video/audio can save time as often explaining a concept aloud is quicker than describing it in writing. Video is especially helpful in giving feedback in courses that require a visual component (American Sign Language, some art classes, etc.). Audio is especially helpful in giving feedback in courses that include an aural component (music, World Languages, etc.)
Annotations	Using the annotation tool to mark up a piece of student work is especially helpful in identifying and commenting on specific aspects of the work. **Note**: When using the annotation tool, it is important for teachers to let students know they have left comments on the work by leaving feedback such as "Please view comments on your assignment."

Check out the NSQ Professional Learning Portal and NSQ Website for more resources at www.NSQOL.org