



ED 500

Providing Effective Feedback

Course Format: Online

Grade Type: Pass/Fail (Grade B equivalent, ≥80% mandatory for Pass)

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Catalog Description: Graduate topics in education. Each has a subtitle; no subtitle may be repeated for credit. Counts for M.Ed. credit with approval of Program Director.

Additional Course Description:

This course will explore the importance of providing constant 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, tools for providing feedback, and potential barriers to implementation will also be discussed.

Required Text(s) and Other Materials: None.

Course Objectives:

- Examine the role of feedback in the learning process.
- Differentiate the key components of effective feedback.
- Apply best practices and strategies for providing feedback.
- Develop a strategic feedback plan for an existing unit or project.

STUDENT LEARNING OUTCOMES (SLOs):

This course addresses the following student learning outcomes to the degree shown in the table. Degree Addressed is rated according to the following scale:

1=Basic, 2=Developing, 3=Proficient, 4=Advanced

Student Learning Outcome	Degree Addressed
1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment.	3
2. Understand scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	2
3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.	2
4. Locate, interpret, synthesize, and apply educational research in best practices in teaching.	2

5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.	1
6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change.	2
7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.	1
8. Demonstrate responsibility for student learning at high levels.	3
9. Demonstrate responsibility for school reform and leadership in school change.	1

Course Requirements:

Topic	Learning Activities (Read & Watch)	Discussion (Post & Reply)	Assignment(s) (Research & Apply)	Hours
Topic 1: The Power of Feedback	Defining feedback The results of effective feedback “Real-life” feedback examples (4 hours)	Mission: Impossible (3 hours)	The Role of Feedback in the Classroom (4 hours)	11
Topic 2: Keys to Effective Feedback	What is good feedback? Targeted feedback Specific feedback Timely feedback (4 hours)	Personal Achievement (3 hours)	Self-Assessment (4 hours)	11
Topic 3: The Practice of Providing Feedback	Effective feedback strategies Best practices Tech, tools, and apps to support feedback practices (4 hours)	Student Examples (3 hours)	Feedback Tools (4 hours)	11
Topic 4: A Strategic Feedback Plan	Implementation strategies Time management & grading hacks	The Challenge (3 hours)	Feedback Plan Reflection (6 hours)	12

	(3 hours)			
Total				45

Grading:

Grading Breakdown:

Discussion (4 @ 10 pts/each)	40 points
The Role of Feedback in the Classroom	20 points
Self-Assessment	20 points
Feedback Tools	20 points
Feedback Plan	20 points
Reflection	20 points
Total	140 points

Grading Scale:

112-140 pts	Satisfactory
<112 pts	Unsatisfactory

Rubrics:

Discussions (5 points/each):

Criteria	Emerging	Competent	Proficient
Initial Post (5 pts)	Initial post fails to address all of the required prompts. 0-2 points	Initial post addresses all of the required prompts. Application of course content is sufficient. 3-4 points	Initial post clearly and fully addresses all of the required prompts. Demonstrates thoughtful application of course content. 5 points
Responses (5 pts)	Responses to classmates are missing or insufficient. 0-2 points	Responses to classmates are sufficient. 3-4 points	Responses to classmates seek to further the discussion in meaningful ways. 5 points

The Role of Feedback in the Classroom (20 points):

Criteria	Emerging	Competent	Proficient
Your Feedback (6 pts)	Identifies fewer than two ways in which feedback is provided to students, OR Fails to provide a specific example of each type of feedback. 0-2 points	Identifies two ways in which feedback is provided to students. Provides a specific example of each to clearly illustrate the type of feedback being provided. 4 points	Identifies at least three ways in which feedback is provided to students. Provides a specific example of each to clearly illustrate the type of feedback being provided. 6 points
Other Feedback (6 pts)	Identifies fewer than two other forms of feedback that students receive. 0-2 points	Identifies two other forms of feedback that students receive. 4 points	Identifies at least three other forms of feedback that students receive. 6 points
Impact on Learning (6 pts)	Fails to adequately address the potential impact of the multiple forms of feedback on students or the learning process. 0-2 points	Reflects on the potential impact of some forms of feedback that students receive and generally addresses its effects. 3-4 points	Thoughtfully reflects on the potential impact of all forms of feedback that students receive, addressing both its positive and potential negative effects. 5-6 points
Formatting (3 pts)	Grammatical and spelling errors detract from overall message. 0 points	Minor grammatical and/or spelling errors may exist. 1 point	Assignment is free of grammatical and spelling errors. 2 points

Self Assessment (20 points)

Criteria	Emerging	Competent	Proficient
Current Practice (6 pts)	Reflection is too general or otherwise fails to address the required criteria. 0-2 points	Reflects on current practice and addresses most of the required criteria. 3-4 points	Thoughtfully reflects on current practices and clearly measures against all three criteria. 5-6 points
	Fails to clearly indicate both strengths and weakness.	Indicates both strengths and weaknesses in regards to providing effective	Indicates both strengths and weaknesses in regards to providing

Strengths/Weaknesses (6 pts)	0-2 points	feedback. 3-4 points	effective feedback. Strengths and weaknesses clearly align to reflection on current practices. 5-6 points
Improvement (6 pts)	Fails to clearly identify an area for improvement or specific way to improve.. 0-2 points	Describes at least one way to improve current feedback practices. 3-4 points	Clearly describes at least one way to improve current feedback practices based on self- reflection. 5-6 points
Formatting (2 pts)	Grammatical and spelling errors may detract from overall message. 0 points	Minor grammatical and/or spelling errors may exist. 1 point	Assignment is free of grammatical and spelling errors. 2 points

Feedback Tools (20 points)

Criteria	Emerging	Competent	Proficient
Tool (3 pts)	Fails to identify a single tool, AND/OR fails to provide a link to additional information. 0-1 point	Identifies a single tool, but additional information may be lacking. 2 points	Clearly identifies a single tool and includes at least one link to an information source. 3 points
Description (5 pts)	Fails to adequately describe the tool. 0-2 points	Generally describes the tool, but may lack sufficient detail. 3-4 points	Clearly describes the tool for readers who may not be familiar with it. 5 points
Application (5 pts)	Fails to adequately describe the potential benefits of the tool. 0-2 points	Provides a general explanation of how the tool would benefit the practice of providing effective feedback by meeting some generic criteria. 3-4 points	Provides a thoughtful explanation of how the tool would benefit the practice of providing effective feedback by meeting the specific criteria outlined in the course. 5 points
	Fails to identify barriers and/or solutions to	Identifies general barriers and solutions for	Identifies specific barriers and solutions for

Barriers (5 pts)	implementation. 0-2 points	implementation. 3-4 points	implementation. 5 points
Formatting (2 pts)	Grammatical and spelling errors may detract from overall message. 0 points	Minor grammatical and/or spelling errors may exist. 1 point	Assignment is free of grammatical and spelling errors. 2 points

Feedback Plan (20 points)

Criteria	Emerging	Competent	Proficient
Lesson Description (3 pts)	Description is missing or incomplete. 0-1 point	Description gives the reader and adequate picture of the student. 2 points	Description is detailed and complete, including all necessary information. 3 points
Strategies and Tools (5 pts)	Fewer than two strategies/tools are presented, AND/OR fails to provide explanation/example of how each fits into the lesson. 0-2 points	At least two strategies/tools are presented with a clear explanation/example of how each fits into the lesson. 3-4 points	At least three strategies/tools are presented with a clear explanation/example of how each fits into the lesson. 5 points
Application (5 pts)	Fails to adequately explain how the chosen strategies/tools will aid in the efficient delivery of quality feedback. 0-2 points	Provides a general explanation of how the chosen tools will aid in the efficient delivery of quality feedback. 3-4 points	Provides a clear explanation of how each of the chosen strategies/tools will aid in the efficient delivery of quality feedback. 5 points
Reflection (5 pts)	Reflection is missing or fails to demonstrate sufficient understanding. 0-2 points	Reflection adequately addresses the prompt. 3-4 points	Reflection is thoughtful and demonstrates a thorough grasp of course concepts. 5 points
Formatting (2 pts)	Grammatical and spelling errors may detract from overall message. 0 points	Minor grammatical and/or spelling errors may exist. 1 point	Assignment is free of grammatical and spelling errors. 2 points

Reflection (20 points)

Criteria	Emerging	Competent	Proficient
Organization & Formatting (10 pts)	Questions are just randomly placed with no logical order. 3 or more errors in formatting 0-5 points	Reflection is smooth and placed in order. 1-2 errors 6-8 points	Logical progression of the theme throughout delivering a seamless response to all criteria. No errors 9-10 points
Question Responses (10 pts)	Minimal response to question criteria. 0-5 points	Criteria covered. 6-8 points	Descriptive detail justifying the response to all questions. 9-10 points

Incomplete Grades: Incomplete Grades will be handled according to the University Catalog. If an incomplete grade is issued, the student, instructor, and Associate Dean will develop an agreement for the terms of the incomplete and sign it.

Student Conduct: Students are required to follow the policies set within the Student Code of Conduct at CSU-Pueblo. This Code can be found on the Student Affairs website at <https://www.csupueblo.edu/student-affairs/student-conduct/index.html>. Students with questions regarding any guidelines within the Code should contact the Director of Student Conduct and Case Management at 719-549-2092.

Accommodations:

Colorado State University-Pueblo abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource & Support Center, which is located in the Library and Academic Resources Center, Suite 169.

Academic Dishonesty:

Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will inform the chair of the department prior to implementation of punitive action. Academic dishonesty is grounds for disciplinary action by both the instructor and the Dean of Student Services and Enrollment Management. Any student judged to have engaged in

academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state his or her case to the department chair (or the dean if the department chair is the instructor of the course).

Academic dishonesty is a behavioral issue, not an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University disciplinary process as defined in the CSU-Pueblo Student Code of Conduct Policies and Procedures Manual. Whether or not punitive action has been implemented by the faculty, a report of the infraction should be submitted to the Dean of Student Services and Enrollment Management who may initiate additional disciplinary action. A student may appeal a grade through the Academic Appeals Board. The Dean of Student Services and Enrollment Management's decision may be appealed through the process outlined in the Student Code of Conduct Policies and Procedures Manual.

Mandatory Reporting:

Colorado State University-Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. As part of this commitment, and in order to comply with federal law, the University has adopted a Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation. You can find information regarding this policy, how to report violations of this policy, and resources available to you, on the Office of Institutional Equity's website (www.csupueblo.edu/institutional-equity).