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| Stage 3 Evidence of Instruction and Assessment Task 1: FilmingTask 2: Verbal Academic Feedback Analysis |
| **Task 1: Filming** You will submit 3 teaching opportunities (whole group, small group, and feedback with one student. |
| **Using an iPad or Swivl (if your school has one), film the following for evidence:**1. **Each day’s whole-group full lesson.**

**The unit must consist of 3-5 days not counting administration of the pre- or post-assessment.****After teaching your unit plans. Administer the post-assessment.****Analyze the student work samples from the post-assessment to determine 3-5 students with which you will conduct a 30-minute small group intervention.****2. Film the intervention using an iPad with you in the shot and the back of the student participants’ heads to protect their identity.****Using the student work samples, determine one student with which to give verbal academic feedback.** **3.Film the interaction using the iPad with you in the shot and the back of the student’s head to protect their identity.**  |
| **Task 2: Verbal Academic Feedback Analysis** |
| **From your recorded whole-group lessons, determine ONE lesson to submit as evidence of verbal academic feedback for whole group, 8 minutes of the 30-minute small group intervention, and the entire individual academic feedback session.****Complete the following chart and reflection using your video evidence.** |

### **Task 2a: Verbal Academic Feedback Analysis Chart**

### High quality academic feedback provides students with information about their progress towards achieving learning goals and pushes them to go further. Watch the video of the lesson you taught to identify the characteristics and quality of the feedback you provided for students throughout the lesson. Use the chart below to cite specific evidence of the feedback provided and respond to the prompts below to demonstrate your analysis of the quality and impact of the feedback. You must use scripted evidence from all three videos.

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| **Quality Feedback Characteristics** | Time from video | Whole group, small group, individual | Scripted evidence of teacher academic feedback from the video | Scripted evidence of student(s) response (s) to feedback from the video | Feedback impact on student learning | Evidence (data) to support impact inference |
| **Timely** |  |  |  |  |  |  |
| **Specific** (based on the learning objective or state standard, critical skills/knowledge needed for mastery) |  |  |  |  |  |  |
| **Prompts Student Thinking** |  |  |  |  |  |  |
| **Differentiated** |  |  |  |  |  |  |

\*\*A second Word document can be added if needed.

### **Task 2b: Verbal Academic Feedback Analysis Reflection**

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| **Respond to the prompts below.** |
| **Identify *one* quality feedback characteristic from the chart above (timely, specific, prompts thinking, differentiated) which you think was an area of reinforcement (strength). Provide a rationale that explains what you did to demonstrate a strength in the quality of feedback you provided a student(s) and the *impact it had on student learning*. *Cite specific example*(s) from the video with timestamp to support your reflection.** |
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| **Identify *one* quality feedback characteristic from the chart above (timely, specific, prompts thinking, differentiated) which you think was an area of refinement (area for improvement). Provide a rationale that explains a challenge you experienced in your feedback practices and an *actionable next step* you plan to take to improve in this area. Be sure to connect your next step(s) to *ways it will advance student learning in the future* and *cite specific example(s)* from the video with timestamp to support your reflection.** |
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| **What is *one* benefit and *one* challenge to providing quality academic feedback to students in a whole group, small group, or individual setting? *Cite example(s)* from the video with timestamp to support your reflection. (Must use example from 2 of the 3 videoss to show variety in understanding of how grouping students supports or hinders the ability to give quality academic feedback.)** |
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