



Course Follow-up Activities

Feedback: A Powerful Tool for Raising Student Achievement in Language Arts

Note: It is recommended that participants in the video course complete follow-up activities to deepen their knowledge and skills. When these activities are completed in accordance with local staff development guidelines, participants may be able to earn additional professional development credit. Contact your local staff development office for determining how you might receive credit for completing the video program and additional credit for completing follow-up activities.

Activity 1 Plan a lesson

Select a language arts lesson you have used or plan to use. You may select one from your own resources or go to a website such as <http://www.mcrel.org/lesson-plans/lang/langlessons.asp> to select an appropriate lesson.

Outline your plans for implementing the lesson and include the following:

- What do I want students to know and be able to do?
- How will I know if students have learned the content?
- What will I do if students do not learn the content?
- What will I do if students already know the content?

Activity 2 Feedback to Students

Develop a reflective log for recording your feedback to students during the lesson you developed in Activity 1. Note the following characteristics about your feedback.

- Is it specific to the task?
- Does it point the student to improvement?
- Is it linked to formative assessments?

Activity 3 Explore and share resources

Using one of the references from Holly Searl's PowerPoint presentation listed below, summarize at least 5 key points that would enhance your teaching. Develop a handout to share these ideas with your colleagues.

Black, P., Wiliam, D. (1998). Inside the Black Box: Raising Standards Through Classroom Assessment. *Phi Delta Kappan*, 80 (2), 139-149.

Davies, A. (2000). *Making Classroom Assessment Work*. Courtenay: Connections Publishing.

DuFour, R. (1998). *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*. National Educational Service.

Marzano, R., Pickering, J., Pollock, D., (2001). *Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement*. Alexandria: ASCD.

O'Connor, K. (2002). *How to Grade for Learning*. Glenview: Pearson.

Saphier, J., Gower, R. (1997). *The Skillful Teacher*. Acton: Research for Better Teaching, Inc.