**The Importance of Student Reflection**

April 30th ELA Summit

“Almost everything works. Ninety percent of all effect sizes in education are positive. Of the ten percent that are negative, about half are “expected” (e.g., effects of disruptive students); thus about 95 percent of all things we do have a positive influence on achievement…One only needs a pulse and we can improve achievement.” Hattie, 2009; p. 15-16

We know that research represents the larger picture and that there will always be exceptions. In addition to the exceptions, we have personal experiences. Together exceptions and personal experiences have the power to impede our ability to really listen to what the research is telling us. Thus, while valuing your experiences and understanding that there are always exceptions to the rules…I’d like to look at this sampling of research as a guide for best practices.

John Hattie’s *Visible Learning for Teachers: Maximizing Impact on Learning* (p. 265) ranks influences on student achievement.

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| **Rank** | **Influence** | **Effect Size** |
|  | Self-reported grades/student expectations | 1.44 |
|  | Piagetian programs (e.g., focusing on thinking) | 1.28 |
|  | Response to Intervention | 1.07 |
|  | Teacher credibility (e.g., trust, competence, dynamism, immediacy) | 0.90 |
| 5. | Providing formative evaluation (e.g., descriptive feedback to students) | 0.90 |
| 6. | Micro-teaching (e.g., recording, reviewing, reflecting on teaching) | 0.88 |
| 7. | Classroom discussion | 0.82 |
| 8. | Comprehensive interventions for learning disabled students | 0.77 |
| 9. | Teacher clarity (e.g., learning goals, outcomes) | 0.75 |
| 10. | Feedback (e.g., student to teacher) | 0.75 |

**Self-reported grades/student expectations:**

Hattie’s video on self-reported grades: <https://vimeo.com/41465488>

Here we see the role of quality instruction and feedback.

Grades and assessments are for the teacher, not the student. Students are incredibly accurate at knowing where they are.

**Response to Intervention:**

Students are grouped based on specific needs. Below one example of a model where students rotate through the reteach stations, only as needed per the self-reflection or feedback provided. The rest of the class is working on another assignment relative to the upcoming summative or previously mastered material.

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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Student Self-Reflection | 40 minute class -students working on xyz  20 min reteach at back table with teacher  Skill a  20 minute reteach at back table with teacher  Skill b | 40 minute class -students working on xyz  20 min reteach at back table with teacher  Skill c  20 minute reteach at back table with teacher  Skill d | 40 minute class -students working on xyz  20 min reteach at back table with teacher  Skill e  20 minute reteach at back table with teacher  Skill f | Summative |

**Providing Formative Evaluation:**

What is the ratio of formative to summative feedback in your classroom? Do students know where they are in relation to learning targets? Do they know how to close the gap between where they are and where they need to be?

**Feedback:**

Three main feedback questions:

1. Where am I going? (learning intentions/goals/success criteria)

2. How am I going there? (self-assessment and self-evaluation)

3. Where to next? (progression, new goals)

(Hattie, 2009; p. 177)

Feedback isn’t one way, teacher to student. Feedback from student to teacher can be more powerful. Feedback from student to student is often incorrect and thus ineffective. Feedback that builds upon what students are doing correct is more valuable than addressing incorrect information. (Hattie, 2009)

When providing descriptive feedback, consider:

-Be descriptive

-Be purposeful

-Begin with a strength

-Build in time and learning

-Less is more

-Focus on one or two areas, learning goals, or criteria

-Prompt students to action

(Vagle, 2015)

**\*\*Providing feedback to the student or the student providing feedback to the teacher doesn’t translate to learning. The learning comes from interacting with the feedback.**

References and Resources

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning.* New York, NY: Routlegde.

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement.* New York, NY: Routledge.

Vagle, N.D. (2015). *Design in 5: Essential phases to create engaging assessment practice.* Bloomington, IN: Solution Tree.

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| **Question Number** | **Standard/Target** | **Question Right** | **Question Wrong** | **Silly Mistake** | **Don’t Understand – Be as specific as possible** |
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