



Metamorphosis
TEACHING LEARNING COMMUNITIES

Feedback as a Fractal

NCTM 2017

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DO NOW

As you're waiting for our session to begin, think about these two questions:

- 1. What is the essence of effective feedback?**
- 2. Why is it so difficult to give feedback?**

If you feel inclined to do so, please talk to a partner about your thoughts about the questions above.



Welcome to our session!

Feedback as a Fractal



Feedback as a Fractal

We are:

Stephanie Slabic

Antonia Cameron



Feedback as a Fractal

Key questions we will address in our session:

1. What is effective feedback?
2. How is a teacher's ability to **confer** with students directly connected to his/her understanding the role of feedback in improving student learning?
3. How do we improve teachers' conferring techniques?



Feedback: The Art of Conferring



Feedback as a Fractal

A few conferring tips ...



Developing a Conferring Repertoire

Tip #1: Do the Math Yourself Before Conferring



Developing a Conferring Repertoire

1. Solve the problem on your own.
2. Predict
 - students' potential strategies, struggles, misconceptions.
 - what big ideas might be developed with this task?



Developing a Conferring Repertoire

Tip #2: Analyze Student Writing



Developing a Conferring Repertoire

1. Analyze a student work sample.
 1. What does this child know mathematically?
 2. What's my evidence?
 3. What might my conference be focused on? Why?
2. What is your opening question or statement? What is it about her work that made you pick this question or statement?



Developing a Conferring Repertoire

Tip #3: Videotape Your Conferences & Analyze Them



Developing a Conferring Repertoire

Use video to analyze your practice—if you want to get better at conferring you have to STUDY conferring. Think about the following questions:

- What are my strengths?
- What are my areas of growth?



Developing a Conferring Repertoire

Tip #4: Map Out Your Conference



Developing a Conferencing Repertoire

Tip #5: How Will Your Conference Support Learning



The Assessment Task

A Grade 1 Case Study on Conferring



Background Information on Video

- Coaching a grade 1 teacher from Brooklyn School of Inquiry.
- One of her goals was to improve her ability to have effective conferences with students.



Background Information on Video

- We wanted to explore three major questions:
 1. What do students understand about odd and even numbers?
 2. What are their problem-solving strategies when they encounter a rich task?
 3. How skilled are they at communicating their thinking in writing?
- We used an assessment task to explore these questions.



The Assessment Task

There are 24 students in Mr. B's class. When they line up for lunch will everyone have a partner?



Background Information on Video

- After we administered the assessment, we collected student work, sorted it & analyzed it.
- We picked four pieces of student work for Sevgi to film her conferences.



Background Information on Video

- After conferring with the four selected students, Sevgi uploaded to the video to Dropbox so that Toni could watch it before her next visit.
- After watching the video, Toni gave Sevgi several questions to focus her analysis of her coaching.
- These questions formed the basis of their debrief.



Background Information on Video

Reflection questions Toni sent to Sevgi via email to prepare for their debriefing of her conferences:

1. What makes an effective conference?
2. How do you know when you've had one?
3. What are your strengths as a conferrer?
4. What would you like to work on? What do you think you need to improve in your conferring practice?



Developing a Conferring Repertoire

Analyzing Sevgi's Conference with Eli



Developing a Conferring Repertoire

Eli's Writing

STUDENT WORK REMOVED



Developing a Conferring Repertoire

Eli's Writing

STUDENT WORK REMOVED



Developing a Conferring Repertoire

- Analyze Sevgi's conference with Eli.
- What conferring moves can you name?
- If you were going to give Sevgi feedback on her conference, what would you say to help her improve her practice?



Developing a Conferring Repertoire

VIDEO REMOVED



Developing a Conferring Repertoire

What are *your* conferring essentials?



Feedback as a Fractal

Plan your debrief with Sevgi.

- Where would you begin your conference?
- What's your opening statement or question?
- What's the rationale for your choice?
- How will your feedback improve her conferring practice?



Developing a Conferring Repertoire

Conferring Essentials



Developing a Conferring Repertoire

Analyzing Toni's Debriefing Session with Sevgi



Thanks for coming to our session!

Contact us at:

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