



TLC Educational Solutions Strategy-Based Professional Development

Our Remote Learning Sessions are specifically designed to provide the skills needed for educators to teach and interact with today's students, "to stay on the cutting edge of their profession".

Each participant will receive a pdf of **TLC Educational Solutions Training Resources** for this session. It contains step by step descriptions of the strategies that are provided in the session to make it easy to incorporate new strategies into lessons the very next day.

Involving Students in their Learning with Actionable Feedback

Teachers work diligently to provide quality feedback to their students. Actually, they work too hard. For years, teachers have provided significant amounts of feedback to students, some of which is effective and some of which research indicates is actually counter-productive. Learning is impaired by certain types of feedback that do not provide opportunities for the student to grapple with the information/skill and learn it. TLC Educational Solutions' Actionable Feedback Strategies engage teachers in directing their students' energies toward actions that improve the quality of their work. Actionable Feedback requires less teacher work while producing significantly greater gains in student learning.



Develop Skills and Learn New Strategies for



Incorporating actionable feedback strategies into lessons

Engaging students with active learning instructional strategies

Providing the opportunity for all students to engage in learning that allows them to learn from their work and improve it

Giving new ways for students to demonstrate what they know, understand, and are able to do

Strategies for Actionable Feedback

The following are some of the strategies that are fully modeled and practiced in this session. Our TLC Training Resources PDF, provided upon registration, includes these and other strategies described in detail.

Strategy: Aim for the Next Level Students identify areas of improvement by comparing their work to exemplars at the next level of achievement. Students realize that they need to set higher standards for themselves. Even able students find that they can improve a good piece of work.

Strategy: Note Taking Specialist After taking notes as a class, students switch notes with a partner. Then, they look at their partner's notes and enhance his/her notes by underlining key terms/ideas, drawing symbols for key ideas, adding in any important notes that are missing, and asking questions about the ideas found in their partners' notes.

Strategy: Comments Only Shared Rubric Student work is not initially given a grade, level, or score on the work (although the teacher records marks on a rubric). Teacher written comments address the quality of the work concerning the rubric criteria. Students are given time to read the comments, improve their work and score their finished work on a rubric. When this is done the teacher and student have a conversation about each criterion and what was done to improve the student work.