



# Achievement 3: Feedback, Correction, and Counseling

Category: Student Motivation and Achievement

## Workshop Overview

Following is a general overview of this workshop, including desired participant outcomes, an explanation of the workshop's alignment with Learning Forward Standards for Professional Learning, and resources that are included in print and electronic form.

**Category:** Student Motivation and Achievement

**Duration:** Full workshop – 3 hours

### Desired Outcomes:

Participants will...

- Apply different techniques of giving feedback to students to increase achievement.
- Apply different techniques of correcting students' behaviors to enhance performance.
- Identify different techniques of counseling students and parents for better performance.

### Learning Forward Standards for Professional Learning:

- **Learning Communities:** Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Resources:** Requires prioritizing, monitoring, and coordinating resources for educator learning.
- **Learning Designs:** Integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Implementation:** Applies research on change and sustains support for implementation of professional learning for long term change.
- **Outcomes:** Aligns its outcomes with educator performance and student curriculum standards.

### Resources in This Binder:

- Handouts
  - Workshop Agenda
  - Attendee Notes
  - 3-2-1 Evaluation Form
  - Certificate of Completion
- "Think About It" Exercise
- Ready, Set, Go Planning Activity



## Topic Outline

Understanding the general flow of topics to be covered is an important part of giving a strong presentation. This allows the presenter(s) to lead effective group discussions and speak extemporaneously. Following are the main topics covered in this PowerPoint presentation. As you prepare to give the workshop, you may want to refer to this page often.



### Main Topics:

1. Giving Feedback That Works
2. Correcting Students to Enhance Performance
3. Counseling Students and Parents for Better Performance

### Subtopics:

#### 1. Giving Feedback That Works

- a. Feedback and Motivation
- b. What is Effective Feedback?
- c. How to Give Feedback That Works

#### 2. Correcting Students to Enhance Performance

- a. How to Correct a Student's Behavior
- b. How to Be Fair

#### 3. Counseling Students and Parents for Better Performance

- a. How to Counsel Students
- b. Question or Complaint?
- c. How to Counsel Parents
- d. Surveying Parents
- e. How to Counsel Students and Parents
- f. Things to Avoid

## Presentation Outline



This outline is designed for you to see the PowerPoint presentation at a glance. Note that slide numbers and the approximate amount of time needed per slide are shown in the right two columns. **The times in bold print show the approximate total time needed for that topic, which includes the approximate times for the activities, shown in parentheses.** You might consider keeping this page within reach during the presentation.

Section of Presentation	Slide #	Timing (mins)
<b>Getting Started</b>		
Introduce self, co-teacher, participants	1-2	
Explain materials issued to participants		
Cover objectives (from Workshop Overview)	2	<b>15</b>
<b>Activity</b> – Quick Write	3	(10)
<b>Topic 1 – Giving Feedback That Works</b>		
	4-10	<b>40</b>
<b>Discussion Point</b> – Praising and Criticizing Students	10	(10)
Break		
<b>Topic 2 – Correcting Students to Enhance Performance</b>		
	11-17	<b>55</b>
<b>Activity</b> – Group Sharing	17	(25)
<b>Topic 3 – Counseling Students and Parents for Better Performance</b>		
	18-27	<b>50</b>
<b>Activity</b> – Quick Write	27	(10)
<b>Closing Thoughts</b>	28	<b>5</b>
Total of 2 hours and 45 minutes (not including break)		

### Helpful tip!

**This workshop can be broken up into shorter sessions so that you can adapt the presentation according to your time constraints.**







## “Think About It” Exercise



Have staff complete this exercise to begin implementing what they learned during the workshop. Distribute this document to staff by attaching the file to the Next Day Follow-Up Email, or make copies for the staff.

1. What is the relationship between feedback and motivation? Why is it necessary to provide students with good feedback?

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2. How does an unacceptable behavior affect student performance? Identify ways of correcting student behavior to enhance performance.

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3. What should you avoid when counseling students and parents? What steps will you take to ensure that you avoid these obstacles?

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