Reflecting on Practice Feedback Forms:  
Session II: 2 Day Training in Durango

What would I change or revise if I were rewriting my first module?

* Make it smaller, more manageable
* Allow more time to teach it
* Focus on fewer aspects of the writing process in-depth.
* I would try to make sure what I am asking is what I want to know (results & expectations)
* Make smaller task to help reach the overall goal
* Begin with the end in mind
* Taking more time for some of the tasks
* More effective mini-tasks
* Pay more attention to the mini-tasks
* Understand mini tasks better
* Revise some mini-task and possibly add more. Revisit my module more frequently and make changes
* I would model more
* I would use a different prompt for the topic I chose. Instead of being argumentative, I should have done informational.
* I would focus on a lower level skill
* Nothing
* I would not make it too broad in scope
* My prompt needs to be refined
* More specific on tasks
* Changing/ customizing tasks for my instruction
* Importance of content vs depth of module
* Emphasize transitions in my instruction on writing
* Front load the question
* Add more mini-style lessons to focus on the outcomes I want my students to achieve
* Add instructional / drafting time to template
* I wouldn’t assume my students knew certain aspects of writing an essay and add more instruction time on writing ‘basics’
* Less tasks focus more on a few important tasks
* Specific / different approach for ESS
* Less is more
* Revise prompt – focus more on reading, focus more on kids finding info/answers to prompt
* I would make it more straightforward
* I would beef up the mini-tasks
* I would teach the prompt, teach the rubric and make sure the students really understood the sources by working more as a whole class and using our school wide annotation system so that they would be able to address the prompt.
* Be sure the task matches the rubric
* I would spend more time to finish the module before teaching it.
* I would write it before I taught it.
* More time with mini tasks
* Choose better articles
* Take a smaller bite and focus more on a coherent mini task before trying to create a realistic module
* I’ve finished writing my module, but haven’t had a chance to finish teaching it. So, I’m unsure what I would change other than be more specific on my mini tasks.
* More specific and purposeful
* Creating my own mini-tasks instead of using the hardwired ones
* I would rewrite the prompt so the students produce what I was intending.
* More focus on mini-tasks that are relevant to finished product – more detailed.

**What do I need to do differently when writing my second module?**

* Front load and put in as much specific information as possible, then revise while/after teaching
* Differentiate
* Finish the first one!
* Break down into mini-tasks to create a larger goal
* Start earlier on building the task
* Be specific about how many sources to cite
* Not assume they know something already, need to teach or at the very least review it.
* Pay more attention to mini tasks
* Wrong backwards
* Connect my module to writing more to the text first, instead of giving them the ability to choose the topic
* Unpack the prompt with my students more effectively
* Focus on breaking the steps down
* More mini-tasks
* Focus more on the mini tasks.
* Find a good way to get uploaded resources to students.
* Look more at mini-tasks
* Communicate with English Team
* Have students create a student friendly rubric
* Backward planning
* Emphasize transitions in my instruction on writing
* Front load the question
* More scaffolding between activities - more focus on short writing activities
* Account for lack of knowledge to pull from in developing arguments to support student positions
* Make sure what I expect is clearly stated in the module/rubrics/expectations shared with students
* Give an example of good writing
* Have more examples
* Include / attach all of my resources
* Have exemplars
* Inquiry
* Slower, deeper more guided
* I need to focus on the teaching tasks move. I really need to see them as a path toward the end goal.
* Make it shorter, more manageable
* I want to play around with customizing more elements of Module Creator’s templates
* Spend more time planning something that I will teach in the future.
* Include student handouts through mini-tasks with instructional info
* Consider types of instruction that involve more formative assessment
* Because I haven’t taught my 1st module completely I’m not sure what I will do differently yet
* Backwards plan
* Be specific
* I need to work on the editing, revision mini-tasks. Help the students through the writing process better.
* Better mini-tasks
* Really sound end product (i.e. prompt)
* More non-fiction (primary /secondary) sources

**What am I going to change in my instructional practice based on what I have learned to make me a more effective educator?**

* Rubrics for formative assessments
* I see that students need to have stepping stones and know what they expectations are.
* Make clearer goals related to rubric
* Real life application
* Editing / Revision phase
* More clear task/prompt
* Pay attention to teaching and reviewing concepts, skills & ideas that I think/thought student would already know.
* Students write thesis
* Be more explicit to my students and rework my mini-tasks (more explicit).
* Redo
* I want to get better at writing and implementing LDC units so that I can use them more.
* Utilizing the modules for my growth plan
* This is the primary question. These practices need to carry-over to everyday use.
* Look more at due data results
* Start with the task question before beginning the reading
* Develop more CFU’s
* Stay more focused
* Allow for more time
* Need to grade and get feedback to students faster
* Use of rubric to grade
* Try more peer editing. More eyes on each paper, though less productive feedback most of the time.
* More computer time w/ COWs will increase the amount of information and the efficiency of the conventions
* Allow my student more time to accomplish tasks
* Work with them on breaking down the prompt
* More self-assessment by student reflections
* Create mini-tasks which allowed students to quantify world knowledge (research of current/world events to support ‘stage’ of society, etc)
* I wouldn’t assume my students knew certain aspects of writing an essay and add more instruction time on writing ‘basics’
* Do the module all at once, not broken into parts
* More mini-tasks grades
* Have students analyze text and then have a class discussion about the text
* More inquiry
* Baby Steps
* More focus on reading comprehension and analysis
* Help students understand the process of how to formulate a writing piece to generate a response.
* I’ll be more clear up-front about the requirements for the final product so students know about it throughout the unit.
* I will be much more consistent and focused with the daily lessons associated with the novels we read leading up to the essay/writing
* More modeling and focus on each task
* Put more energy into formative assessment
* I need to teach the mini tasks in everyday class – not just LDC modules
* Allow time for exploration and student centered learning
* Be purposeful and clear w/ my objectives
* Provide myself more time and allow the students more time to focus on a better product
* Better tasks that the students can do w/ little guidance from me to make them more self-sufficient.