Building Resilience

The Role of Feedback, Reflection, and Grit in Strengthening Student Agency

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Practical Strategies

TO BUILD STUDENTS'...

COLLABORATION

1. Practice Well-Being
2. Build Relationships

CONFIDENCE

3. Feedback Techniques
   - Teacher to Student
   - Student to Teacher
   - Student to Student
   - Student to Self

RESILIENCE

4. Goal Setting
5. Grit & Agency

Feedback Game - Build or Break?

Directions: After hearing a snippet of feedback, do a for **“builds resilience”** and a 💔 for **“breaks resilience”**.

Writing Feedback

“Your thesis is clear! Now let’s work on adding more evidence to support it.”
💪

“You didn’t follow the directions.”
💔

“Great job—no comments.”
💔 (tricky one—seems positive, but offers no growth info)

“Your transitions are smoother than last time. Nice work!”
💪

Feedback Game - Build or Break?

Reading and Participation Feedback

“You need to speak up more in class.”
💔

“I can tell you struggled with this chapter—let’s talk through your questions next time.”
💪

“Your comments are thoughtful when you share. How can we make sure your voice comes through more often?”
💪

“You weren’t paying attention.”
💔

“You seemed distracted today—everything okay? Let’s refocus tomorrow.”
💪

Feedback Game - Build or Break?

Effort and Mindset Feedback

“You’re not trying hard enough.”
💔

“I can see the effort you put in—it’s starting to pay off.”
💪

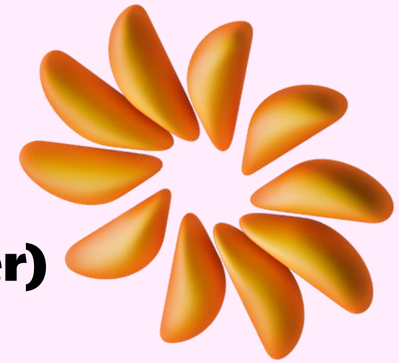
“You keep making the same mistake.”
💔

“You’re improving! You’ve fixed one issue; now let’s tackle the next.”
💪

“You took a risk here, and I appreciate that.”
💪

COLLABORATION

Building: Trust, Collaboration, Relationships, and Well-Being (meld together)



Building Trust – Emotional Support

- Showing care and kindness
- Normalizing feelings
- Coping strategies
- Problem solving

Building Well-Being – Movement

- Hand up, Stand up, Pair up
- Oldest, Wearing blue - move two seats over
- Conference Tables
- Outside Journal Circles

Building Collaboration – Routines

- Shoulder, Face, Jigsaw Partners
- Rally Robin
- Reading Circles
- Timed Talking

Building Relationships – Teacher/Student

- Recognize the whole student
- Appreciate what they bring to the classroom
- Listen to learn
- “Tell me more”

Reflect: Which area do you feel strong in, and what is one strategy you want to use next week?

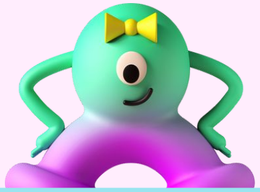
Well Being: Finish the thought

Now, put yourself in your students' shoes. Think specifically about your class and how your students might answer these questions.

Emotional:

One thing that makes me happy is...

I don't feel as interested when...



Social:

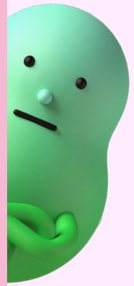
I feel like I belong in a community when...

I struggle to feel like I belong when...

Mental:

I feel like I can handle responsibilities when...

I feel like I have purpose when..



CONFIDENCE

Deficit vs. Asset

How does the following feedback make this student feel?

Feedback Scenario 1

Work on writing a claim that is clear, specific, and debatable. Use the tools and ask for help if you are confused. Additionally, when you introduce a quote, you need to thoughtfully analyze the quote and explain exactly how it supports your claim.

What does this student need to work on?
How attainable does this feel?

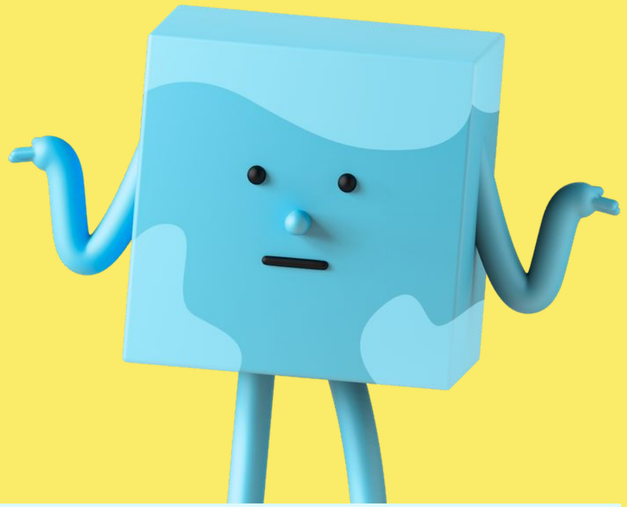
Feedback Scenario 2

You are doing a nice job of language analysis! Now, make sure to have three full analysis sentences after each quote.

What does this student need to work on?
How attainable does this feel?

Research:

In classroom observations...



75%

Of all questions were close-ended questions

26%

Of lessons had explicit reading instruction (of any kind)

23%

Of lessons had explicit writing instruction (of any kind)

24% of 68% of Vocabulary Instruction

Of vocabulary instruction was general academic vocabulary (ie. analyze, explain)

Lai, M. K., Wilson, A., McNaughton, S., & Hsiao, S. (2014). Improving achievement in secondary schools: Impact of a literacy project on reading comprehension and secondary school qualifications. *Reading Research Quarterly*, *49*(3), 305–334. https://doi.org/10.1002/rrq.73

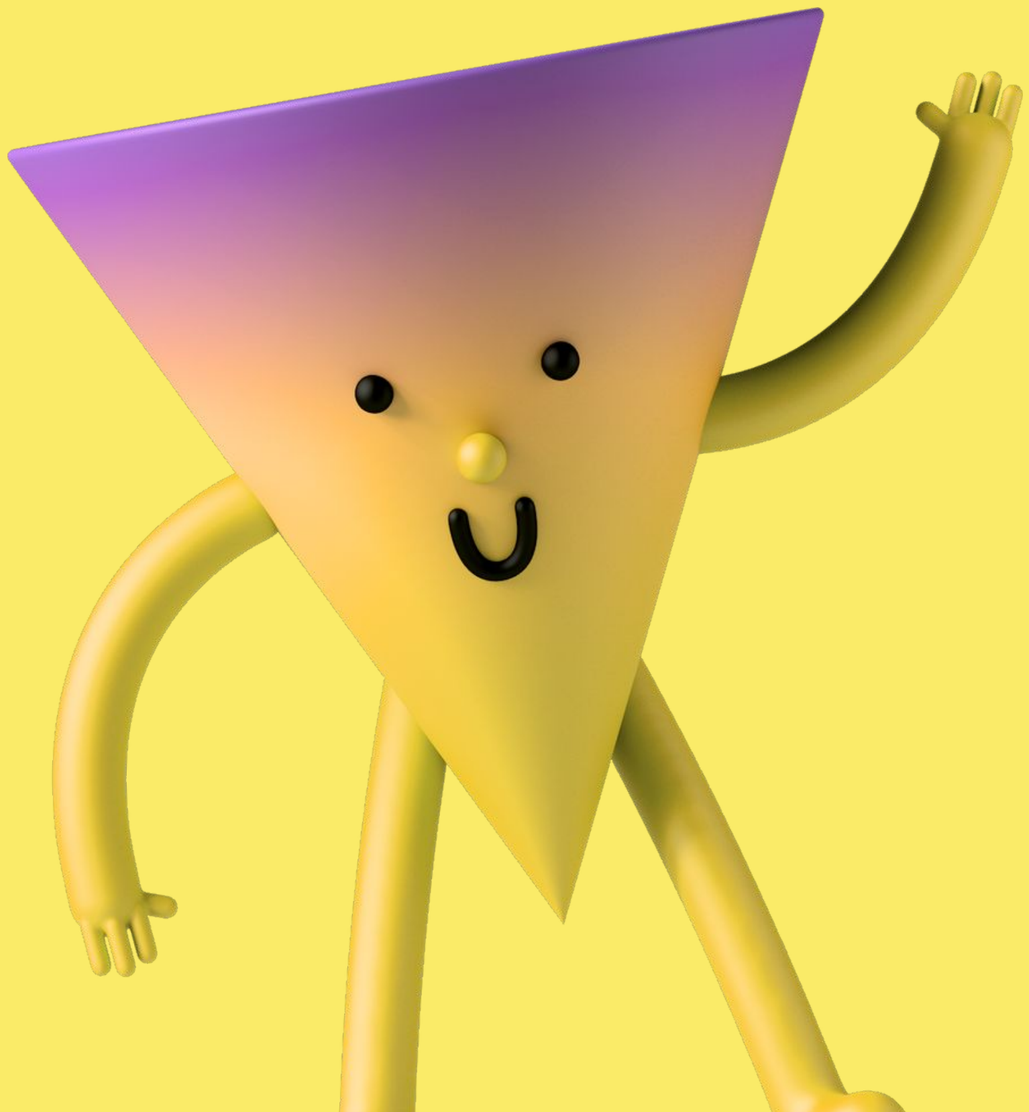
Sentence Starters to Build Resilience

- You are already good at _____Now, challenge yourself by ____.
- I've seen you do _____; Now, let's work on adding that to your writing.
- Nice job on _____. Here's the next challenge you are ready for _____.
- This isn't your best effort. Let's raise this to what I know you are capable of.

Pause & Reflect. Write down 3-5 of your students' names and think of one of your more recent assignments.

What feedback can you give them to build resilience?

Importance + Value of Feedback

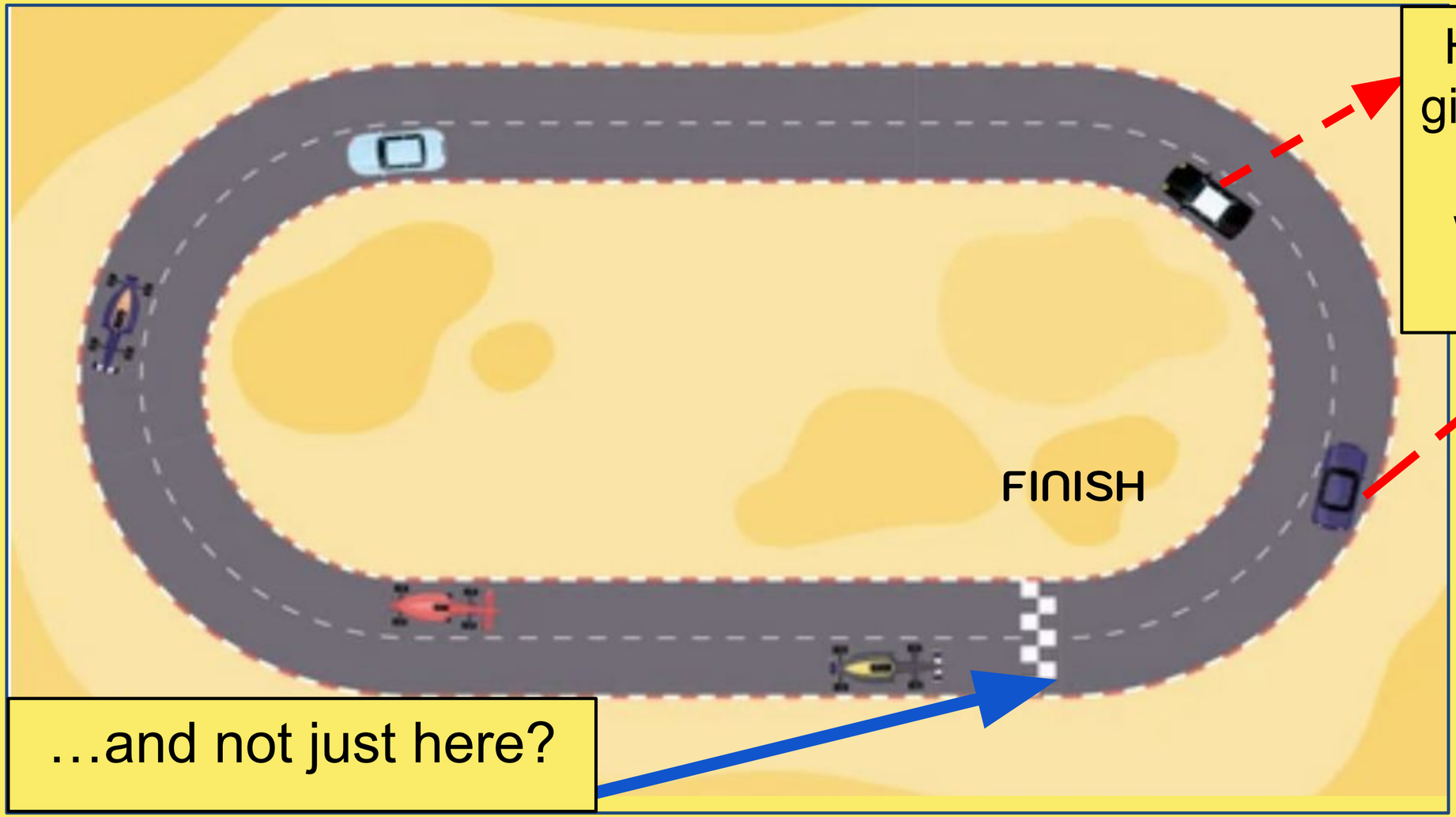


Feedback: providing informed data that can be used to enhance student performance

- At it’s best, it begins conversations and does not end them

- Modes:
  - teacher to student
  - student to teacher
  - student to student
  - student to self

Framing the Feedback to Encourage Student Engagement + Integrate Student Agency



Types of Feedback

- **Teacher to Student**
  - direct, timely (oral, written, digital)
  - highlights strengths/growths + feedforward (next steps)
- **Student to Student**
  - peers provide constructive input using criteria or guided questions
  - encourages collaboration, critical thinking, multiple perspectives
- **Student to Self: Self-Assessment/Reflection**
  - on their own reflect using models, rubrics, checklists
  - builds metacognition and responsibility for learning
  - what am I doing well?

Student to Teacher

What do you wish I did more of? In other words, what could I do that would help you learn better?

Long answer text

6. Please tell me your thoughts about how well the bubble organizer did or did not work for your research paper.

Long answer text

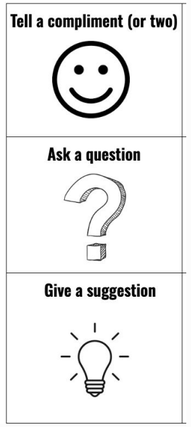
What are your thoughts about when I give comments and feedback aloud as I flip through everyone's writing? Annoying? Helpful? Stressful? I'm really interested in this one!

Long answer text

Student to Teacher

Which specific lesson or resource did you benefit the most from? You can select more than one of the following options: *

- [ ] Outline
- [ ] Writing Workshop Time (built in timers in class with keyboards)
- [ ] Samples + Slides/Mini-Lessons
- [ ] Scaffolding + Chunked Deadlines
- [ ] Peer-to-Peer Feedback (TAG)



Which ONE part/section is the one you'd like additional feedback on and it's your area of growth? *

Long answer text

Pause and reflect. What feedback would be meaningful to get from your students? It can be as simple as "Does this _____strategy work for you?"

Where can this live in your instruction?

RESILIENCE

Goals:
Examples of Effective and Non-Effective Goals

Non-Effective	Effective
I need to write better essays and get higher scores.	I will use a graphic organizer to plan and organize my ideas before writing each essay so that my writing is clearer, more focused.
I want to include more complex words into my writing.	I will use language from the quotes and evidence I pull to strengthen my analysis. I will find the vague words in my writing and change them to more specific language.
I want to read faster.	Every day, I will actively read during our 10 minutes of time in class and read 10 minutes every evening before bed, with a focus on tracing character development.

Sentence Starters for Setting Goals:

Encourage students to use **specific, measurable, achievable, relevant, and time-bound** language.

“Each (day/week), I will _____ for (amount of time).”

“To reach my goal, I will _____ and track my progress by _____.”

“By the end of (month/term), I will be able to _____ because I have _____.”

“One step I can take toward my goal is _____.”

Part 1: Your Gallery Walk Feedback
Write down the feedback that you received from the Gallery Walk activity and what this feedback might tell you about your research strengths or needs.

Gallery Walk Feedback	What this feedback tells you about your research strengths or needs

Part 3: Your Research Plan
Look at the activities labeled 1 and 2 in Part 2. Create two to three manageable research goals for yourself that you could complete during forty minutes of class time.

1.

2.

3.

Part 4: Help
What can your teacher specifically help you with as you engage in independent research?

Student to Student + Setting Goals

Reflection Techniques: Portfolio

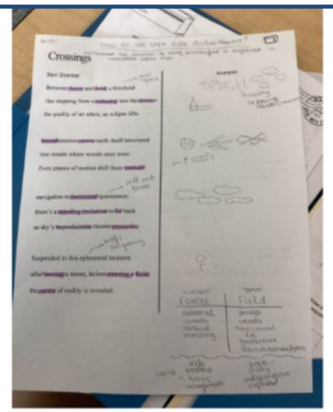
I practiced using my uptaking skills for the first time

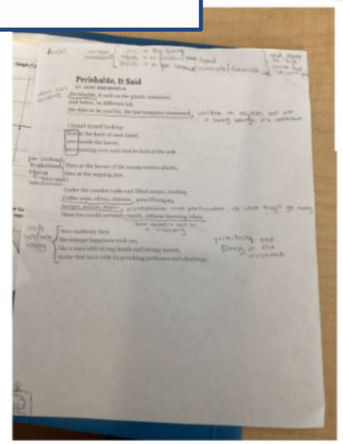
I'm really enjoying reading Catcher in the Rye and even read ahead.

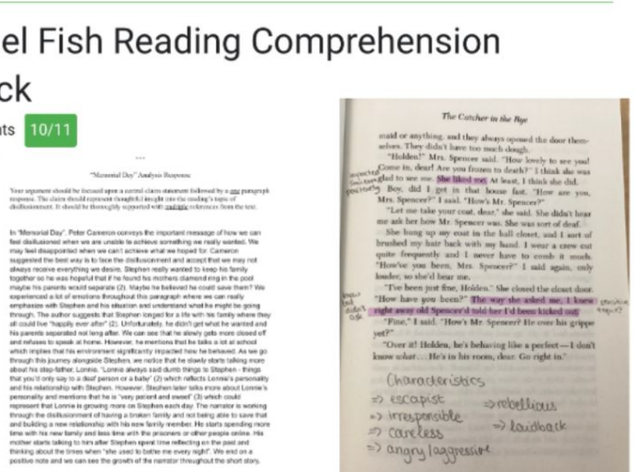
Babe to identify 6 characteristics of Holdens actions

I was able to practice my close analysis skills while previously I could only identify 1 device. showing growth (3-4 devices).

Arohi







1. **Page xi-xii**
   Have you ever been self-conscious about your name? Can you relate to any of the stories Ferrera tells about her own experiences in school? Explain.

   I have always felt a bit self-conscious about my name because people struggle to say and pronounce it right. It's embarrassing to be the new kid and have to pronounce my name multiple times to the teacher in front of the whole class. It's embarrassing when people know your name too and the teacher pronounces it very wrong in front of everybody. People get weirded out and don't want to talk to me, they come to conclusions and make assumptions about me before even getting to know me. But, a positive factor of my name is that it's very unique and different from everyone else.

2. **Page xiii**
   In the middle of the page she refers to popular actors, TV show characters and a musician from her childhood, because they represent everything she pictured when she heard the word "American." Who do you think of when you hear that word?

   I think of actors and musicians and tv shows located in American high schools. Also public heroes like inventors and activists and people who fought for their rights no matter their color. I think of people who changed the world in a way.

3. **Pages xv-xvi**
   What part of the story about Sam did you find most powerful? Have you ever witnessed something similar?

   I found the part where America reflected on what Sam had said to be the most powerful as we could really empathize with her and understand what she was thinking and feeling in the moment. While also trying to understand why Sam had compared her to Jenna. Yes I have not only witnessed something similar but experienced it too. Being a person of color comes with its many challenges not only at school or work but with friends too and trying to fit in.

4. **Page xviii**
   Do you find that different groups of people in your life interpret you or label you differently? Do they have different expectations of you? Explain?

   People may come to their own conclusions about you just because of the way that you look or the cultural background you may have. You have to focus on your own future and being with people who value you for who you are and not how you look like.

5. **Page xx**
   What do you think is the author's purpose in including the story about the casting director? Why do you think she includes the story of her manager?

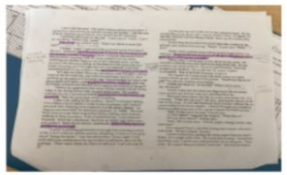
   She included the story to show that even people who you think are on your side and who are supposed to support you can turn their back on you and believe you are incapable of doing something based on irrelevant factors like how you look.

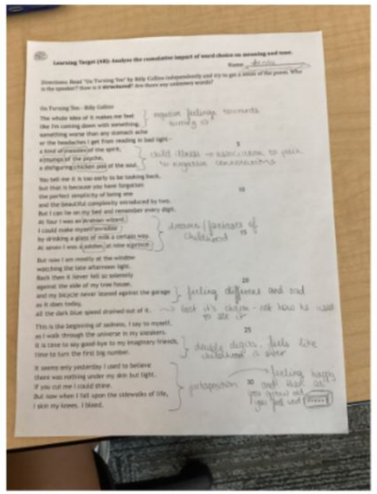
6. **Page xxi**
   Seeing yourself in a character (in a movie or a book for example) can be a powerful experience. Have you ever related to a character in this way? Explain.

   I have never related to a character in this way but I understand that it can be a powerful experience as you can invision yourself in the life of the character. You can take on their role in your imagination and it can help work through unresolved issues going on in your life.

7. **Pages xxi-xxii**
   Why do you think the author believes it's even more important to let less powerful or less mainstream people see themselves in characters?

   As they too can believe that they can become powerful after reading the challenges that a character faces. They might become more encouraged to chase after their dreams and understand that the way they look doesn't always have to be a problem.





While synthesising I tried to take evidence from both sources and bridge ideas without using 'also' or 'similarly'

Goal: Continue moving beyond simply identifying devices to explaining their deeper purpose and effect in the text

Goal: Practice using evidence from multiple sources smoothly and logically, avoiding repetitive transition words like “also” or “similarly.”

Reflection Techniques: Student to Self + Setting Goals

What are you proud of? How are your strengths as a writer evident in your writing?

List 1-2 areas of improvement (from what you and/or your teacher suggested)?

1)

2)

Choose <u>one</u> area of improvement and set a goal for yourself. How will you work on improving and strengthening this skill?

GRIT + AGENCY

"I am a learner!"

With time and support, teachers can set clear learning goals that help foster: a growth mindset and self-efficacy skills for students.

(Kise, 2021, p. 4)

When you have a **growth mindset**, you "subscribe to "learning goals" rather than "performance goals" because...you're connected to the central notion of continual development" (Tomlinson & Murphy, 2015, p. 27).

All of our strategies require students to think for themselves, make choices, create their own meaning, evaluate their own work, and take charge of their learning.

(Kise, 2021, p. 4)

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