

Standard 5(e) Rationale: Provides substantive, timely, and constructive feedback to students and parents.

To justify this criterion, I chose a student's research notes from a research project we do in my seventh grade geography exploratory. In this project, the students first learn about the five themes of geography: location, place, movement, human-environment interaction, and regions. After we spend several days learning about the five themes, my students select a country they would like to research. The ultimate aim of their research is to create booklet which educates its reader on a country of the world, according the five themes of geography. We spend a lot of time in this unit learning how to research. We talk about finding credible sources, narrowing searches, and using online resources. Before the student can begin creating their Five Themes Booklet they must have a conference with the teacher. We go through their research together and check it for quality, accuracy, and specificity. We check it for quality I want to challenge them to do better research. They must demonstrate an understanding of what they are writing down. In this student example, the student wrote down the number of airports in Israel for an example of the movement of people in Israel. I asked her if she learned anything new from about Israel from this fact. She already knew Israel had lots of airports, so I recommended she look up information on religious migration into the country. I also check for accuracy. She believed that the fastest growing religion in Israel was Christianity. I had her go back and check this. That is the fastest growing branch of religious tourism. The fastest growing religion is Islam. I also check for specificity. She wrote down "farming" for her example of a movement of goods in Israel. I challenged her to figure out what they farm. Farming happens in almost every country of the world, so writing down "farming" is not quality research and it is not specific research. This student example shows that I provide substantive feedback. My student really had to dig into the sources she located to come up with the research I was challenging her to produce. The feedback I provided in the conference and on her notes helped her achieve this goal. The feedback was also timely because it was in mid-research process. I took this picture after she completed her first round of research revisions. She still had some work to do under Human-Environment Interaction. The feedback was constructive because it gave her a clear idea of how to achieve my expectations for quality, accurate, specific research.