

Embedded HLP 8/22

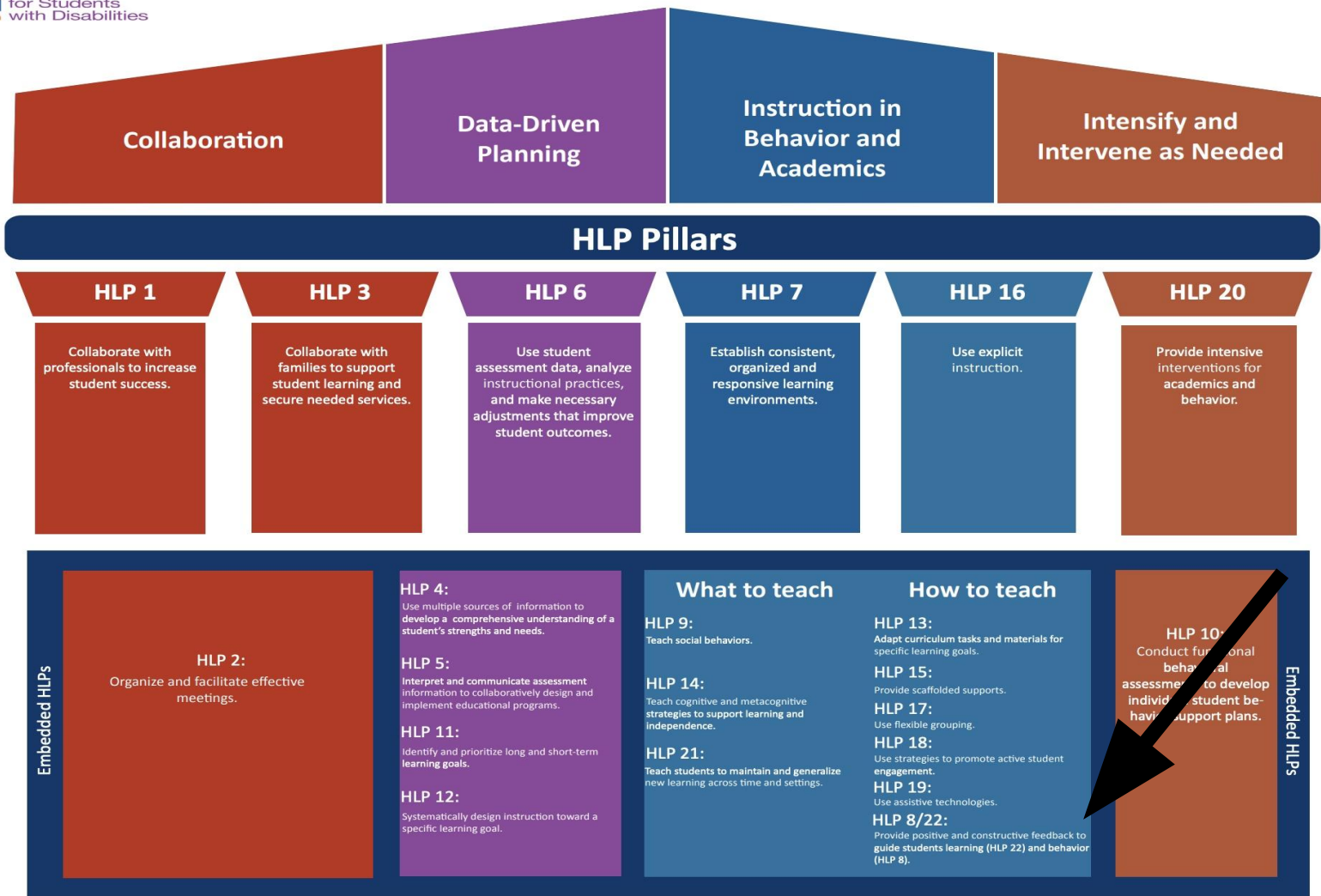
**Provide Positive and Constructive
Feedback to Guide Students'
Learning and Behavior**

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2024 Revision - NC HLP Resources



This graphic has been updated for accessibility purposes for the NCDPI OEC.

Objectives

- Participants will be able to provide positive and constructive feedback that is goal-directed, specific, timely, and contingent.
- Describe the various types, methods, and characteristics of feedback.

REVIEW: 6 Steps to Active Student Engagement

1. Create *consistent, organize, and responsive* learning environments
2. Build *community* with intentionality.
3. Use *explicit instruction*.
4. Use *scaffolded supports*.
5. Increase *Active Student Responses* (ASR) within lessons.
6. Provide *positive and constructive feedback* to guide students' behavior and learning.

Step 6: Provide Feedback

- Feedback is IMPORTANT!
- Give feedback on both BEHAVIOR AND LEARNING!

Leverage Feedback & Increase Engagement

- Guides student learning and behavior
- Increases motivation, engagement, and independence
- Goal directed
- Verbal, nonverbal, or written, timely, contingent, genuine, meaningful, age appropriate, and at rates commensurate with task and phase of learning
- Supports creating equitable and inclusive classrooms
- Meaningful feedback to all students
- Recognize the potential for unconscious bias

Feedback and Time

Collect Data ~ The Magic Ratio ~ Positive:Negative ~ 4:1

Increase Positive Feedback

Increase Corrective Feedback

Increase Guided Feedback

All feedback MUST be consistent and sincere, always!

Current Situation with Providing Feedback

How do you currently provide feedback to students to guide their behavior (HLP 8)?

How do you currently provide feedback to students to guide their learning (HLP 22)?

Purpose of Feedback

“Guides student learning and behavior and increase student motivation, engagement, and independence, leading to improved student learning and behavior” (McLeskey et al., 2017).

In order for feedback to be positive and constructive....

- It needs to be ***goal-directed***.
- It needs to be ***specific***.
- It needs to be ***timely and contingent***.

Goal-directed (SMART Goals)

- Provide clarity and measurability to student targets, making feedback more actionable.
- Involving students in personalized goal setting help students track progress and feel control over their learning, increasing motivation and contributing to development of metacognitive strategies.
- Studies have found that positive teacher feedback correlates with high self-efficacy.

Specific

- Are these examples of specific feedback?
 - “Good job!”
 - “Super work!”
 - “You did it!”
- IRIS Center (2014): behavior-specific praise (feedback) is a “positive declarative statement directed toward a child or group of children that describes a desirable behavior in specific, observable and measurable terms”.

Timely and Contingent

- It is vital that feedback is:
 - provided immediately following the observed or demonstrated student behavior or action of learning
 - clearly aligned and descriptive of the behavior or action of learning
 - administered at a frequency that is commensurate with the phase of learning.

Acquisition

Fluency

Generalization

Maintenance

More Frequent

Less Frequent

“I DO”: Fix the Feedback

Goal-directed: Connect feedback to a specific expectation or learning goal.

✗ “Nice job.”

✓ “Your topic sentence states your claim clearly, which was today’s goal.”

Specific: Name the exact behavior or skill the student demonstrated (or needs to adjust).

✗ “That’s better.”

✓ “You used the number line to solve the problem correctly.”

I DO: “Fix the Feedback” (continued)

Timely: Feedback is provided as soon as possible after the behavior or response.

- ✗ Given days later with no connection to the moment
- ✓ Given during or immediately after practice

Contingent: Feedback is directly linked to what the student actually did, not general praise or correction.

- ✗ “Good behavior today.”
- ✓ “When you raised your hand before speaking, everyone could hear the answer.”

“I DO”: Pulling it All Together

Previously, the student had completed a math task (mixed double addition and subtraction involving regrouping) independently with 60% accuracy. The student now completes the same math task with 70% accuracy.

Feedback from teacher: “You did better this time. You got 75% of the problems correct. I will show what you still need to work on tomorrow.” (Is this feedback goal-directed? specific? timely? contingent?)

Fix the Feedback: “I like how you continue to work to improve with subtraction problems when you must regroup. You got all of the addition problems correct. You got one of the subtraction problems correct because you did regroup. Let me show you how to regroup again. (Teacher models. Student does one problem correctly as teacher observes.) “You regrouped correctly this time. I want you to complete these 3 problems all by yourself.”

“WE DO”: “Fix the Feedback”

- In small groups, you will be given some non-examples of feedback provided in response to either student behavior (HLP 8) or learning (HLP 22).
- With small group, “fix” the feedback by rewording it to be more goal-directed, specific, timely, and/or contingent.
- Add your positive and constructive feedback examples to this padlet.

Fix the Feedback: Scenarios

1. Non-example (behavior): “Stop that (behavior).”
2. Non-example (learning): “That’s wrong - try again.”
3. Non-example (behavior): “You did so much better this time.”
4. Non-example (learning): “You wrote a really good paragraph.”

“YOU DO”: Examination of Effective Feedback

- Select this [link](#) and make your own copy.
- Choose one of the middle or high school student scenarios.
- Read the scenario regarding the student, a classroom assignment, and the student’s response.
- Consider six possible ways (A-F) that the teacher provides feedback.
 - Which one is related to HLP 8 and meets the criteria?
 - Which one is related to HLP 22 and meets the criteria
 - Which ones are vague, evaluative, or unhelpful?
- Of the ones that are vague, evaluative, or unhelpful, FLIP them to meet the criteria. Record your responses on your Google doc.

Exit Ticket Activity: Tomorrow Morning Move

On a sticky note, answer the following question.

What is one small, doable improvement you can make when providing feedback to your students tomorrow?