



HLP #8: Provide Positive & Constructive Feedback to Guide Students' Learning

Opportunity for Professional Learning

The purpose of feedback is to guide student learning and behavior and increase student motivation, engagement, and independence, leading to improved student learning and behavior. Effective feedback must be strategically delivered and goal directed; feedback is most effective when the learner has a goal and the feedback informs the learner regarding areas needing improvement and ways to improve performance. Feedback may be verbal, nonverbal, or written, and should be timely, contingent, genuine, meaningful, age appropriate, and at rates commensurate with task and phase of learning (i.e., acquisition, fluency, maintenance). Teachers should provide ongoing feedback until learners reach their established learning goals (Council for Exceptional Children & CEEDAR Center, 2017, p.21).

This discussion guide is meant to accompany the video “HLPs #8 and #22 Provide Positive & Constructive Feedback to Guide Students' Learning.” This discussion guide provides specific timestamps with associated questions to consider. The video can be found at <https://highleveragepractices.org/701-2-3/> or <https://www.youtube.com/watch?v=N0T5zoIYri4>.

1. Pause at 1:45 - Before watching further, pause the video and describe feedback in your own words.
2. Pause at 4:03 – Take a moment to reflect on your own practice. As you saw in the video, feedback should inform progress towards specific goals, be immediate, help students understand why they are receiving the feedback and be constructive, and appropriately align with individual students’ needs and situations.
 - a. What similarities and key differences exist between your initial definition and this definition?
 - b. Which aspects of effective feedback do you already implement well?
 - c. Consider 1-2 aspects of providing effective feedback that you would like to improve upon.
3. Pause at 9:12 - After watching Ms. Melvin’s example, consider the following questions.
 - a. How does she expand the student’s understanding through her feedback?
 - b. Why does this level of specificity matter?
 - c. How does she both affirm progress while also correcting misunderstanding in this example?

4. Pause at 13:50 - A key criterion of effective feedback is immediacy.
 - a. When you let an error go uncorrected, what are the implications for students?
 - b. Have you seen this in your practice?
 - c. What are some reasons teachers might not immediately address a student's errors?

5. Pause at 16:50 - Consider a goal or learning objective in your classroom.
 - a. What does mastery or excellence look like for this goal?
 - b. What might you say to a student who is not yet there to affirm their current progress and help them understand where they are in relation to the goal in a respectful way?
 - c. Why is it important to not compare students to peers or even their own past performances?

Council for Exceptional Children, & CEEDAR Center (2017). *High-leverage practices in special education*. Retrieved at

<http://ceedar.education.ufl.edu/wp-content/uploads/2017/07/CEC-HLP-Web.pdf>.

Driver, M.K., Zimmer, K., Patterson, D., & Wetherington, P. (2018). A resource guide for the Austin's butterfly: Building excellence in student work.

This resource is to be used with Kennedy, M. J., Peeples, K. N., Romig, J. E., Mathews, H. M., & Rodgers, W. J. (2018). High-leverage practice #18: Use strategies to promote active student engagement. <https://highleveragepractices.org/701-2-5/>.