

HLP 22: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior



High-Leverage Practices for Students with Disabilities

The goal of the HLPs is to provide a list of essential practices that are not only effective, but also are so critical that they should be in every educator's everyday repertoire. All HLPs are important, but among the list of 22 are practices so essential they not only stand above others in terms of importance, but also continually show up as a key component of others on the list. HLP 22, Provide Positive and Constructive Feedback, is one of these key HLPs. In fact, this HLP is so critical, it appears in both the instruction domain, as HLP 22, and in the social/emotional/behavioral domain, as HLP 8. None of the HLPs from the Social/Emotional/Behavioral or Instruction domains can be either taught to students or implemented without feedback on academic or behavioral performance being part of the sequence. All students (and educators) need information about their performance and whether that performance is meeting expectations. Quality feedback is the key mechanism through which this is accomplished. Becoming an expert at quickly diagnosing student performance (correct or incorrect) and crafting a caring, thoughtful, and specific response is an essential competency for all teachers.

This resource is intended to support school leaders looking to embed the HLPs in professional development, implementation, teacher observation and feedback efforts at their school site.

The major source for content within this implementation guide is the chapter by Kristen Merrill O'Brien, Michelle M. Cumming, and Elizabeth Bettini in High-Leverage Practices in the Inclusive Classroom; the book High-Leverage Practices in Special Education: The Final Report of the HLP Writing Team, and content on www.highleveragepractices.org.

Teachers Who Effectively Promote Active Student Engagement

- Help bridge the gap between students' current understanding and learning goals by considering the following feedback questions:
 - Where is the student going?
 - How is the student getting there?
 - Where will the student go next?
- Scaffold students' learning by providing feedback at the following levels:
 - Task level (i.e., understanding and doing a task)
 - Process level (i.e., understanding the strategies needed to do the task)
 - Self-regulation level (i.e., self-monitoring actions)
- Provide clear, specific feedback that verifies and elaborates on student performance.
- Provide feedback that is focused on the task or process, not the learner.
- Provide immediate feedback, especially for individuals who are struggling.
- Use goal-directed feedback.
- Focus feedback on misunderstandings rather than a lack of information.
- Consider students' developmental level, learning histories, cultural background, age, and other personal factors when providing feedback.

Tips for School Leaders to Support Teachers

- Provide educators with instruction, professional development, and/or coaching in types and use of effective feedback to ensure fidelity with implementing such across a variety of settings.
- Remember to provide feedback to educators on their use and quality of feedback that they deliver to students. If improvement is needed, provide coaching or other supports.
- Model the delivery of effective feedback to students across a wide range of settings to make this expectation visible to all professionals in the building.

Questions to Prompt Discussion, Self-Reflection, and Observer Feedback

- Why is it necessary to be as specific as possible when providing feedback to students?
- How can feedback support students' attainment of specific learning goals?
- How does providing consistent feedback help teachers build and maintain positive relationships with students?
- Why is it important to consider a range of personal student factors when providing feedback?

● References & Additional Resources

Online Resources

[High-Leverage Practices: A Professional Development Guide for School Leaders](#)

A downloadable online guide providing school leaders, including administrators, principals, mentors and coaches, with practical tools for engaging staff members in learning about how high-leverage practices can enhance student learning in the school and district.

Journal Articles

Collins, L. W., Cook, S. C., Sweigart, C. A., & Evanovich, L. L. (2018). Using performance feedback to increase special education teachers' use of effective practices. *TEACHING Exceptional Children*, 51(2), 125–133. <https://doi.org/10.1177/0040059918802774>

Ennis, R. P., Royer, D. J., Lane, K. L., Menzies, H. M., Oakes, W. P., & Schellman, L. E. (2018). Behavior-specific praise: An effective, efficient, low-intensity strategy to support student success. *Beyond Behavior*, 27(3), 134–139. <https://doi.org/10.1177/1074295618798587>

Hattie, J., & Timperley, H. (2007). The Power of Feedback. *Review of Educational Research*, 77(1), 81–112. <https://doi.org/10.3102/003465430298487>

Konold, K. E., Miller, S. P., & Konold, K. B. (2004). Using teacher feedback to enhance student learning. *TEACHING Exceptional Children*, 36(6), 64–69. <https://doi.org/10.1177/004005990403600608>

Oakes, W. P., Lane, K. L., Menzies, H. M., & Buckman, M. M. (2018). Instructional feedback: An effective, efficient, low-intensity strategy to support student success. *Beyond Behavior*, 27(3), 168–174. <https://doi.org/10.1177/1074295618799354>