

Provide positive and constructive feedback to guide students' learning and behavior

- 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 Faculty to Support Candidate's Learning and Enactment

Introduce – Provide explicit instruction in each critical element of the practice distinguishing between work candidates do to consider *what* feedback to provide and work they do consider *how* to provide the feedback.

Prepare – Provide candidates a document containing multiple statements representing feedback at multiple levels. Ask them to identify the level. Discuss and provide appropriate feedback. Or, provide them with multiple examples and nonexamples of feedback directed toward the task or process. Ask them to identify examples and rewrite nonexamples. Discuss and provide feedback.

Enact – Set up simulated student interactions that provide candidates the opportunity to give feedback that meets the criteria above. Develop an agreed upon observation rubric to use for feedback and goal setting.

Analyze – Video or audio record candidates delivering a lesson. Watch or listen with candidate noting different types of feedback provided. Set goals for future enactment of the practice.

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

- Why is being as specific as possible when providing feedback to students necessary?
- 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 considering a range of personal student factors when providing feedback important?

References and Additional Resources



CEC Standards

CEC Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K12).

Alignment of the CEC High Leverage Practices with CEC Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K12).

Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE)

Alignment of the Division of Early Childhood Recommended Practices (birth- age 5) and CEC High Leverage Practices (age 5-8) with the Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE).

Books

Berlinghoff, D. & McLaughlin, V.L. (Eds.) (2022). Practice-Based Standards for the Preparation of Special Educators (The Purple Book). Council for Exceptional Children

McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEEDAR Center.

McLeskey, J., Maheady, L., Billingsley, B., Brownell, M. T., & Lewis, T. J. (Eds.). (2022). High leverage practices for inclusive classrooms. Routledge.

Pennington, R., Ault, M. J., Courtade, G., Jameson, J. M., & Ruppard, A. (Eds.). (2022). High leverage practices and students with extensive support needs. Taylor & Francis.

Journal Articles

Billingsley, B., Bettini, E., & Jones, N. D. (2019). Supporting special education teacher induction through high-leverage practices. Remedial and Special Education, 40(6), 365-379.

Brownell, M. T., Benedict, A. E., Leko, M. M., Peyton, D., Pua, D., & Richards-Tutor, C. (2019). A continuum of pedagogies for preparing teachers to use high-leverage practices. Remedial and Special Education, 40(6), 338-355.

Dunst, C. J., Hamby, D. W., Howse, R. B., Wilkie, H., & Annas, K. (2019). Metasynthesis of preservice professional preparation and teacher education research studies. Education sciences, 9(1), 50.

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Gotwals, A. W., & Cisterna, D. (2022). Formative assessment practice progressions for teacher preparation: A framework and illustrative case. Teaching and Teacher Education, 110, 103601.

Hollins, E., & Warner, C. K. (2021). Evaluating the Clinical Component of Teacher Preparation Programs. Evaluating and Improving Teacher Preparation Programs. National Academy of Education.

Kelly, C. M., Fogarty, E. A., Kabach, S., Tamte, K. G., & Smith, A. F. Learning to Lead Group Discussions: Teacher Education at the Intersection of Content, Pedagogy, and Equity. The Reading Professor, 46(1), 6.

Matsumoto-Royo, K., & Ramírez-Montoya, M. S. (2021). Core practices in practice-based teacher education: A systematic literature review of its teaching and assessment process. Studies in Educational Evaluation, 70, 101047.

O'Flaherty, J., & Beal, E. M. (2018). Core competencies and high leverage practices of the beginning teacher: a synthesis of the literature. Journal of Education for teaching, 44(4), 461-478.

Patti, A. L., & McLeskey, J. (2019). The role of high-leverage practices in Special Education Teacher Preparation. Teacher Education Division of the Council for Exceptional Children. <https://tedcec.org/wp-content/uploads/2019/11/TED-Brief-1-HLPs-PDF.pdf>.

Windschitl, M., Thompson, J., Braaten, M., & Stroupe, D. (2019). Sharing a vision, sharing practices: How communities of educators improve teaching. Remedial and Special Education, 40(6), 380-390.

This resource is intended to support educator preparation faculty and staff looking to embed the HLPs in professional development, implementation, teacher observation and feedback efforts at their school site. Additional resources and content can be located at www.highleveragepractices.org and at <https://iris.peabody.vanderbilt.edu/resources/high-leverage-practices/>.