HLP 8

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

Provide positive and specific feedback to demonstrate approval of student behaviors.

Example:
"Great job (positive) raising your hand (specific) and waiting to be called on!"

Provide instructive feedback to teach and/or emphasize academic and social/behavioral skills.

Example: A student responds to the question "What sounds should we hear when we line up for recess?" with the answer, "None." The teacher delivers instructive feedback such as, "That's right! We are quiet when we line up for recess. We are also quiet in the hallway to be respectful of other classrooms."

Provide feedback only when the target behavior is observed (i.e., it is contingent) – feedback is not delivered in the absence of a target behavior.

Example: While monitoring students working in cooperative groups, the teacher notices that they are working together effectively and says, "I am so impressed with everyone's participation in this activity! You all are doing an excellent job following our classroom expectations for working in small groups."

Provide process-centered feedback rather than person-centered feedback to facilitate engagement, motivation, and perseverance.

Example: "You worked really hard on that math assignment and used excellent strategies to solve those problems" (process- oriented feedback)

Non-example: "You are so smart!" (person-oriented feedback).

Provide corrective feedback rather than reprimands when addressing social/behavioral or academic errors with students.

Example: "Remember that during independent reading time the expectation is that we are reading quietly to ourselves, and we aren't talking to our neighbors" (corrective feedback)

Non-example: "Stop talking!" (reprimand

Provide timely feedback, in close proximity to when a target behavior is observed, to maximize instructional time and increase students' use of desired behaviors.

Provide instructive feedback to teach and/or emphasize academic and social/behavioral skills.

Example: A student responds to the question "What sounds should we hear when we line up for recess?" with the answer, "None." The teacher delivers instructive feedback such as, "That's right! We are quiet when we line up for recess. We are also quiet in the hallway to be respectful of other classrooms."

Provide process-centered feedback rather than person-centered feedback to facilitate engagement, motivation, and perseverance.

Example: "You worked really hard on that math assignment and used excellent strategies to solve those problems" (process- oriented feedback)

Non-example: "You are so smart!" (person-oriented feedback).

Use a sincere tone of voice, avoiding sarcasm or joking, when delivering feedback to students.

Understand and consider the ways in which ages, learning histories, cultural backgrounds, preferences, and classroom dynamics, impact students' receipt of feedback.

Adjust the type and frequency of feedback to facilitate students' progression through phases of learning (i.e., basic acquisition, fluency, maintenance, generalization, and adaptation).

Tips for Faculty to Support Candidate's Learning and Enactment			
Introduce – Provide explicit instruction, including modeling of different types of feedback.	**Prepare –** Provide candidates with 12-15 example quotes/scenarios of feedback given to students; in small groups ask candidates to categorize the feedback into positive and specific demonstration of approval, process-centered, instructive, corrective, and following observed targeted behavior; follow-up with discussion.	**Enact –** Ask candidates to log the different types of feedback they provide over the course of one or two day(s) in a field experience. Discuss the results with candidates noting areas of strength and for improvement. Set goals to ensure continued growth.	**Analyze –** Watch video or read transcripts of feedback sessions. Provide candidates with an observation or review rubric and analyze for types of feedback and consideration of cultural backgrounds, classroom dynamics, histories, and impact of feedback on students.

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

- What are some critical components of delivering effective feedback?
- How does this HLP connect to the collaboration and/or assessment HLPs?
- How can feedback support the development and maintenance of positive teacher-student relationships?
- Why is specific feedback preferred over generic feedback?
- What are some benefits of process-oriented feedback vs. person-oriented feedback? Corrective feedback vs. reprimands?

Why is considering factors such as age, cultural background, preferences, learning histories, and classroom dynamics when delivering feedback to students 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., & Ruppar, A. (Eds.). (2022). High leverage practices and students with extensive support needs. Taylor & Francis.

Journal Articles

Brownell, M. T. (2021). Advocating for lifelong learning, professional development, and support. TEACHING Exceptional Children, 53(3), 180-182.

Cooper, Justin T. (2019) "The Importance of Teacher Behavior in Increasing Student Success: Are Teachers Prepared to Meet the Needs of Students with Emotional or Behavioral Disorders?," Kentucky Teacher Education Journal: The Journal of the Teacher Education Division of the Kentucky Council for Exceptional Children: Vol. 6: Iss. 1, Article 1.

Hayes, L. (2021). Strengthening Intensive Intervention Preparation: A Guide for Teacher Preparation Faculty. National Center on Intensive Intervention.

Hurlbut, A. R., & Dunlap, K. (2019). Facilitating authentic practices in teacher education through pedagogies of enactment. In Engaging Teacher Candidates and Language Learners With Authentic Practice (pp. 158-185). IGI Global.

Jacobs, J., & Perez, J. I. (2023). A qualitative metasynthesis of teacher educator self-studies on social justice: Articulating a social justice pedagogy. Teaching and Teacher Education, 123, 103994.

Keesey, S., Hulan, N., & Hoechner, P. (2019). Collaboration With Community Partners to Enhance Clinical Practice. Kentucky Teacher Education Journal: The Journal of the Teacher Education Division of the Kentucky Council for Exceptional Children, 6(1), 4.

Maheady, L. J., Patti, A. L., Rafferty, L. A., & del Prado Hill, P. (2019). School–university partnerships: One institution's efforts to integrate and support teacher use of high-leverage practices. Remedial and Special Education, 40(6), 356-364.

Rivera, M. O., & McKeithan, G. K. (2021). High-leverage social, emotional and behavioural practices for students with disabilities in inclusive settings. Educational Review, 73(4), 436-450.

Wilkinson, C., & Potts, E. (2022). Role Play Activities in Small Programs: What, Why, Where, and How?. Journal of Special Education Preparation, 2(2), 6-17.

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 located at www.highleveragepractices.org and at https://iris.peabody.vanderbilt.edu/resources/high-leverage-practices/.