

DOMAIN THREE:

Instruction in Behavior and Academics, Embedded HLP

HLP 8/22: Provide Positive and Constructive Feedback to Guide Students' Learning (HLP 22) and Behavior (HLP 8)



Lead effective meetings with professionals and families: Categories of Work

Characteristics of Effective Feedback

- Feedback is with student learning and behavior goals and objectives.
- Selected feedback will facilitate students' progression through phases of learning.
- Feedback is clear, specific and focused and verifies and elaborates on student performance.
- Feedback is focused on a task or process and not on characteristics of the learner.
- Feedback is provided as immediately as possible and before the next iteration of the targeted task.
- Feedback should be goal-directed.
- Delivery of feedback may include additional explanation, modeling, and observing of the targeted task.
- Feedback considers students' developmental level, learning histories, intersectional backgrounds, experiences and learning needs, and other personal factors.

Tips for Faculty to Support Candidates' 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 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 – 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. Video or audio record candidates delivering feedback in a field setting or simulation. 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?