

HLP #8/22 Update

Helping Your Beginning Teachers/Mentees Link Professional Learning to Practice

Your beginning teachers/mentees recently attended professional learning.

Professional Development

Topic: High-Leverage Practices—Providing Feedback and Guidance to Support Student Learning and Behavior

At this professional learning session, mentees learned the following:

- What feedback is and what it is not
- How the feedback cycle aligns with TAPS/TKES standards
- What feedback looks like in the classroom
- How to design effective feedback
- The importance of practice and corrective feedback

Principal Follow-Up

Suggestions for Follow-Up with Your Beginning Teachers

1. Talk with your beginning teachers about the use of feedback in the classroom.
2. Talk with your beginning teachers about how feedback can be incorporated in instructional planning and assessment strategies.
3. Discuss with teachers various forms of feedback that can be used.
4. Observe lessons and provide feedback to teachers.

Mentor Follow-Up

Suggestions for Follow-Up with Your Mentees

Conversation Starters—Ask your mentees:

5. Did you encounter any new information in the professional learning or was it just a review?
6. How can the feedback cycle benefit your students?

7. What are some new forms of feedback that you can incorporate into your instruction and assessment?

Activity

1. What upcoming lessons do you have in which you might change your lesson to incorporate more feedback strategies? How will you do this?
2. (*After implementing feedback strategies*): Have you noticed a change in student motivation, engagement, independence, learning, and/or behavior?