

ALABAMA HLP FACILITATOR'S GUIDE

Session 2:
ALSDE HLP Overview Trainings



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Introduction

Objectives

- The objectives for teachers receiving training on HLPs 8 and 22 include the following:
 - Teachers will develop a deeper understanding of the essential components of HLPs 8 and 22:
 - HLP 8 and 22: Provide positive and constructive feedback to guide students' learning and behavior.
 - Teachers will increase their capacity to implement HLPs with fidelity and intentionality per students' needs.

Intended Audiences

Participants. The participants include district and school faculty and staff involved with delivering instruction to students, and these people may have but are not limited to classroom teachers, resource teachers, paraprofessionals, school-based administrators, and other personnel.

Facilitators. The facilitators for HLP 8 and 22 include staff from the Alabama State Department of Education (ALSDE) and/or local districts who will deliver training to the participants noted above.

Using This Facilitator’s Guide

This facilitator’s guide should be used for training facilitators and for facilitators to use as a resource when preparing to train teachers. Before training teachers, facilitators should read and become familiar with this facilitator’s guide and the handouts. In the facilitator’s guide, the facilitation notes are in *italics*, which are meant to help you guide discussion and give direction on what actions to take. The notes that follow the Explanation of Slide, guide what the facilitator says during the training session. This wording is not meant to be read word for word; rather, it provides the information that should be conveyed from the slide. The facilitator’s guide offers practice-based opportunities to enhance teachers’ learning and suggestions for supplemental resources.

This section lists the prework, materials, videos, additional resources, websites, and follow-up activities for these specific HLPs. Before presenting the training, facilitators should be familiar with all resources and materials. Facilitators should have the materials, videos, and websites ready and easily accessible before beginning each section.

The sections’ duration, scope, and sequence may be customized to accommodate local needs. Select content and learning activities are noted as optional. While the optional content and activities may help to reinforce learning of the HLPs, they may be excluded from training sessions depending on local needs or time concerns. The content and learning activities instrumental to understanding and implementing the HLPs are not marked as optional. Those activities, which include prework, session content, and post-session work, should be included during training.

You will find categories of information, materials, and resources for each section. The following is an explanation of each category:

- **Purpose.** An explanation of the objectives of the section.
- **Time.** An estimated amount of time for presenting the section.
- **Prework.** Resources that teachers should read or watch before the training sessions.
- **Materials.** Items and resources that will be used during the session.
- **Videos.** Videos that will be accessed or referred to during the section.
- **Post session resources.** Resources that trainers should share after the training with administrators, coaches, and/or mentors to support teachers’ learning.

Session Materials

- Facilitator’s Guide

- Slide presentation
- Computer
- Projector and screen
- Adequate reserved space, time, and materials
- Tables arranged to support small group discussions
- Optional name table tents or name tags
- Printed handouts.
- Chart paper
- Sticky notes
- Pens/pencils
- Highlighters
- Markers

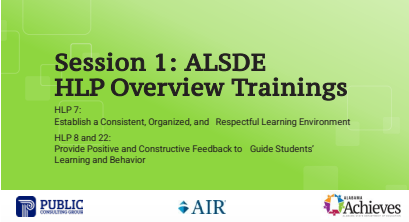


Preparation for Professional Learning Session

- Have each participant bring a paper or electronic copy of one of their lesson plans.
- Before the start of the session, create a poster labeled Parking Lot or have an electronic note-taking app prepared so that participants can list any questions or comments that they have but cannot be addressed at a given time.
- In preparation for Activity: Implementation in Action on slide 22, choose one video from [Unedited Clips of Teachers Implementing HLPs](#) based on the grade level and/or content area of the participants.
- In preparation for the Wrap-Up on slide 24, have four pieces of chart paper positioned around the room with the following headings (one per chart paper):
 - Key Takeaways
 - Implement
 - Further Support
 - Additional Questions

HLP 8 & 22: Positive and Constructive Feedback to Guide Student Learning

- **Purpose.** Provide an overview of HLP 8 and 22, give the participants some resources and tools for this HLP, and give them time to review and practice the tools.
- **Time.** 2 hours

- **Prework.** Complete [The Social, Emotional, and Behavioral Domain Pre-Activities](#).
- **Materials.**
 - Lesson plan (each participant to bring their own document)
 - [Handout: Observation Tool: Features of Effective Instruction](#)
- **Videos.**
 - [HLP 8 & 22: Provide Positive and Constructive Feedback to Guide Student Learning](#)
 - 1:32 – 4:03
 - 5:41 – 9:10
 - 10:23 – 12:24
 - 13:51 – 15:15
 - 16:48 – 18:35
 - [Unedited Clips of Teachers Implementing HLPs](#)
- **Post Session Resources**
 - [HLP 8/22 Update](#). This resource is intended to support school leaders with HLP professional development, implementation, teacher observation and feedback efforts at their school site. It provides look-fors, tips to support teachers, and questions to prompt discussion, self-reflection, and observer feedback.
 - [HLP 8/22 Leadership Guide](#). This resource guides principals and mentors in how to follow up with their teachers to support continued development and implementation in HLP 7.
- **Optional Resources.**
 - [Early Childhood Behavior Management: Developing and Teaching Rules \(page 6\)](#): This portion of the module provides information on how to provide positive feedback to children to increase the likelihood that children will engage in appropriate behavior. It also provides suggestions for self-management strategies to ensure that teachers are providing more positive feedback than giving directions or correcting inappropriate behavior.

<p>Slide 1</p>	
<p>Slide 2</p> <p>Explanation of Slide</p> <p>For the second part of the session today we will discuss HLPs 8 and 22, which encourage educators to provide positive and constructive feedback to guide students' learning and behavior.</p>	<p>Afternoon Session</p> <ul style="list-style-type: none"> ▪ HLPs 8 and 22: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior 
<p>Slide 3</p> <p>Explanation of Slide</p> <p>The following are the objectives for today. [Read slide.]</p> <p>Our goal is for you to feel prepared to implement these HLPs in your classroom.</p>	<p>Objectives</p> <ul style="list-style-type: none"> ▪ Teachers will develop a deeper understanding of the essential components of HLP 8/22: Provide positive and constructive feedback to guide students' learning and behavior. ▪ Teachers will increase their capacity to implement HLPs with fidelity and intentionality per students' needs.
<p>Slide 4</p> <p>Explanation of Slide</p> <p>Let's take a minute to familiarize ourselves with the materials that we will access throughout the training. Do you have any questions about any of the materials before we start?</p>	<p>Review Materials</p> <ul style="list-style-type: none"> ▪ Your lesson plan ▪ Handout (provided) ▪ Observation Tool: Features of Effective Instruction 

Facilitation note: You may want to give the participants a minute or so to explore the materials on their own. Give some wait time for participants to ask questions before you begin the training.

Slide 5

Explanation of Slide

Using the Mentimeter, describe “feedback” in your own words.

On your device, go to www.menti.com and enter the following code [provide code from Menti on day of session].

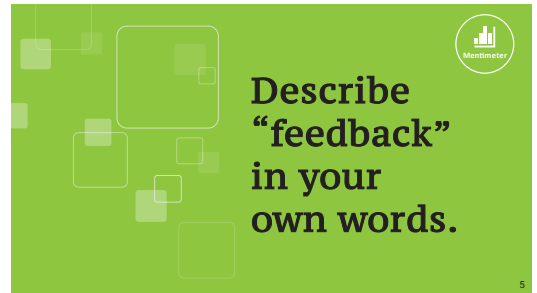
Facilitation Note:

The following is the link for presenters to access the mentimeter:

<https://www.mentimeter.com/app/presentation/alp1fyp1ukh6qdznyvkj4x7cs1me74i9/8e4ab3ot7eaz/edit>

Note: Facilitators must follow the link to Mentimeter and make an account for their own use. Once an account is made, the link above will provide facilitators with the option to “Copy the Presentation” to their own account. Perform this action prior to facilitation.

This is an open response question. Once participants navigate to menti.com, they will enter the code the facilitator provides to them (Menti provides this when the facilitator is on the presentation page). All responses will then



anonymously be listed on the presentation screen.

Please note: *Mentimeter is intended to operate as a tool provided to facilitators with a poll pre-created for this material. Any facilitator may choose to make a poll with the associated poll questions using a separate tool or website (such as polleverywhere.com, surveymonkey.com, or jotform.com). Facilitators may also choose to translate this activity into a table-share/share-out activity when digital poll use is not feasible.*

Slide 6

Explanation of Slide

Feedback is information on a person’s actual versus ideal performance; it is provided by an agent, such as a teacher, peer, book, parent, oneself, or an experience; it takes on new forms of instruction (e.g., students may have opportunities to revise and resubmit their work or represent their work in a new way); and it has a dual implication because it is included in the instruction (academic) and social/emotional/behavioral HLP domains, focused on learning and behavior.

Therefore, HLPs 8 and 22 explain that the purpose of feedback is to guide student learning and behavior to increase student motivation, engagement, and independence, leading to improved student learning and behavior outcomes.

What Is Feedback?

- Information on a person’s **actual versus ideal performance** (Wiggins, 1998, p. 46).
- Provided by an **agent** (e.g., teacher, peer, book, parent, self, experience; Hattie & Timperley, 2007, p. 81).
- Takes on **new forms of instruction** (Hattie & Timperley, 2007, p. 81).
- Has a dual implication because it is included in the **instruction** (academic) and **social/emotional/behavioral** HLP domains.

Source: Zimmerman et al. (2015).

Slide 7

Explanation of Slide

Take a moment to reflect on your own practice. As you saw in the video, feedback should inform progress toward specific goals, be immediate, help students understand why they are receiving the feedback, be constructive, and appropriately align with individual students' needs and situations. In pairs, discuss the following:

- What similarities and key differences exist between your initial definition and this definition?
- Which aspects of effective feedback do you already implement well?
- Consider 1–2 aspects of providing effective feedback that you would like to improve upon.

Facilitation note: Have the video cued to 1:32. After the video, allow 2–3 minutes for participants to discuss the questions with their partner. After partner discussion, ask for several groups to indicate what they or their partner talked about for each question. In the case of virtual training, you could have participants answer aloud or put their answers in the chat.

Video: What Is Feedback?



- Watch [HLP #8](#), 1:32–4:03
- In pairs, discuss your thoughts on the following questions :
 - What similarities and key differences exist between your initial definition and this definition?
 - Which aspects of effective feedback do you already implement well?
 - Consider 1–2 aspects of providing effective feedback that you would like to improve upon.

Slide 8

Explanation of Slide

Feedback is information that all teachers provide to all students to improve performance in academic or behavioral

Why Is Feedback Important?

- Increases engagement during instruction and improves student outcomes.
- Assists the teacher in monitoring student understanding.
- Prompts students to continue successful attempts during practice or remedy errors before they become entrenched.

domains. Students use the information to improve their motivation, engagement, and independence. Done effectively, feedback reduces the gap between students' current knowledge and understanding and what they need to know and understand.

Research has shown that feedback from teachers increases students' motivation and effort toward the learning task. Simple praise and corrective feedback can be helpful to students, but feedback that informs students about their progress toward a manageable learning goal is generally the most impactful.

Slide 9

Explanation of Slide

These are the essential components of giving feedback. We will go into more depth on each component in the following slides.



Essential Components

Effective feedback is

- Goal-directed.
- Constructive.
- Immediate.
- Respectful and positive.

Slide 10

Explanation of Slide

Effective feedback is goal directed. Teachers should set clear goals for students and then provide feedback that tells a student how to improve performance to get closer to that goal. Goals can relate to academic or behavioral outcomes. Providing goal-directed feedback is an iterative, ongoing process. Having a strong goal orientation can

Effective Feedback Is Goal Directed

- Set clear goals with students.
- Provide feedback that helps students improve their performance to get closer to their goals.
- Goal orientation can increase students' motivation and engagement.

Example:

"I really like that you've started your paragraph off with a clear topic sentence. That's exactly right!"

Now let's see if you can think of three related detail sentences that you could write to turn that topic sentence into a paragraph!"

increase students' motivation and engagement.

A good example of goal-directed feedback might sound like this: "I really like that you have started your paragraph off with a clear topic sentence. That is exactly right! Now let's see if you can think of three related detail sentences that you could write to turn that topic sentence into a paragraph!"

A nonexample of goal-directed feedback would be as follows: "You've done great so far; just keep going until I tell you to stop." This feedback is not specific or goal directed. It does not give the student an idea of how close he or she is to actually meeting the goal, and it does not even tell them what that goal is, other than to use up time.

Recall from our last session our discussion on how HLPs are often intertwined – they work in tandem with each other and build off each other. Notice in this example the inclusion of HLP 11: Identify and prioritize long- and short-term goals. In order to provide effective feedback to guide students' learning and behavior (HLPs 8/22), the feedback should be directed toward and aligned with students long- and short-term academic and/or behavior goals (HLP 11).

Optional Extension: This example uses an academic situation. Can someone think of an example that involves a behavioral situation?

Slide 11

Explanation of Slide

In the following example from a small group mathematics class, Ms. Sarah Melvin is providing feedback on students' multiplication models. One student is struggling to grasp the new concept, and so she uses a variety of practices, including goal-directed feedback, explicit questioning, and modeling to help him break through the confusion. It is common to see numerous HLPs and other evidence-based practices intersecting with the components of effective feedback. Note how her feedback is continuously positive and focused on helping him achieve the goal of independently creating the representation of the multiplication model.

After the video, be prepared to share your thoughts on the following questions:

- How does she expand the student's understanding through her feedback?
- Why does this level of specificity matter?
- How does she both affirm progress while also correcting misunderstanding in this example?

We will first share with a shoulder partner and then we will share with the whole group about what you and your partner discussed.

Facilitation notes: Have the video cued to 5:41. After the video, allow 2–3 minutes for

Video Example: Academic Goal-Directed Feedback



- Watch [HLP #8](#), 5:41–9:10
- Discuss your thoughts on the following questions:
 - How does the teacher expand the student's understanding through her feedback?
 - Why does this level of specificity matter?
 - How does she affirm progress while also correcting misunderstanding in this example?

participants to discuss the questions with their partner. After partner discussion, ask for several groups to indicate what they or their partner talked about for each question. In the case of virtual training, you could have participants answer aloud or put their answers in the chat.

Slide 12

Explanation of Slide

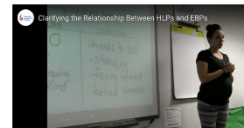
Let's talk about how to apply goal directed feedback when a student is not meeting the class expectations we watched in this morning. Ms. Barnes provided clear and explicit rules and routines for lining up for lunch. She had students share what lining up should sound like and look like, she wrote their suggestions on the board, and then had students demonstrate appropriate behaviors related to these rules and routine.

What happens if a student does not follow the rules related to lining up for lunch? For example, let's say a student silently lines up, but once in line, he starts poking his classmate in front of him. How can the teacher use goal-directed feedback to redirect the student's behavior without reprimanding him?

Turn and share some ideas with your shoulder partner. First, discuss how Ms. Barnes should respond based on her routines and expectations and then discuss how you

Video Example: Behavioral Goal-Directed Feedback

- Reflect on the video from this morning, Clarifying the Relationship Between HLPs and EBPs.
 - Ms. Barnes established rules and routines for lining up for lunch.
- What happens if a student does not follow classroom expectations?
- How could you use goal-directed feedback to redirect this student's behavior?



address behavior with goal-directed feedback in your own classroom.

Facilitation note: *allow 2–3 minutes for participants to discuss potential responses with their partner. After partner discussion, ask for several groups to indicate what they or their partner talked about for each question. In the case of virtual training, you could have participants answer aloud or put their answers in the chat.*

Potential Answers for Ms. Barnes’ example: *All responses should be used to direct the student to achieving the goals (or rules in this case) of lining up for lunch.*

The teacher can remind the student of the “keep your hands to yourself” rule.

The teacher can acknowledge and praise the student for being at a Level 0 and then remind them of the “keep your hands to yourself” rule.

The teacher can ask the student if his behavior looks like the behavior goals for “what lining up looks like”.

Slide 13

Explanation of Slide

Constructive feedback should support students as they progress toward mastery of a new skill. Providing constructive feedback to students does not mean simply providing the answer or noting whether responses are

Effective Feedback Is Constructive

- Supports students as they progress toward mastery of new skills.
- Provides students with actual steps to take in response to feedback.

Example:
“You’re on the right track with question number 3, but there is a small error.”

Look back at your sample problems and see if you can find where you made a calculation error with a negative number.”

correct or incorrect. Instead, constructive feedback should provide students with actual steps to take in response to the feedback.

An example of constructive feedback could be as follows: “You’re on the right track with question number 3, but there is a small error. Look back at your sample problems and see if you can find where you made a calculation error with a negative number.”

A nonexample of constructive feedback might be as follows: “Question 3 is incorrect. Try it again and just try harder this time.” This kind of feedback does not provide any specific guidance or direction, leaving students with just as many—if not more—questions than when they started.

In summary, when providing constructive feedback to students, teachers should include information.

Optional Extension: This example uses an academic situation. Can someone think of an example that involves a behavioral situation?

Slide 14

Explanation of Slide

In this intensive, one-on-one mathematics lesson, Mrs. Khan is helping her student learn how to solve a subtraction word problem. Note how she is providing constructive feedback by never directly providing answers; she carefully follows the cues of the student to determine what steps

Video Example: Constructive Feedback



- Watch [HLP #8](#), 10:23–12:24
- Discuss your thoughts on the following questions :
 - What did the teacher do well?
 - What strategies from this video would you like to use?
 - Do you currently use any of the strategies shown in this video?

she should review and when to use additional scaffolds.

After the video, be prepared to share your thoughts on the following questions:

- What did the teacher do well?
- What strategies from this video would you like to use?
- Do you currently use any of the strategies shown in the video?

We will first share with a shoulder partner and then we will share with the whole group about what you and your partner discussed.

Facilitation notes: Have the video cued to 10:23. After the video, allow 2–3 minutes for participants to discuss the questions with their partner. After partner discussion, ask several groups to indicate what they or their partner talked about for each question. In the case of virtual training, you could have participants answer aloud or put their answers in the chat.

Slide 15

Explanation of Slide

Now let's go back to behavior. Another student in this class can be very chatty. She frequently struggles to get in line quietly. She talks to other students once she is in line and will stomp her feet when she gets impatient with other students lining up for lunch. How can the teacher use constructive feedback to redirect the student's behavior?

Video Example: Behavioral Constructive Feedback

- What happens if a student is very loud getting into line?
 - How can you use constructive feedback to redirect the student's behavior?



Turn and share some ideas with your shoulder partner. First, discuss how Ms. Barnes should respond based on her routines and expectations and then discuss how you address behavior with constructive feedback in your own classroom.

Facilitation note: *allow 2–3 minutes for participants to discuss potential responses with their partner. After partner discussion, ask for several groups to indicate what they or their partner talked about for each question. In the case of virtual training, you could have participants answer aloud or put their answers in the chat.*

Potential Answers for Ms. Barnes' Example:

The teacher can remind the student that she should be at a "Level 0" when getting into line. She then briefly remind the student that "Level 0" means no talking to others, walking quietly to the line, and waiting quietly for others to join the line. (For this example, the teacher is being very explicit about what a "Level 0" means based on the student's behavior).

Slide 16

Explanation of Slide

Feedback should be given as quickly as possible after the student has performed a task or behavior. Such feedback allows students to make immediate changes and keeps them from practicing incorrect actions. It also helps them know specifically why they are receiving feedback.

Effective Feedback Is Immediate

- Should be given as quickly as possible after the student has performed a task or behavior.
- Prevents students from practicing incorrect actions.
- Is especially important when students are in the early stages of learning a new skill.

Example:

"My expectation is for students to be responsible and ready for class every day. To be responsible, you need to bring your notebook and pen.

Let me help you develop a new strategy for ensuring that you are ready for class tomorrow."

Immediate feedback is especially important when students are in the initial stages of learning a new skill. Teachers need to use feedback to address misconceptions about new content or how to apply new skills.

An example of immediate feedback would be monitoring students as they work and providing feedback at critical stages. For example, class has started, but Steve does not have his needed materials for class. “Steve, my expectation is for students to be responsible and ready for class every day. To be responsible, you need to bring your notebook and pen. Let me help you develop a new strategy for ensuring that you are ready for class tomorrow.”

A nonexample of this principle would be allowing a student to continuously mispronounce a new vocabulary term during oral reading. By allowing the error to continue, the student is continually rehearsing the incorrect pronunciation; the student might surmise that they have all pronunciations correct because the teacher did not intervene.

Slide 17

Explanation of Slide

In this clip, Mr. Andy Eckert is reviewing a homework assignment. He solicits responses from a range of students in the class and provides immediate feedback. In the instance where a student offers an incorrect response, he does more than say “no”; instead, he highlights the correct

Video Example: Academic Immediate Feedback



- Watch [HLP #8](#), 13:51–15:15
- Discuss your thoughts on the following questions:
 - When you leave an error uncorrected, what are the implications for students?
 - Have you seen this in your practice?
 - What are some reasons teachers might not immediately address a student's errors?

information. Then, when another student makes the same mistake, he explains in detail why their responses were incorrect.

After the video, be prepared to share your thoughts on the following questions:

- When you let an error go uncorrected, what are the implications for students?
- Have you seen this in your practice?
- What are some reasons teachers might not immediately address a student's errors?

We will first share with a shoulder partner and then we will share with the whole group about what you and your partner discussed.

Facilitation note: Have the video cued to 13:51. After the video, allow 2–3 minutes for participants to discuss the questions with their partner. After partner discussion, ask for several groups to indicate what they or their partner talked about for each question. In the case of virtual training, you could have participants answer aloud or put their answers in the chat.

Slide 18

Explanation of Slide

Similar to academic feedback, behavioral feedback needs to be immediate. For the example, Ms. Barnes should be providing immediate feedback to her students as they are lining up for lunch. This feedback can be

Video Example: Behavioral Immediate Feedback



used to praise and encourage positive behaviors she sees (e.g., I like how Sam is lining up at a” Level 0”) or to redirect inappropriate behaviors (e.g., Jenny I need to see you keep your hands to yourself and hear a “Level 0”) using goal-directed or constructive feedback. The immediacy allows students to sustain or correct their behavior in real time. If Ms. Barnes waits until after lunch, students will not have the opportunity to follow the rules and routine for lining up for lunch until the next day, which likely will not be as effective.

Slide 19

Explanation of Slide

Feedback that is respectful and positive focuses on the student’s successes and progress rather than on deficits. It also keeps the focus on the student’s actions rather than making personal judgments.

Providing positive, respectful feedback does not mean that teachers should not point out students’ errors or mistakes; in fact, the opposite is true. Feedback that is corrective but still positive and goal directed will help students address their misconceptions. Positive feedback motivates students to achieve their best on both academic and behavioral tasks.

Positive, supportive feedback might sound like the following: “Abby, you did a great job with this the last time we worked on it, so I know you can do it again. Let’s take it step by

Effective Feedback Is Respectful and Positive

- Focuses on successes and progress, not deficits.
- Keeps focus on actions rather than making personal judgments.
- Motivates students to achieve their best on tasks.

Example:
“Abby, you did a great job with this the last time we worked on it, so I know you can do it again.

Let’s take it step by step and find a better way to answer these comprehension questions.”

step and find a better way to answer these comprehension questions.”

It is important to note that inconsistent performance is not uncommon when someone is learning something new, and it is particularly common for students with disabilities. Comparing today’s performance in a negative way to a previous performance or to other students’ performance is demotivating and not focused on success.

A nonexample of positive feedback would be as follows: “I know you can do this, Alex, because you did it last week, so just try a little harder. See how Marshall is already halfway done with his? See if you can catch up.”

Optional Extension: This example uses an academic situation. Can someone think of an example that involves a behavioral situation?

Slide 20

Explanation of Slide

In this final clip, Ms. Milena Mesfin is working in a low incidence disability classroom. As she goes through part of the morning routine, notes the constant use of positive language, prompts that redirect the student’s attention, and lots of eye contact and gestures to keep the student engaged and aware that he is meeting expectations.

After the video, be prepared to share your thoughts on the following questions:

Video Example: Positive Feedback



- Watch [HLP #8](#), 16:48–18:35
- Discuss your thoughts on the following questions :
 - What did the teacher do well?
 - What strategies from this video would you like to use?
 - Do you currently use any of the strategies shown in this video?

- What did the teacher do well?
- What strategies from this video would you like to use?
- Do you currently use any of the strategies shown in the video?

We will first share with a shoulder partner and then we will share with the whole group about what you and your partner discussed.

Facilitation notes: Have the video cued to 16:48. After the video, allow 2–3 minutes for participants to discuss the questions with their partner. After partner discussion, ask several groups to indicate what they or their partner talked about for each question. In the case of virtual training, you could have participants answer aloud or put their answers in the chat.

Slide 21

Explanation of Slide

Sometimes student behavior can be frustrating. At times, and after long days, it can be tough staying positive with students. However, it is important that all behavioral feedback is respectful and positive. When we say positive, we don't mean applauding a student for breaking a rule; instead, we mean redirecting behavior by encouraging positive actions. It is better to tell the student what they should be doing instead of what not to do.

For example, if Ms. Barnes needs to redirect a student from talking while in line, it is

Video Example:
Behavioral Respectful and Positive Feedback



better for her to say, “Sierra can you please go to a “Level 0” like we talked about when lining up for lunch?” instead of “SIERRA STOP TALKING!”

Let’s practice turning a negative into a positive statement. I am going to give examples of negative feedback. Using Ms. Barnes’ established rules and routines, change the feedback to a positive statement:

I don’t want you to stomp your feet when getting into line.

Why can’t you line up like everyone else?

Don’t sit on the desk while you're waiting for your classmates to line up for lunch.

Facilitation note: Allow multiple participants to call out their answers.

Slide 22

Explanation of Slide

This slide provides information pertaining to the most effective types of feedback.

Effective feedback must be strategically delivered, and goal directed. Feedback is most effective when the learner has a goal, and the feedback informs the learner regarding areas needing improvement and ways to improve performance.

Hattie and Timperley (2007) highlighted three kinds of feedback: Feedback on the Task, Feedback on the Process, and Feedback About Self-Regulation. Providing Feedback on the Task, teachers and teacher candidates

Types of Feedback Associated With Effectiveness

Most Effective Feedback	
Feedback is simple and age-appropriate, rather than complex. Feedback on the Task (FT)	Feedback provides information on the correct response. Feedback on the Task (FT)
Feedback builds on changes from previous trials—ways to improve. Feedback on the Process	Feedback is meaningful, positive, and timely (i.e., immediate or delayed) based on the phase of learning (McLeskey et al., 2017). Feedback on the Process
Meaningful verbal, nonverbal, or written feedback goes beyond marks/scores/grades. Feedback on the Process	Feedback is the catalyst for helping learners create their own feedback and cognitive routines. Feedback About Self-Regulation

Source: Hattie & Timperley (2007); Zimmer et al. (2018).

provide information on the correct response, rather than the incorrect response, to increase chances that the learner will remember the desired response. Effective feedback is simple, not complex, and age appropriate.

Considering Feedback on the Process, which is more effective than Feedback on the Task, teachers and teacher candidates provide feedback that builds on changes from learners' previous trials, including ways to improve. Meaningful feedback is verbal, nonverbal, or written and goes beyond marks/scores/grades. Meaningful feedback is positive, and timely (i.e., immediate or delayed) based on the phase of learning. Feedback that is not timely is not helpful to learners. Praise, rather than meaningful feedback, directs attention away from the task to focus on self or the person. We call this type of feedback, which is least effective, Feedback About Self. This type of feedback, if directed in a negative way, may threaten a learner's self-esteem, and impede progress.

Finally, Feedback About Self-Regulation is a catalyst for helping learners create their own feedback and cognitive routines, thus increasing their self-regulation. Students benefit when they are provided opportunities to self-assess and critique their own work.

Slide 23

Explanation of Slide

Okay, let's put your knowledge into action. I want you to work with a partner. Think of an academic and behavioral goal you are working on in your class. Write an example feedback statement to a student for each one. We'll take about 5 minutes to do this and then we'll ask for volunteers to share what they came up with.

If you need some ideas, here are a few behavior goals. [Read examples]. Can you think of any other example behavior goals? [Ask participants for examples].

Facilitation notes: Give the pairs 5 minutes to work together. Ask pairs to share their statements. As they are sharing, emphasize when you see essential elements in them. For example, "Yes, that is specific and I can see that you are guiding the student to the behavior you expect."

Activity: Write Feedback Statements



- Think of an academic and behavioral goal you are working on in your class. Write an example feedback statement to a student for each one.
- Example behavior goals:
 - In a group activity, S will follow directions with no more than two prompts or cues.
 - In a group activity, S will comply with adult requests on 4 out of 5 occasions, as measured by observation and data collection.
 - In a group activity, S will raise their hand before speaking and wait to be called on 4 out of 5 opportunities.

Slide 24

Explanation of Slide

Read these three examples to yourself. [Give participants about 30 seconds to read the statements.]

The first two bullet points are advice, not feedback. Such advice unexpectedly seems at best tangential and at worst unhelpful and annoying. Unless preceded by descriptive

Feedback or Advice?

- I would like more examples in your report.
- You might want to use a lighter baseball bat.
- Additional details would help me picture the scene.
- What descriptors could you add to help readers better understand?

Source: Wiggins (2012).

feedback, the natural response of the performer is to wonder, “Why are you suggesting this?”

As coaches, teachers, and parents, we too often jump right to advice without first ensuring that the learner has sought, grasped, and tentatively accepted the feedback on which the advice is based. "By doing so, we often unwittingly end up unnerving learners." (“7 Keys to Effective Feedback”) Students become increasingly insecure about their own judgment and dependent on the advice of experts—and, therefore, are in a panic about what to do when varied advice comes from different people or no advice is available at all. If your ratio of advice to feedback is too high, try asking the learner, “Given the feedback, do you have some ideas about how to improve?” (“Seven Keys to Effective Feedback - ASCD”) This approach will build greater autonomy and confidence in the long haul. Once students are no longer ranked novices, performers often can self-advise if asked to.

The third bullet point is feedback. Assuming that the goal was to write an effective narrative essay, the writer missed the mark. Only meaningful feedback will help the writer create his or her own feedback.

Slide 25

Explanation of Slide

The first bullet point is feedback.

The second and third bullet points are evaluative only; they rate, evaluate, praise, or criticize what was done. There is little or no feedback—no actionable information about what occurred—in these two bullet points. As performers, we know only that someone else placed a high or low value on what we did. How might we recast these comments to be useful feedback? Tip: Always add a mental colon after each statement of value. For example, “This is a weak paper: From the first sentence, I was confused as to your initial thesis and the evidence you provide for it. In the second paragraph, you propose a different thesis, and in the third paragraph, you don’t offer evidence, just beliefs.”

You’ll soon find that you can drop the evaluative language; it serves no useful function. “The most ubiquitous form of evaluation, grading, is so much a part of the school landscape that we easily overlook its utter uselessness as actionable feedback.” (“Six Nations Numeracy: June 2013 - Blogger”) Grades are here to stay, no doubt—but that does not mean we should rely on them as a major source of feedback.

Feedback or Evaluation?

- Your use of words was more precise in this paper than in the previous revision, and I saw the scenes more clearly in my mind’s eye.
- This is a weak paper and the purpose is unclear. Please revise and resubmit.
- I’m so pleased by your poster! I love it and am proud of you. This is great work.

Slide 26

Facilitation Notes: Prior to this session, choose a video clip from one of the following:

<https://highleveragepractices.org/unedited-clips-teachers-implementing-hlps>

Choose the video based on the grade level and/or content area of the participants.

Explanation of Slide

Take out the handout, “**Observation Tool: Features of Effective Instruction**” As we watch this video, use this handout to record your observations. Pay special attention to how the teacher provides feedback to guide student learning. After the video, we will reflect on the following questions in small groups: [read questions]

Activity: Implementation in Action



- As you watch this video, record your observations on the handout **Observation Tool: Features of Effective Instruction**.
- Reflection questions for discussion:
 - What did this teacher do well?
 - What can they improve on?
 - What suggestions do you have for them?
 - What would you do differently in your classroom?

Slide 27

Explanation of Slide

Take out the lesson plan you brought with you. Mark areas where you will need to provide feedback (during “We Do” or “You Do” in response to an assessment or project, etc.). Then, write what specific skills your feedback should focus on (writing complete sentences in a paragraph, providing reasoning for opinions, etc.).

Facilitation note: Have participants share and provide feedback in pairs or small groups.

Activity: Incorporate Feedback Into Your Lesson Plan



- Take out** Take out the lesson plan you brought with you.
- Mark** Mark areas where you will need to provide feedback (e.g., during “We do” or “You do” in response to an assessment or project).
- Write** Then, write what specific skills your feedback should focus on (e.g., writing complete sentences in a paragraph, providing reasoning for opinions).

Slide 28

Explanation of Slide

We will now take a few minutes to reflect on these questions. I will then ask for volunteers to share their responses.

Facilitation note: Take approximately 2–5 minutes and have participants read these questions to themselves and reflect on the answers. Then ask the questions one at a time, including wait time for the participants to answer. Allow a few people to answer each question.

Wrap Up



- Record your thoughts on sticky notes and post them on the gallery walk chart paper:
 - What are some **key takeaways** about this HLP?
 - What is one thing you will **immediately implement** from this session in your classroom?
 - What do you need in terms of **further support**?
 - What **additional questions** do you have about this HLP?