Session 1: ALSDE High Leverage Practices (HLP) Overview Trainings

HLP 7:
Establish a Consistent, Organized, and Respectful Learning Environment

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

PUBLIC CONSULTING GROUP

AIR®

ALABAMA Achieves
ALABAMA STATE DEPARTMENT OF EDUCATION

Afternoon Session

- **HLPs 8 and 22:** Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior

Objectives

- 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.

Review Materials

- Your lesson plan

- Handout (provided)

  - [Observation Tool: Features of Effective Instruction](#)

Poll

Describe "feedback" in your own words.

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.

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.

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.

Essential Components

Effective feedback is

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

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!"

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?

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?
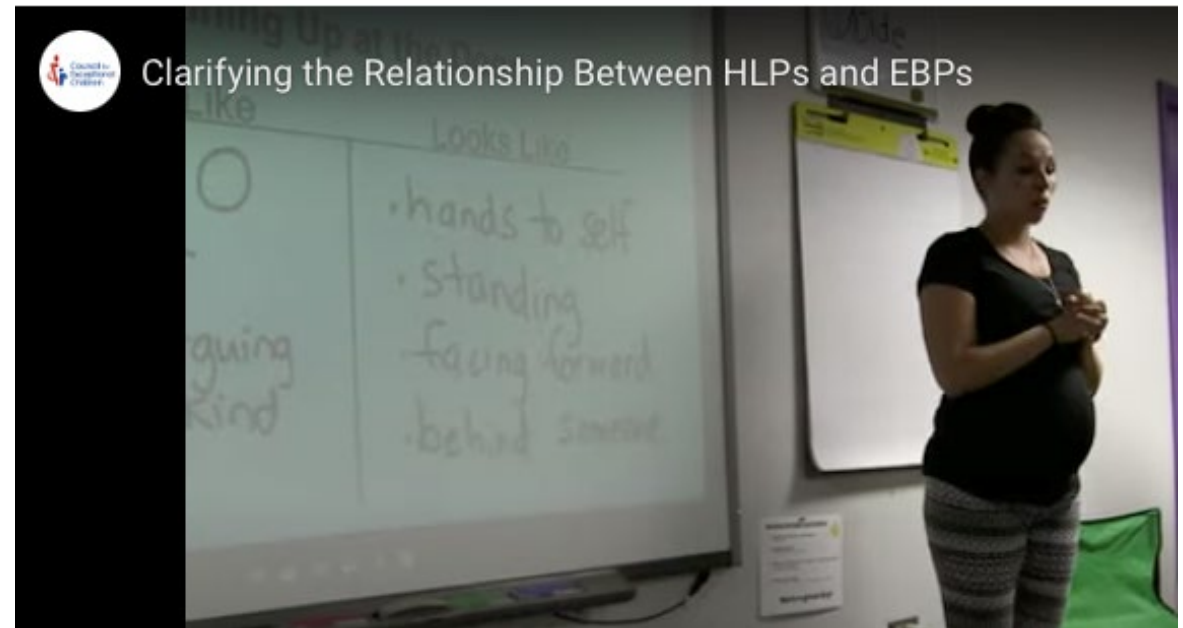
Effective Feedback Is Constructive

- 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."

Video Example: Academic 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?

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?

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."

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?

Discussion

Video Example: Behavioral Immediate Feedback

Clarifying the Relationship Between HLPs and EBPs

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."

Video Example: Academic 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?

Video Example:
Behavioral Respectful and Positive Feedback

Clarifying the Relationship Between HLPs and EBPs

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).

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.

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?

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.

Activity: Implementation in Action

Activity

- 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?

Activity: Incorporate Feedback Into Your Lesson Plan
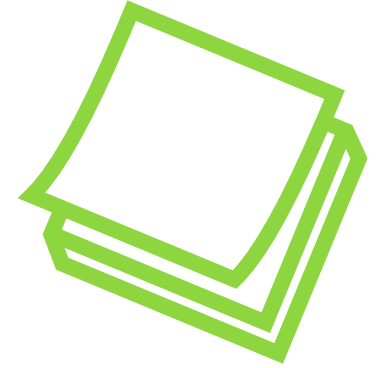
Take out
- Take out the lesson plan you brought with you.

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).

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?