

# HIGH-LEVERAGE PRACTICES IMPLEMENTATION GUIDE

## FEEDBACK TO GUIDE LEARNING AND BEHAVIOR



### Overview

Providing high-quality academic and behavioral feedback to students is an essential high-leverage practice because teachers and other educators are constantly (or should be anyway) doing so. Providing academic and behavioral feedback is a component of many HLPs and other evidence-based practices. Providing high-quality feedback is a practice jointly considered a HLP and an evidence-based practice.

Based on the HLP resources (*High-Leverage Practices in Special Education: The Final Report of the HLP Writing Team*, *High-Leverage Practices in the Inclusive Classroom*), and [highleveragepractices.org](http://highleveragepractices.org)) and the information shared at the workshop on March 8, 2019, by Dr. Michael Kennedy the following is a checklist to guide school leaders as they address key elements that comprise providing high-quality feedback.

### Notes



# High-Leverage Practices in Special Education

## KEY PRINCIPLES AND ELEMENTS OF EFFECTIVE FEEDBACK

### Principles of Effective Feedback for Teachers to Provide Students in Academic and Behavioral Domains

1. Effective feedback is goal-directed
2. Effective feedback is constructive
3. Effective feedback is immediate
4. Effective feedback is respectful and positive
5. Specific feedback > Generic feedback
6. Feedback is pre-planned and tied to lesson or behavioral goals being pursued
7. Actively supervise students during independent work time and offer feedback
8. Provide time and direction for independent practice
9. Feedback should not be contingent
10. Positive feedback outnumbers criticism/correction by factor of 5 or more

### *Questions to Consider When Observing and Evaluating Feedback Provided to Students:*

Is the teacher carefully monitoring student responses and providing appropriate and specific feedback?

Is it clear the teacher's feedback is positioned to help the student move closer to accomplishing a specific learning goal?

Is there evidence the teacher is building and maintaining positive relationships with students using positive and ongoing feedback?

Is the teacher providing a blend of generic and academic- or behavior-specific feedback to students?

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## Additional Resources

### Journal Articles (available in the cohort library)

"Behavior-specific praise: An effective, efficient, low-intensity strategy to support student success," by R.P. Ennis, D.J. Royer, K.L. Lane, H.M. Menzies, W.P. Oakes, and L.E. Schellman, *Beyond Behavior*, vol. 27.3

"Instructional feedback: An effective, efficient, low-intensity strategy to support student success," by W.P. Oakes, K.L. Lane, H.M. Menzies and M.M. Buckman, *Beyond Behavior*, vol. 27.3

"The power of feedback," by J. Hattie and H. Timperley, *Review of Educational Research*, vol. 77.1

"Using performance feedback to increase special education teachers' use of effective practices," by L.W. Collins, S.C. Cook, C.A. Sweigart, and L.L. Evanovich, *TEACHING Exceptional Children*, vol. 51.2

"Using teacher feedback to enhance student learning," by K.E. Konold, S.P. Miller and K.B. Konold, *TEACHING Exceptional Children*, vol. 36.6

### Web Resources

[HighLeveragePractices.org](http://HighLeveragePractices.org)

[Video: High-Leverage Practices #8 and #22: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior](#)

### Video Clips to Analyze and Discuss

[First-grade pull-out mathematics lesson](#)

[Fourth-grade classroom expectations lesson](#)

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