

NEW SPECIAL EDUCATOR JUMPSTART GUIDE

WORKSHOP #3: HIGH-LEVERAGE PRACTICES IN INSTRUCTION—PROVIDING FEEDBACK



With Michael Kennedy, Ph.D.

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.

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Notes

QUESTIONS TO ASK YOURSELF (AND OTHERS)

Considerations: Principles of Effective Feedback

Is the feedback you're providing students in academic and behavioral domains:

	Goal-directed?
	Constructive?
	Immediate?
	Respectful and positive?
	Specific?
	Pre-planned and tied to academic or behavioral goals being pursued?
	Non-contingent?

Considerations: Environment for Effective Feedback

Are you doing the following to ensure your feedback is most effective?

	Provide time and direction for independent practice
	Actively supervise students during independent work time
	Provide positive feedback to criticisms/corrections at a ratio of 5:1 or higher

Considerations: Self-Check

When considering how you're providing feedback, are you:

	Carefully monitoring student responses and providing appropriate and specific feedback?
	Building and maintaining positive relationships with students using positive feedback?
	Providing a blend of generic and academic- or behavior-specific feedback?

Notes

SUPPORTS AND RESOURCES

Technologies to Support Provision of Effective Feedback

[Kaizena](#) — Allows you to record audio comments on student work

[Screencastify](#) — Allows you to record full screen captures for feedback on student work

Videoconferencing services (GoogleMeet, Zoom, Skype, etc.) — Connect with students and provide feedback “face-to-face”

Web Resources

[HighLeveragePractices.org](#)

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

Journal Articles (in the Jumpstart library)

"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

Suggested Readings

"[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

Notes

Notes: Don't forget to ask more about...