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) 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

This document shall not be reproduced or replicated for external distribution. Permission must be granted to reproduce and adapt any portion of this publication for internal use at DC PCSB campuses with acknowledgment. Reference: Council for Exceptional Children. (2018). CEC’s High-Leverage Practices Institute: Collaboration Implementation Guide.
## 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?

### Notes

This document shall not be reproduced or replicated for external distribution. Permission must be granted to reproduce and adapt any portion of this publication for internal use at DC PCSB campuses with acknowledgment. Reference: Council for Exceptional Children. (2018). CEC’s High-Leverage Practices Institute: Collaboration Implementation Guide.
**HIGH-LEVERAGE PRACTICES IMPLEMENTATION GUIDE**

### Additional Resources

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


"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


"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

### Notes

*This document shall not be reproduced or replicated for external distribution. Permission must be granted to reproduce and adapt any portion of this publication for internal use at DC PCSB campuses with acknowledgment. Reference: Council for Exceptional Children. (2018). CEC’s High-Leverage Practices Institute: Collaboration Implementation Guide.*