

RSE-TASC REPORTER

LOWER HUDSON REGIONAL SPECIAL EDUCATION TECHNICAL ASSISTANCE AND SUPPORT CENTER

Effective Feedback: A Powerful Learning Support

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Why is it important to think about the type of feedback we give to our students on their work? According to John Hattie (2015), his review of the effect sizes of 195 influences on student learning showed that effective feedback is “among the most powerful of influences.” However, Hattie warned that “Effect sizes from these studies show considerable variability, meaning some forms of feedback are more powerful than others.” How can we give effective and powerful feedback to students that improves learning?

According to an article by Grant Wiggins, *Seven Keys to Effective Feedback* (645), effective feedback is 5) goal-referenced; 2) specific and actionable; 3) user-friendly; 4) timely; and 5) on-going and consistent. It is also based on formative assessments and includes opportunities for students to apply the feedback to their work. Effective feedback is not advice or praise; effective feedback lets the student know specifically what they did correctly and what they need to do to improve the work so they meet the goal or objective of the lesson or project.

Let’s look more deeply at each of the characteristics of effective feedback mentioned above, and what Wiggins means by each.

Goal-Referenced

In order to provide effective feedback teachers must have a clear objective for the work and must make sure that students understand it. The objective should be explicitly stated at the beginning of the lesson, repeated throughout the lesson and restated at the end of the lesson. Students should also understand the criteria for assessment for each objective.

Specific & Actionable

Effective feedback is tangible, specific, and explicit; in other words, it provides the learner with actionable information for improvement. Students should hear what they did correctly as well as what needs to change. Feedback like grades or praise statements (e.g., “Good job!”) do not give the student information on what was done correctly or what is needed to improve.

User-Friendly

Effective feedback is not only precise but is also simple and easy to understand. It is important to provide feedback on only one or two high impact actions to take at a time; if the student is overwhelmed with feedback, it will not be actionable.

Timely

Effective feedback is provided sooner rather than later, so that the work is fresh in the student’s

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Come Learn with us at our upcoming Regional Trainings!

School-Wide Systems

Transition

October

- CDOS Commencement Credential, 10/7
- CDOS Credential: Implementing Program Options, 10/7
- Putnam County Transition Consortium, 10/13
- Work-Readiness Options for Students with Disabilities: School-Based Enterprises, 10/17
- Work-Readiness Options for Students with Disabilities: Activities Aligned with the CDOS Commencement Credential, 10/17
- Transition Planning for English Language Learners, 10/31 ***WAIT LIST***

November

- The Forum: The OPWDD Eligibility and Application Process, 11/2 ***WAIT LIST***
- Work-Readiness Options for Students with Disabilities: An Overview of Community Work-Based Learning, 11/7
- Work-Readiness Options for Students with Disabilities: National Work Readiness Credentials, 11/7
- Exploring CareerZone, 11/15
- Putnam County Transition Consortium, 11/17
- Transition in the IEP: Indicator 13 Self-Review, 11/21
- Transition Assessment & Planning for Career Bound Students, 11/29

December

- Work-Readiness Options for Students with Disabilities: How Career and Technical Education Aligns with the CDOS Commencement Credential, 12/7
- Work-Readiness Options for Students with Disabilities: Registered Work-Based Learning Programs, 12/7
- Putnam County Transition Consortium, 12/8
- CAN*DO Consortium, 12/12

- Graduation Options, 12/20

Behavior & Discipline Supports

October

- PBIS Forum for Administrators, 10/7
- Universal / Tier 1 Team Refresher ***BY INVITATION ONLY***, 10/25

November

- Team Implementation Guidance for Social & Behavioral Supports, 11/1
- PBIS Coaches' Forum, 11/10
- New Coaches' PBIS Basic Training, 11/10
- PBIS TAC Regional Forum, 11/29

December

- PBIS Tier 2 Supports with Dr. Terry Scott, 12/16

Individualized Education Planning and the CSE Process

October

- IEP Institute 1: Developing Quality IEPs (2-Day), 10/18 and 11/1 ***WAIT LIST***
- Student Directed IEPs, ***BY INVITATION ONLY*** ***WAIT LIST***, 10/19
- New CSE/CPSE Chairperson Training (3-Day), 10/20, 11/3 and 11/10 ***WAIT LIST***
- IEPs for English Language Learners, 10/24

November

- IEP Institute 2: Developing Quality IEP Goals (2-Day), 11/7 and 11/14 ***WAIT LIST***
- IEPs for English Language Learners, 11/17
- Language Acquisition vs. Learning Disability, 11/22
- Language Acquisition vs. Learning Disability, 11/30

December

- Student Directed IEPs, 12/5

Instructional Practices

October

- Special Education 101 for ENL Teachers, 10/14

- Specially Designed Instruction for Students with Disabilities and English Language Learners (3-Day), 10/19, 10/28 and 11/10
- Literacy for English Language Learners: What's Different?, 10/20

November

- Understanding Specially Designed Instruction for Students with Disabilities, 11/2
- Turning Research Into Practice for Students with Disabilities and ELLs (5-Day), 11/3, 12/14, 1/10, 2/8, 3/9
- Understanding Cultural and Linguistic Diversity, 11/14
- Literacy for English Language Learners: What's Different?, 11/21
- Explicit Direct Instruction for Non-District Settings (4-Day), 11/18, 1/12, 3/22 and 5/19

December

- Special Education 101 for ENL Teachers, 12/2
- Understanding Cultural and Linguistic Diversity, 12/6
- Improving the Sentence, 12/12
- Literacy for English Language Learners: What's Different?, 12/13

Leadership

October

- CPSE Colloquium, 10/13

December

- CSE Roundtable, 12/7
- Effective Implementation of Evidence-Based Practices, 12/13
- CPSE Colloquium, 12/14

Don't forget to check out our new website at <http://rsetasc.pnwbores.org> for additional trainings!

To Register for our Regional Workshops: Please go to www.pnwbores.org/catalog to register online. Click on the down arrow next to the box that says "Click one or more options...", then select RSE-TASC and click "Search". Scroll down the webpage until you see the workshop in which you are interested and then click on its name to see details and enroll.

School Tool: Examples of Effective Feedback

In her book, *How to Give Effective Feedback to Your Students*, Susan Brookhart explains different types of feedback and their purposes. She provides specific examples and non-examples of effective feedback focusing on important characteristics like timing, amount, mode and content. ASCD has made Chapter 2 of her book available to teachers at <http://www.ascd.org/publications/books/108019/chapters/Types-of-Feedback-and-Their-Purposes.aspx>. Here's one example of what you can find at this link:

Figure 2.2: Amount of Feedback

Purpose: <ul style="list-style-type: none"> For students to get enough feedback so that they understand what to do but not so much that the work has been done for them (differs case by case) For students to get feedback on "teachable moment" points but not an overwhelming number 	
Examples of Good Amounts of Feedback <ul style="list-style-type: none"> Selecting two or three main points about a paper for comment Giving feedback on important learning targets Commenting on at least as many strengths as weaknesses 	Examples of Bad Amounts of Feedback <ul style="list-style-type: none"> Returning a student's paper with every error in mechanics edited Writing comments on a paper that are more voluminous than the paper itself Writing voluminous comments on poor-quality papers and almost nothing on good-quality papers

Some of you may remember the wonderful training Dr. Kevin Feldman provided through the RSE-TASC on Student Engagement in 2013-2014 in which he also talked about "actionable feedback". Dr. Feldman recently published *Actionable Feedback for Teachers: The Missing Element in School Improvement*, which looks at how effective feedback can be provided to teachers as well using these same guidelines. Read his 2016 article here: <http://www.mnasa.org/cms/lib6/MN07001305/Centricity/Domain/44/Feldman%20Actionable%20Feedback%20for%20Teachers.pdf>

Lower Hudson RSE-TASC:
Providing regional technical assistance and support to educators in implementing evidence-based practices and systems that ensure success for students with disabilities

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minds and so the student can take immediate action. Technology can be a great way for students to get timely feedback as is peer-to-peer review. The latter requires explicitly teaching students how to give effective feedback.

Ongoing & Consistent

Effective feedback is not only timely but is also ongoing. Students are most likely to sustain improvement in response to repeated informing feedback. Teachers can work together to become consistent in their feedback, developing highly descriptive rubrics which are then taught to students, ensuring they know exactly what is expected of them across disciplines and classrooms. These rubrics can be taught

with anchor products, exemplar papers, and/or displays, allowing students to clearly see what is expected. Students can then also use these rubrics and exemplars in peer-to-peer reviews.

So how can we master this strategy of giving students effective feedback? Wiggins suggests the following important structures:

- ⇒ Formative assessments throughout the school year; fall and winter work should be scored against spring standards; and
- ⇒ Pre- and post-assessments of lessons that measure progress towards standards.

In today's busy classrooms, how do teachers find the time to conduct on-going formative assessments and provide effective feedback like this? Wiggins says we have to make the time because, "as we have seen, research shows that less teaching plus more feedback is the key to achieving greater learning." Schools that commit to providing effective feedback in every lesson through teachers, support staff, peers and technology are creating a powerful culture of learning and on-going student improvement.

References
Hattie, J. (2009) *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. NY: Routledge.

Community Trainings

- **Co-Teaching: Two Heads are Better Than One to Implement the Common Core Standards;** begins 10/6, SWBOCES, www.swboces.org
- **CPSE/CSE Parent Member Training;** 10/7, WIHD, <http://www.wihd.org>
- **Introduction to Mindfulness in the Classroom;** 10/11, The Hudson River Teacher Center (HRTC) at PNW BOCES, www.pnwbooces.org/catalog
- **An Update on NYS Diploma Requirements;** 10/13, The Curriculum Center at PNW BOCES, www.pnwbooces.org/catalog
- **Executive Functioning for Learners of All Ages;** 10/14, Curriculum Center, www.pnwbooces.org/catalog
- **Wilson® Level II Advanced Strategies for Multisensory Structured Language Instruction Workshop;** begins 10/18, HRTC, www.pnwbooces.org/catalog
- **Supporting Special Education/ENL Students in the Math Classroom (Grades 3-5);** 10/19, Rockland BOCES, www.rocklandbooces.org
- **Co-Teaching Advanced;** begins 10/24, Rockland BOCES, www.rocklandbooces.org
- **Referral, Evaluation & Eligibility Determinations: A Look at the First Steps in the Special Education Process;** 10/26, WIHD, <http://www.wihd.org>
- **Co-Teaching Methods That Work;** begins 10/31, HRTC, www.pnwbooces.org/catalog

Bright Spot!

This month our Bright Spot comes from Stacy Fertile, a Special Education self-contained classroom teacher in Mount Vernon where Denise Jaffe, SESIS, provide professional development support in Explicit Direct Instruction (EDI).

What were student able to achieve?

Ms. Colisto states: *“According to the I-Ready diagnostic reading test, 11/12 of my students significantly increased their scores from September to June. The point increase was as high as 53 points, and four students jumped from a Level 1 to a Level 2 in reading! My students were not only successful academically, but made gains behaviorally and socially as well.”*

What practices or systems made this possible?

“Using EDI strategies, I model, explain, repeat, and check for understanding constantly in each lesson I teach. Perhaps most effective is the feedback that I provide them on answers. I do not just say ‘correct’, or ‘sorry, that’s incorrect’, I strive to help my students understand why an answer is correct or incorrect, which informs them while also engaging them in higher level thinking. I also organize my class for small-group instruction. Working with three or four students at a time allows me to differentiate based on their individual needs. Between the EDI and small-group instruction, my students have been extremely successful in learning, thinking, and increasing their skills this year.”

What can we learn from this?

- ◇ Effective feedback is a powerful learning support, just as Hattie found in the study referenced in the lead article.
- ◇ Elements of EDI, including modeling, checking for understanding and flexible grouping, increase the likelihood that students will benefit from instruction.



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