



CREATE SAFE,
HEALTHY & SUSTAINING
LEARNING
ENVIRONMENTS



DESIGN LEARNING
EXPERIENCES FOR
ACCESS & AGENCY



FACILITATE
COGNITIVELY-
DEMANDING TASKS
& INSTRUCTION



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Essential Practice: Provide Effective Feedback

Why is this practice essential for providing instruction that meets the needs of students who have been marginalized?

Feedback is one of the most powerful influences on student achievement. Effective feedback provides specific information that can fill the gap between what a student currently understands and is able to do and the skills, knowledge and understanding he or she seeks achieve. For feedback to be effective it must be accepted as valid and acted upon by the learner.¹ When a student uses feedback and is able to improve their performance, it triggers the brain's reward center which motivates the student to apply additional effort and persist with a task.²

“Research by Cohen and Steele (2002) found that students of color often do not receive timely, actionable feedback from teachers either because teachers didn't want to hurt the student's feelings or didn't want to be perceived as prejudiced.”³

It is essential that students who have been marginalized receive ongoing, effective feedback from trusted adults to support their development into independent learners with the cognitive, social, and emotional skills and habits of mind required for rigorous, higher order thinking.

For deeper learning read Chapter 6: Establishing Alliance in the Learning Partnership in *Culturally Responsive Teaching and The Brain* by Zaretta Hammond (2015).

Elements of Effective Feedback

*Note: The elements are organized in sequential order. Ordering the elements in this way is intended to support educators to structure feedback in a way that supports diverse learners. The sequence here is grounded in Zaretta Hammond's Asset Based Feedback Protocol.*⁴

Element	
1	Connect: The educator makes a positive connection to student (smiles, asks how it is going, etc.)
2	Seek to Understand: The educator asks student to articulate where they are relative to the learning target or what they are working on. The educator may also ask a specific content question in order to elicit student thinking.
3	Acknowledge and Affirm: The educator acknowledges the demand of the task, what they student has expressed that they understand, and the student's ability to achieve the learning target.
4	<p>Provide Feedback that Advances Learning: The educator provides feedback that is <u>specific</u>, <u>actionable</u>, and <u>timely</u>. In the feedback he or she:</p> <ul style="list-style-type: none"> • States or restates the learning target and what meeting the target looks like • Shows the student where he is in relationship to the target • Provides focused, specific suggestions OR poses questions or prompts that advance student learning of content. • Maintains the cognitive demand of the work.

¹ Hattie, J. Visible Learning. Routledge. New York. 2009

² Zull cited in Z. Hammond. Culturally Responsive Teaching and the Brain. Corwin. Thousand Oaks, CA. 2015

³ Cohen and Steele cited in Hammond, 2015

⁴ Hammond, 2015



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5	Listen: The educator creates space for the student to react to the feedback and share how he or she feels about it.
6	Encourage and Affirm: The educator offers emotional encouragement and restates his or her belief in the student's capacity to implement the feedback and achieve the learning target.
7	Follow-Up: The educator and student set a plan to check-in on progress.

Considerations for Supporting Equity:

- The educator should track who gets rigorous, effective feedback to ensure that all students have access.
- In order for feedback to be effective it must be received as valid and acted upon by students. A trusting relationship between the educator and the student must be established. The educator must deeply believe that the student is capable of rigorous cognitive work and convey that belief authentically to the student. Understanding one's biases is critical to developing and communicating this belief. All educators should be engaged in ongoing work to become aware of their biases so that they can take deliberate action to address them.

Connections to Frameworks for Effective Practice:

This practice contributes to proficient practice on the following elements of the MA Standards and Indicators of Effective Teaching Practice:

I-A-4 Well Structured Lessons; I-B-1 Variety of Assessment Methods; I-C-3. Sharing Conclusions With Students; II-A-1 Quality of Work and Effort; II-A-2 Student Engagement; II-A-3 Meeting Diverse Needs; II-B-1 Safe Learning Environment; II-B-3 Student Motivation; II-C-1 Respects Differences; II-D-2 High Expectations; II-D-3 Access to Knowledge

This practice is most directly aligned to the Instructional Dialogue Dimension of the Instructional Support Domain of the [CLASS Observation Tool](#).

CLASS Domain: Instructional Support		CLASS Dimension: Quality of Feedback
CLASS Indicators	CLASS Behavioral Markers	
Feedback Loops	Follow-Up Questions	
Build on Student Responses	Expansion, Clarification, Specific Feedback	
Encouragement and Affirmation	Recognition and affirmation of effort, Encouragement and persistence	