

# Instructional Classroom Management

## Module Two: Effective Instructional Feedback

### HOW TO BEGIN:

Use time at the beginning of this session to review what you learned from your last meeting and how you practiced it in your classroom.

### Overview:

This module is focused on providing students with feedback on their performance or behavior. Research is very clear that regular feedback is one of the most effective strategies we have in positively affecting student behavior. The keys are in providing feedback in a simple and consistent manner.

### Big Ideas:

1. Positive feedback must be immediate and consistent when teaching new behavior. However, it can be very simple with verbal acknowledgement - or even a gesture indicating success. Feedback simply lets students know that what they did was correct and appropriate.
  - "thank you"                      · "correct"                      · thumbs up
  - teacher smile                      · "I'm impressed"                      · "yes"
  - "that's right"                      · pat on back                      · "good"
  - "exactly"                      · "wow"                      · "right"
2. The more times students hear that they did it right, the more likely it is that they will keep doing it.
3. Students must also know when they've made an error or misbehaved. But the most effective feedback for errors is correction.
  - Correction is simply a 3-step sequence of questioning and reteaching to allow the student to correct the error
    - Question - "what is the better way?" or "Let's look at that again - count"
    - Student Response - "just ask" or "1, 2, 3, 4"
      - Teacher reteach if student is unable to complete this response
      - Ask student again
    - Acknowledgement - "yes, I knew you could get it" or "of course, great"
    - Correction does not preclude larger consequences - the next sentence could be: "OK, when you finish your detention we can talk more about how I can help you remember."

### Watch:

Watch the video with your PLC. As you watch, pause when asked to discuss or reflect on a question. Page 2 of this document has the questions from the video for you to reference.

### Activity:

#### Discuss as a Group:

- How often do you think you provide verbal acknowledgement to the average student who is compliant with directions?
- What strategies do you have for increasing your rate of positive feedback for all students?

## Task:

Between now and when you meet for the next module, take some time to consider how often you use feedback and what types you typically use. As you do this, consider the following:

- Count the number of positive and negative feedback statements you make and calculate your average ratio
- Count the number of student errors or misbehaviors that you address with a negative statement and those addressed with correction.

## Questions From the Video:

1) What is your ratio of positive and negative statements made in the classroom?

2) How often do you use correction as opposed to straight negative feedback?

3) Discuss as a Group:

- Conditions under which you typically deal with student errors and misbehavior.
- Given your unique students, discuss how corrective feedback might be most effectively applied.

Further information and additional videos on Engaging Students can be found at the following locations:

[CIBRS.com](http://CIBRS.com) (videos)

[KSDETASN.org](http://KSDETASN.org) (go to resources section and type in "corrective feedback")

[Teaching channel.org](http://Teachingchannel.org) (search for "corrective feedback")