

Practice and Feedback: Evidence and Resources

4. Practice and Feedback: Students have opportunities to practice what they are learning and given timely, specific feedback based on their current performance in relation to the desired outcomes.

Supporting Beliefs

- Learning is a cycle that includes goal-setting, successes, multiple attempts, and course corrections.
- Productive practice and novel application of skills are essential for learning.
- Timely, specific, and varied feedback is a catalyst for growth.

Key Traits

Practice	Feedback
<ul style="list-style-type: none"> • Routines, strategies, and instruction support student learning of essential skills and knowledge by providing opportunities for practice. • Opportunities for practice allow students to work independently, cooperatively, and with teacher guidance • Students practice applying complex skills over time within and across disciplines. 	<ul style="list-style-type: none"> • Teachers give students feedback that is timely, specific, and actionable. • Students are taught how to give, interpret, and use feedback in their learning. • Students have opportunities to give, receive, and use feedback to revise essential pieces of work.

Literature Supporting the Element

1. “We would argue that the things you do well were taught to you through a series of intentional actions. You probably did not develop high levels of skills from simply being told how to complete tasks. Instead, you likely had models, feedback, peer support, and lots of practice. Over time, you developed your expertise. You many even have learned more when you had to share that expertise with others.”
—Fisher, D., & Frey, N. (2014). *Better Learning Through Structured Teaching: a Framework for the Gradual Release of Responsibility* (p. 2). Alexandria, VA: Association for Supervision and Curriculum Development.
2. “[...]teachers take time to guide students through practice activities. As they guide, teachers help make sure students attend to the proper issues and understand the rationale for their actions.....the teacher was not satisfied to hear students offer the correct answer. She wanted to hear students explain why each step made sense.”
—Johnson, J., Uline, C., and Perez, L. (2013). *Teaching Practices from America’s Best Urban Schools: A Guide for School and Classroom Leaders* (1st ed.) (p. 77). New York, NY: Routledge.
3. “Feedback isn’t ‘feedback’ unless it can truly feed something. Information delivered too late to be used isn’t helpful. Make sure when you give feedback that there is time built in to actually use the information. Otherwise students will quickly learn to ignore feedback.”
—Brookhart, S. M. (2017). *How to Give Effective Feedback to Your Students* (2nd ed.) (p. 57). Alexandria, VA: Association for Supervision and Curriculum Development.

4. “Too often, assessments are used to provide snapshots of learning rather than providing information that can be used by students or their teachers to address the three feedback questions. Certainly, a critical conclusion is that teachers need to seek and learn from feedback (such as from students’ responses to tests) as much as do students, and only when assessment provides such learning is it of value to either.”
—Hattie, J., and Timperley, H. (2007, March). The Power of Feedback. *Review of Educational Research* 77(1), 102-104.
5. “...[W]hen giving feedback to students about their work, we cannot be afraid to be critical. We don’t have to tell them they are doing great to encourage them. Often, we don’t have to evaluate their work at all....As an alternative, being solely descriptive about what we see is often the only feedback students need to go back to their desk and make their work better....That student needs to see where the work meets expectations and where it needs to go next if it is to be better.”
—Toshalis, E. (2015). *Make Me!: Understanding and Engaging Student Resistance in School* (p. 102). Cambridge, MA: Harvard Education Press.
6. “Giving feedback to students on their progress toward a goal becomes irrelevant if the classroom is not structured to provide students additional opportunity to learn and improve their performance.”
—Farrington, C.A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T.S., Johnson, D.W., & Beechum, N. (2012). *Teaching Adolescents to Become Learners. The Role of Noncognitive Factors in Shaping School Performance: A Critical Literature Review* (p. 37). Chicago, IL: University of Chicago Consortium on Chicago School Research.
7. “Independent practice (including homework) is designed to give students meaningful opportunities to practice concepts and skills they have learned. It should not be boring, meaningless repetition.”
—Johnson, J.F. Jr., Perez, L., & Uline, C. (2003). *Teaching Practices from America’s Best Urban Schools: A Guide for School and Classroom Leaders* (p. 80). New York, NY: Routledge.
8. “... When feedback provides explicit guidance that helps students adjust their learning, there is a greater impact on achievement, students are more likely to take risks with their learning, and they are more likely to keep trying until they succeed (Brookhart, 2008; Hattie & Timperley, 2007; Shute, 2008).”
—Dean, C. B., Hubbell, E.R., Pitler, H., & Stone, B. (2012). *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.

Resources and Readings

Brief Articles

1. Chappuis, J. (2012). How Am I Doing? *Educational Leadership* 70(1), 36-41.
In this brief article, the author explains 3 pre-conditions for effective feedback and 5 traits of effective feedback, providing examples of several from practice.
2. EL Education. Models, Critique, and Descriptive Feedback: Common Challenges. Retrieved from <https://eleducation.org/resources/models-critique-and-descriptive-feedback-common-challenges>.
This webpage provides descriptions of common challenges encountered when teachers move to using models, critiques and descriptive feedback as well as strategies to address them.
3. Fisher, D., & Nancy, F. (2012). Making Time for Feedback. *Educational Leadership* 70(1), 42-46.
The authors outline and provide examples of 4 strategies that will reduce time spent on generating feedback to students and make the feedback teachers do provide more effective.
4. Schwartz, K. (2017, April 12) Why Giving Effective Feedback is Trickier Than It Seems. Retrieved from <https://ww2.kqed.org/mindshift/2017/04/12/why-giving-effective-feedback-is-trickier-than-it-seems>.
In this blog post, the author recaps some foundational research about feedback before outlining some common traps and critical considerations around when, how and why to give feedback. The text includes reference to other texts and video sources as well.
5. William, D. (2008). The Secret of Effective Feedback. *Educational Leadership* 73(7), 10-15.
In this piece, the author explains that for feedback to be effective, it must be used to improve performance. He outlines critical considerations related to the purpose of feedback, types of feedback, types of tasks, the environment, and self-reflection to help students use feedback.

Books and Reports

1. Brookhart, S.M. (2008). *How to Give Effective Feedback to Your Students*. Alexandria, VA: Association for Supervision and Curriculum Development.
This book explains the research on feedback as well as different types of feedback and how to give feedback in varied ways. Additionally, there are chapters on helping students use feedback, content specific strategies and addressing learner differences.
2. Fisher, D, & Frey, N. (2008). *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.
In this book, the author's describe the gradual release of responsibility that promotes the transfer of cognitive load from teacher to student, outlining four key phases: focus lessons, guided instruction, collaborative practice, and independent practice. The text identifies and explains various structures and strategies for each phase.
3. Hattie, J., & Timperley, H. (2007, March). The Power of Feedback. *Review of Educational Research* 77(1), 81-112.
This article outlines some of the key research about feedback, including what about the type of feedback and how it is given makes the feedback more or less effective. The authors then propose a model of feedback that will promote a greater positive effect.
4. Hanover Research. (2014). *The Impact of Formative Assessment and Learning Intentions on Student Achievement*. Washington, DC: Hanover Research. Retrieved from <http://www.hanoverresearch.com/media/The-Impact-of-Formative-Assessment-and-Learning-Intentions-on-Student-Achievement.pdf>.
This report explains the connection between formative assessment and learning intentions, then summarizes the research about what makes learning intentions effective and the impact of learning intentions on student learning as well as students' ability to self-assess, though much of the research cited was carried out with older students.
5. Johnson, J. F. Jr., Perez, L., & Uline, C. (2013). *Teaching Practices from America's Best Urban Schools: A Guide for School and Classroom Leaders* (p. 80). New York, NY: Routledge.
This book profiles the patterns in practice among award winning urban schools that have a strong record of producing equitable results across all demographic groups. Chapter 7 in particular focuses on the role of practice and feedback.

Videos

1. EL Education. Critique and Feedback.
Retrieved from <https://eleducation.org/resources/critique-and-feedback>
2. EL Education. Descriptive Feedback Helps All Students Reach Proficiency.
Retrieved from <https://eleducation.org/resources/descriptive-feedback-helps-all-students-reach-proficiency>
3. EL Education. Praise, Question, Suggestion.
Retrieved from <https://eleducation.org/resources/praise-question-suggestion>
4. EL Education. Reflection Circles.
Retrieved from <https://eleducation.org/resources/debrief-circles>
5. Teaching Channel. Highlighting Mistakes.
Retrieved from <https://www.teachingchannel.org/videos/math-test-grading-tips>