

The Elements of Effective Instruction (EEI) Resource and Research Guides are designed to allow educators to learn more about the research, strategies, and theory behind each of the five strands. These Resource Guides can be used following the [EEI Self-Assessment](#) to help individual educators or teams learn more about areas of interest.

## Element 4: Practice and Feedback

Students have opportunities to practice what they are learning and are given timely, specific feedback based on their current performance in relation to clear, shared outcomes.



### Important Ideas

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 may 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. “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.
3. 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.



## Brief Articles

1. Duckworth, A. (2023, May 17). What Students Should Know About the Power of Practice. Ed Weekly. Retrieved from <https://www.edweek.org/leadership/opinion-what-students-should-know-about-the-power-of-practice/2023/05>. The author explains the importance of practice in growth.
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. Sparks, S. (2023, April 16). Here's How to Give Feedback that Students Will Actually Use. Education Week. Retrieved from <https://www.edweek.org/teaching-learning/heres-how-to-give-feedback-that-students-will-actually-use/2023/04>. Practical guidance on how to give effective, meaningful feedback.



## Book Recommendations

1. Brookheart, Susan. (2017). *How to Give Effective Feedback to Your Students (2nd Ed.)* Alexandria, VA: ASCD. This practical guide provides teachers with concrete strategies to give feedback that is clear, actionable, and impactful.
2. Hattie, J. & Clark, S. (2018). *Visible Learning Feedback*. Milton Park, Abingdon, Oxon, UK; New York, NY, USA. Routledge: A Taylor & Francis Group. An extension of Hattie's findings about the impact of feedback on student learning, this book covers both the principles and the practicals of giving effective feedback.
3. Stone, D. & Heen, S. (2014) *Thanks for the Feedback: The Science and Art of Receiving Feedback Well*. New York, NY: Viking Publishers. While not specifically about teaching, this book is a great entry point to thinking about the power of turning feedback, advice, critique and coaching into listening and learning.



## Reports and Research

1. Fisher, D., & Nancy, F. (2012). Making Time for Feedback. *Educational Leadership* 70(1), 42-46. The authors outline and provide examples of four strategies that will reduce time spent on generating feedback to students and make the feedback teachers provide more effective.
2. Ketonen, L., Nieminen, P., & Häikiöniemi, M. (2020). The development of secondary students' feedback literacy: Peer assessment as an intervention. *The Journal of Educational Research*, 113, 407 - 417. The authors explore the positive correlation between peer feedback and student achievement.
3. Kornell, N. (2014). Attempting to answer a meaningful question enhances subsequent learning even when feedback is delayed. *Journal of experimental psychology. Learning, memory, and cognition*, 40 1, 106-14. This journal article explores the

correlation between the quality of the question and the interval between when feedback is given. It concludes that it is the depth of the question that makes the difference.



## 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>