



This guide walks you through presenting the **Engaging Interactions: Providing Feedback** in-service suite. These are suggestions so please use the materials as you see fit. This in-service suite includes PowerPoint slides and supporting materials.

## MATERIALS NEEDED:

- Presenter PowerPoint slides (16)
- Projector and audio equipment
- Optional Learning Activities:
  - » *Video Review of Mirror Play* (with slide)
  - » *Discussion of Classroom Scenarios*
  - » *Planning in Your Classroom*
- Tips for Teachers
- Tools for Supervisors
- Helpful Resources
- Flip chart or similar large paper and markers for writing participant ideas

## BEFORE YOU BEGIN:

- The purpose of this presentation is to describe strategies for teachers to provide feedback that supports children's engagement and learning.
- This is one in a series of in-service suites on *Engaging Interactions*.
- Three main strategies are discussed: engaging in frequent back-and-forth exchanges with children; asking children to explain their thought processes; and encouraging children's efforts.
- The presentation includes video clips that illustrate examples of teachers using these strategies.
- As necessary, remind participants that anywhere examples and nonexamples are used (e.g., *Tips for Teachers*) they are specific to the concept being discussed. The nonexamples may be appropriate behaviors in other circumstances.
- Optional learning activities offer participants opportunities to discuss and practice using these strategies.
- Optional learning activities are described in detail at the end of this document.

### NOTE

*The Supervisor Planning Guide* is an overarching tool that applies to multiple in-service suites in the *Engaging Interactions* series.



## EMPHASIZE

Effective feedback helps children obtain a deeper understanding of concepts. Motivating children helps them get the most from lessons and activities.

## SLIDE 1: PROVIDING FEEDBACK

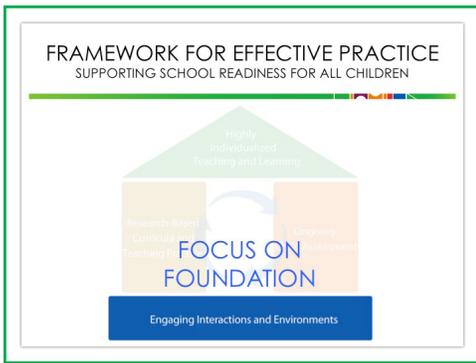
### Introductions:

- Begin the training by giving participants background information on yourself.
- Provide an opportunity for participants to introduce themselves (e.g., where they are working, their current role, etc.).

### Introduce topic:

- *Providing Feedback* focuses on strategies teachers can use to expand children's understanding.





## SLIDE 2: FRAMEWORK FOR EFFECTIVE PRACTICE

Introduce NCQTL Framework for Effective Practice:

- The HOUSE structure supports school readiness for all children.
- The foundation represents effective and engaging interactions and environments.
- The pillars represent research-based curricula and teaching practices and ongoing child assessment.
- The roof represents highly individualized teaching and learning.
- All components interact with each other and are essential for effective everyday practice with all children.
- This presentation fits into the *foundation* of the House.

Relevance of the NCQTL Framework to participants' everyday work:

- Provides the Head Start community with a visual framework for effective teaching practice in classrooms.
- Guides thinking about all the practices that support school readiness.
- Organizes training and professional development.

Introduce *Engaging Interactions*:

- Interactions are the classroom processes that are important for children's social and academic development.
- When teachers create positive emotional relationships, organize the learning environment, and focus on cognitive and language development, children make greater gains that help them succeed in school and life.
- There are three broad blocks to the foundation: Social and Emotional Support, Well-Organized Classrooms, and Instructional Interactions. The *Engaging Interactions* series fits in the Instructional Interactions block. Specifically, *Providing Feedback* is one example of classroom interactions that support children's later success in school.

### NOTE

Classroom processes refer to the way teachers interact with children as well as to how they select and use materials and resources for instructional purposes.



OBJECTIVES

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- Provide a **definition** of providing feedback that supports engagement and learning.
- Give **examples and strategies** for how teachers can provide feedback to children.
- Connect providing feedback that supports engagement and learning to the Head Start Child Development and Early Learning Framework.
- Provide **suggestions** for teachers on how to improve their ability to provide feedback to children.

## SLIDE 3: OBJECTIVES

Outline objectives for presentations:

- **Provide a definition** of providing feedback that supports engagement and learning.
- **Give examples and strategies** for how teachers can provide feedback to children.
- **Connect** providing feedback that supports engagement and learning to the Head Start Child Development and Early Learning Framework.
- **Provide suggestions** for teachers on how to improve their ability to provide feedback to children.

PROVIDING FEEDBACK THAT SUPPORTS  
ENGAGEMENT AND LEARNING

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- **What does it look like?**

Teachers:

  - Engaging in back-and-forth exchanges with children that expand their understanding.
  - Asking children to explain their thinking.
  - Encouraging children's efforts.
- **What does it NOT look like?**
  - Teachers providing children with simple *yes/no* or *wrong/right* responses.

## SLIDE 4: PROVIDING FEEDBACK THAT SUPPORTS ENGAGEMENT AND LEARNING

Teachers provide effective feedback when they:

- Engage in back-and-forth exchanges with children that expand their understanding.
- Ask children to explain their thinking.
- Encourage children on their efforts.

### NOTE

Remind participants that providing feedback is not simply teachers providing children with yes/no or right/wrong answers.



## BACK-AND-FORTH EXCHANGES

Engage in back-and-forth exchanges that expand and elaborate on children's learning.

For example:

Teacher: I can see you are all enjoying playing with bears. Who can tell me something special about bears?  
Child: They sleep for a long time!  
Teacher: That's right, they hibernate! When do they hibernate?  
Child: In the winter time.  
Teacher: Yes, during the winter season! Who knows where they go to hibernate?



Exchanges continue...

## SLIDE 5: BACK-AND-FORTH EXCHANGES

Effective interactions that provide feedback to support children's engagement and learning:

- One way teachers can provide effective feedback is to engage in back-and-forth exchanges with children to expand on their learning.
- The example (see script on the slide) highlights how the teacher uses back-and-forth exchanges to further develop children's knowledge of bears and hibernation rather than just moving on to new topics.

Another example:

A teacher might engage in **back-and-forth exchanges** with a child by asking him questions. She asks him, "Why did you place that card there?" or, "What should I do with this picture?" to ensure that he understands a sorting game they are playing.

## EXPLAIN THINKING

Ask children to explain their thought processes.



For example:

Teacher: How do you think the boy feels in this picture?  
Child: I think he's sad.  
Teacher: Why do you think that?  
Child: Because his friends are in the water having fun and he can't swim.  
Teacher: Yes, he might feel a little frustrated.

## SLIDE 6: EXPLAIN THINKING

Effective interactions that provide feedback to support children's engagement and learning:

- Another way teachers can provide feedback that supports engagement and learning is to ask children to explain their thought processes.
- The example (see script on the slide) highlights how the teacher uses this strategy to have children further develop their social and emotional skills, instead of just reading the book straight through.

Another example:

During calendar time, the teacher might ask a child to read the days of the week. When the child correctly reads Monday, the teacher asks him to **explain his thought process** by asking, "How did you know that the word is Monday?" This explanation from the child may also help other children in the class who did not know why the word was "Monday."



## ENCOURAGE EFFORTS

Encourage children's efforts and help them stick with challenging activities.



For example:

**Teacher:** I can see how hard you are working to put that pattern together. Keep going, you almost have it!

**Child:** I'm done!

**Teacher:** You did it! Friends, look at Maria's pattern. She worked so hard to complete it.

## SLIDE 7: ENCOURAGE EFFORTS

Effective interactions that provide feedback to support children's engagement and learning:

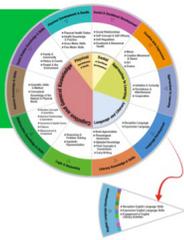
- Teachers can also provide effective feedback by recognizing and praising children's efforts.
- The example (see script on the slide) highlights how the teacher takes the time to acknowledge and encourage a child who was persistent in accomplishing an activity, rather than just giving them general praise such as "nice." This encouraging feedback from the teacher may inspire other children to work through challenging tasks.

Another example:

A teacher might say to a small group of children working on a play, "I see how hard you are working on acting out the Three Little Pigs. I like how you are working together and using the book to help you."

## THE HEAD START CHILD DEVELOPMENT AND EARLY LEARNING FRAMEWORK

Providing feedback that supports engagement and learning is **important** across many areas of the framework.



Some examples are:

- Logic & Reasoning
- Literacy Knowledge & Skills
- Mathematical Knowledge & Skills
- Social & Emotional Development
- Science Knowledge & Skills

## SLIDE 8: THE HEAD START CHILD DEVELOPMENT AND EARLY LEARNING FRAMEWORK

Providing feedback that supports engagement and learning can be connected to many domains of the Head Start Child Development and Early Learning Framework including:

- Literacy Knowledge & Skills
- Science Knowledge & Skills
- Mathematics Knowledge & Skills
- Social Studies Knowledge & Skills
- Logic & Reasoning



VIDEO: Down By The Bay

Source: The Center for Advanced Study of Teaching and Learning (CAST)

Length of video: Approximately 43 seconds

Video courtesy of The Center for Advanced Study of Teaching and Learning:

<http://curry.virginia.edu/research/centers/cast/>

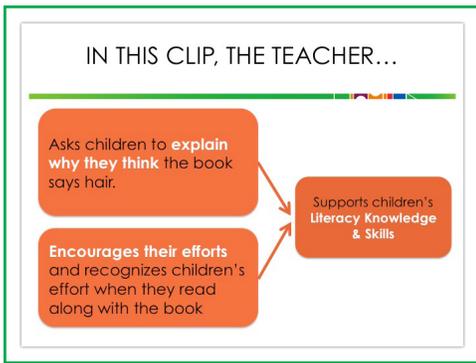
## SLIDE 9: VIDEO: DOWN BY THE BAY

VIDEO 

**Introduce the video.**

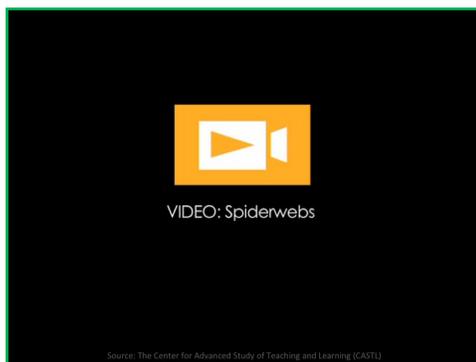
Inform participants that this video shows a teacher talking with children during a book reading.

Ask participants to look for examples of how the teacher asks the children to explain their thinking and encourages their efforts.



## SLIDE 10: IN THIS CLIP, THE TEACHER...

- In this clip, there are many instances of the teacher providing effective feedback.
- For example, the teacher recognizes that a child reads along with the book and **encourages** the rest of the children to do so as well. She also asks them to **explain their thought processes** by asking, "How do you know that it was hair?" Both of these instances support the development of children's literacy knowledge and skills, particularly their ability to understand phonological awareness and print concepts and conventions.



Length of video: Approximately 1 minute and 25 seconds

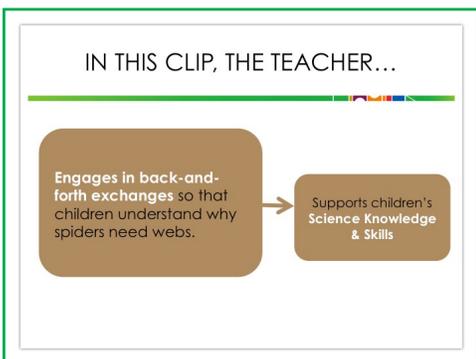
Video courtesy of The Center for Advanced Study of Teaching and Learning:  
<http://curry.virginia.edu/research/centers/castl>

## SLIDE 11: VIDEO: SPIDERWEBS

### Introduce the video.

Inform participants that this video shows a teacher talking with children about spiders.

Ask participants to look for ways that the teacher provides feedback and helps children further develop their knowledge of spiders and webs.



## SLIDE 12: IN THIS CLIP, THE TEACHER...

In this clip the teacher provides effective feedback with frequent **back-and-forth exchanges**. Her questions such as "What do spiders eat?" and "What do webs feel like?" are all meant to help children understand why webs are important. These interactions support the development of children's science and knowledge skills, particularly conceptual knowledge of the natural and physical world.



## WHEN CAN I PROVIDE FEEDBACK THAT SUPPORTS ENGAGEMENT & LEARNING?

Teachers may provide feedback **throughout the school day** in all classroom activities.



Small group is an optimal forum for focused back-and-forth exchanges.

## SLIDE 13: WHEN CAN I PROVIDE FEEDBACK THAT SUPPORTS LEARNING AND ENGAGEMENT?

Opportunities to provide effective feedback happen throughout the school day.

This is especially true in small group where back-and-forth exchanges can happen easily because teachers can give more attention to fewer children.

## IMPROVING PRACTICE

Video record and review your own teaching.

Practice with a peer.

Watch a "master teacher" in action.

## SLIDE 14: IMPROVING PRACTICE

Three ways to improve instructional interactions in the classroom:

**Videotape:** Teachers can videotape and watch their classroom interactions. This can be a useful practice in helping teachers to observe moment-to-moment interactions with students and reflect on their practice.

**Example:** A teacher videotapes her interactions with children during a book reading. After viewing her tape, the teacher notices how she moves quickly during the reading and does not provide feedback when children ask questions and have difficulty understanding elements of the story. The teacher may also see that she often moves on to the next child if one does not have the correct answer.

**Practice with a peer:** It can also be helpful for teachers to "practice with a peer" by either having a peer teacher conduct a live classroom observation, or watch a video together of a teacher's practice. Fellow teachers can provide feedback on each other's behavior and children's cues and responses. Together, teachers can brainstorm different ways to make improvements and more often provide effective feedback to children.

**Example:** When observing the focus teacher engage in center time, her peer teacher may notice that the teacher misses a few opportunities to encourage children's efforts as they work on a large floor puzzle. The peer teacher might suggest that the focus teacher provide children with feedback about their work process (e.g. how long they have been working on the puzzle, their continued efforts to work together).

**Watch a "master teacher:"** Another way to improve practice could be viewing examples of "master teacher" interactions with children, either live or on video. These examples can provide ideas for how to improve teachers' own instructional support.



## SUMMARY

- Teachers can provide feedback that supports engagement and learning by:
  - Engaging in **back-and-forth exchanges**
  - Asking children to **explain their thought processes**
  - **Encouraging** children's efforts.
- Teachers may provide feedback throughout the school day.
- Teachers can improve the quality and frequency of the feedback they provide to children.

## SLIDE 15: SUMMARY

Review strategies to provide feedback that supports engagement and learning:

1. Have frequent back-and-forth exchanges with children.
2. Ask children to explain their thought processes.
3. Encourage children's efforts.

## HANDOUT

Based on participant roles:

Distribute and review *Tips for Teachers* handout. This tip sheet provides multiple example strategies that teachers can use, and examples of what these strategies look like in the classroom.

Please note that the strategies for “What this looks like in action” and “What it is not” are examples specific to those strategies. The behaviors in the nonexamples may be appropriate in other instances.

Distribute and review *Tools for Supervisors. The Supervisor Planning Guide* provides strategies for coaches, mentors, or supervisors to use to help teachers enact change in their practice.

Distribute *Helpful Resources* list and review key resources, including links to websites, books, and articles that have information on effective feedback.

## SLIDE 16: CLOSING

Provide participants with NCQTL contact information and encourage them to visit our website for additional resources.



For more information, contact us at: [NCQTL@UW.EDU](mailto:NCQTL@UW.EDU) or 877-731-0764  
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Length of video: Approximately 2 minutes and 2 seconds

## OPTIONAL

### LEARNING ACTIVITY: VIDEO REVIEW OF MIRROR PLAY

The *Video Review of Mirror Play* learning activity can be used to discuss strategies to provide children with feedback that supports engagement and learning. Refer to the *Video Review of Mirror Play: Facilitator Guide* handout for specific details.

Depending on the number of participants, this activity can be done in the large group or participants can be divided into smaller groups of 3–4.

### HANDOUT

Distribute the *Video Review of Mirror Play* handout to participants and review directions.

### OPTIONAL SLIDE

### VIDEO

Participants record examples of observed strategies as they watch the *Mirror Play* video.

### DISCUSSION

#### **Strategies**

Participants discuss examples of strategies they observed in the video directly in the large group or share back after discussion in the smaller groups.

#### **Connecting strategies to domains**

Participants share examples of domain and domain elements from the Head Start Child Development and Early Learning Framework they observed being supported in the video. Participants discuss examples directly in the large group or share back after discussion in the smaller groups.



## OPTIONAL



### LEARNING ACTIVITY: DISCUSSION OF CLASSROOM SCENARIOS

This learning activity provides an opportunity for participants to practice how they might use strategies to provide feedback that supports children's engagement and learning.

This activity offers four options: Identifying strategies, generating statements/questions, creating a script and role play. The facilitator may use any number and combination of the four options.

Refer to the *Discussion of Classroom Scenarios: Facilitator Guide* handout for specific details.

#### NOTE

If you have a large group, consider dividing participants into several smaller groups for this activity.

#### HANDOUT

Distribute the *Discussion of Classroom Scenarios* handout and review directions.

Each group completes the assigned activities depending on the chosen option(s).

#### DISCUSSION

Have small groups share back with the larger group.

For the role play option, encourage participants to comment based on their assigned role of teacher, child, or observer.

Possible questions to ask:

- What did you notice the teacher doing?
- How did the children respond?
- What other ways could teachers implement this strategy?

## OPTIONAL



### LEARNING ACTIVITY: PLANNING IN YOUR CLASSROOM

This learning activity provides an opportunity for participants to develop a plan for how they might use these strategies in their own classrooms. This activity works best when there are multiple participants working in a same classroom or program. Refer to the *Planning in Your Classroom: Facilitator Guide* handout for specific details.

#### HANDOUT

Distribute the *Planning in Your Classroom* handout to participants and review directions.

Each group selects a learning domain and strategy for effective feedback and develops an activity plan.

#### DISCUSSION

Ask participants to implement the activity in their classrooms and to discuss how the activity went at a staff meeting, and/or to share back information with the larger group at the next in-service meeting.

Possible questions to ask:

- What was your experience of the activity?
- How did the children respond?
- What went well?
- How might you do things differently in the future?