



When teachers provide feedback it helps children expand their learning and understanding. Effective feedback:

- Is more than a simple yes/no or right/wrong response. It is a back-and-forth exchange between teachers and children.
- Asks children to explain their thought processes.
- Encourages children's efforts and helps them stick with challenging activities.

WHAT STRATEGIES CAN I USE TO PROVIDE EFFECTIVE FEEDBACK?

Below are some suggested strategies and examples of what this looks like in action. There are many other ways to encourage engagement and learning through feedback. Please note that some examples may include more than one strategy.

Engage in BACK-AND-FORTH EXCHANGES with children.

What does this look like in action:	What it is not:
<p>During center time the teacher notices that some children are pretending to work in a bakery. One child plays customer and asks for ice cream. The teacher uses this as a learning opportunity and the following exchange occurs:</p> <p>T: Hmm. Do you think ice cream is made in a bakery?</p> <p>C: (<i>shrugs her shoulders</i>).</p> <p>T: What does "bake" mean?</p> <p>C: Making it hot.</p> <p>T: What would happen if bakers made ice cream hot?</p> <p>C: It would melt.</p> <p>T: How do you think ice cream is made?</p> <p>The conversation continues.</p>	<p>During center time the teacher notices children pretending to work in a bakery. She hears a child ask for ice cream and moves on to the next child.</p>

Ask children to EXPLAIN THEIR THOUGHT PROCESSES.

What does this look like in action:	What it is not:
<p>A. The teacher asks a child how many invitations they will need for their class Spring Party. When the child answers "12," the teacher asks him how he got that answer. The boy explains how he counted the six girls and six boys in his classroom. Asking this child to explain his thinking helps the teacher understand how this child arrived at his answer, and also allows the other children to learn from his thought process.</p>	<p>The teacher asks a child how many invitations they will need for their class's Spring Party. When the child answers "12," the teacher helps get supplies to make the invitations without asking additional questions.</p>



Ask children to EXPLAIN THEIR THOUGHT PROCESSES.

What does this look like in action:	What it is not:
<p>B. During a small group activity in which children are practicing their cutting skills, the teacher sees a child pile up certain pictures. The teacher asks, "Carla, I noticed that you placed the hat, bat, and cat over to the side. Why did you think to do that?" The child explains that the words sound the same. The teacher responds, "Yes, hat, bat, and cat are alike because they rhyme and belong in the same word family."</p>	<p>During a small group activity in which children are practicing their cutting skills, the teacher sees a child pile up certain pictures but does not ask the child to explain why she did so.</p>

ENCOURAGE children's efforts and help them to stick with challenging tasks.

What does this look like in action:	What it is not:
<p>While in the math center, the teacher notices a child attempting to measure a classroom object that is longer than his ruler. She sees that the child is brainstorming a way to mark where the ruler ends, so that he can start measuring from that place. The teacher comments on his efforts saying, "Johnny, I notice how you are thinking really hard about how to measure an object that is longer than your ruler!" This encourages him to keep trying and leads other children to attempt these more challenging activities as well.</p>	<p>While in the math center, the teacher notices a child attempting to measure an object longer than his ruler. The teacher gives general praise saying, "good," but does not specifically comment on his effort.</p>

WHEN DURING THE DAY CAN I PROVIDE FEEDBACK?

Teachers can provide children with feedback throughout the school day. During whole and small group time teachers can pay attention to how individual children are responding and understanding—and look for opportunities to support them. During center time, teachers can move around the classroom, observing children's play and learning and look for opportunities to provide effective feedback.

NOTE: 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.