3 - T’S OF QUALITY OF FEEDBACK

CHILDREN FIRST & EARLY LEARNING FLORIDA
OBJECTIVES:

• Ask children relevant, open-ended questions about their surroundings and actively listening to their responses.

• Encourage activities that foster communication, problem solving, creativity and self-confidence.

• Use a variety of strategies with children for building relationships such as one-on-one attention, talking about interests, listening to children responding consistently and smiling at children.
QUALITY OF FEEDBACK – DEFINITION

Assesses the degree to which the teacher provides feedback that expands learning and understanding as well as encourages continued participation.

Quality of feedback happens when a teacher responds to what a child says or does in a way that pushes the child to keep thinking or trying. Teachers who show high levels of quality of feedback are really specific in their feedback, assist children without simply giving away right answers and expands on children’s words and actions. (Was the child able to accomplish something deeper as a result of a teacher’s response?)
1. THINK OF OPPORTUNITIES IN YOUR DAY

- Think of opportunities you have during the day to support students during responses to questions and problems.
- When does scaffolding fit into your day?
- During which activity will you practice this strategy?
- Determine what questions or problems you’ll want students to answer or solve during this activity.
- Anticipate students responses or identify possible student difficulties. What kinds of responses might you get from your students and what would you say to provide scaffold that encourages them to think about the problem.
2. TIME – ALLOW WAIT TIME

- “LIKE GOOD COFFEE, YOU NEED PERCOLATION TIME.
- WAIT TIME PROVIDES CHILDREN TIME TO PERCOLATE A QUESTION DOWN THROUGH THEIR BRAIN CELLS AND CREATE AN APPROPRIATE RESPONSE. AFTER YOU ASK A QUESTION, LET IT PERCOLATE IN STUDENTS’ HEADS FOR A WHILE. AND AFTER A STUDENT RESPONDS, LET THE RESPONSE PERCOLATE AS WELL. BELIEVE ME, YOU’LL WIND UP WITH A MUCH BETTER BREW IN YOUR CLASSROOM.
- WAIT TIME IS THE TIME YOU WAIT, OR THE PERIOD OF SILENCE, BETWEEN ASKING A QUESTION AND CALLING ON A CHILD TO RESPOND TO THAT QUESTION.
3. THOUGHT – PROMPT THOUGHT PROCESS

• PROMPTING THOUGHT PROCESS MEANS TO ASK CHILDREN TO THINK ABOUT THEIR IDEAS, THINK ABOUT THEIR RESPONSES, AND EXPLAIN THEIR THINKING.

• RESEARCH TELLS US THAT TEACHING A CHILD TO DESCRIBE WHAT’S GOING ON INSIDE HIS OR HER MIND HELP THE CHILD TO BECOME AWARE OF HIS OR HER OWN LANGUAGE AND THOUGHTS. BECOMING AWARE OF THIS THOUGHT PROCESS IS AN ESSENTIAL STEP TO LEARNING.

• WHEN CHILDREN PERFORM LEARNING TASKS OR PROVIDE A RESPONSE, THEY NEED TO BE ABLE TO EXPLAIN THEIR THOUGHT PROCESSES, OR WHY SOMETHING HAPPENED IN A PARTICULAR WAY.

• PROMPTING THOUGHT PROCESSES NOT ONLY INVOLVES ASKING THE OPEN-ENDED QUESTION, “WHY,” IT IS ALSO ABOUT THINKING SKILLS AND TAKE AN ACTIVE ROLE IN THEIR OWN LEARNING.
CRITICAL THINKING TAKES PLACE WHEN CHILDREN DO THINGS LIKE:

- Compare and contrast objects, stories, or ideas
- Explain why things happen
- Evaluate ideas and form their own opinions
- Understand the perspectives, feelings, and opinions of others
- Make predictions
- Think of creative solutions