CLASS- Quality of Feedback- “Teacher Talk”

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| **Scaffolding** | **Feedback Loops** | **Prompting Thought Processes** | **Providing Information** | **Encouragement and Affirmation** |
| * Hints
* Assistance
 | * Back and forth exchanges
* Persistence by teacher
* Follow-up questions
 | * Asks students to explain thinking
* Queries responses and actions
 | * Expansion
* Clarification
* Specific feedback
 | * Recognition
* Reinforcement
* Student persistence
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| **Scaffolding** |
| Right around this area. (Teacher says as she motions to the area with the right answer)Remember how we talked about\_\_\_\_\_, why don’t you look/try/do again.Why don’t you try one of these pieces and see if that fits/works better.Let’s come over here to the \_\_\_\_ to see if we can get the right answer.I wonder if it would help if you tried…. | What sound do you hear at the beginning of *baby*? Listen to the beginning of the word, “bah\_bah\_bah…Now lets’ figure out which letter makes the /b/soundLet’s look at that again, maybe we can sort them and see which one would be the right fit.Let me give you this and see if this helps.I see that you are having trouble, how about doing/using it this way.Let’s try this again and see how we might do it differently. |

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| **Feedback Loops\*** |
| Child: Are we going outside today?Teacher: What do you think?Childs: (shrugs)Teachers: Look out the window, what do you see?Child: Rain.Teacher: What would happen if we went outside?Child: We’d get wet. Teacher: And how would that make us feel? Child: Yucky. | Teacher: Yucky? What do you mean by “yucky”?Child: We’d be cold and wet and we’d get sick.Teacher: So, should we go outside today?*\*Feedback loops are prolonged discussion for instructional purposes and not just social interactions. Back-and-forth exchange with the intent of getting to the right answer or understanding something.* |

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| **Prompting Thought Processes** |
| How do you know?Why do you think that happened?Why do you think that…….? | How/Why did you choose that?Why are you doing it that way?How did you do that? |

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| **Providing Information\*** |
| Teacher: Who can say some rhyming words?Child: Cat and hat.Teacher: Yes, cat and hat are rhyming words. Cat has “at” and hat has “at”. They sound the same in the middle and at the end. | Teacher: Wow you put a lot of water in there. When you put that much water in the pot, the dirt gets wet so that the seeds don’t grown very well.*\*Teacher expands upon and clarifies children’s responses and provides new information.* |

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| **Encouragement and Affirmation** |
| Wow you are really trying hard to figure that out.Tell me about \_\_\_\_how did you decide to\_\_\_\_?How did you do that? | You must be really using your muscles to make that. That looks hard. Keep going, I think you can do it.You’re working really hard/long on that \_\_\_\_. |