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/sound  Let’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 \_\_\_\_. |