



Pre-K: Quality of Feedback

Title: Extended Feedback about Zoo Animals

During center time at the art table, the teacher engages in a discussion about zoo animals with two students.

Scaffolding

- The teacher provides hints to a student as she draws zoo animals. The teacher asks the student, “What does your alligator need? Look on his face. What does he need? And what else does an alligator have big...? Big teeth?”
- The teacher also sounds out the word monkey to assist the students in spelling and writing out the word on their papers.

Feedback loops

- The teacher engages in a back-and-forth exchange with a student as she draws at the art center. The teacher persists in the feedback loop with the student using the student’s verbal and non-verbal responses. The teacher asks follow-up questions to facilitate a higher level of understanding or performance from the student.

Teacher: What is this, Aubrey?

Aubrey: A monkey.

Teacher: A what?

Aubrey: A monkey.

Teacher: A monkey. I love it. Can you tell me something about your monkey?
You’re working hard on that monkey. Where is that monkey?

Aubrey: At the zoo.

Teacher: At the zoo? Is he all by himself? I guess it’s a black monkey. What is the monkey going to do at the zoo?

Aubrey: *shrugs her shoulders*

Teacher: Swing from the trees?

Aubrey: *shakes head “yes”*

Teacher: What do monkeys do? And what do they say?

Aubrey: Ooo ooo Aaaa Aa

There is a brief break in the conversation as another student approaches the teacher for assistance.

Teacher: So, can you tell me? What is your monkey going to do at the zoo? Have you ever seen a monkey at the zoo? Did you ever go to the zoo?

Aubrey: *shakes head “no”*

Teacher: Never? So, if you went to the zoo, what do you think you might see a monkey doing?

Aubrey: Swinging.

Encouragement and affirmation

- As the teacher approaches the art table she says, “I see some beautiful drawing over here.”
- The teacher recognizes students’ efforts by saying, “You’re working hard on that monkey.”, “That is a beautiful monkey, Aubrey.”, and “Y’all are working so hard. I’m gonna have to hang up these beautiful pictures y’all are drawing.”
- The teacher also offers encouragement with another student, saying, “I know that you can sound out words really well. I bet you could try and write ‘monkey’ and ‘alligator’ underneath.”

A teacher who responds to students’ comments, actions, and performance by asking follow-up questions facilitates a higher level of understanding or performance from the students. By providing meaningful feedback, the students perform at a higher level than they would by themselves.