



Thank you for your request to our REL Reference Desk. The following pages contain resources to address the questions below. Content taken directly from resources are in quotations, and page numbers are cited for each. Our researchers found very few research-oriented resources; for this reason we have included resources that describe what effective feedback looks like.

Question: *What are the characteristics of high quality feedback across the educator continuum (prep, teaching, leadership)? In research, how is high quality feedback defined and measured? What is the impact of high quality feedback? (What outcomes do research studies use?)*

1. The Power of Feedback. 2007; Hattie, J. & Timperley, H.; *Review of Educational Research; Vol. 77, No. 81.*

Source: General Internet Search Using Google

<http://education.qld.gov.au/staff/development/performance/resources/readings/power-feedback.pdf>

According to the abstract: “Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative. Its power is frequently mentioned in articles about learning and teaching, but surprisingly few recent studies have systematically investigated its meaning. This evidence shows that although feedback is among the major influences, the type of feedback and the way it is given can be differentially effective.”

2. Learning Teaching (LT) Program Developing an Effective Teacher Feedback System. 2014; Park, S., Takahashi, S., & White, T.; *Carnegie Foundation for the Advancement of Teaching.*

Source: General Internet Search Using Google

http://cdn.carnegiefoundation.org/wp-content/uploads/2013/08/CF_Feedback_90DC_2014.pdf

According to the abstract: “Early career teachers make up an increasingly large proportion of the public school teaching force. Often less effective and facing greater challenges than their more experienced counterparts, new teachers tend to leave the profession at high rates and, given that the modal length of teaching experience has now dropped to one year, finding ways to support the growth and development of new

teachers has become of paramount importance. One critical way to provide this support is through effective feedback that improves instruction.”

3. MyTeachingPartner: A Professional Development Intervention for Teacher Self-Efficacy. 2012; Jamil, F.; *Society for Research on Educational Effectiveness*; ERIC Document #ED530450.

Source: General Internet Search Using Google

<http://files.eric.ed.gov/fulltext/ED530450.pdf>

According to the abstract: “MyTeachingPartner (MTP) is an interactive, web-based professional development format created at the Center for Advanced Studies in Teaching and Learning (CASTL) at the University of Virginia (Hadden & Pianta, 2006). The MTP model is based on the understanding that effective teacher professional development requires opportunities for teachers to watch high quality teaching and receive regular feedback on their own teaching practice (Pianta, Mashburn, et al., 2008). The MTP model includes many of the above identified sources of self-efficacy, and its components map on to Bandura's sources of self-efficacy. For example, the consultancy allows teachers to practice teaching in a supportive environment, moving them to greater levels of mastery. They collaboratively evaluate their teaching practice with the feedback from a qualified consultant, and gain a greater sense of control over their own outcomes, therefore reducing negative arousal, and increasing positive emotional cues. This study examines the extent to which treatment assignment relates to teacher self-efficacy in the domains of classroom management, student engagement, and instructional strategies.”

4. Providing Performance Feedback to Teachers: A Review. 2004; Scheeler, M., Ruhl, K., & McAfee, J.; *Teacher Education and Special Education*; Vol. 27, No. 3; ERIC Document #EJ694123.

Source: General Internet Search Using Google

<http://files.eric.ed.gov/fulltext/EJ694123.pdf>

According to the abstract: “Through this literature review, attributes of feedback were classified as either promising or effective practice in changing specific teaching behaviors. Promising practices for feedback to teachers included feedback that was specific, positive, and/or corrective.”

5. Building a High-Quality Feedback System that Supports Beginning Teachers. 2014; White, T.; *Carnegie Foundation for the Advancement of Teaching*.

Source: General Internet Search Using Google

<http://www.carnegiefoundation.org/blog/building-a-high-quality-feedback-system-that-supports-beginning-teachers/>

According to the abstract: “The paper outlines components of a model feedback process, including concrete steps principals and coaches can take to coordinate and improve the interactions they have before, during, and after feedback conversations with novice teachers. Drawing on scholarly research and in-depth interviews with expert practitioners, the report provides a framework of key drivers—processes, norms, and structures—that should be in place at each level for a district to maintain a coherent, high-quality feedback system that can drive improvement in teaching quality and contribute to the retention of teachers who are successful. A clear instructional framework, training and support for feedback providers, coherent and coordinated feedback, and a trusting culture committed to continuous learning are among the key drivers explored in greater depth.”

Search Process:

Search databases and websites:

Institute of Education Sciences Resources (IES): [Regional Educational Laboratory Program \(REL\)](#); [What Works Clearinghouse \(WWC\)](#); [Institute of Education Sciences \(IES\)](#);

Search Engines and Databases: [EBSCO Databases](#); [ERIC](#); [Google](#), [Google Scholar](#); General Internet Search

Additional Resources: [Alliance for Excellent Education](#); [CompetencyWorks](#); [Education Development Center](#); [Council of Chief State School Officers \(CCSSO\)](#); [International Association for K-12 Online Learning](#); [KnowledgeWorks](#)

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