POSITIVE FEEDBACK is underused, especially in high schools

WHY IS THIS IMPORTANT? The power of feedback

BARRIERS to providing feedback

DEFINING specific, positive feedback

WHAT DO WISCONSIN teachers and administrators say?

HEAR DIRECTLY from Wisconsin high school students
POSITIVE FEEDBACK IS UNDERUSED

ESPECIALLY IN HIGH SCHOOLS

Only 59% of implementing high schools have a formal system for acknowledging student behaviors across settings and classrooms, tied to expectations. (according to schools who self-assessed using the Tiered Fidelity Inventory)
Studies have shown that specific, positive feedback is a critical part of a high school's acknowledgement system. It is important to have feedback tied to predetermined expectations.

Feedback is one of the most powerful influences on learning and achievement.

(Hattie, 2015)
BARRIERS TO PROVIDING FEEDBACK

WHY IS FEEDBACK UNDERUSED IN HIGH SCHOOLS?
Staff at the high school level often expect students to know how to behave or do not consider it their role to provide specific, positive feedback on appropriate social or behavior skills.

High school staff are less likely to consider it their job to teach and acknowledge appropriate social-behavioral skills.

(Hersheldt & Flannery, 2019)
WHAT IT IS
How are we defining specific, positive feedback? And what does this look like in a high school environment?

“Intentional, authentic feedback and reinforcement, when used in school-wide environments and classrooms, help students learn and grow their skills.”

— Emilie O’Connor
Wisconsin Rti Center

Positive feedback **is** part of your acknowledgement system.

Example 1
Example 2
Example 3
Non-example 1
Non-example 2
WHAT DO WISCONSIN HIGH SCHOOL TEACHERS AND ADMINISTRATORS SAY?

HEAR FROM THE EXPERTS
We interviewed some Wisconsin teachers and administrators to learn what they’ve discovered in their practical experience.

I can get behind this. I wish I would have heard this when we started PBIS 8 years ago. I had a hard time thinking high school kids needed tickets and stickers, but I can understand that high school students need feedback and connection.

– Teacher (anonymous upon request)
THE IMPACT OF SPECIFIC, POSITIVE FEEDBACK

Here’s a sampling of thoughts from some Wisconsin high school students about the impact of positive feedback.

When I get positive feedback that tells me it is achievable.

– Molly N, 10th grade
For more information about aligning expectations and positive feedback with college and career ready skills, contact your regional technical assistance coordinator.

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REFERENCES


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