

# Give it Back!



Quality of Feedback in the Toddler  
Classroom



# SCAN HERE

SIGN IN SESSION #3



The Wonder Years  
Conference

# WELCOME!

PLEASE SIGN IN BY  
SCANNING THE QR  
CODE.

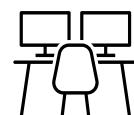
# Trudie Knapp



My career started as a 2nd grade teacher in the UK where home is!



Fort Pierce



Teacher, Trainer, Coach,  
Expert CLASS Coder, Assessor,  
Early Childhood Specialist



## Agenda

Quality of Feedback defined

Noticing the FEED

Responding with the BACK

Emotional vs Instructional

Strategies for Success

Let's practice

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# Quality of Feedback defined:

- The degree to which the teacher provides feedback (in response to what the children say and/or do) that promotes learning and understanding and expands children's participation.



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**FEED**



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**BACK**



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# Notice the *Feed*..

You see it

You hear it

You see and hear it

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# Respond with the *Back*...

with words

with  
actions

with words  
and actions

# Key differences between Teacher Sensitivity and Quality of Feedback in the Toddler CLASS tool

Dimension	Teacher Sensitivity	Quality of Feedback
Domain	Emotional Support	Engaged Support for Learning
Primary Focus	Emotional and social needs/ comfort and security	Cognitive development/ learning and thinking skills and persistence
Teacher Behavior	Awareness of and responsiveness to children's cues, providing comfort, reassurance and individual support.	Providing specific information, asking follow up questions, scaffolding and expanding on children's actions/words to promote deeper understanding
Child Outcome	Children feel safe, secure and are comfortable taking risks and exploring the environment	Children expand their learning, persist with challenging tasks and develop their problem-solving skills

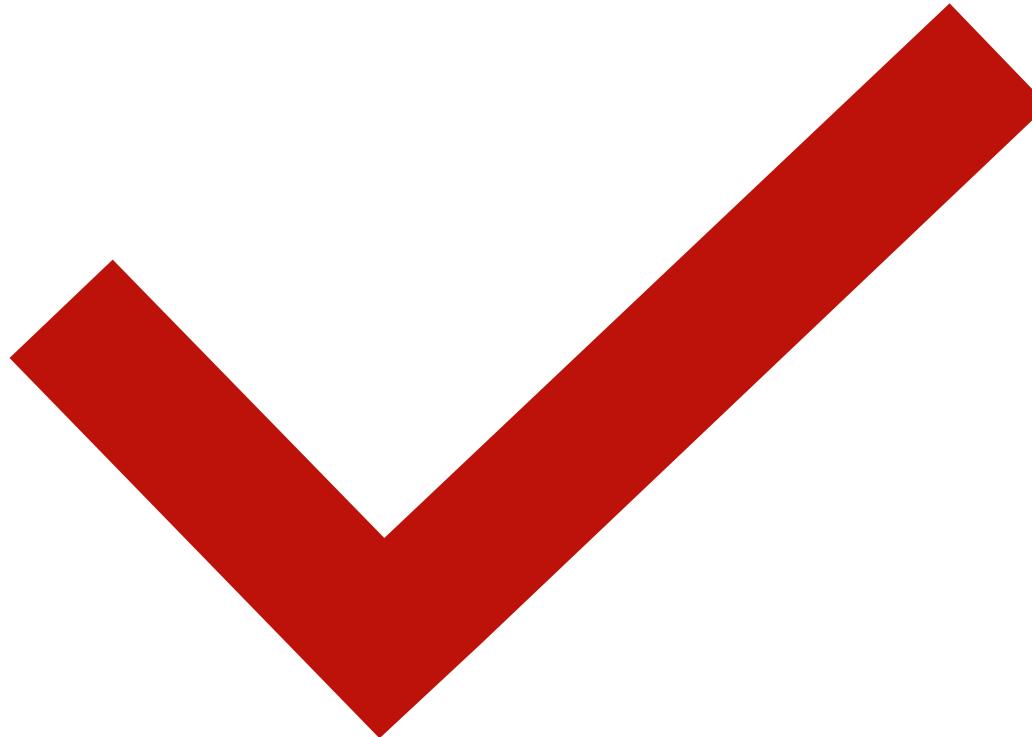
## Teacher Sensitivity or Quality of Feedback?

**FEED:** A toddler is looking at a picture book with a bicycle in the picture.

**BACK:** The teacher comments, "I see you looking at that bicycle. Are you going to ride the bikes when we go outside later?"

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## Quality of Feedback



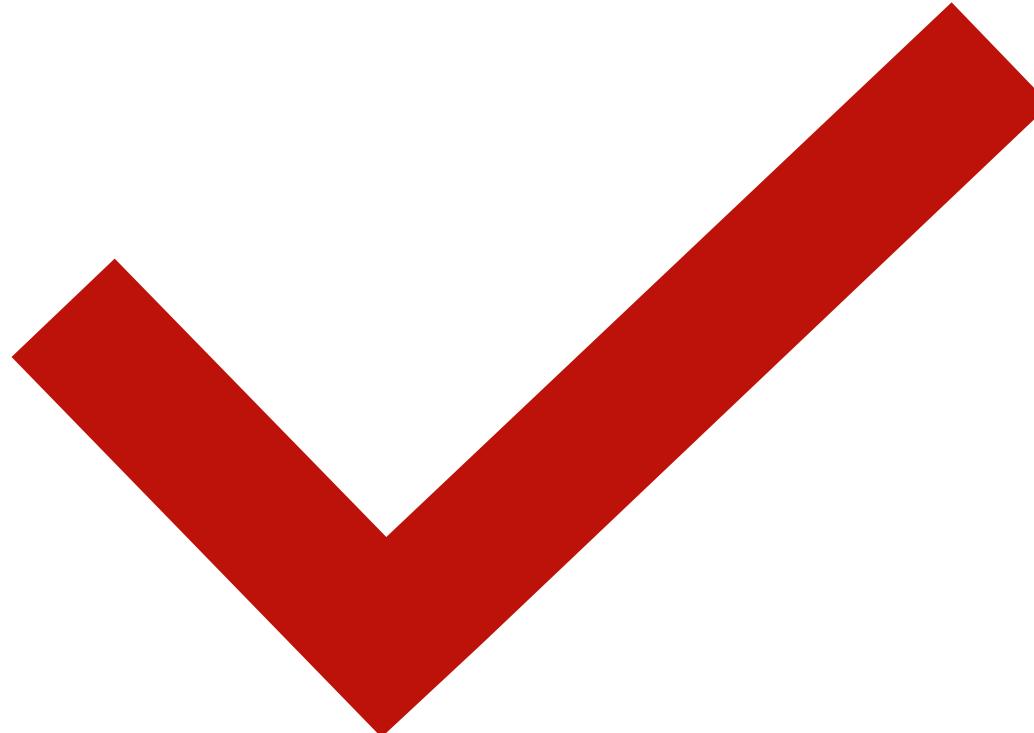
## Teacher Sensitivity or Quality of Feedback?

**FEED:** A child approaches the teacher excitedly and shares that they used the potty.

**BACK:** The teacher responds , "That is such great news!" And hugs the child.

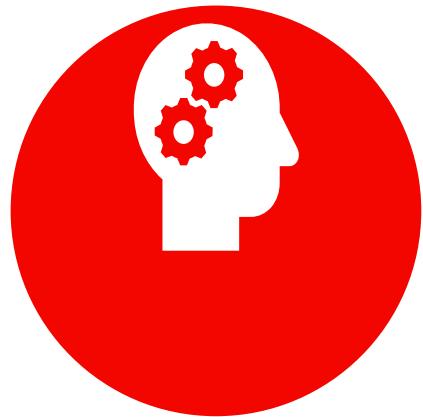
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# Teacher Sensitivity



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## Use these strategies



SCAFFOLDING



PROVIDING  
INFORMATION



ENCOURAGEMENT AND  
AFFIRMATION

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# Scaffolding

- Hints
- Verbal or physical assistance
- Prompting thought process



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# Providing Information

- Clarification of concepts or task
- Expansion and elaboration



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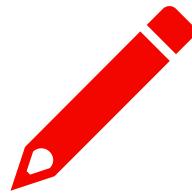
# Encouragement and Affirmation

- Individualized feedback
- Specific feedback
- Recognition of effort or accomplishment



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## Back and forth exchange with a non-verbal child



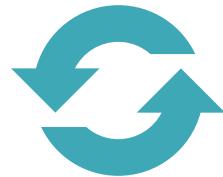
Use language to describe what you see the child working on



Ask the child to demonstrate their understanding non-verbally



Translate the non-verbal action into more language



REPEAT!

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# Create the opportunities

A close-up, low-angle shot of a child's hands, heavily stained with vibrant blue, yellow, and red paint. The child's right hand is held up, palm facing forward, while their left hand reaches out towards a wall. The wall is covered in a multitude of colorful handprints in various colors like blue, green, yellow, and red, creating a textured, artistic background. The lighting is soft, emphasizing the colors of the paint and the skin.

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## Match the FEED

- If a child is excited to tell you something be excited to listen....it's more than just a polite gesture



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## Let's Practice

- Roll the dice
- Read the **FEED**
- Respond with a **BACK**
- Identify the Toddler CLASS Indicator that was used.

