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"For Me, For Us, For Them": The Impact of Wise Feedback on Ninth Grade ELA Students, Teachers, and Classrooms

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“FOR ME, FOR US, FOR THEM”: THE IMPACT OF WISE FEEDBACK ON NINTH-GRADE ELA STUDENTS, TEACHERS, AND CLASSROOMS

By
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Approval Page

This dissertation was submitted by Mary L. Newton under the direction of the persons listed below. It was submitted to the Gardner-Webb University College of Education and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Gardner-Webb University.

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Abstract

"FOR ME, FOR US, FOR THEM": THE IMPACT OF WISE FEEDBACK ON NINTH-GRADE ELA STUDENTS, TEACHERS, AND CLASSROOMS. Newton, Mary L., 2022: Dissertation, Gardner-Webb University.

Feedback from teachers is critical for student academic success, but is all feedback created equal? Within this critical participatory action research study, a teacher and her students in ninth-grade English language arts (ELA) classes in a suburban high school endeavored to transform their mindsets and practices related to giving, receiving, and implementing feedback through a culturally responsive approach known as wise feedback. Through effective, targeted feedback of wise feedback, all students can build their self-efficacy by knowing how to improve their work through the guidance and support of their teachers. Building teacher self-efficacy in providing wise feedback was critical to the implementation of wise feedback. During the nine-week research study, the convergent mixed methods critical participatory action research study collected quantitative data through surveys from me and my students related to self-efficacy in addition to qualitative data related to my perspectives of providing wise feedback through weekly journal reflections. Findings from the study revealed positive and negative impacts on students' and my self-efficacy over time. My perceptions of providing wise feedback also revealed positive and negative impacts. Ultimately, the impacts of wise feedback were positive on students and me and our self-efficacy increased. Additionally, a potentially negative transition to high school was mitigated by establishing a positive teacher student relationship and fostering an environment of hope prior to providing wise feedback to facilitate increased student engagement.

Keywords: feedback, wise feedback, cultural responsiveness, self-efficacy theory, action research, critical participatory action research, transformative paradigm/lens, teacher student relationships, high school transition

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Chapter 1: Introduction

Introduction

Feedback is ubiquitous in society–from a casual "great job!" to a judgmental facial expression, people give and receive feedback daily (Hirsch, 2017; Stone & Heen, 2014). In education, one way feedback is given and received is through teacher and student interaction. Teachers provide verbal and written feedback to students on tasks with the intention of helping students improve (Hattie & Clark, 2019; Hattie & Temperley, 2007; Hattie & Zierer, 2018). Some teachers develop coding systems to maximize their time in providing feedback to students, while others provide thoughtful feedback meant for improvement. On the receiving end, students ingest feedback with growth or fixed mindsets (Dweck, 2016; Sisk et al., 2018). Some brush feedback off as meaningless, while others employ feedback and a growth mindset to improve their work (Rattan et al., 2015; Sisk et al., 2018).

Background to the Study

Educators face the dilemma of how to maximize the impact of learning on students. One way to maximize the impact of learning is through the feedback teachers provide to students (Hattie & Clark, 2019; Hattie & Temperley, 2007; Hattie & Zierer, 2018). By increasing teacher self-efficacy related to how they give feedback as well as their cultural awareness related to how they provide feedback to diverse students, teacher feedback can mitigate learning loss and lack of motivation (Hattie & Temperley, 2007; Hattie & Zierer, 2018). Through tapping into student self-efficacy (Bandura, 1997) and building their capacity to succeed through wise feedback (Casad & Bryant, 2016; Cohen et al., 1999; Feigenbaum, 2021; Thayer et al., 2018; Walton & Wilson, 2018; Walton &

Yeager, 2020; Yeager et al., 2018; Yeager, Purdie-Vaughns et al., 2014; Yeager et al., 2017), teachers may help students develop an increased level of self-efficacy when they encounter future challenges.

Wise Feedback

An approach known as wise feedback provides a structured system for teachers to provide meaningful feedback to students who can in turn use the feedback for improvement (Thayer et al., 2018). Wise feedback is a multi-part feedback format through which students are given feedback about the task, high standards are reiterated, and an assurance of the students' abilities to succeed is provided (Thayer et al., 2018; Yeager, Purdie-Vaughns et al., 2014). Increased academic success can increase students' motivation to complete academic tasks. Additional studies found wise feedback can improve academic effort in marginalized students (Thayer et al., 2018; Yeager, Purdie-Vaughns et al., 2014). Tatum (2017) cited research showing wise feedback was effective in boosting marginalized students' motivation to put forth a best effort. The boost in motivation for marginalized students aligns wise feedback with culturally responsive teaching strategies (Hammond, 2015). It is important to note, for wise feedback to be received by students as its message is intended from teachers, a relationship must first be established to negate any student perceptions of racial bias from the traditional White teacher (Walton & Yeager, 2020; Yeager et al., 2018).

Wise feedback is a targeted multi-step approach to providing feedback that includes acknowledging the high standards required of the task as well as an assurance to the student of their ability to achieve those high standards (Cohen et al., 1999). Thayer et al. (2018) listed the wise feedback steps as (a) give a positive greeting, (b) present the

reason for the feedback, (c) provide a wise statement communicating high expectations paired with the ability to achieve it, and (d) end with an open-ended question to help the student incorporate the feedback into their work.

Statement of the Problem

Without proper feedback, no one is equipped to improve (Hirsch, 2017; Stone & Heen, 2014). Meanwhile, feedback to students is essential for their growth and improvement, yet effective feedback is time-consuming for teachers to provide, and many teachers end up providing lower quality feedback due to time constraints (Ferguson, 2011). Poor quality feedback can have negative impacts on students without teachers intending it. Weaver (2006) stated students take poorly written feedback from educators personally if the feedback is not received in a timely manner. Additionally, teachers must be mindful of how and what they say through feedback. If teachers want feedback to be useful to students, the feedback message must be constructively written and aimed at the process, not the content (Weaver, 2006). In addition, students need to understand how to effectively use the feedback provided to them. Price et al. (2010) discussed the need for teachers to instruct and reinforce how students can use feedback for their academic improvement. Walton and Yeager (2020) used the analogy of "planting high-quality seeds in fertile soil in which those seeds can grow" (p. 220), a sentiment echoed in previous research by Yeager et al. (2018).

When students receive wise feedback, they are better equipped to use this feedback for their growth, thereby increasing their self-efficacy (Bandura, 1997; Cohen et al., 1999; Dweck, 2016; Thayer et al., 2018; Yeager & Walton, 2011; Yeager, Purdie-Vaughns et al., 2014). Increasing self-efficacy in teachers and students can provide the

necessary means to begin to increase student achievement. Chapter 2 reviews the literature related to wise feedback and self-efficacy.

Purpose of the Study

The purpose of this action research study was to examine how teacher self-efficacy is impacted through giving wise feedback to students and how student self-efficacy is impacted when implementing wise feedback into their work samples in ninth-grade English language arts (ELA) classes. The study utilized a complex mixed methods design intersecting convergent mixed methods with critical participatory-social justice mixed methods. Through the research study, students received wise feedback on work samples aimed at improving student academic success as they transition into high school. The study also sought to examine if teacher practices can be changed to provide wise feedback and if their self-efficacy related to providing feedback is impacted.

Research Questions

Research questions must frame a research study. The three research questions framing this study were

1. How is ninth-grade ELA student self-efficacy impacted by wise feedback over time?
2. How is my self-efficacy impacted by implementing the practice of wise feedback?
3. What are my perceptions of the impact of wise feedback on my ninth-grade ELA classroom practices?

Chapter 3 contains additional information about the specific research study design and aligns the research questions with the study's methodology.

Purpose of Action Research

The pursuit of finding answers to questions and improving practices is timeless. Stringer (2014) discussed the importance of systematic inquiry and investigation through action research. Educators who conduct action research to boost their instructional practices are referred to as "practitioner researchers" (Efron & Ravid, 2013; Herr & Anderson, 2015). Cyclical in nature, action research must be designed and executed with intentionality. Action research is composed of a variety of steps centered around planning, action, observation, and reflection (Efron & Ravid, 2013; Herr & Anderson, 2015; Stringer, 2014). The upfront and intentional design of an action research project must take priority for the researcher if the action plan is to be implemented successfully. Hanson et al. (2005) stated using quantitative and qualitative data in a mixed methods study lets researchers gather data from a population to deepen understanding. Action research dissertations are not chronological in nature and can be difficult for doctoral students to complete (Herr & Anderson, 2015). Consequentially, there is a great deal of preplanning for the study and specific areas to anticipate and address in the planning and Institutional Review Board (IRB) stages (Herr & Anderson, 2015). One type of action research is critical participatory action research (CPAR).

CPAR

Creswell and Creswell (2018) stated the goal of CPAR is "to give voice to participants and collaborate with them" (p. 230). A CPAR design lends itself to social justice or race theory as it gives voice to marginalized students and helps participants champion ways to transform education for their increased academic success. Kemmis and McTaggart (2005) listed three attributes of CPAR: shared ownership, community

involvement, and being geared toward community action. In this study, examining how wise feedback impacts student self-efficacy gave voice to marginalized students who needed targeted feedback to help them be more successful. The study also included shared ownership between teachers and students. CPAR must be collaborative in nature and embody democratic, equitable, liberating, and enhancing elements (Glickman et al., 2018; Kemmis & McTaggart, 2005; Kemmis et al., 2014; Stringer, 2014). Additionally, the goal of CPAR is to examine and reframe practices for CPAR participants to be more reflective and transformative of their own practices (Glickman et al., 2018; Kemmis & McTaggart, 2005; Kemmis et al., 2014; Stringer, 2014). CPAR aligns directly with the transformative-participatory worldview of this research study because the worldview desires to transform situations. The transformative-participatory worldview will be expanded upon in a future section. Teachers who engaged in CPAR did so to improve their educational practices. The goal of this research study was to improve the type of feedback teachers gave to students and how it impacted student self-efficacy. The CPAR methodology is addressed in Chapter 3.

Summary of the Research Design

In line with convergent mixed methods research, quantitative and qualitative data were collected simultaneously, analyzed independently, and then combined during the action research study (Creswell & Creswell, 2018). Quantitative data were collected through surveys of students and teachers. Qualitative data were collected through the teacher's weekly journal reflections. Mertens (2003, as cited in Hanson et al., 2005) stated mixed methods research allows researchers to better understand problems, identify issues to study, obtain data on a population, and discover the needs of marginalized

populations. By collecting quantitative and qualitative data from both students and teachers, the impact of feedback on both groups was analyzed. Hanson et al. (2005) said using quantitative and qualitative data allows for generalized results of a population and the researcher can more fully understand the topic. By gathering quantitative and qualitative data, I had data to analyze to create a bigger picture of the role of wise feedback and its impact on students and teachers.

Conceptual Framework

Foss and Waters (2016) emphasized the importance of a theoretical and conceptual framework to present "methodological assumptions" (p. 174) to inform research and serve as a guide. The framework created a lens to examine the research topic. For a mixed methods study, DeCuir-Gunby and Schutz (2017) presented three areas to be included in a framework: (a) inquiry worldview, (b) subjectivity statement, and (c) substantive content theories. The first aspect of my conceptual framework was inquiry worldview.

Inquiry Worldview

DeCuir-Gunby and Schutz (2017) stated developing an inquiry worldview or paradigm was the first critical aspect of the conceptual framework. My inquiry worldview or paradigm was transformative-participatory. The transformative paradigm began as a way for marginalized individuals to have their voices heard (Mertens, 2009, 2010; Sweetman et al., 2010). The research study consisted of a population transforming as students as they transition into high school. Initially labeled as emancipatory paradigm, Mertens (2009) changed the name to transformative. The switch further amplified the role people play in trying to change or transform problematic issues. When paired with

researchers, their voices signaled a shift in beliefs. Developing a worldview allowed me to frame my thinking and to guide the research process. I understood there are multiple truths in the world, and I sought to understand the perspectives of others. DeCuir-Gunby and Schutz stated transformative-participatory research's goal is to understand and transform issues. My action research study intended to engage participants in many stages of the process, but the actual study's participants shifted. I sought to explore the effects of wise feedback in my ninth-grade ELA classes and to transform student transitions into high school by receiving wise feedback. Mertens (2010) identified four beliefs encompassed in the transformative paradigm. Those four beliefs are axiology, ontology, epistemology, and methodology (Mertens, 2010, 2013). These beliefs are expanded upon in the research study's methodology in Chapter 3. Connected with the inquiry worldview is the subjectivity statement.

Subjectivity Statement

The second aspect of my mixed methods conceptual framework was a subjectivity statement. DeCuir-Gunby and Schutz (2017) highlighted the importance of connecting personal experiences to an explanation of the research topic. As an ELA teacher, I constantly gave feedback to my students. Some used the feedback to improve their work, while others did not. To have students capitalize on feedback to improve their academic success, I studied the impact wise feedback had on students transitioning into high school as ninth graders and their self-efficacy. Wise feedback could have a positive impact on the ninth-grade population transforming into high school students. Once students know the path to success and see the benefits of teacher feedback and guidance, one can hypothesize student self-efficacy will increase. The third element in the interconnected

conceptual framework was substantive content theories.

Substantive Content Theories

The final aspect of my mixed methods conceptual framework was substantive content theories. DeCuir-Gunby and Schutz (2017) stated substantive content theories are guiding theories in research that explain phenomena. My area of research in the study was self-efficacy theory (SET). I wanted to see if student and teacher self-efficacy increased through the implementation and use of wise feedback in ninth-grade ELA classes. Figure 1 presents a visual of this study's mixed methods conceptual framework.

Figure 1

Conceptual Framework

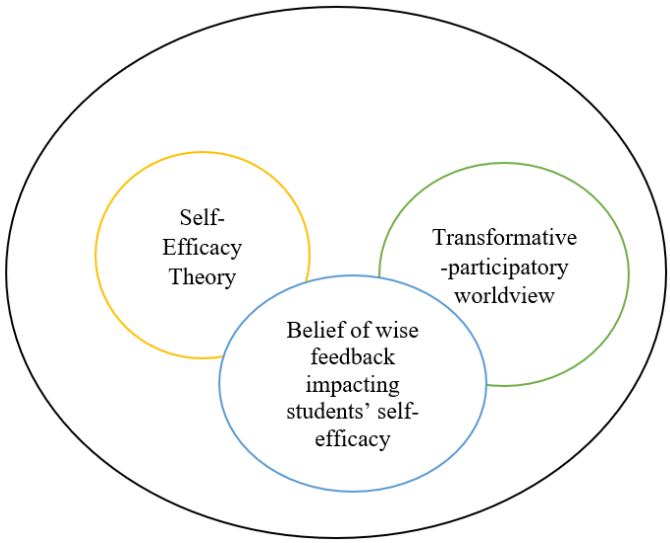


Figure 1 visually represents the mixed methods conceptual framework for this research study and the intersecting elements of the framework. The overlapping of the areas reflects the interconnectedness of the topics within the conceptual framework.

SET. Self-efficacy relates to a person's ability to complete a task successfully (LaMorte, 2019). Self-efficacy is frequently confused with self-confidence, but they are different because self-efficacy is more about behavior and self-confidence is more about

completing tasks (Zimmerman, 2000). Additionally, self-efficacy predicts effort and energy exerted on a task (Zimmerman, 2000). For example, if students see a return on their investment of time and energy, the belief in their ability, or self-efficacy, increases and they are more motivated to complete tasks. Feedback provided by teachers can help students see the reward for their time and energy.

Bandura's (1977) four sources of efficacy were performance accomplishments, vicarious experience, verbal persuasion, and emotional arousal. These four areas allow a person to build the conviction within themselves and demonstrate effectiveness or mastery of a task (Bandura, 1977). Performance accomplishments and vicarious experiences both involve elements of modeling behaviors to build self-efficacy (Bandura, 1977). If a person believes in their capabilities, they are more likely to take risks. This ability can be seen in teachers who experiment with innovative practices and with students who take risks in their learning and performance outcomes.

Self-Efficacy and Agency. By impacting a student's self-efficacy, their behavior and learner agency can be increased. Bandura (1977) believed new behaviors were formed through cognitive processes. Additionally, Bandura (1977) stated experiences were retained in memory. Students given agency over their academic workload will be more engaged and retain more in their memory. Each time teachers or students engage in any educational experience, a piece of the experience is left in their memories. For example, a student might receive feedback from one teacher offering no suggestions for improvement despite the task needing improvement. This experience might leave a negative impact on their memory and affect future instances of receiving feedback. The memories will either increase or decrease self-efficacy because of the experience.

Teacher and student beliefs or convictions also factor into self-efficacy and how they will cope in various situations (Bandura, 1977).

Limitations and Delimitations

Limitations and delimitations are part of every research project. Both should be carefully considered and addressed by the researcher. Theofanidis and Fountouki (2018) stated limitations are possible weaknesses of a study outside of the researcher's control. Delimitations, on the other hand, are limitations the researcher establishes to limit the scope of the study.

Limitations

One limitation to the study was the exact number of students whose parents agreed to allow them to participate. Me and my three ELA classes were involved in the action research study. Parents of students in the class granted permission or opted-out for their students' participation. Only students in the classes who assented to participate and who also had parental consent were used in the research study. Since action research's aim in education is partly to improve teacher practices (Herr & Anderson, 2015), the sample size was derived from my ELA classes. Krejcie and Morgan (1970, as cited in Siegle, n.d.) stated an anticipated population of 85 should yield a sample size of 70. Since student participation in the study was based on parental consent, the exact number of the sample size was out of my control.

Another limitation was research bias. Action research brings bias by its very nature. As an insider in action research, I anticipated and mitigated threats to the study's validity and reliability and planned for ways to mitigate bias. One way to mitigate research bias was by conducting the action research study with other educators. The

intended study would have included two other teacher participants, but they withdrew. The collaboration with other participants would have helped mitigate bias. Herr and Anderson (2015) discussed the inherent nature of bias in insider action research. Faced with being the inside researcher and only teacher participant, I had to acknowledge my own presence. As the ELA teacher providing feedback as I have done for years, I sought a new way to give students meaningful feedback through the wise feedback format. Using a weekly reflection log allowed me to study my thoughts and perceptions related to transforming my practice and giving wise feedback. Finally, assuring confidentiality of student and teacher identities facilitated valid and reliable results.

A third limitation of the research study was the timeline. The timeline for the study was 9 weeks or one grading period at the site where the study was conducted. This timeline was a short turnaround to see changes in self-efficacy, but the third research question encompassing teacher perceptions strengthened the study despite the short timeline.

Delimitations

By conducting action research with a limited group of teachers and students at one high school, a limited sample size from the larger pool was created. Ninth-grade ELA teachers who expressed an interest in learning about and utilizing the wise feedback formula were approached about conducting the action research study rather than all teachers across the ELA department or school.

The age range of student participants was limited to ninth-grade students in my ELA classroom. The transition year from middle school or junior high into high school is a pivotal year academically for students (Akos & Galassi, 2004; Akos & Kurz, 2015;

Benner, 2011; Longobardi et al., 2016). By keeping the grade range to ninth graders in ELA classes, the scope and depth of data analysis were limited yet focused on students in the transition years for high school.

Another delimitation in the study was the research design. The action research study utilized surveys from students and surveys and weekly journal reflections from me as I sought to determine the impact of wise feedback on self-efficacy. Participating students were surveyed through Likert scale survey items. The convergent mixed method research design provided a comprehensive view of data results gathered during pre-, mid-, and post-surveys measuring self-efficacy. My weekly journal reflections during the action research study provided a comprehensive view of wise feedback and self-efficacy. Student identities remained confidential, and I protected them.

A third delimitation was using a convenience sample. By nature of being action research, a convenience sample was appropriate. Albeit less desirable than a random sample, convenience samples still provided results intended to change practices by examining a population selected based on proximity, access, and willingness to participate (Urdan, 2017). Teachers have the most impact on the students they teach. Using a convenience sample of students within my classes assured proximity and access while providing for students willing versus unwilling to participate. I was able to directly see any impact from wise feedback on student self-efficacy because of student progress in my classes.

A final delimitation to the study was the site choice. By nature of action research, the study was conducted at my site. My ninth-grade ELA classes were the focus of the study. By limiting the study to one site where I teach, the focus was more directed and

potential impacts were relevant to the site and student population.

Significance of the Study

The CPAR study was significant because it added to the bodies of literature on wise feedback and self-efficacy. Literature on wise feedback is limited, and this study expanded the literature currently available. Additionally, the study was significant in its examination related to the impact of wise feedback on self-efficacy in students and teachers. The study was also significant to the site and district as they search for ways to implement culturally responsive teaching strategies to improve achievement in marginalized student populations, particularly student populations transitioning into high school.

Organization of the Study

Chapter 1 provided an overview of the problem and the purpose of the study. The goal of Chapter 1 was to introduce the reader to the theory of self-efficacy, the wise feedback approach, and the action research design. Chapter 2 provides an overview of the literature related to wise feedback, action research, cultural responsiveness, self-efficacy, transition to high school, and professional development (PD). The research design and methods for data collection and analysis in the research study are presented in Chapter 3. Results and findings gathered during the action research study are shared in Chapter 4. Interpretations, conclusions, and recommendations derived from the action research study are presented in Chapter 5.

Chapter 2: Literature Review

Introduction

The central concern in the research study was how ELA teachers provide feedback to students and how students use the feedback they receive. Stone and Heen (2014) stated people need to receive feedback through three means: appreciation, coaching, and evaluation. Most feedback students receive from teachers falls in the evaluative category. This research study sought to shift the focus of teacher feedback for students to the coaching category through examination of wise feedback.

Chapter 2 provides the review of literature for SET and the wise feedback approach. Literature is reviewed for social cognitive theory (SCT) as the basis for SET as well as cultural responsiveness as it relates to wise feedback. Finally, the chapter concludes with presenting literature about action research.

Search Strategy

The search strategy used for this study involved using keyword searches in search databases. Keywords included, but were not limited to, SCT, SET, cultural responsiveness, feedback, wise feedback, action research, CPAR, transformative paradigm/lens, teacher and student relationship, high school transition, and PD. ProQuest, ERIC, and EBSCOHOST were among the databases searched for existing literature. Google Scholar was also consulted. Sources of information included peer-reviewed journal articles, dissertations, and books. Primarily, materials from the past 10 years were examined during the literature review phase except for seminal theoretical research which sometimes extended well past the 10-year mark.

Wise Feedback

Wise feedback is an intervention of four steps. As an intervention, wise feedback can have lasting effects on increasing student performance (Casad & Bryant, 2016; Cohen et al., 1999). Table 1 shows an example of wise feedback divided by the four components as it is applied to specific feedback on an essay from Greater Good in Education (2019).

Table 1

Wise Feedback Example

Wise feedback aspect	Applied example
Positive greeting	Juan, thank you for letting me read your most recent writing assignment!
Specific feedback connected to outcome	"Your writing assignment will require revisions. Please see my comments that make specific suggestions on how to improve your essay" (para. 4).
High expectation paired with ability	"This writing assignment is to prepare you to write your college admission essays. I know from past assignments you have the ability to make the necessary improvements to your writing" (para. 5-6).
Encouragement to the student	I am here to help you revise the essay, so it becomes an example of your best work. Let's set up time to work together on your revisions!

Note. Quoted sections used from Greater Good in Education (2019).

Table 1 shows the structured format of wise feedback applied to a student writing sample. Wise feedback is targeted and connects feedback to an outcome while communicating high standards linked with belief in student abilities. Fisher et al. (2016) discussed the importance of teachers having high expectations to challenge students. Targeted wise feedback provides students with the direction for academic improvement

and can have impacts on specific student populations.

Wise Feedback as Wise Intervention

The wise feedback approach is often discussed in literature about psychological wise interventions (Eskreis-Winkler et al., 2016; Feigenbaum, 2021; Thayer et al., 2018; Walton & Yeager, 2020; Yeager et al., 2018; Yeager, Johnson et al., 2014; Yeager, Purdie-Vaughns et al., 2014; Yeager et al., 2017). Further, Walton and Wilson (2018) said wise interventions, like wise feedback, focus on what people are "wise to" (p. 618) and help create meaning rather than denoting "good" or "better."

Wise interventions apply to many facets of life from relationships to health to education (Walton, 2014). Steele (1997, as cited in Walton, 2014) discussed the importance of "wise" schools to help mitigate negative experiences of marginalized students. Stemming from the research, wise interventions rely on an individual's "psychological reality" (Walton, 2014, p. 73). Wise interventions are often brief and recursive, specifically aimed at changing an individual for the long term. In education, growth mindset interventions are one type of wise intervention (Walton, 2014). Teaching students how to see their potential and pathways for growth will create lifelong individuals with growth mindsets. Yeager, Johnson et al. (2014) discussed long-term implications of psychological interventions like growth mindset on young high school students as having the capability to change the narrative students tell themselves about their abilities. Figure 2 presents a brief outline of the evolution of the term wise feedback.

Figure 2

Evolution of Wise Feedback Terminology

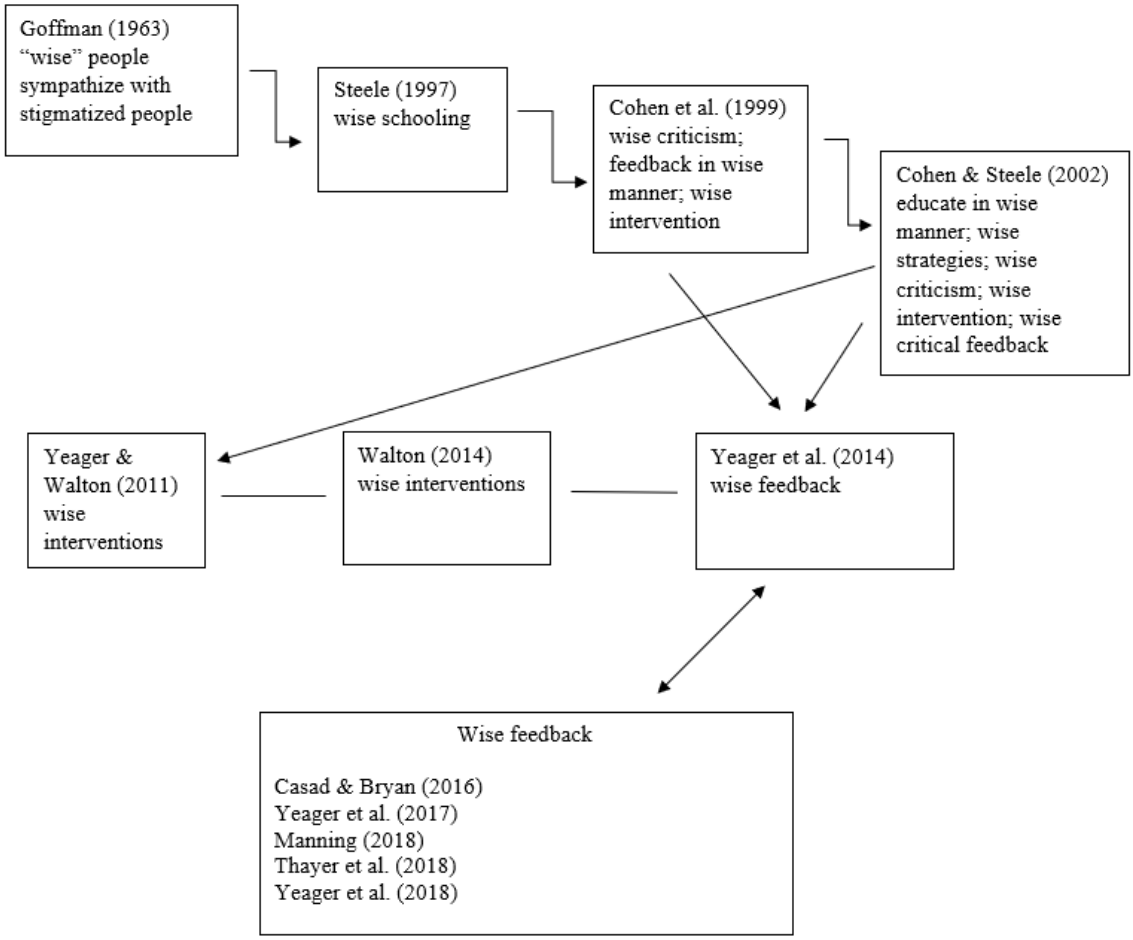


Figure 2 showed the use of the term wise as it has evolved in literature. Yeager, Purdie-Vaughns et al. (2014) was the first use of the exact term wise feedback. When I asked Dr. Yeager via email if his collaborative research study in 2014 coined the phrase wise feedback, his response was, "We were trying to be consistent with the [Cohen et al.] 1999 paper and the Cohen and Steele (2002) chapter" (D. Yeager, personal communication, April 13, 2021). This connection is explained in the next section.

Origins of Wise Feedback

Cohen et al. (1999) indicated the term wise feedback stemmed from Erving

Goffman (1963) who borrowed the term from stigmatized gay culture in the 1950s. Goffman described three different types of stigmas–"abominations of the body," "blemishes of individual character," and "tribal stigma of race, nation and religion" (p. 4). The way stigmatized people interact with others and vice versa results in acceptance or victimization related to social identity (Goffman, 1963). Stigmatized people will likely group together for solidarity as seen in Tatum's (2017) best seller, *Why are all the Black kids sitting together in the cafeteria?* The solidarity built by grouping together facilitates identity development and wisdom. Wise persons are those outside of the stigmatized group who accept and sympathize with those within the stigmatized group (Goffman, 1963; Walton & Wilson, 2018). Goffman also indicated to become wise means a person "may first have to pass through a heart-changing personal experience" (p. 28). Some educators who have had heart-changing experiences related to students in their classrooms can be labeled as wise because of their work with marginalized students. These are the educators who advocate for equity in education and seek ways for marginalized students to have opportunities for success. In this research study, as the ninth-grade ELA teacher, I sought ways to mitigate some of the stress related to academics for students transitioning into high school.

Equity in Wise Feedback

Educators who advocate for equity of instruction and equity of resources for marginalized students are wise because of their advocacy. Educators who utilize the structured wise feedback model are invested in helping students advocate for self-improvement. Goffman's (1963) use of wise persons developed into the concept of wise criticism (Tatum, 2017), also known as wise feedback. Harber et al. (2019) stated, "wise

feedback increases minority students' receptivity to candid feedback" (p. 1236). It is the use of the structured feedback by teachers to help students improve their academic success.

Impacts of Wise Feedback

Wise feedback has been found to have an impact on specific student groups. Yeager, Purdie-Vaughns et al. (2014) conducted three double-blind experiments with students. Results revealed wise feedback removed mistrust some African American students had for school and increased their motivation and achievement. The same study revealed wise feedback was not as effective for White students or for African American students who had a high trust with school. The lack of effectiveness of wise feedback on White students can be attributed to cultural aspects and dominant racial safety connected to increased motivation for success. Additionally, Casad and Bryant (2016) revealed, "minority students who were given wise feedback showed more motivation to improve" (p. 8). Students' abilities paired with high expectations motivate them to use the feedback for improvement. Tatum (2017) exhorted wise feedback as a way "to generate the trust needed to motivate Black students to make their best effort" (p. 162). Additionally, Hammond (2015) examined wise feedback as a culturally responsive strategy assuring marginalized students of their ability to succeed. Yeager et al. (2017) determined that wise feedback alone will not close the achievement gap; however, it does have an impact on students.

Feedback

Hattie and Clarke (2019) discussed the transition in recent U.S. history from "grading" to "feedback" (p. 2). In the past, feedback was intended to be summative in

nature; but in recent years, feedback became an integral part of American classrooms for students during formative tasks providing learners with suggestions for improvement. Hattie and Temperley (2007) described effective feedback as being “clear, purposeful, and meaningful” (p. 104). Due to training in teacher preparation courses, teachers know effective feedback is critical in facilitating student learning.

Critical, negative feedback can have adverse effects on students’ mindsets and abilities. Teachers must be mindful of how they provide feedback as well as how the feedback is phrased if the intention is to improve student learning (Weaver, 2006). Providing effective feedback can be timely on the part of teachers, but feedback connected to task and ability facilitates student learning. Feedback should be three-fold: related to a goal, progress toward the goal, and improving progress. A four-level feedback model is specific to a task, a process, self-regulation, and self, and it provides students with the necessary comments for improvement (Hattie & Temperley, 2007; Hattie & Zierer, 2018). Additionally, Knoop-Van Campen et al. (2021) categorized five feedback types as process, metacognitive, task, personal, and social. Process feedback is feedback on work samples, most linked with formative assessments. Metacognitive feedback tells students how they are doing while they are learning. Task feedback is feedback on a specific task, sometimes linked to summative assessments. Knoop-Van Campen et al. stated between process and task feedback, process feedback has the greatest impact on students. Personal feedback is feedback on the student as a person and is least effective (Knoop-Van Campen et al., 2021). Social feedback is feedback on collaborative behavior interactions between students. Despite the difference in terminology, the types of feedback are critical for teachers to capitalize on to impact

student success. Knoop-Van Campen et al. discussed a research study among secondary school educators and their use of personal feedback as the primary type of feedback provided to students. The study also noted metacognitive feedback was used least (Knoop-Van Campen et al., 2021). Wise feedback directly connects with process and metacognitive feedback by providing in-the-moment feedback on tasks while pairing it with feedback, allowing students to monitor their progress.

A study of graduate and undergraduate students conducted by Ferguson (2011) revealed students ranked feedback as "good" if the feedback connected to the task and guidelines. Students desire feedback on their work, but they can be startled when the feedback is less positive or is not focused on the guidelines for a specific task. Hattie and Clarke (2019) emphasized the need for continuous feedback from teachers to help students be successful and advocated for written comments rather than numerical grades.

Hirsch (2017) examined the use of past tense verbs in feedback making it increasingly more critical to the recipient. Based on the focus on the past and its potential critical nature, feedback will not have a significant impact on all populations of students and their academic success. To reach all students and impact their academic success, a change in feedback practices is needed. Providing feedback to students seeking to improve progress transitions feedback into a new realm known as feedforward. Shifting teacher perspectives to a future-focused feedforward system that is more supportive and focused on improvement could be the needed change (Hattie & Temperley, 2007; Hattie & Zierer, 2018; Hirsch, 2017).

Feedforward

Feedforward is timely, future-oriented feedback connected to a goal paired with

the learner's current ability, creating a "what's next" mentality (Hattie & Zierer, 2018; Hendry et al., 2016; Hirsch, 2017; Wimshurst & Manning, 2013). By creating the what's next mentality, students are encouraged to grow and succeed. Teachers working with students transitioning into high school should help students develop a what's next mentality to facilitate a desire for growth and improvement. Building the desire in students for improvement and helping students develop the skills necessary to achieve create the foundation needed for academic success in high school. Sadler (2009, as cited in Wimshurst & Manning, 2013) stated that once students know what quality work is, they develop the skills of producing quality work. Wise feedback can convey the sentiments of what quality work is to students through the second part of the structured format as well as convey belief in the students' abilities to achieve the quality work in the third element of the structured feedback format. Feedforward is a way for students to uncover what they know and can do while focusing their strengths and potential toward achieving success (Hirsch, 2017).

Feedforward uses future tense verbs to provide hope and goals for students to work toward and creates resiliency in students (Hirsch, 2017; Mulliner & Tucker, 2017). One example of feedforward is, "When you write your next response, remember to provide correct citations after the textual evidence." Another example of feedforward is,

> When analyzing a character in the next response, be sure to deeply analyze his impact on others around him. Consider answering questions like "so what" or "why does it matter" to deepen the analysis. Your response is great and with deeper analysis will be amazing!

Wise feedback can be equated with feedforward because it pairs students' abilities with

future outcomes of success. For feedforward to be effectively used by students in improving their work, it must be received in a timely manner.

Timing of Feedback. Consistent feedback is more valuable than sporadic feedback (Hattie & Clarke, 2019). In a study by Ferguson (2011), students acknowledged and sympathized with time issues for professors giving feedback, but students agreed timely feedback had the most impact on their learning. Students desire quick feedback on their work samples; but frequently because of the size of classes and length of the assignment, teachers are not able to provide timely feedback. A study of university professors and students regarding feedback revealed a disconnect related to timeliness and informativeness (Mulliner & Tucker, 2017). It is almost as if a choice had to be made between quick feedback or informative feedback. Both can be achieved. Kulik and Kulik (1988, as cited in Hattie & Temperley, 2007) discussed the timing of feedback specific to tasks. Providing feedback on the process of completing an assignment is critical in the minds of students to their overall achievement on the task. Process feedback is most critical to student success (Brookhart, 2017; Knoop-Van Campen et al., 2021). Providing process-related feedback was most beneficial if immediately conveyed, whereas providing task-related feedback was most beneficial if delayed (Brookhart, 2017; Fisher et al., 2016; Hattie & Temperley, 2007; Knoop-van Campen et al., 2021). As students work through learning tasks, they seek and desire comments from teachers aimed at improvement of the process of learning. For example, feedback on the structure of body paragraphs in an essay is useless if the feedback is received after the final essay is due. Teachers must be mindful of the timing of sequenced assignments they want to provide feedback on and be able to quickly turn around feedback for student improvement.

Nuthall and Alton-Lee (1997, as cited in Hattie & Clarke, 2019) discussed students needing to receive exposure to and feedback on new learning three to five times before they would be successful. Knowing students need multiple exposures to feedback requires teachers to be intentional in the sequencing of learning experiences as well as provide enough opportunity to give feedback. Hattie and Clarke (2019) also advocated for intentionality in the design and spacing of assignments for practice. If a teacher wants to provide feedback on a body paragraph in an essay and has 90 students, they cannot feasibly collect all 90 work samples one day and expect to return them the next day for students to revise and resubmit. Providing quality feedback to each individual student requires time on the teacher's part.

Ericsson et al. (1993, as cited in Hattie & Clarke, 2019) discussed "deliberate practice" (p. 17) and the benefit of spacing skills-based activities for students to build their skills over a period. Deliberately spaced practices in the classroom allow students to build their skills and utilize teacher feedback for improvement. A series of five longitudinal studies by Eskreis-Winkler et al. (2016) studied deliberate practice and wise interventions on student motivation and revealed the benefit for lower-achieving students. If the teacher used in the previous example collected 90 students' topic sentences one day, they could feasibly provide timely, quality feedback by the next day because they sequenced the learning and scaffolded the task needing feedback. The learning and feedback sequence would continue with the next part of the paragraph being submitted for feedback and returned in a timely manner. Deeper understanding is promoted when learning is "spaced out rather than massed" (Hattie & Clarke, 2019, p. 17). Students have a better chance of learning how to correctly construct a body paragraph if the skills are

sequenced into smaller learning segments and repeated. Brown et al. (2014) advocated for deliberate practice leading to goal mastery. Goal mastery, in turn, leads to increased academic success. For students to be successful and demonstrate mastery, teachers must be mindful of the potential emotional response of students from teacher feedback.

Emotional Response to Feedback. Feedback from teachers has a direct impact on students. Forsythe and Johnson (2017) posited feedback from professors to students was highly emotional and the intent of the feedback was sometimes misaligned because of the impact of the feedback on students. Rather than taking the feedback and using it for improvement, students saw it as critical of their content knowledge. Forsythe and Johnson realized the goal of feedback was to improve student performance, but the method professors used did not achieve their goal. Additionally, Sellbjer (2018) noted emotional reactions are guaranteed as students receive feedback. Predicting how students will react emotionally to feedback is difficult, but teachers who build relationships with students are better equipped to navigate emotional reactions. By having a negative emotional response to the feedback, the mindsets of students remained fixed, and growth did not occur. Teachers must build student capacities and resiliency for receiving feedback and implementing it for improvement (Yeager & Dweck, 2012). Despite teachers giving numerous rounds of feedback, if students do not understand how to interpret it and implement it in future work, the feedback will not have its intended effect. Sortkaer (2019) advocated for instituting small shifts in the communication from teacher to students to ensure students understand teachers. Slight changes in tone or messaging in feedback can impact a student's emotional response positively or negatively. One way to reduce emotional impacts related to feedback is to create a trusting environment to

mitigate student anxiety around feedback (Hattie & Clarke, 2019; Hattie & Zierer, 2018). Anticipating and mitigating negative emotional responses can advance self-efficacy.

Emotional Response and Self-Efficacy. Creating a safe environment for student growth correlates to student self-efficacy. When students feel safe, they are more inclined to perform tasks and take risks. For some students, taking risks is embedded in academic achievement. The productive struggle in academics for some students presents increased struggle in the short term, translating to greater learning in the long term (Feigenbaum, 2021). It is paramount for teachers to create a safe environment where productive struggle and growth are prioritized. Hattie and Clarke (2019) discussed how positive or negative feedback can impact student self-efficacy because feedback is a "consequence of performance" (p. 81). Students with high self-efficacy are challenged by negative feedback and intrinsically want to do better (Bandura, 1997; Hattie & Clarke, 2019). On the contrary, students with low self-efficacy are more likely to react negatively to feedback, whether it is positive or negative (Bandura, 1997; Hattie & Clarke, 2019). Students with low self-efficacy, or confidence in their abilities, require more strategically provided feedback to help them grow. It is important for teachers to know their students and the self-efficacy levels of the students. Knowing where students rate their self-efficacy is important for the feedback teachers provide to students because teachers can customize the feedback to inform student self-efficacy. To impact student self-efficacy and help them believe more in themselves, affective processes must be triggered. Triggering affective processes can increase motivation or engagement (Bandura, 1997; Hattie & Temperley, 2007). By triggering student affective states with feedback, student engagement with the task can be increased, which in turn can increase student motivation

and self-efficacy. Wisniewski et al. (2020) advocated for all-encompassing feedback and believed the more information feedback contained, the more beneficial it was for the learner to implement for improvement. Laying the foundation of a caring, safe, and respectful environment with students who possess any level of self-efficacy is critical to the effectiveness of feedback and the success of students. If the foundation is not laid adequately and students do not feel they can trust the teacher, the success of any feedback is compromised.

Teacher Mindset for Feedback

Simple shifts in teacher perspectives about providing quality feedback should be made to benefit student academic success. Smith et al. (2018) discussed the different impacts teachers with growth mindsets versus fixed mindsets have on students in their classes. Consequently, teachers with growth mindsets demonstrate their belief in student abilities in turn creating growth mindsets in students (Smith et al., 2018). The same is true with teachers who provide wise feedback to students conveying a belief in personal abilities paired with high expectations connected to an outcome. Knowing teachers believe in them and see their potential abilities will allow students to reach for growth and improve their academic success.

Feedback Literacy

In addition to teacher mindsets needing to shift regarding how they provide feedback, student mindsets regarding how to use feedback also need to shift. More commonly referred to as feedback literacy, students need to understand how to utilize feedback provided by teachers. Carless and Boud's (2018) study determined students need to be guided and coached by teachers regarding how to value, understand, and

utilize feedback for improvement. Teachers can provide endless feedback to students, but if students do not know the value of the feedback or how to interpret and apply the feedback to their learning, the feedback is for naught. Plainly stated, “It is only students who can act to improve their learning” (Carless & Boud, 2018, p. 1316). For this reason, teachers should be mentored and coached through developing feedback literacy in their students (Carless & Boud, 2018; Pitt & Norton, 2017). By coaching students on how to value and interpret the wise feedback, teachers will foster a desire in students to improve their work. Through their feedback to students, teachers must be mindful of the words and tone they use to provide feedback and avoid positive feedback bias.

Positive Feedback Bias

Positive feedback bias is when teachers, particularly White teachers, provide less critical feedback to minority students. The overly positive, often inaccurate feedback has negative ramifications to students because the positive feedback bias misleads students, does not challenge them for growth, and erodes trust (Harber et al., 2010, 2012). Positive feedback bias derives from White teachers not wanting to appear as racist when providing feedback to students (Harber et al., 2010, 2012). In one study, Harber et al. (2012) had teachers provide feedback on a poorly written one-and-a-half-page essay to students although the essays were written by researchers to appear as students. Teachers spent an hour providing feedback with an average of 51 comments on an essay (Harber et al., 2012). Examining the results revealed White teachers’ comments to minority students were more positive than to White students (Harber et al., 2012). When discussing the process with researchers, teachers revealed providing feedback to minorities was stressful and more positive feedback was provided to relieve teacher stress, thereby creating

positive feedback bias (Harber et al., 2012). Training teachers to use wise feedback correctly can mitigate positive feedback bias.

Cultural Responsiveness

Cultural responsiveness, at its basic level, is being receptive to different cultures. Cultural responsiveness in education is a "pedagogy that recognizes the importance of including students' cultural references in all aspects of learning" (Burnham, 2020, para. 3). Originally called culturally relevant teaching (CRT), the terminology shifted to culturally responsive teaching due to seminal researchers Dr. Gloria Ladson-Billings (2009) and Dr. Geneva Gay (2018) establishing and expanding the tenets of cultural responsiveness in education. Figure 3 shows how the tenets of cultural responsiveness have evolved.

Figure 3

Progression of Cultural Responsiveness

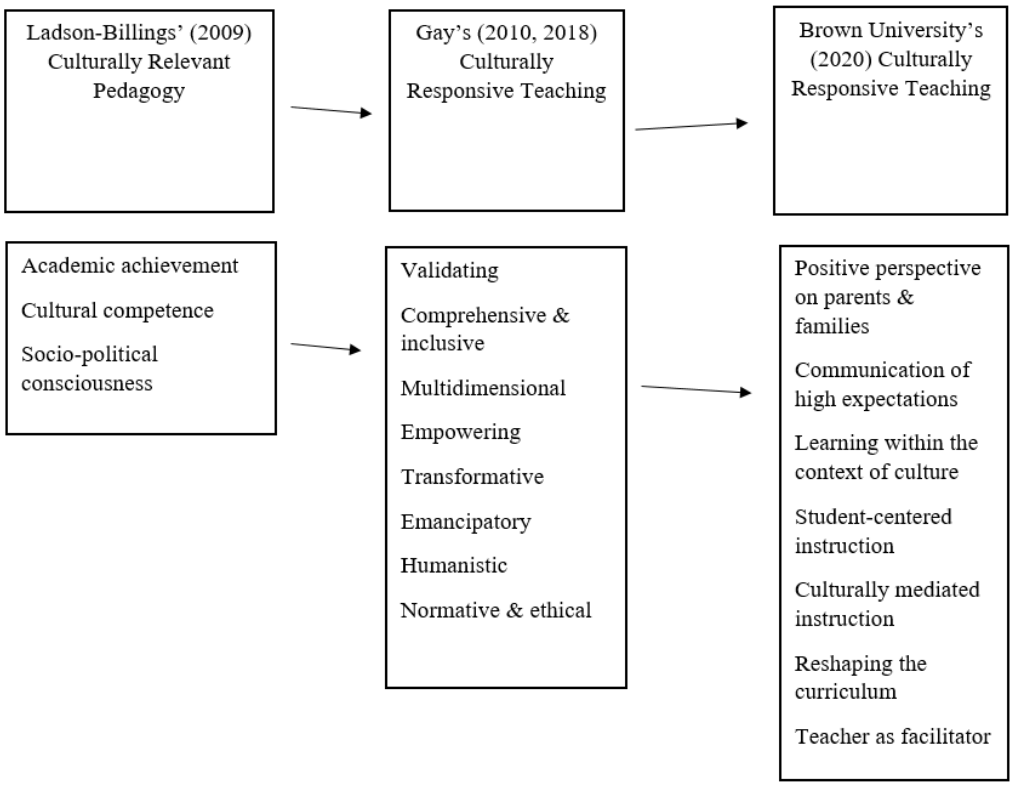


Figure 3 shows how cultural responsiveness has evolved in education. The perceived discrepancy between how many tenets create CRT can be attributed to the ever-evolving field of CRT. Aronson and Laughter (2016) identified five affective domains culturally responsive education (CRE) increases: (a) motivation, (b) interest, (c) ability, (d) perception of capability, and (e) confidence. Wise feedback provided to students by teachers will reach all five domains and positively impact student beliefs in themselves and their academic success. Aronson and Laughter believed society needs to equip teachers with tools to help students be successful. Equipping teachers with the knowledge and ability to provide wise feedback will aid them in making student

academic success a primary focus.

Culturally responsive teachers offer students challenging tasks and maintain high expectations for students while providing scaffolds for learning (Byrd, 2016). Additionally, culturally responsive teachers capitalize on student strengths and access student prior knowledge and prior experiences to create engaging, real-world learning (Byrd, 2016). Wise feedback allows teachers to communicate high expectations through feedback and provide students with scaffolds to achieve new learning and build upon their existing strengths. To be a culturally responsive teacher, one must examine one's own cultural competence and take responsibility for the success of all students (Byrd, 2016). Once the personal examination is complete, teachers can create a respectful, challenging classroom climate to facilitate student growth and new learning.

Teacher-Student Relationships

When receiving feedback, trust and a relationship between teacher and student are critical prerequisites. Yeager and Walton (2011) noted teachers must target students' "thoughts, feelings, and beliefs in and about school" (p. 268). Getting to the root thoughts and beliefs about school will help teachers mitigate student negative beliefs and offer ways of improvement. Further, Thayer et al. (2013) revealed a connection between wise feedback as an intervention and the importance of trust within the teacher-student relationship to increase student achievement. Additionally, Quay (2018) revealed students trusted teachers more if they received a feedback note conveying high standards and a belief in ability through wise feedback. Also, Yeager, Purdie-Vaughns et al. (2014) cited a partnership between wise feedback and trust as effective with diverse student populations. Holding students to a high level of expectation and rigor while providing

wise feedback is critical to help students achieve high expectations; however, building a trusting relationship prior to feedback is paramount to its success (Yeager et al., 2018; Yeager, Purdie-Vaughns et al., 2014). When teachers honor teenagers, show them respect, and hold them to high standards, teenagers demonstrate more ability to think and do while building increased capacity.

Establishing a trusting relationship between student and teacher is imperative to students receiving the feedback from teachers in a formative manner. Quay (2018) discussed the impact of the student-teacher relationship because if students lack trust in how teachers grade their work, students are less likely to learn from the feedback. Harber et al. (2019) found written, expository comments lead to increased achievement. These comments direct students to where and how to improve (Harber et al., 2019). Additionally, Ferguson (2011) noted students felt written comments from teachers were more impactful than numerical grades. The importance of written feedback to students is undeniable and critical to student academic success.

There are numerous studies citing the impact of positive teacher-student relationships on student achievement. Safe, trusting, respectful environments aid the ability of students to learn (Fisher et al., 2016; Hattie & Zierer, 2018). Additionally, Van Maele and Van Houtte (2011) discussed student perceptions related to relationships with teachers and reported if students believe teachers support them, they are more attached to school. Conversely, if students do not perceive a supportive relationship, they are more likely to disengage with their learning (Van Maele & Van Houtte, 2011). Furthermore, having a positive learning space reduces anxiety (Hattie & Zierer, 2018). Teachers must carefully consider how they say things, the feedback they provide, and their physical

demeanor to build a positive environment, because once the positive environment is compromised, credibility is lost, and student achievement suffers (Hattie & Zierer, 2018). For students transitioning from middle school to high school, an increased level of anxiety is natural, yet it can be mitigated by teacher instructional practices. Quin's (2017) systematic review of research studies highlighted the importance of teacher-student relationships as having an important role in student academic success. By focusing on establishing a strong, safe, trusting relationship between teachers and students, the feedback teachers provide to students will be received better and be more influential on student work samples and academic successes.

Bridges and Barriers to Relationships

McHugh et al. (2013) conducted a study examining student perceptions of teacher-student relationships and identified specific elements creating bridges to foster relationships and barriers obstructing relationships. If developed and nurtured, positive teacher-student relationships lead to increased student engagement, increased academic success, and increased personal belief. On the other hand, students who have a negative teacher-student relationship risk less engagement, less academic success, and less belief in themselves as learners. A greater risk is the potential for a student to drop out because they are not engaged, not succeeding, or not feeling supported. McHugh et al.'s study considered what brings teachers and students closer together or bridges their relationship. Aspects bridging teacher-student relationships included encouragement, support, commitment, and finding commonalities (McHugh et al., 2013). Bridging a relationship with a student is a two-way street; but if students perceive teachers as encouragers and supporters, students are more invested in the academic pursuits of the class. Additionally,

McHugh et al.'s study examined what causes barriers between teachers and students or what pushes them apart. Aspects creating barriers to teacher-student relationships include inattention, alienation, and stereotyping (McHugh et al., 2013). Barriers between teachers and students create negative classroom environments and can cause students to avoid contact and disengage from the required work. Working with ninth-grade students transitioning into high school, it is critical for teachers to build bridges with students rather than erect barriers. For ninth graders to be put on the path of success in high school, bridges and positive interactions must be facilitated. Valenzuela (1999) and Toshalis (2011, as cited in McHugh et al., 2013) discussed the importance of authentic caring and helping students create and maintain a positive sense of self. Doing so will allow students to build intergenerational connections with teachers to foster increased engagement and achievement.

High School Transition

Transition from one situation to another for anyone of any age can be difficult and anxiety-inducing. For students transitioning from middle school into high school, the fear and anxiety are high in this critical segue. Longobardi et al.'s (2016) study examined the impact of student-teacher relationships as a protective factor in the transition period to high school, and it revealed the importance of a positive student-teacher relationship as having a positive impact on student achievement. Teachers who create warm, safe, respectful classroom environments are more willing to guide students through the transition to high school and mitigate learning loss (Akos & Galassi, 2004; Longobardi et al., 2016). In another study, Akos and Galassi (2004) showed students transitioning to high school desired teachers who were welcoming and encouraging to set them on a path

of success. Intentionally placing specific teachers who possess specific skills to teach ninth grade will have long-reaching effects for students. Benner (2011) discussed the impact the transition to high school has on struggling students who attribute their lack of success to poor relationships with teachers. During the transition, teachers are presented with an opportunity to guide students for future successes. A healthy transition will have positive social-emotional impacts on students and aid in their academic success (Akos & Kurz, 2015; Benner, 2011). By ensuring an appropriate environment to support student transitions into high school, teachers are paving the way for student academic success facilitated through feedback.

Theories That Impact Wise Feedback

The aim of the research study was to examine the impact of wise feedback on teacher and student self-efficacy. The next section provides the background to SCT and SET, two theories supporting the impact of wise feedback.

SCT

SCT initially started as social learning theory (SLT) in the 1960s with the work of Albert Bandura. SLT positions learning in a social context influenced by the person, environment, and behavior, while SCT emphasizes the influence of socialization more so on the individual because socialization impacts behavior (LaMorte, 2019). McLeod (2016) posited SLT research extends theoretical work by Skinner because cognitive processes factor into the learning process and inform future behavior. For example, a student may see a teacher perform a task or provide a model during instruction; however, the student will not automatically repeat the action or complete the task simply by watching the teacher. At least one mediational process–attention, retention, reproduction,

or motivation–must occur for the behavior to be replicated (Bandura, 1977; McLeod, 2016). By internalizing wise feedback provided by teachers, students will access the mediational process of motivation to implement the wise feedback and improve their skills and self-efficacy.

SET

SET, additional work of Albert Bandura, grew out of SCT in the 1980s. Self-efficacy is a cognitive process and can change an individual's behavior (Bandura, 1977, 1997; Zimmerman, 2000). Belief in one's ability or efficacy informs how a person visualizes success. People who have a high level of efficacy visualize success, whereas people with low efficacy visualize failure (Bandura, 1989, 1993). A direct correlation between students and their task performance can relate to their level of self-efficacy.

Sources of Self-Efficacy

Bandura (1977, 1997) presented four areas related to building self-efficacy. Those areas were (a) enactive mastery experiences, (b) vicarious experiences, (c) verbal persuasion, and (d) physiological and affective states (Bandura, 1977, 1997). Additionally, Bandura (1997) clarified self-efficacy was useful once it was combined with cognitive processes and reflection. For student self-efficacy to improve, teachers must ensure cognitive processes were activated. When providing wise feedback to students, teachers can trigger the cognitive processes listed above through their communication of high standards connected to student ability as well as the encouragement for students to use the feedback for improvement.

Enactive Mastery Experience. In its basic level, enactive mastery is one's ability to persevere through a task to successful completion. Facing and overcoming obstacles

creates perseverance and resiliency which lead to higher self-efficacy (Bandura, 1977, 1997). Further, Bandura (1977, 1997) stated enactive mastery was proof of one's ability to succeed. Quick and frequent success does not build enactive mastery. Unbuffered feedback such as "good job" does not build enactive mastery. The second and third aspects in the wise feedback approach, (a) connecting feedback to an outcome and (b) a statement of high expectations paired with student ability, can build enactive mastery because they build resiliency within the student receiving the wise feedback.

Vicarious Experiences. Another way people measure their successes is vicariously, or against others. Bandura (1997) used the example of a student scoring a certain number of points on an exam; however, the student lacks the basis for judging if his score was better or worse than others without knowledge of their scores. Bandura (1997) stated modeling coping strategies can build self-efficacy. Teachers as models of resiliency or self-improvement can positively impact students because students can see and live vicariously through the example the teacher is setting. Teachers who model behaviors aimed at improving self-efficacy in their classrooms show students through their actions how students can improve their efficacy. Vicarious experiences also connect to motivational processes (Bandura, 1977, 1997). Additionally, Bandura (1997) posited individuals are motivated by others' successes. Seeing and knowing the successes of their peers through vicarious experiences can trigger motivational processes of less successful students. Instilling in students a mindset of improvement is critical to wise feedback being internalized and used for continued academic improvement.

Verbal Persuasion. Bandura (1977, 1997) emphasized the importance of verbal persuasion to increasing self-efficacy. As teachers express confidence in student abilities,

verbal persuasion can help students improve if it is positive in nature and within realistic boundaries. A judicious balance must be struck because teachers who present unrealistic beliefs in student abilities have a negative impact on student achievement (Bandura, 1977, 1997). Teachers who present unrealistic beliefs also discredit themselves in students' eyes which can negatively impact performance. Timely, consistent performance feedback from teachers to students is one of the ways to have the most positive impact on student self-efficacy. The use of wise feedback aligns with verbal persuasion because it offers students targeted feedback about how to improve related to an outcome. Additionally, the wise feedback structure contains an element of communicating high expectations paired with a belief in the student's ability which can positively persuade students to continue to improve.

Physiological and Affective States. Bandura (1997) stated somatic indicators, like stress, can affect a person's self-efficacy level. For example, students who increase their stress levels and convince themselves they cannot successfully complete a task will negatively affect their self-efficacy. Bandura (1997) stated individuals who imagine they cannot do a task increase their stress level and can create the situations they want to avoid. Wise feedback capitalizes on teacher encouragement for student continued improvement through the structured approach. By communicating their belief in student ability for success and encouraging the student through wise feedback, teachers can mitigate student performance-related stress.

Self-Efficacy and Resiliency

Self-efficacy factors into building student resiliency (Bandura, 1989). Wise feedback is one area where resiliency in achievement can be improved. Students who

experience success and build efficacy to persevere through difficult tasks demonstrate heightened resiliency. Students who have lower efficacy because of experiences with repeated failure do not have the same level of resiliency during difficult tasks and are more inclined to complete an easier task to avoid another failure or stress related to failure (Bandura, 1989). Teachers must be mindful to ensure all forms of feedback build efficaciousness and resiliency in students (Bandura, 1989; Yeager & Dweck, 2012). For resiliency and efficacy to be fostered in students, their learning environment plays a critical role.

Self-Efficacy and Environment

To build efficacious students, teachers must create supportive environments in their classrooms. For student self-efficacy to increase, teachers play an integral part. Teachers can increase student self-efficacy by fostering student beliefs in their own abilities (Zimmerman, 2000). To foster student beliefs in themselves, teachers must engage the emotional side of students which can impact student engagement and motivation to tackle difficult tasks. Bandura (1989) emphasized the importance of showing a belief in others and not simply saying someone is capable. Creating a supportive environment paired with building a trusting relationship between teacher and student can provide a pathway to increasing student self-efficacy.

Self-Efficacy and Relationships

In addition to a trusting and favorable teacher-student relationship, teachers must be consistent with the feedback they provide as well as the feedback timeliness. Feedback is one way to build self-efficacy if it is framed properly. Bandura (1993) stated performance feedback is critical to increasing ability; however, feedback focused on

shortcomings increases belief in personal deficiencies. Providing quality feedback is a timely process; however, the feedback can have a lasting effect on building student skills and self-efficacy if employed.

Building Teacher Self-Efficacy Through PD

For teachers to establish consistent practices to build student self-efficacy, teacher self-efficacy must also be high. For teacher self-efficacy to increase, PD, support, and coaching are necessary. Bandura (1993) highlighted the need to build teacher efficacy. Teachers who have an increased level of efficacy are more likely to help students succeed by devoting more time to students and praising them for success. On the other hand, teachers who have a low sense of efficacy are more likely to give up on students and criticize failures (Bandura, 1993). By supporting teachers and developing their instructional efficacy, better teachers are created who in turn create better students. As lifelong learners, teachers must be exposed to relevant, reliable, actionable professional learning they can implement in their classrooms to improve student achievement. Eun (2019) positioned professional learning in human development theories, particularly social cognitive and sociocognitive theories from Bandura and Vygotsky. By presenting a theoretical framework for professional learning, Eun built upon Guskey's (2000) research on ways to design PD to build teacher efficacy and increase implementation within classrooms. Eun cited the cyclical nature of professional learning as supporting the improvement of teaching quality which in turn increases student learning (Stigler & Hiebert, 1999). For teacher self-efficacy to increase, professional learning is essential on specific topics that directly impact student achievement. By building their self-efficacy, teachers are more likely to implement changes in their classroom practices. Bandura

(1993) posited by increasing teacher self-efficacy, the entire school culture could shift because of the collective nature of an organization. If a school's culture shifts to improving the self-efficacy of all stakeholders, student lives and achievement will be greatly impacted. I designed a PD opportunity on wise feedback for teachers who were going to participate in the study, but the teachers withdrew before completing the PD.

Increasing Self-Efficacy Thorough Modeling

Modeling is important for self-efficacy to increase in teachers and students. Zimmerman (2000) stated students who observe an adult model a cognitive strategy had higher levels of perceived efficacy. Modeling behavior for students rather than directly telling them how to complete a task has a greater impact on student ability to successfully complete the task and increases their self-efficacy. The same is true during professional learning for teachers–modeling expectations and processes for teachers is critical for teachers to understand and utilize processes and procedures, thereby increasing their self-efficacy. By having a modeled example to follow, the physiological and affective states of students are steadied, and stress is minimized so students can succeed in the task. I designed and provided model examples of wise feedback within the PD session for teachers.

PD and Ways of Knowing

Before conducting a PD session, a presenter needs to determine the learning styles of the participating teachers. Drago-Severson (2009) expanded on Robert Kegan's (1982) constructive-developmental theory and focused on how adult learners can capitalize on their experiences to make meaning. Teachers provide feedback to students many times on any given day. Using the lived experiences of providing feedback, teachers will expand

their knowledge and utilize feedback in a better manner. Kegan (2000, as cited in Drago-Severson, 2009) discussed the importance of transformational learning to change how someone gains knowledge. Knowing how a person internalizes new knowledge is possible by determining what type of learner the adult is. Drago-Severson discussed the importance of determining what type of adult learners are present before leading learning opportunities. Kegan's (1982, 1994) constructive-developmental theory, as cited in Drago-Severson, presented instrumental, socializing, self-authoring, and self-transforming as the four most common ways of knowing in adults. Table 2 presents the four common types of ways of knowing for adults and a brief overview of supports needed for the learner to learn.

Table 2

Ways of Knowing and Overview of Supports

Ways of knowing	Overview of supports
Instrumental	Must have goals, expectations, and examples to foster this learner's learning.
	Dialogue is critical to develop learning.
Socializing	Must feel accepted, safe, and valued for learning to occur.
	Dialogue is important but must occur in smaller groups rather than in a large group.
Self-Authoring	Needs to hear diverse perspectives to make meaning.
	Dialogue builds personal knowledge.
Self-Transforming	Desires opportunities to learn & grow from others while deepening relationships with others.
	Willing to serve as a mentor or guide to others in complex situations.

Note. Table 2 highlights information from *Leading Adult Learners* by Drago-Severson (2009).

Table 2 highlights the four types of adult learners and how people leading adult professional learning can support the learners in their new knowledge. Dialogue is an

important part of learning for all types of learners, so discussion must be an aspect of any PD design to foster new knowledge. Recognizing all adults learn differently and all audience members in a presentation have different needs means presenters must intentionally design presentations for a variety of people.

Types of Audience Members in Presentations

Garmston and Wellman (1992) discussed four different types of audience members and how presenters can ensure the presentation reaches all four types. The first type of audience member is a *scientist* who questions to understand (Garmston & Wellman, 1992). Presenters must present reasons and data to scientists for them to internalize and create new knowledge. The second type of audience member is a *professor* who wants to remember new information (Garmston & Wellman, 1992). Presenters must provide quotes, evidence, and details in an organized presentation to engage professors in remembering new knowledge and putting it into action. The third type of audience member is a *friend* who wants to respond based on feelings (Garmston & Wellman, 1992). Presenters must provide hooks and personal stories as well as opportunities for dialogue on the topic for friends to internalize new information. Finally, the fourth type of audience member is an *inventor* who needs opportunities to reorganize prior knowledge with the new knowledge gained (Garmston & Wellman, 1992). Presenters must facilitate a chance for self-reflection and group conversation for the inventor to reorganize new knowledge with old. Knowing the four different audience members who might be part of the PD session and designing the session to engage all four types of audience members requires intentional planning and design. Aligning PD to the standards for professional learning also helped to create meaningful PD.

Standards for Professional Learning

Learning Forward (2011h) developed standards for professional learning to guide educators in designing PD sessions. There are seven categories PD designers should consider during their design phase. These categories are learning communities, leadership, resources, data, learning designs, implementation, and outcomes (Learning Forward, 2011h). Table 3 shows the categories and an overview of each one.

Table 3

Standards for Professional Learning and Overview

Standard	Overview
Data	Data is used from a variety of sources "to plan, assess, and evaluate professional learning" (Learning Forward, 2011a, para. 1).
Implementation	Educators implement professional learning based on research to "sustain change in educator practices and increase student learning" (Learning Forward, 2011b, para. 2).
Leadership	Leaders "develop their own and others' capacity to learn and lead professional learning" (Learning Forward, 2011c, para. 2).
Learning communities	Learning happens in communities focused on "continuous improvement, collective responsibility, and goal alignment" (Learning Forward, 2011d, para. 1).
Learning designs	Effective learning design integrates "theories, research, and models to achieve its intended outcomes" (Learning Forward, 2011e, para. 1).
Outcomes	Increasing teachers' effectiveness and student learning derives from professional learning "aligned to specific outcomes related to educator performance and curriculum standards" (Learning Forward, 2011f, para. 1).
Resources	Necessary resources needed for PD must be anticipated and allocated related to "human, fiscal, material, technology, and time" (Learning Forward, 2011g, para. 2).

Note. Information cited from the Learning Forward (2011) website.

Table 3 shows the standards and a brief overview of each one. Using each of the standards for planning ensured high-quality, effective PD designed to grow educator knowledge (Learning Forward, 2011h).

Virtual Professional Learning

Within the last 20 years, there has been growth in offering PD virtually through online learning. Leung (2018) stated educators have more access to technology now than ever before and the access should be maximized by providing them with online PD. Participatory Online Professional Development or Online Professional Learning Development (OPLD) can be completed synchronously or asynchronously allowing participants increased freedom for when they complete the PD (Rodesiler, 2020). Desimone (2009, as cited in Philipsen et al., 2019 and Rodesiler, 2020) identified key elements of effective PD as being content-focused, using active learning, and aligning with prior knowledge and beliefs. With the onset of the COVID-19 pandemic, institutions and school districts sought ways for educators to continue to learn and engage with PD. As COVID-19 wanes, districts will likely continue to offer educators opportunities to complete OPLD because of the flexibility it offers educators for completion. OPLD must be inquiry-based and allow for adaptive expertise to be fostered and increased through the learning (National Research Council, 2000; Quinn et al., 2019). To meet the need of OPLD, Vanderbilt University created the IRIS Center modules to provide PD developers with a framework for constructing online PD (The IRIS Center for Training Enhancements, 2005). By ensuring OPLD is relevant, inquiry-based, collaborative, and future-focused, the OPLD can be effective in transforming teacher practices and impacting student learning. Parsons et al. (2019, as cited in Yoon et al., 2020) reported

"83.3% of teachers surveyed found online PD to be moderately to extremely beneficial. And of those teachers, 90% said that the ability to access it anytime was very or extremely important" (pp. 352-353). Additionally, An (2018, as cited in Yoon et al., 2020) found an increase in teacher self-efficacy after completing asynchronous OPLD. With research showing positive results for OPLD, even though it is a newer form than traditional PD, continued offerings must be made available to educators to maximize their ability to learn in flexible environments, when and where it is accessible to them, and related to their content or pedagogical needs.

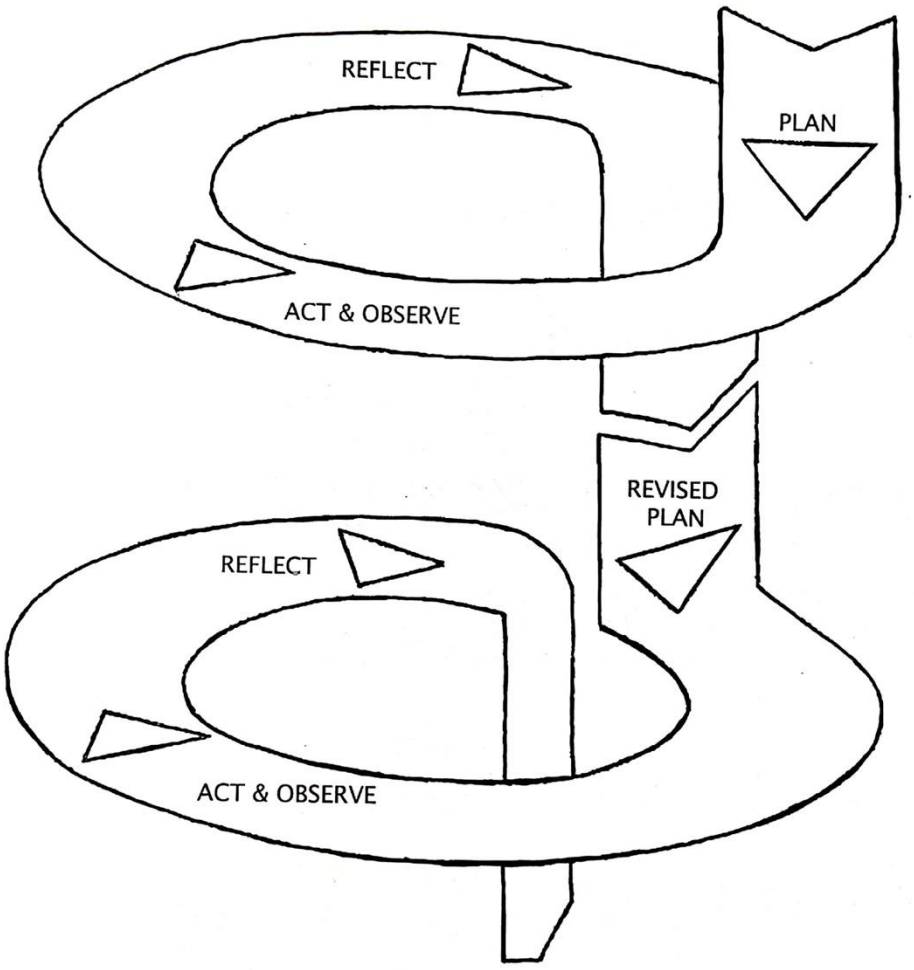
Action Research

Action research transcends diverse fields in society, including education. Mills (2013, as cited in Stringer, 2014) said action research is an essential aspect of teaching. Through collaboration, teachers seek ways to improve their instructional practices (Glickman et al., 2018; Greenwood & Levin, 2007; Stringer, 2014). Collaboration and pedagogical growth among teachers are necessary in the ever-changing education field.

Recognized as the father of action research, Kurt Lewin likened the process of action research to bomber squadrons conducting reconnaissance to collect data, forming a plan, and collecting more data to determine desired effects (Kemmis et al., 2014). Teachers conducting action research in their classrooms must follow the same cyclical process. The cyclical process of action research is often represented as a spiral. Figure 4 shows the iterative cycle of action research.

Figure 4

Action Research Spiral



Note. Action Research Spiral by S. Kemmis and R. McTaggart (2005) *The Sage Handbook of Qualitative Research (3rd ed)*. p. 564. Reprinted with permission from Sage Publishing Portal. (See Appendix A)

Figure 4 presents a visual representation of the cyclical nature of action research. Teachers engaged in action research must constantly evaluate and reevaluate the project on which they have embarked.

Kemmis et al. (2014) listed the following types of action research: industrial action research, action science, action learning, soft systems approach, participatory research, classroom action research, and CPAR. This research study utilized classroom and CPAR, so those components are further elaborated in the following section.

Classroom Action Research

Greenwood and Levin (2007) stated educational action research is used to improve teacher practices but also on a larger scale to examine social justice issues. The aim of the research study was to examine how wise feedback impacts students, particularly marginalized students. Additionally, the study examined how the feedback approach can improve teacher feedback practices and help ninth-grade students transition into high school academics effectively. Data collection during classroom action research is primarily qualitative and gathered by teachers (Kemmis et al., 2014). From the data collection, teachers are informed and able to make judgments and modifications to classroom processes to improve their practices. In the intended study, teachers engaged in action research by providing wise feedback to students. In the actual study, the sole teacher participant engaged in research by providing wise feedback to her students. The study sought to improve teacher self-efficacy in providing structured feedback as well as improve student self-efficacy in receiving the wise feedback and implementing it for increased academic success.

CPAR

CPAR has a large presence in the literature of educational action research and grew out of classroom action research to examine the relationship between educational and social change (Glickman et al., 2018; Kemmis et al., 2014). Educators who desire for

their classrooms to be culturally responsive may engage in CPAR to transform their practices. This research study sought to examine the impact of wise feedback, a culturally responsive approach, on student self-efficacy as well as on teacher self-efficacy. Engaging both stakeholder groups in the action research study transformed existing mindsets and practices.

Teachers as Critical Participatory Action Researchers

One type of person who conducts CPAR is the person seeking to transform their practices or, more specifically, a person with a transformative-participatory worldview (DeCuir-Gunby & Schutz, 2017; Kemmis et al., 2014). Teachers seeking to transform their classroom practices to improve student achievement are critical participatory action researchers. Kemmis et al. (2014) discussed CPAR studies as fitting three criteria: rational, sustainable, and just. The aim of this research study was to have teachers and students work together to adapt practices of wise feedback in the classroom for improved student achievement and self-efficacy which meets the rational criteria. The research study can change teacher mindsets related to the feedback they provide and switch their feedback practices to wise feedback creating a more sustainable practice for future generations with the teacher. Finally, the research study sought to improve marginalized students' academic success through the targeted wise feedback provided from teachers connecting with the fair criteria ensuring equity practices in classrooms. Kemmis et al. warned teachers involved in CPAR to deeply consider the "practice-changing practice" (p. 87) idea. The goal of CPAR is transformative in nature, and teachers who are not vested in transformation should be cautious of participating in a study. Deeply rooted "habits, customs, and traditions" (Kemmis et al., 2014, p. 87) may prevent a teacher from

fully engaging in CPAR. A willingness to be open and engage in the transformation of practices was critical.

Action Plan

Stringer (2014) advocated for "systemic ways of planning and implementing" (p. 166). Creating an action plan can be an effective step to guide action research. Greenwood and Levin (2007) stated action plans within action research must be created collaboratively and contain goals and steps to achieve the goals. Additionally, Stringer stated the collaborative team consisting of all the stakeholders involved in the action research study should have input in the action planning stage. Penn State Extension (2012) offered seven steps for action planning ranging from defining a problem to gathering data, to writing goals, to monitoring and evaluating the plan implementation. The action plan process is cyclical much like action research. The action research plan is strengthened by using an iterative planning tool like an action plan to create a roadmap for the research study. Specific components are needed in an effective action plan. Components of an action plan include goals, action steps, extent or frequency, timeline, responsibilities, resources, process measures, and outcomes (Penn State Extension, 2012; WestEd, 2006).

Long- and Short-Term Goals. Penn State Extension (2012) stated the goal(s) of an action plan should be SMART goals. SMART is an acronym standing for specific, measurable, achievable, relevant, and timely (Penn State Extension, 2012).

Implementation Step. This step in the action planning process itemizes what will be done during the plan's implementation to achieve the stated goals (WestEd, 2006).

Extent. The extent column provides a frequency for each step determining how

much or how often the steps will occur (WestEd, 2006).

Timeline. The timeline column specifies how long it will take for the steps to be achieved (WestEd, 2006). Being specific with a month or date allows the plan to be more time-bound and focused.

Responsibility. The responsibility column in an action plan states who will carry out the step (WestEd, 2006). The responsibility column reflects the importance of who will be the guiding force for the action plan.

Resources. The resources column specifies the time, money, or staff necessary for the implementation step to be achieved (WestEd, 2006). Being intentional in the forethought in action planning allows for resources to be procured for successful implementation.

Process Measures. Penn State Extension (2012) stated process measures are ways to monitor how the steps are being implemented. This step allows for revising the plan during its implementation for more effective results.

Outcomes. Specific outcomes for each implementation step allow the developer to monitor and adjust aspects of the plan. The measures listed as outcomes allow the action plan developer to determine if each implementation step was effectively implemented or not (Penn State Extension, 2012).

Stringer (2014) advised conducting a quality check after the action plan was developed. The purpose of a quality check is to ensure activities and criteria for success are deliberately stated to aid in implementation and evaluation (Stringer, 2014). Additionally, investing time in a quality check will fortify the action plan and mitigate potential obstacles to implementation (Stringer, 2014). The action plan was quality

checked before the research study began.

Conclusion

With intentional training and support, teachers can increase their self-efficacy surrounding wise feedback. By increasing teacher self-efficacy with providing wise feedback, they can implement the approach in their classrooms to increase student self-efficacy when completing difficult tasks. Wise feedback is the approach most beneficial to marginalized and stigmatized populations of students. The literature review provided supporting research for the purpose of the study. Chapter 3 details the convergent mixed methods research design used to complete the action research study related to self-efficacy and wise feedback.

Chapter 3: Methodology

Introduction

The purpose of this action research study was to examine how teacher self-efficacy was impacted through giving wise feedback to students and how student self-efficacy was impacted when implementing wise feedback into their work samples in ninth-grade ELA classes. The study utilized a complex mixed methods design intersecting convergent mixed methods with critical participatory-social justice mixed methods. The triangulation of quantitative and qualitative data provided deeper insight into the study (Creswell & Creswell, 2018).

This chapter provides the methods employed to research self-efficacy in teachers and students as it related to using wise feedback in ninth-grade ELA classrooms. The research method, study design, setting, participants, and data collection instruments are described.

The anticipated research study was to occur with a team of two additional ELA teachers and their students. The anticipated study would have started with participating teachers completing asynchronous PD through a VPLM module to learn what wise feedback is and how to provide it to students. The anticipated study would have used continuous qualitative discussions among the teachers during weekly PLT meetings. Data would have been transcribed and submitted to participating teachers for member checking weekly. Axial and a priori coding would have occurred prior to developing themes. Also, teachers would have completed three quantitative surveys related to their self-efficacy at the beginning, middle, and end points of the research study. Two teachers in the PLT initially consented to participate in the research study but withdrew prior to

completing the VPLM PD. Students in their classes who had assented and gained parental consent were notified in writing of the unexpected conclusion to the study. All data were deleted from withdrawn participants, and the remainder of the research study was conducted with myself and the students in my classes. This chapter reviews the research study as it was completed with one teacher, myself, and her students.

Review of Research Questions

The research questions for this study were

1. How is ninth-grade ELA student self-efficacy impacted by wise feedback over time?
2. How is my self-efficacy impacted by implementing the practice of wise feedback?
3. What are my perceptions of the impact of wise feedback on my ninth-grade ELA classroom practices?

Research Design and Rationale

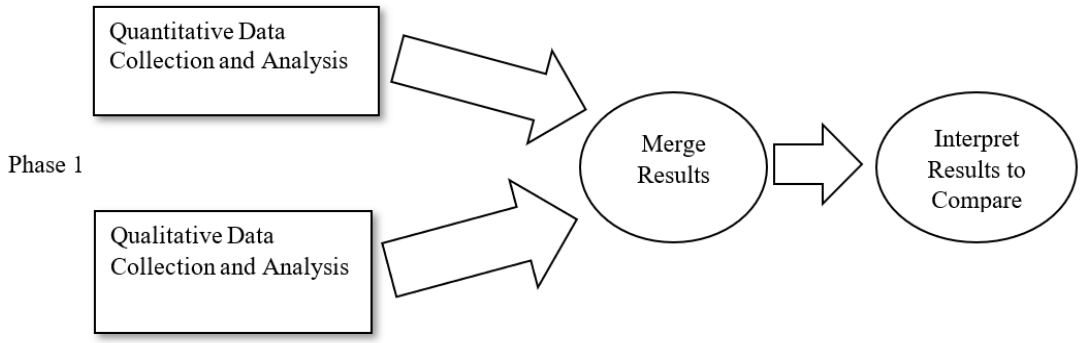
With a goal of improvement or development, CPAR is much more than research methodology. The interweaving of theorists and practitioners and researchers and practitioners is critical to CPAR. Kemmis et al. (2014) stated the purpose of action research was to make practitioners into researchers. Action researchers must utilize the action research spiral to guide their study (Kemmis et al., 2014). Because of the cyclical nature of the action research process, data are collected throughout to inform the movement between the stages of plan, act, observe, and reflect (Glickman et al., 2018; Kemmis & McTaggart, 2005).

The action research study employed a complex mixed methods design intersecting

convergent mixed methods with a critical participatory-social justice design. Creswell and Creswell (2018) stated complex mixed method designs are more advanced and involve more steps, allowing a researcher to simultaneously collect quantitative and qualitative data. This research study collected quantitative data through surveys of students and myself as well as qualitative data through my weekly journal reflections. Results were merged to create a comprehensive analysis. Both forms of data were collected at the same time, analyzed separately, and merged for final analysis (Creswell & Creswell, 2018; DeCuir-Gunby & Schutz, 2017). Each form of data yielded different information; however, the results yielded were similar in topic (Creswell & Creswell, 2018). The surveys measured teacher and student self-efficacy at the beginning, middle, and end points of a 9-week action research study. Since quantitative surveys cannot capture all data related to attributes, behaviors, abilities, and thoughts, qualitative data were gathered (Robinson & Leonard, 2019). Continuous qualitative data from the teacher participant, myself, were collected through weekly journal reflections specifically targeting perceptions, thoughts, and feelings related to the wise feedback. Figure 5 shows a visual representation of a convergent mixed methods design.

Figure 5

Convergent Mixed Methods Design

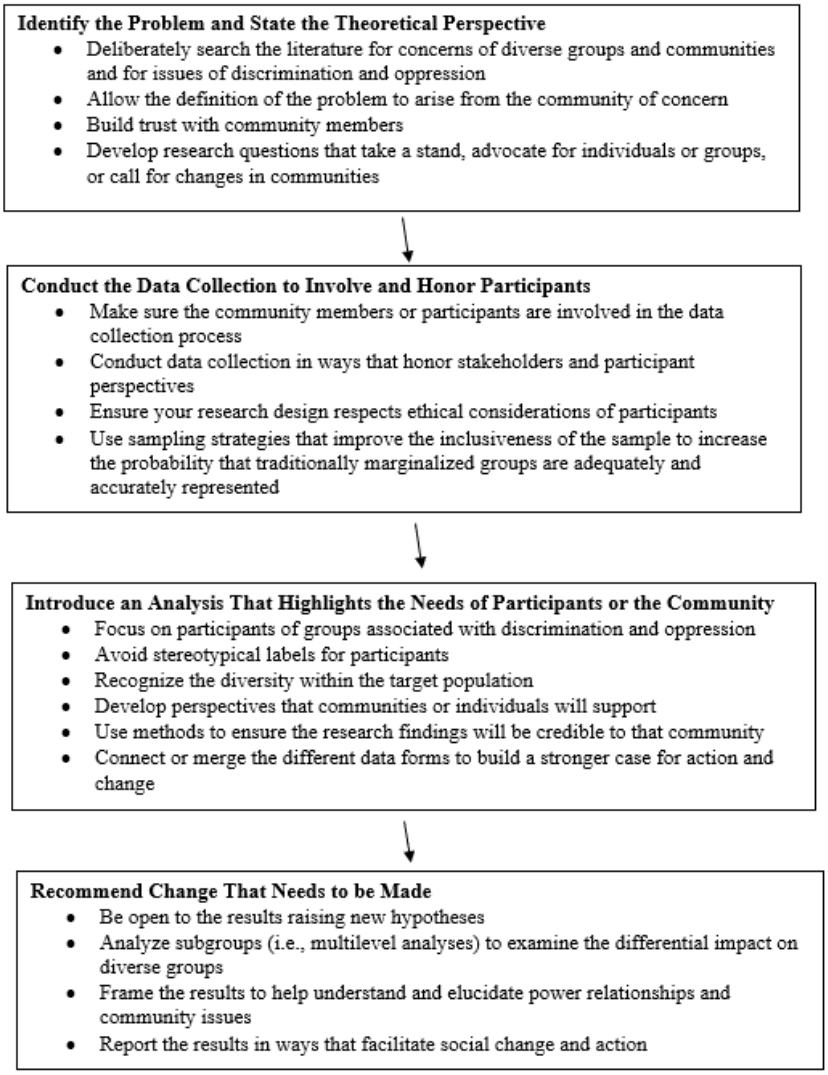


Note. Core Mixed Methods Designs by J. W. Creswell and J. D. Creswell (2018) *Research Design (5th ed.*). p. 218. Reprinted with permission from Sage Publishing Portal. (See Appendix B)

Figure 5 shows a visual representation of the convergent mixed methods design and how each type of data is collected and analyzed at the same time. Intersecting with the convergent mixed methods was critical participatory-social justice mixed methods design. Creswell and Creswell (2018) stated the purpose of this design was to give voice to participants and make them collaborators in the process. Figure 6 shows a visual representation of the model.

Figure 6

Participatory-Social Justice Design



Note. Flowchart of the Basic Considerations for Implementing a Mixed Methods Participatory-Social Justice Design by J. W. Creswell and V. L. Plano Clark (2018). *Designing and Conducting Mixed Methods Research (3rd ed.).* Reprinted with permission from Sage Publishing Portal. (See Appendix C)

Figure 6 shows a visual representation of a mixed methods participatory-social

justice study. The flowchart illustrated the various steps needed for each part of the study, especially the interconnectedness of teacher and student participants.

Because the study was action research, a convenience sample was used from the classes engaged in the action research process to collect student and teacher data. Due to research decisions to protect confidentiality, I could not require students to take the surveys. Additionally, no financial or grade incentive was offered to encourage their participation. To uphold the ethical nature of the study, however, all students in all my classes received wise feedback on their work samples throughout the research study whether they participated in the surveys collected for data in the study or not. Additionally, the action research spiral guided the project and action research design (Kemmis et al., 2014).

Setting

The setting for this study was a large, urban school district in central North Carolina. The high school operated on a block schedule with students taking four classes of approximately 90-minutes each per semester. The school calendar year included two semesters of instruction.

Within the ninth grade at the site, the target population of the research study, there were 472 students. The total number of ninth-grade students was a drop from the previous 655 in the 2020/2021 school year. The reduction in ninth graders was due to a new school opening and redistribution of the student population. The racial breakdown for the ninth-grade class for the 2021/2022 school year is shown in Table 4.

Table 4

Ninth-Grade Demographics

Racial subgroup	Percentage of ninth-grade population
Asian	2.7%
Black	16.7%
Hispanic	7.8%
Two or More Races	6%
White	56.3%

Note. Demographic data provided by the site's data manager.

Table 4 shows the demographic breakdown of the ninth-grade class. Additionally, within the English department, there were 14 English teachers with three teaching English I to ninth graders.

Participation

The study's focus on wise feedback and its impact on students was paired with helping students transition into high school academics. All ninth-grade ELA teachers were given the opportunity to participate in the research study. The research study was conducted by me with students in my ELA classes, which included 23 students and one teacher. Twelve of the 23 students completed the data required for the research.

Population

My class lists created the sampling frame. The accessible population created the target population ensuring population validity. The intended sample differed from the actual sample because it was dependent on parental consent. Teachers at the site were assigned three classes of approximately 25-30 students each day. Calculating anticipated class sizes with the number of teachers participating yielded a potential sample size of approximately 90 students in the study. At the site, ELA classes were heterogeneously

grouped with academic and honors students blended into the same class periods. Academic students were students completing the regular or general level of the ELA course. Honors students were those completing the same coursework with increased rigor for honors credit factored into their grade point average calculation. The blended format of ELA classes provided a broad spectrum of ability levels and racial demographics in the research study dependent on parental consent to participate.

Ethical Vigilance Regarding Participants

Creswell and Plano Clark (2018) reinforced the critical need for "ethical vigilance" (p. 201) to be used regarding participants in a mixed methods participatory-social justice study. The following considerations reinforced ethical vigilance in this study.

Interactions. Creswell and Plano Clark (2018) stated researchers must avoid stereotypical labels for participants. I did not use inappropriate language in my written and verbal wise feedback to students to mitigate any stereotypical labels. Having used stereotypical language would have created negative interactions and would have destroyed any teacher-student relationships.

Inclusiveness. Creswell and Plano Clark (2018) discussed the importance of ensuring an inclusive sample. Ensuring marginalized populations of students were included in the study was critical to its validity. Since ELA classes at the research site were heterogeneously grouped, or blended by ability, an inclusive sample of race and academic ability was sought.

Participant Involvement. Creswell and Plano Clark (2018) highlighted the need for participants to be involved in data collection. All students were provided wise

feedback on their work samples. Students were involved by choosing to use or not use the feedback for their academic improvement. Establishing a trusting relationship between the teacher and students created an environment conducive to active participation by all study participants.

Culturally Sensitive. Creswell and Plano Clark (2018) stated the need to ensure the data collection instruments are sensitive to "constructs and groups under study to keep from further marginalizing participants" (p. 202). By providing wise feedback to all students, all demographic groups received feedback aimed at academic improvement. Gaias et al. (2020) stated marginalized students might need more help and guidance in their transition to high school. The intent of wise feedback was to aid students in the mastery of content and increased self-efficacy. Demographic data in the student surveys were used for data analysis purposes only and student identities remained confidential.

Benefits. Creswell and Plano Clark (2018) highlighted the importance of ensuring the study has reciprocity or gives back to participants. By learning how to give wise feedback and by showing students how to receive and implement feedback, growth in the self-efficacy of both groups could be increased and they could be able to use the knowledge in future successes. As the facilitator for the study, Creswell and Plano Clark (2018) stated I would also reap benefits by seeing the impact wise feedback had on students and learning how I could transform my practices related to the type of feedback I gave.

Trust Among Participants

Mertens (2009) discussed the importance of trust between participants and the researcher. Additionally, Greenwood and Levin (2007) stated participants in an action

research study should have a shared history. I am a veteran teacher who has taught ELA for over 20 years. My desire was to see if wise feedback could impact student academic success. Greenwood and Levin also believed action research participants should have a shared vision for the project. Building trusting relationships between teachers and students was essential for wise feedback to have an impact. Teachers who create strong teacher-student relationships with ninth graders have more impact on their lives and academic success. Gaias et al. (2020) advocated for strong teacher-student relationships to support "students' social-emotional and academic well-being" (p. 1011). Additionally, Minkos and Gelbar (2021) offered considerations related to the social-emotional health of students as they transitioned back from COVID-19 remote learning. Increased social-emotional well-being was critical to a smooth transition from middle to high school.

Role of Researcher

Because of the nature of action research, the role of the researcher must be carefully considered (Herr & Anderson, 2015). Stringer (2014) listed roles of the action researcher as facilitator, catalyst, motivator, and assistant. During the research study, I was an insider conducting research. An inside researcher studies their own practices (Herr & Anderson, 2015). As I designed the research study, I anticipated ways to mitigate threats to the study's validity and reliability and planned for ways to mitigate bias. By the nature of action research and as a doctoral candidate, I had multiple roles to balance– researcher, insider, facilitator, and data analyst as I upheld the ethical standards of action research.

Data Collection and Analysis

Decisions related to data collection in a mixed methods study must be deliberately

considered (Creswell & Plano Clark, 2018). Additionally, for a participatory-social justice design, convergent data collection is warranted (Creswell & Plano Clark, 2018). Quantitative and qualitative data were collected from me, my students, and my personal reflections. Quantitative data were collected from students who assented and had parental consent to being study participants. The data were collected simultaneously from surveys and my weekly journal reflections throughout the 9-week study in the fall of 2021.

Quantitative Data

Quantitative data were gathered from surveys. Surveys were used to measure respondent attitudes, behaviors, abilities, and thoughts (Robinson & Leonard, 2019). An Internet survey through Qualtrics was deployed through email assuring participants of confidentiality and providing instructions for completing the survey (Blair et al., 2014). Mertens (2020) discussed the convenience of deploying surveys via email. Deploying surveys through email increased the likelihood of survey completion. I deployed surveys to student participants. As the lead researcher, I kept student names and information confidential. As an action researcher, I upheld ethical standards (Herr & Anderson, 2015; Stringer, 2014). The online surveys were carefully designed to have a clear purpose statement (Blair et al., 2014), and they were deployed at three points in the study to measure teacher and student self-efficacy. The teacher self-efficacy survey is in Appendix D. The student self-efficacy survey is in Appendix E. The students and I accessed the surveys through our school email accounts. The survey was deployed at the start of the study in early September 2021. The same surveys (see Appendices D and E) were deployed at a midpoint, approximately 4 weeks later, in early October 2021, and at the endpoint in late October 2021 to determine growth in self-efficacy in the teacher and

students.

Student Self-Efficacy Survey

The self-efficacy survey for students was an established questionnaire to measure "students' perceived level of proficiency in two essential components of self-efficacy: 1) ability to grow with effort and 2) belief in ability" (Research Collaboration, 2015, p. 1). Research Collaboration is an organization led by Dr. Amy Gaumer Erickson and Dr. Pattie Noonan at Kansas University. Research Collaboration (2015) developed the questionnaire to measure student self-efficacy through an online Likert scale survey ranging from 1 (not very like me) to 5 (very like me). The survey is published in the text *The skills that matter: Teaching interpersonal and intrapersonal competencies in any classroom* (Gaumer Erickson & Noonan, 2018). The letter seeking permission to use the published self-efficacy survey is in Appendix F. The response granting permission to use the student self-efficacy survey instrument is in Appendix G.

Teacher Self-Efficacy Survey

The teacher self-efficacy survey was used to measure teacher self-efficacy. Schwarzer et al.'s (1999) survey is a modified 10-item instrument adapted from a longer 27-item survey. The Likert scale items range from 1 (not at all true) to 4 (exactly true). The letter seeking permission to use the published self-efficacy survey is in Appendix H. The response granting permission to use the teacher self-efficacy survey instrument is in Appendix I. Both the student and teacher self-efficacy surveys provided quantitative data.

Qualitative Data

Qualitative data augment quantitative data (Janesick, 2016). Data gathered from qualitative means deepen the numerical quantitative data to create a more comprehensive

analysis. The qualitative data gathered informed conclusions related to the impact of wise feedback on self-efficacy. Qualitative data were gathered through the weekly journal reflections I kept as the researcher throughout the 9-week study. Greenwood and Levin (2007) said each data collecting sequence garners the best knowledge from the moment, while the knowledge can change and evolve throughout the study.

Qualitative research can employ interviews, focus groups, or journaling. Focus groups require five to eight participants but can function with four participants (Krueger & Casey, 2015). Since it was anticipated fewer than four teachers would participate in the action research study, individual interviews were planned to gather qualitative data. As the sole researcher, I maintained a weekly reflection journal related to providing wise feedback to students. The continuous qualitative journaling protocol is in Appendix J. Researchers must treat participant voices as "authentic and hallowed" (St. Pierre & Jackson, 2014, p. 715). The weekly journal reflections allowed me the freedom to express my personal opinions and experiences with providing wise feedback in my classroom.

Primary Data. Seidman (2019) and St. Pierre and Jackson (2014) discussed the importance of recognizing the words of individuals as original, primary data. Ensuring confidentiality was critical throughout the study. My weekly reflection journals were important because they connected lived experience with the meaning created from the experience (Seidman, 2019). The weekly reflection journals gave me the freedom to reflect on how the process of implementing wise feedback was going. I was able to reflect on strengths and weaknesses and consider solutions for issues. The weekly journal reflection prompts were carefully developed to align with the research study questions and to gather important qualitative data regarding teacher perceptions throughout the

study.

Format of Weekly Reflection Journals. The weekly reflection journals were maintained in a personal password-protected Google Drive. The journals were preserved as original data within the Google Drive. The original file can be accessed, if needed, to resolve any ethical issues like misquoting or verifying a response if questions arise. Weekly reflection journals will be destroyed after 3 years.

Triangulation

Flick (2018) believed when triangulation is combined with mixed methods, both complement each other with triangulation providing a framework for mixed methods integration. Mertens (2020) and Flick stated triangulation allows for checking results from multiple sources and methods. In this study, the data results were derived from quantitative and qualitative data gathered during surveys and weekly reflection journals. By triangulating the perspectives of the study participants, I was able to better understand the perspectives of the diverse student populations. Additionally, I was able to examine my perspectives through my weekly reflection journals and the perspectives of my students through their feedback logs facilitating a deeper understanding. Flick highlighted the relevance of triangulation when studying social justice issues. Additionally, Denzin (1970, 1978, as cited in Flick, 2018) saw "triangulation as a strategy of validation" (p. 446). By validating the results, credibility in the study was amplified.

Action Plan

The action plan for this research study is in Appendix K. Figure 7 presents a summary of the action plan's long- and short-term goals in visual form.

Figure 7

Action Plan Goals

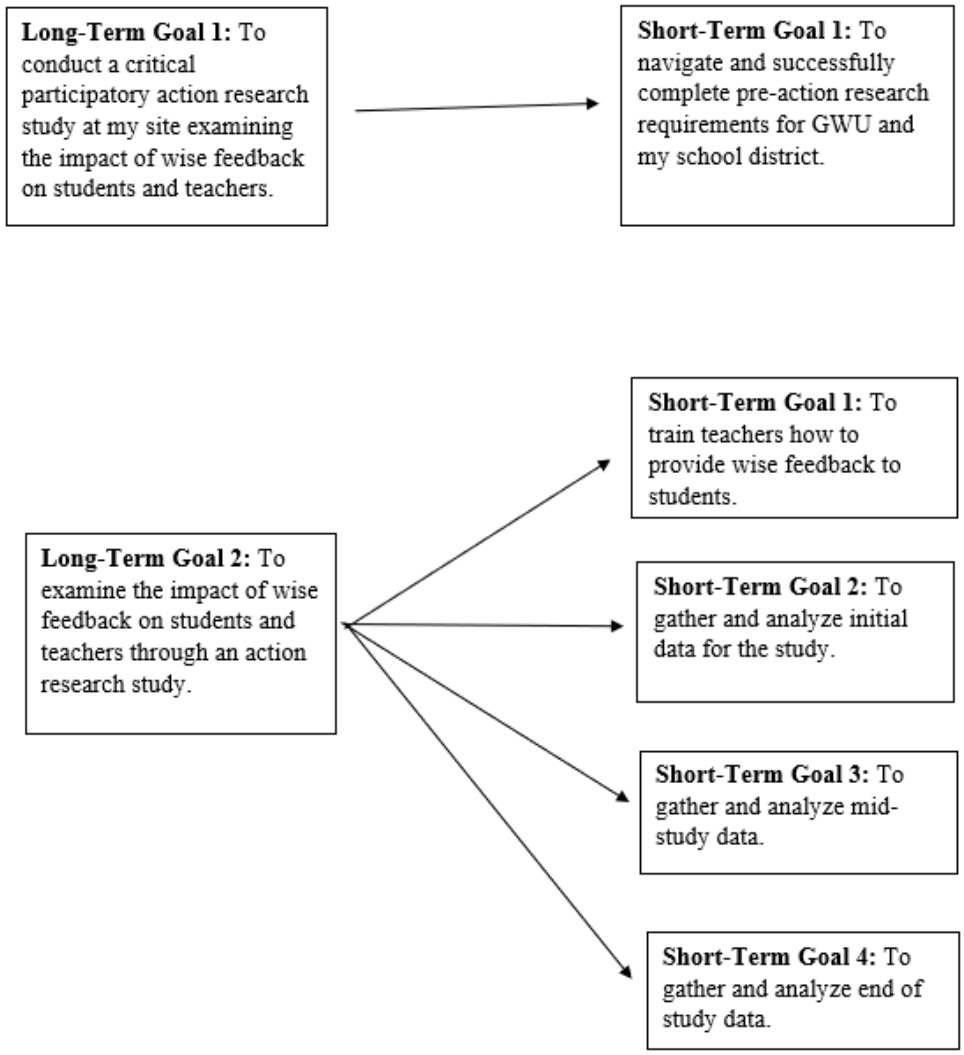


Figure 7 presents a visual of the long- and short-term goals in the research study's action plan. The action plan featured two long-term goals and six short-term goals.

Long-Term Goal 1

The action plan's first long-term goal had one short-term goal. Implementation steps for the short-term goal related to navigating pre-research steps. First, I successfully defended my proposal in May for my committee of Gardner-Webb University (GWU)

professors. Second, I submitted all required documentation in May for GWU's IRB approval. Third, in June, I completed the form required by my school district related to conducting action research as a component of coursework in a degree program. Approval from my principal had already been obtained, and it was the primary component required by the district for conducting action research in addition to IRB approval. Finally, I renewed my CITI certification in September before it expired.

Long-Term Goal 2

Long-Term Goal 2 had five short-term goals for its completion. The short-term goals encompassed the execution of the action research study.

Short-Term Goal 1. To achieve Short-Term Goal 1, six steps were successfully executed during August. First, I planned and designed the Virtual Professional Learning Module (VPLM) for teachers related to wise feedback. Second, I established a date for participants to have the VPLM completed. Third, I made copies of consent forms for teachers to sign. Fourth, I collected the signed consent forms from teachers and stored them in a locked filing cabinet. Fifth, I deployed the teacher self-efficacy survey to them to complete prior to completing the VPLM in early September. It was important to deploy the self-efficacy survey prior to teachers completing the VPLM to establish a baseline self-efficacy rating. Finally, I sent the VPLM link to teachers with directions for completion. It was at this point in the action plan that two participating teachers withdrew from the study because they were not interested in transforming their feedback practices. A change form for the study was submitted to GWU's IRB panel, and the change was approved for the study to continue with me and my students. A revised form was also submitted to the school district reflecting the change in the research study plan.

Short-Term Goal 2. Short-Term Goal 2 contained the steps related to gathering and analyzing initial data. My first step was to make copies of the assent and consent forms for students and their parents. I made the copies the week prior to school starting– the week of August 16. I also created a Google Form digital signature option for parents and students to avoid unnecessary exposure to contact with paper due to COVID-19 precautions. Parents and students were able to scan a QR code I provided and digitally complete their assent or consent forms. I provided hard copies of the consent and assent forms to teachers to distribute to their students for them to keep for their records. The second and third steps for this goal were completed during the first 2 weeks of school, August 23 and 30. Teachers distributed copies of the forms for signatures and collected signed forms. I provided a folder for teachers to collect signed forms, and I stored them in a locked filing cabinet. The fourth step for this short-term goal occurred during the week of September 6 when I deployed the self-efficacy surveys to students for completion through email. Students were asked to complete the survey before midnight on Friday, September 10. Students who gave assent and had consent from parents to participate were notified by written letter the study had "unexpectedly concluded" when the participating teachers withdrew. Student data, only four students, from students in the other teachers' classrooms were removed from Qualtrics at this point. The fifth step entailed me doing the initial analysis of survey results over the weekend of September 11. The sixth step was to reflect on the wise feedback opportunities through my weekly journal. I analyzed my journals through open coding followed by axial and a priori coding. From codes, I made thematic connections. All steps for this short-term goal were completed by September 26. A buffer week during the week of September 27 was provided in case of

unforeseen delays to the timeline before the midpoint data collection and analysis began.

Short-Term Goal 3. Short-Term Goal 3 contained nine steps designed to gather and analyze data at the midpoint of the 9-week action research study. These steps occurred during the first 2 weeks of October. First, I deployed the self-efficacy survey to students and myself again. The surveys were deployed at the start of the week of October 4 to be completed by midnight on October 8. My weekly reflection journals continued throughout October. Additionally, I examined the survey results collected during the week of October 4. I examined the new midpoint survey results with my weekly reflection journal to make connections between the data sources. I also merged results from the midpoint survey and the initial survey from September 26. The final step for this short-term goal was to see if any adjustments to the action plan were needed since it was the midpoint of the study. Constant reflection occurred during the action research study because of the action research spiral; however, if any major adjustments were needed, the midpoint provided the opportunity. The week of October 18 provided a buffer zone between the midpoint and endpoint of the action research study.

Short-Term Goal 4. The final short-term goal encompassed the plan for collecting and analyzing data at the end of the action research study occurring at the end of October. First, I deployed the last self-efficacy survey to students and myself during the week of October 25 with a final completion date of October 27 at midnight. My weekly reflection journals continued. During the week of November 1, I analyzed the results of the self-efficacy surveys from students and myself. I analyzed endpoint data independently and then merged results with the midpoint and initial data from the study.

PD for Teachers

PD is how teachers grow in their knowledge and practice. Face-to-face PD has been the traditional go-to form of PD, but in recent decades, online professional learning has become increasingly popular. Knowles et al. (2005, as cited in Siko & Hess, 2014) discussed the importance of adult learners knowing the purpose for learning, being self-directed, and realizing the connection between PD and growth. Additionally, Picciano et al. (2012, as cited in Siko & Hess, 2014) emphasized the importance of allowing educators to participate in online learning from the perspective of a student. For the research study, I chose online professional learning over traditional face-to-face PD. I made this choice because it allowed teachers to engage with the PD module asynchronously and at their convenience. I created a VPLM for participating teachers to complete as they learned about what wise feedback is and how to implement it in their classrooms. Data must inform PD (Learning Forward, 2011a). Discussion among teachers about the academic progress of previous classes and how teachers could have improved student progress provided anecdotal data to serve as a basis for the VPLM and implementing wise feedback. The goal of the VPLM was to familiarize educators with what wise feedback is, the structured format it uses, and how to implement it effectively in their classrooms. The format of the VPLM, created as a Google Site, follows the IRIS Center's Star Legacy Cycle and incorporates strategies for how adults learn best (The IRIS Center for Training Enhancements, 2005; National Research Council, 2000).

Format of the VPLM

A navigation overview video starts the VPLM to familiarize participants with the structure and content of the Google Site. The VPLM's purpose, goal, and objectives were

shared with participants on the VPLM's home page to establish the purpose and focus for the PD. Aligning outcomes was an important piece of planning for PD (Learning Forward, 2011f).

The VPLM transitioned from the home page to an activating activity listed under the Challenge tab asking participants to reflect on a scenario of an educator named Lucy and on their current feedback practices. Lucy navigated learners throughout the VPLM as the guide for participants to find out what wise feedback is and how to implement it in classrooms for the benefit of students.

Following the Challenge section, participants considered their Initial Thoughts to questions related to the objectives of the VPLM. Participants had an opportunity to reflect in their journal and answer the Initial Thoughts questions. Garmston and Wellman (1992) discussed the importance of interpersonal communication during PD to connect to audience members in the friend category. Appealing to those in the friend category is one area of weakness when completing online learning through a VPLM. Asynchronous learning through a VPLM did not allow for synchronous discussions or interpersonal communication. The personal stories of Lucy throughout the VPLM were intended to help participants in the friend category connect with the PD.

Continuing in the VPLM, I guided participants in creating shared knowledge about wise feedback during the Perspectives and Resources section. This section created a shared knowledge of existing feedback practices and transformed participant thoughts and practices during the rest of the VPLM. Within the Perspectives and Resources section were four individual pages: (a) What is wise feedback; (b) What are the components of wise feedback; (c) What formats can wise feedback be provided in; and (d) How can I

implement wise feedback? The Perspectives and Resources section contained cited research as well as video links and reading opportunities to engage all learning modalities. The inclusion of research, examples, and data appeals to the professor and scientist audience members (Garmston & Wellman, 1992). Transitioning from the basic knowledge of wise feedback, participants were able to practice writing wise feedback based on mock student work samples embedded in the final Perspectives and Resource section.

After participants finished the Perspectives and Resource section, they engaged with the VPLM Wrap-Up. In this section, participants revisited the questions from the Initial Thoughts section to see if their thoughts and feelings had changed. Having participants revisit their initial thoughts allowed them to create meaning for themselves.

Finally, participants completed the Assessment section of the VPLM. The assessment was designed to measure basic recall knowledge related to what wise feedback is and what the specific components of wise feedback are. Additionally, the assessment required participants to provide an example of wise feedback they crafted to align with one of the mock student work samples. Designing the assessment in this way allowed participants to demonstrate their knowledge using multiple levels of Bloom's taxonomy. The final piece of the VPLM was the About the VPLM section where participants discovered information about the module author, links to additional resources, and how the VPLM aligned to standards.

After completion of the VPLM, opportunities for additional practice and individual help were offered. The opportunity for additional exploration and assistance with applying wise feedback to student work samples appealed to any audience member

who self-identifies as an inventor (Garmston & Wellman, 1992).

Transformational Learning

Barth (2001, as cited in Bond, 2015) stated teacher leaders have a "moral obligation" (p. 57) to lead fellow teachers. Teacher leaders who develop and deliver PD sessions transform themselves, their colleagues, and the students at their site. Teacher leaders also build capacity within themselves and others during PD (Learning Forward, 2011c).

Transformational learning changes how people think and act (TEAL Center, 2011). To facilitate the PD session around wise feedback, transformational learning was the adult learning theory applied during the development of the VPLM. Mezirow (2000, as cited in TEAL Center, 2011) believed transformational learning involves reflection and discussion in a trusting environment free from bias. Reflection was incorporated throughout the VPLM. Incorporating discussion and reflection around theories and research was essential for PD learning design (Learning Forward, 2011e). The PD session design intended to involve participants in reflection of their current feedback practices while involving them in post-PD dialogue about how to improve feedback practices.

Drago-Severson and Blum-DeStefano (2019) discussed the importance of creating a culture of feedback and trust prior to coaching educators in best practices. As the research and PLT leader, I ensured a safe, trusting culture was established among participants if the intended study had been followed. Establishing a safe, trusting culture was also necessary to instill a culture of valuing feedback. A trusting environment was achieved as a component of the English I PLT.

While it was the goal of this research study to transform feedback practices at the

site in ninth-grade ELA classes, since all participants withdrew prior to completing the VPLM PD, these goals were not met.

Instrumentation

Data collection instruments included surveys and my weekly reflection journal. Table 5 reflects the research questions, the potential instruments to be used, and the aligned data analysis method.

Table 5

Alignment Table

Research question	Instrument	Methodology	Data analysis
How is ninth-grade ELA student self-efficacy impacted by wise feedback over time?	Self-efficacy surveys	Quantitative	Two-way repeated measures ANOVA
How is my self-efficacy impacted by implementing the practice of wise feedback?	Self-efficacy survey	Qualitative	Descriptive statistics
What are my perceptions of the impact of wise feedback on my ninth-grade ELA classroom practices?	Document analysis of teacher's weekly journal reflections	Qualitative	Thematic coding

Table 5 shows the alignment between research questions, data collection, and analysis procedures.

Bazeley (2010) discussed SPSS software and its ability to "auto-code responses" (p. 434). SPSS software, version 27, was utilized to conduct the two-way repeated measures ANOVA. SPSS software provided descriptive and inferential statistic results (Urdan, 2017).

Creswell and Creswell (2018) stated data analysis in a convergent mixed methods

study happens in three phases: (a) coding of qualitative data and categorizing into themes, (b) statistical analysis of quantitative data, and (c) mixed methods analysis of both databases. This third step of integration of results required me to select a procedure such as side-by-side comparison, data transformation, or joint display (Creswell & Creswell, 2018). Seidman (2019) advocated for "total immersion in the data" (p. 136). Researchers must immerse themselves in the data results to the point of saturation (Creswell, 2015). Doing so allowed me to better understand my experiences with and understanding of wise feedback. The procedures to be used for this study's data integration are discussed in a future section.

Research Question 1

To answer Research Question 1, a two-way repeated measures ANOVA test was conducted. Urdan (2017) stated a repeated measure ANOVA "examines differences on a dependent variable that has been measured at more than two time points" (p. 149). Student self-efficacy was measured at three points over the course of the research study. Research Question 1 had a dependent variable of self-efficacy and an independent variable of time.

Research Question 2

To answer Research Question 2, descriptive statistics were used. Urdan (2017) stated descriptive statistics describe the characteristics of a sample. Descriptive statistics used to analyze the data described if my self-efficacy was impacted by providing wise feedback.

Research Question 3

Thematic coding was utilized to analyze my weekly reflection journals to answer

Research Question 3. Qualitative data gathered through the weekly reflection journals during the implementation process were used to examine my perceptions about wise feedback. Maintaining the weekly reflection journal created original data with the exact words of the participant (Seidman, 2019). Additionally, Seidman (2019) advised researchers to create two copies of a transcript and keep one unaltered as a reference copy, using the second one to memo and code. Rather than a transcript, one copy of the reflection journal was used to memo and code. Seidman urged researchers to approach transcripts with an open mind to allow relevant information to emerge. Looking for connections and patterns in the transcript assisted me (Seidman, 2019). Transcribing the discussions and then reading, highlighting, and memoing were utilized to determine codes (Seidman, 2019). Rowan (1981, as cited in Seidman, 2019) discussed engaging in a "dialectical process" (p. 134) with the material to allow themes to emerge. From the codes, themes emerged to guide the qualitative analysis of Research Question 3. I used axial and a priori coding in my data analysis. Based on the weekly reflection journals, I was able to determine my perceptions related to wise feedback.

Triangulation of the weekly reflection journal entries was also used to further support the descriptive statistics used to answer Research Question 2.

Data Protection

Electronic data were stored in electronic, password-protected databases. Transcribed data, assent, and consent forms were stored in a locked filing cabinet. All data will be destroyed after 3 years.

Data Integration

Once data were analyzed separately, they were merged for further analysis.

Merging the data was vital to a convergent mixed method study (Creswell, 2015; DeCuir-Gunby & Schutz, 2017). At this point in the data collection and analysis phase, the reason for collecting both types of data was revealed. DeCuir-Gunby and Schutz (2017) stated data integration falls into one or more of these categories: narrative, data transformation, or joint display. In this research study, the narrative approach was utilized to present results.

Narrative

In a narrative approach, qualitative and quantitative results are presented in narrative form (DeCuir-Gunby & Schutz, 2017). Narrative form was utilized to present data from weekly reflection journals. Greenwood and Levin (2007) stated a "narrative mode creates transparency about the project" (p. 112). In data transformation, one form of data was transformed and integrated into another data set (DeCuir-Gunby & Schutz, 2017). Each participant's narrative fit as a component of the broad study but each narrative was also specific to its individual setting (Greenwood & Levin, 2007). In this study, the teacher and each student had their unique narrative, but each was connected to the whole study examining the impact of wise feedback on students and teachers. Honoring each participant's experience presented a clearer picture of the study and its impact on teachers and students.

Role of Conceptual Framework

DeCuir-Gunby and Schutz (2017) highlighted the important role the conceptual framework should play in data analysis. Mertens (2009) stated, "self-knowledge alone is not sufficient; however, personal transformation is a necessary part of social transformation" (p. 71). My inquiry worldview was transformative-participatory, and my

substantive content theory was self-efficacy. Data analysis in this study focused on the perspectives and truths of all action research participants related to the implementation of wise feedback and its effect on self-efficacy. The analysis of the surveys and weekly reflection journals was key to finding answers for the research questions.

Transformative Lens

Mertens (2013) discussed the importance of the addition of social justice to research. With the addition of social justice, an evaluator's approach to change initiatives must shift to a transformative paradigm. Within the paradigm, the researcher must consider assumptions to axiology, ontology, epistemology, and methodology of the study (Mertens, 2010, 2013). These assumptions are built on the work of Guba and Lincoln (2005, as cited in Mertens, 2013).

Axiological assumptions. As the lead researcher, I remained aware of participant cultural differences in the study. I respected the diversity and well-being of participants to ensure ethical considerations in the study. Recognizing the diversity of each of my ELA classes and each student's uniqueness was critical.

Ontological Assumptions. Mertens (2013) stated, "people with different experiences have different perceptions of what is real" (p. 30). I realized people experience reality in different ways, leading to differing points of view. In the wise feedback study, privilege, and its role in giving and receiving feedback, was considered. The reality of how teachers gave feedback and how students received and used the feedback for academic improvement was considered. Students have different perspectives of what quality work is. Providing wise feedback to students gave them targeted feedback on how to improve their work and potentially increase their academic success.

Epistemological Assumptions. Mertens (2013) discussed the importance of "the relationship between the evaluator and stakeholders" (p. 31) in a study. Building relationships between all stakeholders was critical to mitigating power concerns and to ensuring the inclusion of all voices (Mertens, 2013). By nature of a CPAR study, the collaborative involvement of all stakeholders solidified epistemological assumptions and ensured marginalized groups have a voice. As one of the teachers who students encountered daily since the past year and a half of COVID-19 school closures, establishing a supportive relationship with students first was critical. Collaboration between teachers and students to improve academic success and promote revision skills using wise feedback helped students learn how to evaluate their own work and show improvement.

Methodological Assumptions. Mertens (2007) stated, "the use of a single method to determine the need for social change can yield misleading results" (p. 214). Additionally, Mertens (2013), stated, "the transformative methodological assumption does not dictate the use of mixed methods; however, it does provide a rationale for the use of mixed methods as a way to capture the complexity of the phenomenon under study" (p. 33). Mertens (2010) also stated the "use of transformative mixed methods as tied to the concept of enhanced validity" (p. 14). Realizing real people and their lives were involved in the research study was critical for its success. When the two teachers withdrew from the study because of personal reasons, no ill feelings were harbored. The expected study was amended, submitted to IRB for a change, and continued once the change approval was granted. Careful development of the mixed methods design highlighted lived experiences and called for social change within the community

(Mertens, 2007). For this study, community was defined as the school where students studied and the teacher worked. The action research's cyclical design aligned with the transformative methodological assumption because it examined qualitative and quantitative data gathered at all stages of the study. The attention paid to developing a teacher-student relationship prior to giving wise feedback helped in facilitating student academic success and lessening any power struggles in the classroom.

Mertens (2010) suggested participants engage in "self-reflection and dialogue" (p. 16) to improve their practices. Examining what one believes and who one is had far-reaching implications in the research study. Qualitative journal entries helped me navigate my beliefs related to providing feedback to students and potentially change my instructional practices.

Threats to Validity

Creswell and Creswell (2018) stated the importance of establishing quantitative and qualitative validity. Two areas of research where validity was assured included internal and external validity. Bhandari (2020) defined internal validity as the ability to confidently draw cause-and-effect relationships. Additionally, internal validity lends credibility to the study. On the other hand, external validity is generalizing findings to other groups (Bhandari, 2020).

Internal Validity Threats

One threat to internal validity was maturation. As the study progressed, students matured in their work habits, possibly minimizing the amount of wise feedback needed. As students mastered specific skills, the full wise feedback framing was amended to reflect increased mastery. Another threat to internal validity was the self-efficacy

surveys. A self-efficacy survey was given at the start of the study in September. Participants may have felt the need to be consistent in the self-efficacy survey at the middle of the study at the start of October and the end of the study at the end of October, thereby skewing their self-efficacy data results.

External Validity Threats

One threat to external validity related to the sample size. Creswell and Creswell (2018) stated unequal sample sizes needed to be accounted for through the research design. Unequal sample sizes were created based on the number of students participating in the study assigned to specific class periods. Five students in first period, three students in third period, and four students in fourth period completed the study. By the nature of the research design and not being able to force students to complete the surveys, an equal sample size was not achieved. By conducting multiple surveys despite the unequal sample size, the external threat to validity was mitigated. Another threat to external validity could be the Hawthorne effect where study participants change their behavior simply because they are being studied (Paradis & Sutkin, 2017). The Hawthorne effect in the study would be evident through students working harder than usual because they knew they were being observed. The Hawthorne effect was not evident in the research study.

Issues of Trustworthiness

In action research, addressing potential bias is critical (Herr & Anderson, 2015). Some extent of bias and subjectivity is inherent in action research; however, utilizing validation meetings can alleviate the extremes of bias and subjectivity. Herr and Anderson (2015) stated because of the unique nature of action research, establishing

trustworthiness is critical to the study. Additionally, Stringer (2014) advised conducting a quality check of the study's action plan before implementation. Additionally, Stringer (2014) itemized four areas to increase trustworthiness: credibility, transferability, dependability, and confirmability.

Credibility

Cram et al. (2004, as cited in Mertens, 2009) identified three themes for ethical consideration: (a) researchers knowing themselves, (b) knowing yourself in your community and respecting others, and (c) increasing knowledge and ability related to cultural competence. As the teacher conducting the action research study, I desired to see ninth-grade students have a smoother transition into high school. Additionally, I desired to help students build foundational skills related to academic success to last throughout their high school careers. Endo et al. (2003, as cited in Mertens, 2009) stated, "the culturally competent researcher or evaluator is able to build rapport across differences, gain the trust of community members, and self-reflect and recognize one's own bias" (p. 90). Ensuring teachers are credible was essential for the study and for students to trust the feedback they provide. Greenwood and Levin (2007) stated action research "believes that the only knowledge generated and tested in practice is credible" (p. 67). Action research emphasizes collaborative work among stakeholders to ensure credibility. Research design steps like triangulation lend credibility to a study (Stringer, 2014).

Internal Credibility. Ensuring the internal credibility of the study was the collaborative nature of the stakeholders. I worked diligently to implement wise feedback on student assignments. Additionally, the connection to aiding the transition of students into high school and developing foundational skills related to academic success gave

internal credibility to the study.

External Credibility. Greenwood and Levin (2007) said the action and reflective nature of action research increases external credibility. My weekly reflection journals during the study created an intentional activity for reflection. Additionally, using an action research model ensured reflection and adaptation of the plan as it unfolded. Furthermore, using the new knowledge gained to change practices lends credibility to the study. Teachers learned about wise feedback at the start of the study, implemented it in their classes, and reflected on its effectiveness during the study. The teacher provided students with wise feedback on at least one work sample per week during the research study window. After the study, I changed my practices and continued to employ wise feedback in my classes showing the external credibility of the study. Finally, the authentic narrative and stories of individual participants increased external credibility for the study. The weekly reflection journal gathered rich data related to my experiences and perceptions giving wise feedback and how it impacted the academic work of my students.

Transferability

Results of action research studies are typically more applicable to specific sites or people in a study. Stringer (2014) suggested developing and following specific procedures to help the study's conclusion be transferable to others. Stringer specified including explicit descriptions of "context(s), activities, and events reported as part of the outcomes of the study" (p. 94) to aid in transferability.

Dependability

Stringer (2014) stated dependability ensures trustworthiness when others can trust the research design has been systematically followed. Dependability is also increased by

detailed procedural descriptions (Stringer, 2014). Creating an action plan for the research study and employing credible, dependable surveys increased trustworthiness. Having specific implementation steps connected to goals created procedures to ensure dependability in the study.

Confirmability

Stringer (2014) emphasized the importance of other researchers being able to confirm the procedures and details of a study. Stringer advocated for the need to "confirm the veracity of a study" (p. 94) to establish trustworthiness. The details of the study were confirmed by using established surveys, the creation of an action plan, and collaborative work with action research participants.

Summary

Receiving constructive, quality, timely feedback through an approach known as wise feedback can be influential for certain populations of students. Equipping teachers with the knowledge and ability to use wise feedback to leverage increased student achievement was paramount. This convergent mixed methods, critical participatory-social justice action research study revealed the impact of wise feedback among student groups as well as how it impacted their self-efficacy in ninth-grade ELA class. Chapter 3 presented the proposed research design for the action research project. Chapter 4 presents the findings of convergent mixed methods participatory action research study once data were collected and analyzed.

Chapter 4: Findings

Introduction

The purpose of the action research study was to examine how a teacher's self-efficacy was impacted by providing wise feedback to students and how student self-efficacy was impacted when receiving and implementing the wise feedback in ninth-grade ELA classes. Wise feedback is a multi-part feedback format providing students with feedback on the task aligned to high expectations with assurance of students' ability to succeed (Thayer et al., 2018; Yeager, Purdie-Vaughns et al., 2014).

Review of Methodology

The action research study utilized a complex mixed methods design intersecting convergent mixed methods with a critical participatory-social justice design. The action research study gathered quantitative data from teacher and student self-efficacy surveys at three points (beginning, middle, and end) during the 9-week action research study. Qualitative data were also collected from my weekly journal reflections. Both quantitative and qualitative data were merged to create a comprehensive analysis of results. The research questions for the action research study were

1. How is ninth-grade ELA student self-efficacy impacted by wise feedback over time?
2. How is my self-efficacy impacted by implementing the practice of wise feedback?
3. What are my perceptions of the impact of wise feedback on my ninth-grade ELA classroom practices?

Participants

Since the participants and scope of the action research study changed from the intended study proposed, a review of the participants in the actual action research study is warranted. The actual study included one ELA teacher, not the intended two or more.

Three ninth-grade ELA classes totaling 84 students were asked to participate in the research study. Student participants who assented and had parental consent totaled 23, but only 12 completed the three self-efficacy surveys across the timeline of the study. Table 6 shows the gender distribution for the research study participants.

Table 6

Study Participants' Gender Distribution

Gender	Total	Mean	Standard error
Male	6	55.4	2.805
Female	4	47.8	3.435
Non-Binary	1	49	6.870
Prefer not to say	1	41.3	6.870

Note. n = 12.

Table 6 shows the gender distribution of student participants in the study. Most student participants were males followed by females.

One benefit of remote learning during the COVID-19 pandemic was the district's investment in technology to create one-to-one, or 1:1, options for students. Each student was issued a district Chromebook to complete schoolwork. Students completed all ELA work through Google Classroom and the district-funded Google Suite. Specifically, students used Google Docs and Google Slides to complete work. Written feedback was provided in margin notes within Google Docs. Written feedback was provided for work completed in Google Slides in the private comment field of Google Classroom since

Google Slides does not have a margin note option.

Wise Feedback Samples

All students in my three ninth-grade ELA classes received wise feedback on at least one work sample per week during the research study. Figure 8 shows a visual of wise feedback provided on a student's work sample at the start of the research study.

Figure 8

Visual of Wise Feedback 1

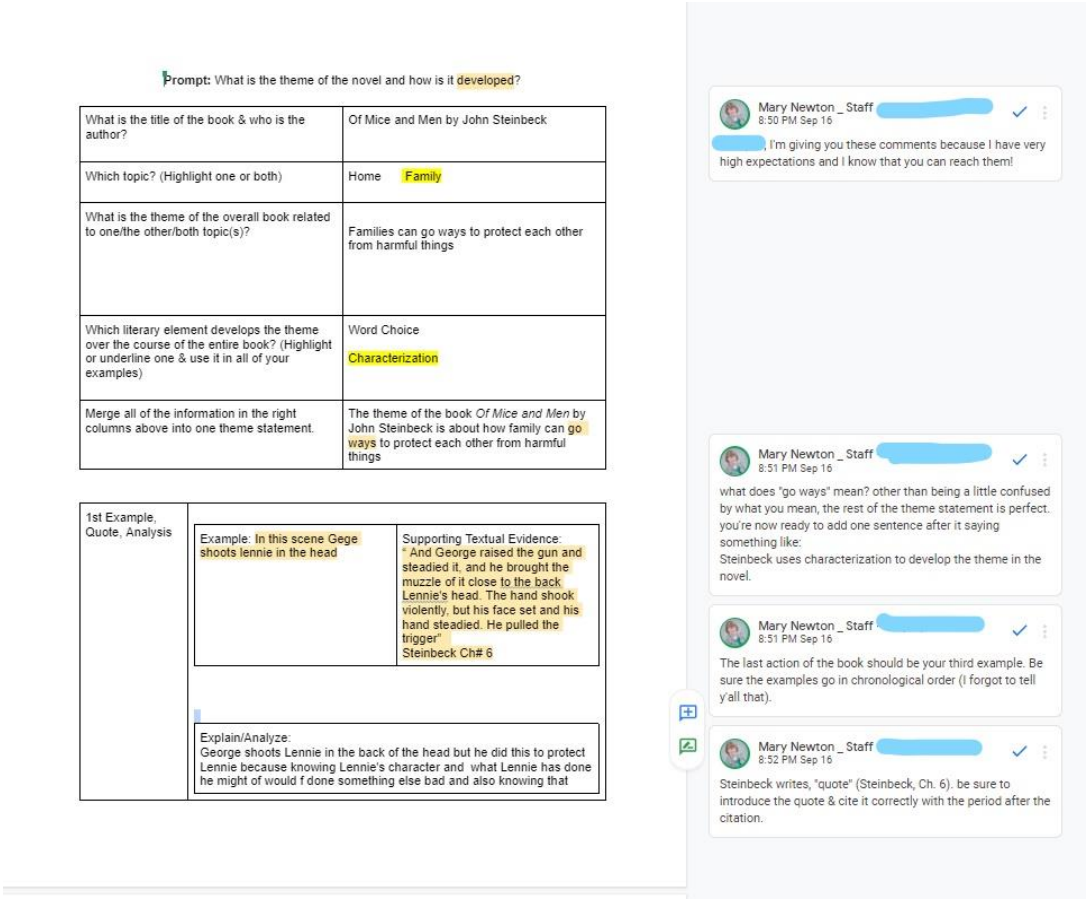
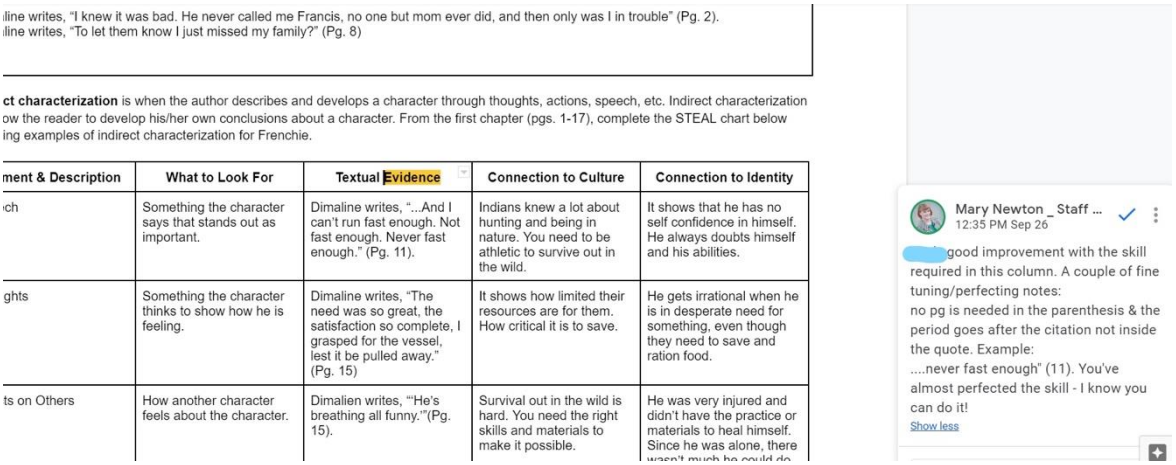


Figure 8 shows a work sample from a student early in the research study. Located in the work sample is the feedback aligning to high standards and assuring the student can master the skill and achieve the high standards. Figure 9 shows one example of wise feedback provided later in the learning progression toward skill mastery.

Figure 9

One Example of Wise Feedback



iline writes, "I knew it was bad. He never called me Francis, no one but mom ever did, and then only was I in trouble" (Pg. 2).
iline writes, "To let them know I just missed my family?" (Pg. 8)

ct characterization is when the author describes and develops a character through thoughts, actions, speech, etc. Indirect characterization ow the reader to develop his/her own conclusions about a character. From the first chapter (pgs. 1-17), complete the STEAL chart below ing examples of indirect characterization for Frenchie.

ment & Description	What to Look For	Textual Evidence	Connection to Culture	Connection to Identity
ch	Something the character says that stands out as important.	Dimaline writes, "...And I can't run fast enough. Not fast enough. Never fast enough." (Pg. 11).	Indians knew a lot about hunting and being in nature. You need to be athletic to survive out in the wild.	It shows that he has no self confidence in himself. He always doubts himself and his abilities.
ghts	Something the character thinks to show how he is feeling.	Dimaline writes, "The need was so great, the satisfaction so complete, I grasped for the vessel, lest it be pulled away." (Pg. 15)	It shows how limited their resources are for them. How critical it is to save.	He gets irrational when he is in desperate need for something, even though they need to save and ration food.
ts on Others	How another character feels about the character.	Dimalien writes, "'He's breathing all funny.'"(Pg. 15).	Survival out in the wild is hard. You need the right skills and materials to make it possible.	He was very injured and didn't have the practice or materials to heal himself. Since he was alone, there

Mary Newton _ Staff ...
12:35 PM Sep 26

[redacted]good improvement with the skill required in this column. A couple of fine tuning/perfecting notes:
no pg is needed in the parenthesis & the period goes after the citation not inside the quote. Example:
....never fast enough" (11). You've almost perfected the skill - I know you can do it!
Show less

Figure 9 shows the wise feedback provided to the student. The wise feedback communicated the high expectation and it communicated belief in the student's ability to master the skill of a correct citation. Figure 10 provides a second example of wise feedback near the end of the learning progression.

Figure 10

Another Example of Wise Feedback

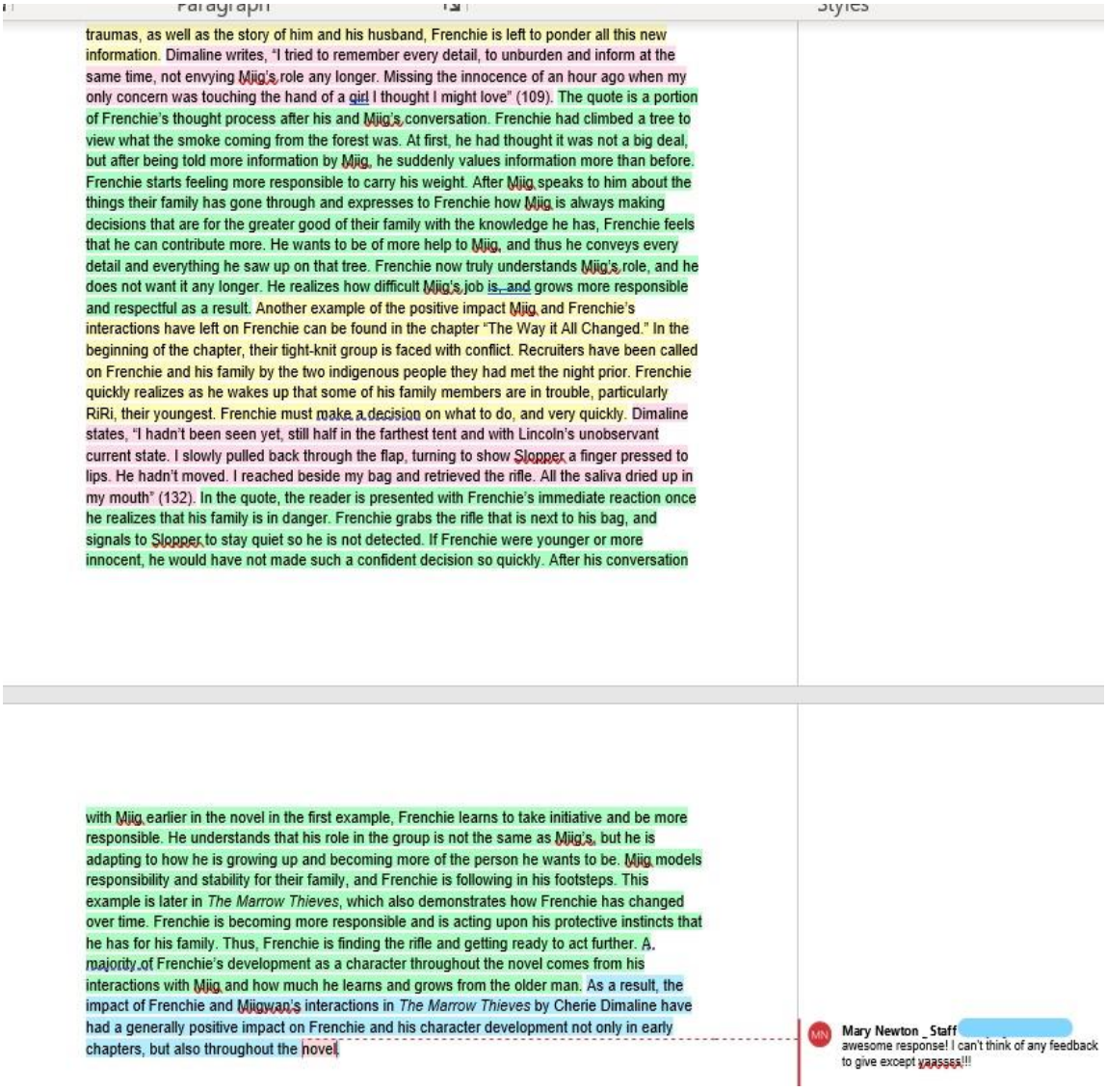


Figure 10 shows how the amount of wise feedback was reduced because the student mastered the skills. The reduction of the wise feedback elements coincides with student improvement, confidence, and skill mastery. The color-coded response shows one student's full mastery of a written response incorporating textual evidence, correct citations, and depth of analysis.

Data

Data for the research study were collected from the teacher and student participants. Quantitative data were collected from both groups through Qualtrics surveys. Qualitative data were collected through my weekly reflection journals.

To mitigate potential researcher bias, I did not reexamine the self-efficacy surveys between my completion of each one. I completed each round of surveys with the least amount of bias possible drawing solely on the level of change I felt in response to each question based on the wise feedback I had provided students and the impacts I was observing in students because of the wise feedback.

Before running the quantitative analysis, Cronbach's alpha for the Student Self-Efficacy Formative Questionnaire was computed to determine internal reliability on the instrument. The results showed the survey had an adequate level of internal consistency (a = .769), thus the items functioned as intended. Because the teacher self-efficacy survey had only one participant, a Cronbach's alpha was not needed to determine internal reliability.

Since the research study utilized a two-way repeated measure ANOVA, Mauchly's Test of Sphericity was necessary to determine variance of differences between data groups (Lund Research, 2018). Mauchly's Test of Sphericity was run on the Student Self-Efficacy Formative Questionnaire, and it indicated the assumption of sphericity had not been violated (p = .712). No additional corrections were warranted.

Research Question 1

Research Question 1 asked, "How is ninth-grade ELA student self-efficacy impacted by wise feedback over time?" Using Gaumer Erickson and Noonan's (2018)

Student Self-Efficacy Formative Questionnaire, students responded to 13 questions related to self-efficacy. Students rated their responses using a 5-point Likert scale ranging from 1 (not very like me) to 5 (very like me). Students were surveyed with the instrument three times during the study, at the beginning, middle, and end. Each survey was completed roughly 4 weeks apart.

To answer this question, a two-way repeated measures ANOVA was conducted using SPSS version 27 software. The two-way repeated measures ANOVA was used to examine changes in students (ninth-grade ELA) over three points in time (beginning, middle, end) on the dependent variable (self-efficacy). Table 7 displays the mean and standard deviation from each of the three self-efficacy surveys.

Table 7

Mean and Standard Deviation for Three Surveys

Time	Mean	Standard deviation
Self-Efficacy Survey 1	51.08	8.196
Self-Efficacy Survey 2	49.75	7.689
Self-Efficacy Survey 3	52.75	7.473

Note. n = 12.

Table 7 shows the data results from each of the three student self-efficacy surveys and shows the mean or average of the distribution. The mean increased from Survey 1 to Survey 3 showing an increase in student self-efficacy. There was a slight decrease between Surveys 1 and 2. There was no significant difference in student self-efficacy over the three time points. Table 8 presents the tests of within-subjects effects data.

Table 8

Tests of Within-Subjects Effects

Source	Mean square	F	Sig
Time	15.291	2.964	.080
Gender	85.207	1.805	.224
Time * Gender	3.537	.686	.664
Error (Time)	5.160		

Note. Computed using alpha = .05; n = 12.

Table 8 shows the data results for the tests of within-subjects effects. To determine if student self-efficacy differed from one survey to the next, I performed a two-way repeated measures ANOVA with gender as the independent variable and time as the dependent variable. The intended study planned to examine race as the independent variable, but the study lacked a racially diverse population, so race was eliminated. The quantitative data results revealed student self-efficacy increased over time as they received wise feedback throughout the research study. The results reveal no statistical significance due to the small participant pool participating in the surveys.

Research Question 2

Research Question 2 asked, "How is my self-efficacy impacted by implementing the practice of wise feedback?" Using Schwarzer et al.'s (1999) teacher self-efficacy survey, self-efficacy was measured. Schwarzer et al.'s instrument used a 4-point Likert scale ranging from 1 (not at all true) to 4 (exactly true) to measure teacher self-efficacy. I completed the survey at three points in time over the course of the research study (beginning, middle, and end); each survey completion was roughly 4 weeks apart from the previous survey completion.

SPSS version 27 software was utilized to interpret the survey data. Descriptive

statistics showed teacher self-efficacy increased at each point from the beginning survey to the middle to the final survey. Because I was the only teacher participant, a more in-depth statistical analysis was not possible. Table 9 shows the teacher self-efficacy scores.

Table 9

Teacher Self-Efficacy Scores

Time	Score
Survey 1	36
Survey 2	40
Survey 3	43

Note. n = 1.

Table 9 shows the scores for the teacher self-efficacy survey and how my self-efficacy increased through the progression of three surveys during the research study. The more time I invested in providing wise feedback to students, the more my self-efficacy increased.

Research Question 3

Research Question 3 asked, "What are my perceptions of the impact of wise feedback on my ninth-grade ELA classroom practices?" To fully answer this question, seven journal prompts were developed. Those prompts included

1. What has been challenging?
2. What am I noticing about my teaching practices?
3. What went well?
4. What am I noticing about my students?
5. How does this seem to be impacting my marginalized students?
6. How can I support this for my students?

7. How is this empowering my students?

I maintained a weekly reflection journal answering each question after each round of feedback. During the beginning of data analysis, Tesch's eight steps in the coding process were used (Creswell & Creswell, 2018). As I read my weekly journal reflections, I memoed each entry line by line to determine concepts and categories (Khandkar, n.d.). Next, I reread the journals to open code the data. Open coding allowed for a creation of a list of concepts from the qualitative results (Gallicano, 2013; Glen, 2021; Khandkar, n.d.). From open coding, I identified axial codes leading to selective codes (Gallicano, 2013; Glen, 2021; Khandkar, n.d.). In addition to developing axial and selective codes, I also looked for a priori codes based on my prior research of wise feedback.

After I coded all journal responses, I compiled the results into a list to determine the most commonly occurring codes. To visually display the commonly occurring codes, I created a word cloud. Mathews et al. (2015) highlighted the benefits of word clouds to visually represent qualitative data. The size of the word in the word cloud denotes the number of times, or frequency, the code appeared in the weekly journal analysis. For example, the larger the word appears in the word cloud, the more common or frequent it was; the inverse being the smaller the word, the fewer times it occurred. Figure 11 presents a word cloud with axial and a priori codes identified from qualitative analysis.

Figure 11

Word Cloud for Overall Codes

Note. Codes identified from qualitative results.

Figure 11 presents the codes identified from the weekly reflection journals. The a priori codes identified in the journal coding included *confidence* and *relationships* connecting to prior research on wise feedback (Thayer et al., 2018; Yeager, Purdie-Vaughns et al., 2014) Axial codes identified in the coding included *opportunities*, *overwhelmed*, *self-advocacy*, and *mastery*. After determining the repetitive commonality of the codes, I examined the list to see if themes emerged. Figure 12 shows a hierarchical visual of codes and emerging themes.

Figure 12

Hierarchical Display of Codes and Emerging Themes

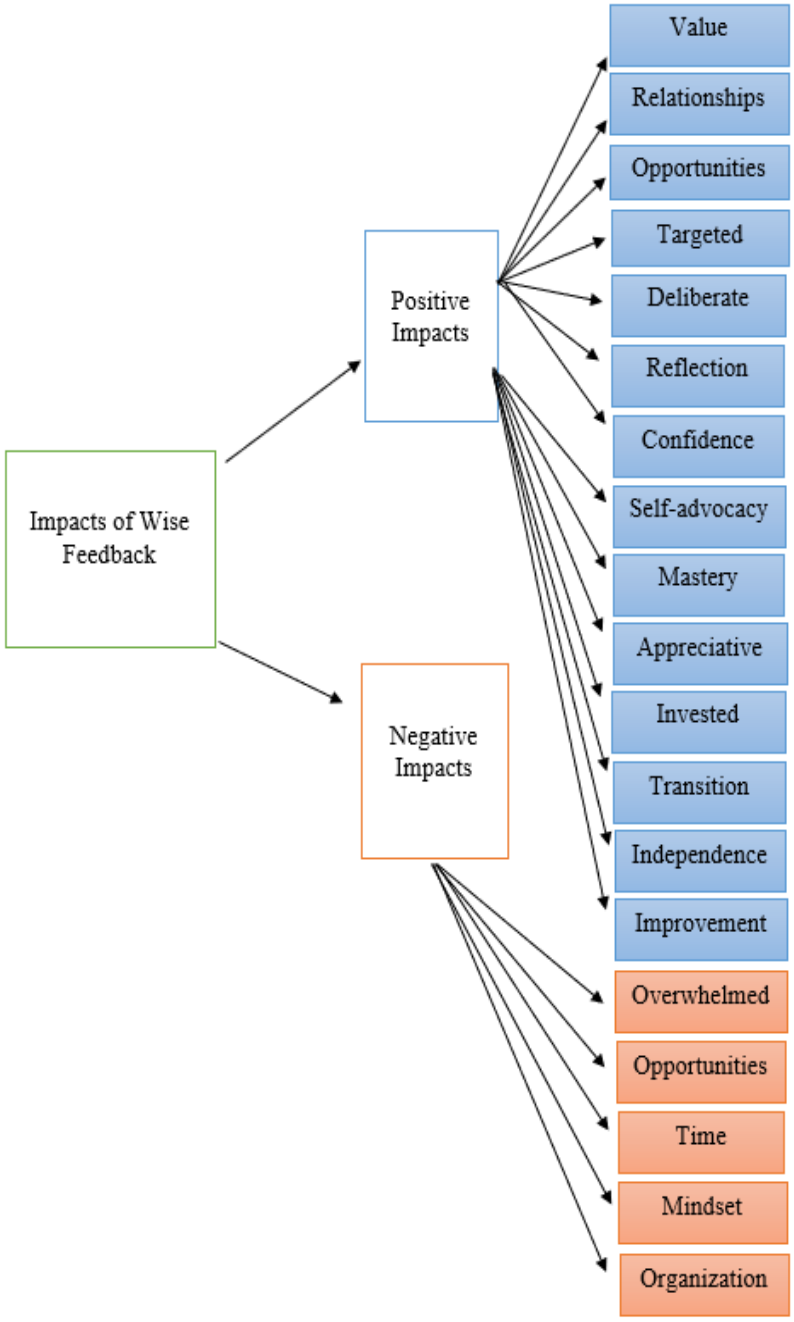


Figure 12 presents the overwhelmingly positive impact wise feedback had, but it also acknowledges negative impacts as well. Continuing further into qualitative data analysis, a chart was created to compile codes, their relationship to impact, and

exemplary quotes from the journals. The chart is in Appendix L.

Research Question 3 Themes. After the coding process, I began drawing thematic connections from the qualitative results. As I examined the list of codes, two themes emerged related to the impact of wise feedback: positive impact and negative impact. After continued analysis of the data, positive and negative impacts were further refined to align with the population feeling the impact: student and teacher. These themes created the final four themes contained in my thematic framework, displayed in Figure 13.

Figure 13

Thematic Framework

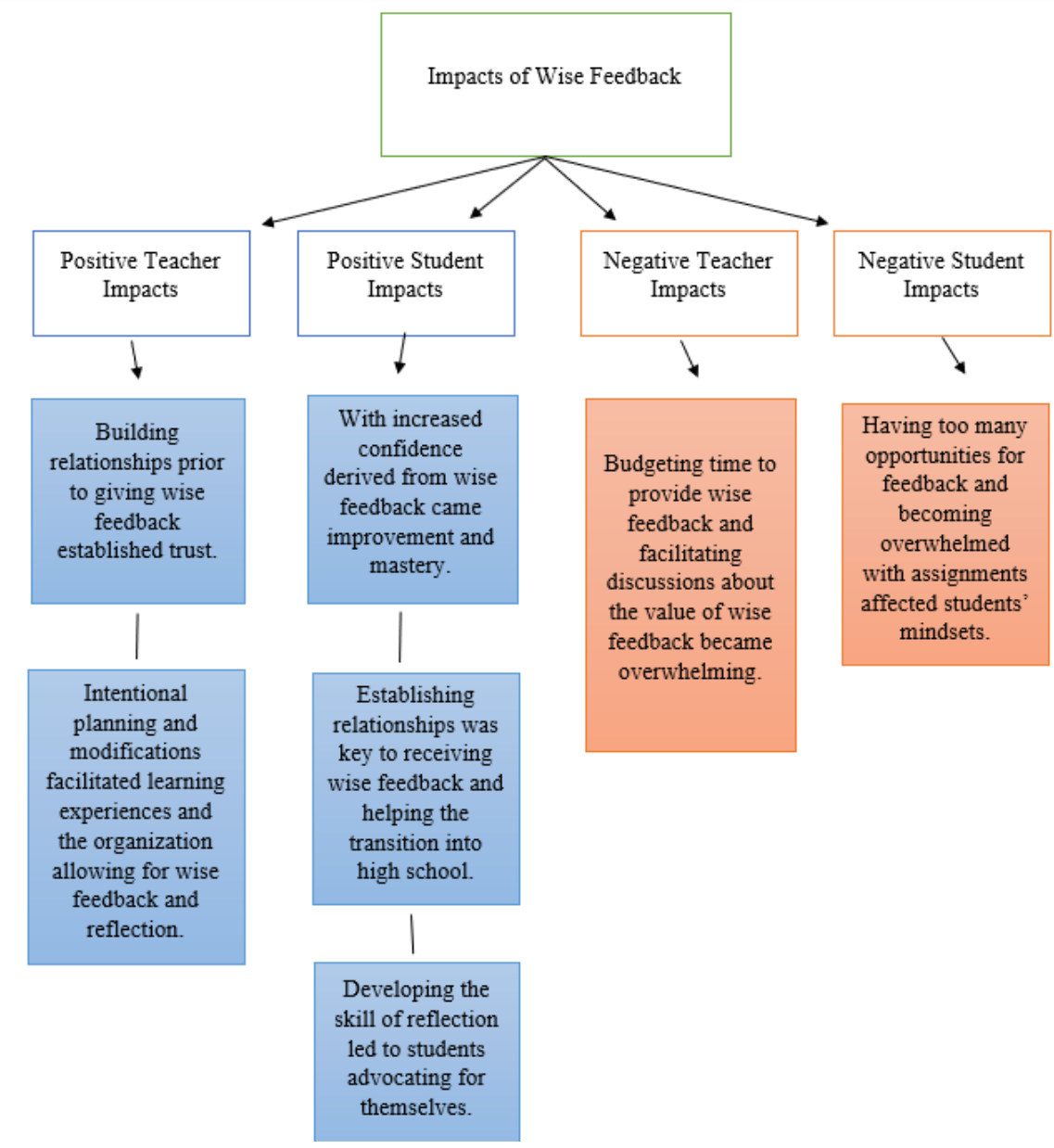


Figure 13 shows the thematic framework highlighting positive and negative impacts broken down by participant group. Within the visual representation, some impacts overlapped between participant groups and type of impact. Those overlaps will be expanded upon in future sections. Chenail (1995, as cited in Lombardo, 2021)

discussed a strategy called the “Tarzan Process” for qualitative data presentation. This process uses a method of stringing quotes like vines for the reader to move freely from one to the next in the qualitative narrative. The Tarzan Process will be used to link thematic journal entries together.

Positive Teacher Impacts. The first emergent theme from my weekly journals about wise feedback was the impact of building relationships before giving wise feedback to build trust. In one journal, I wrote, “I am remaining constant and supportive for them [the students] to flourish”; while in another journal, I wrote, “Having a supportive teacher who wants them to succeed is critical.” In yet another journal, I wrote, “I have noticed they [students] are more open and willing to ask questions of me during class, showing the importance of the teacher-student relationship.” All three journal entries reflected the importance of building the teacher-student relationship first. This step developed a respectful, equitable classroom. Having students invested in their own learning and seeking assistance as needed from the teacher created a positive impact on the teacher because of the independence and ownership students developed.

Another theme for positive teacher impacts related to organization. The impact of organization was two-pronged and derived from needing time to intentionally plan to facilitate learning experiences and allowing time to give wise feedback while reflecting on the process. In one of my early journals, I noted, “Getting routines set up allows time to give wise feedback on work samples.” Another journal noted, “I’m not as organized yet in English I as I was in English 2.” Another journal entry noted, “I want to ensure students have multiple opportunities for feedback on multiple tasks to build their skills before a graded task for mastery.” A subsequent journal noted, “I created a learning

progression document by standards for Unit 2 which has helped me see the paths and feedback opportunities available to students as they work toward mastery." Another journal entry noted I needed to "create systems or processes that have students go back into documents with feedback to see what was said." After that entry and before the midpoint of the research study, I created a feedback reflection log for students to complete. Student daily routines were amended to complete the feedback reflection log as an opening class activity the day after they received wise feedback. Student feedback reflection logs asked them to respond to three questions:

1. Did I turn in the task on time or within one day's late window? If the answer is no, then your reflection must be about why you didn't turn it in.
2. How is the feedback provided helpful and geared toward improvement?
3. How can you use the feedback on the next task connected to the same standard?

A copy of the feedback reflection log and a completed example are in Appendix M. To provide the best wise feedback in a timely manner, I had to ensure I was organized and routines were established. Providing wise feedback to three classes of ninth-grade ELA students, totaling 85 students if everyone turned in assignments, was time-consuming. Having a unit plan and learning progression chart prepared ahead of time allowed me the chance to give wise feedback quickly and to correct any misconceptions or misunderstandings the following day in class. Developing and providing students with the feedback reflection log ensured they had an increased level of accountability in improving their ELA skills by examining the feedback given.

Positive Student Impacts. The first theme about positive student impacts was with

increased confidence from wise feedback comes improvement and mastery. One journal entry about confidence stated, “It [wise feedback] has built their [students’] confidence in their work and abilities.” Another entry echoed similar perceptions by saying, “The wise feedback framing continues to boost their self-confidence and their writing ability.” Ensuring students had the support and reinforcement of their beliefs as stated in wise feedback was critical to building their confidence to succeed. Another of my journal entries stated, “For students who have not had in-person instruction or feedback from a teacher for over a year and a half, using wise feedback rather than ‘good job’ built their confidence level as they worked to improve their skills.” Another of my journal entries stated, “The wise feedback framing is building their beliefs in their abilities and helping them be successful in their graded tasks.” Reinforcement of my belief in student abilities to master the skills and reach the high expectations was critical in their success. Similar perceptions were noted when I wrote, “I believe that students have become more confident in themselves and their abilities to do well in English class because of the wise feedback framing.” By the middle of the research study, students had grown accustomed to the routine of submitting work for wise feedback, getting it back the next day, and examining the feedback notes to use for future improvements. Providing wise feedback consistently, in a timely manner, and on multiple assignments allowed students to build confidence in themselves and their ELA abilities to demonstrate their mastery of ELA skills.

Another theme having a positive impact on students was the importance of establishing relationships before receiving wise feedback to facilitate the transition into high school. Student-teacher relationships were noted under positive teacher impacts, but

journal entries and data results linked them as positive student impacts as well. An excerpt from one journal entry discussed, “having a supportive teacher who wants them to succeed.” Ninth-grade students needed constant support and reinforcement as they transitioned into high school. Wise feedback provided the necessary reinforcement if a relationship was established. Another of my journal entries noted, “they are more open and willing to ask questions of me during class showing the importance of the teacher-student relationship.”

A third positive impact on students was developing the skill of reflection led to students advocating for themselves. After a week of giving feedback to students in their electronic work samples and not seeing students looking at it, I created a feedback reflection log (see Appendix M). The log asked them to return to the feedback and reflect on how it could help them continue to improve. One journal reflection noted, “The week of 9/27, I created a feedback reflection log for students. One student commented [when I introduced it in class], ‘are you trying to make sure we read your comments?’” Another journal entry stated, “Moving forward into Unit 2, creating systems and processes is necessary to have students go back into documents with feedback to see what was said.” In another journal entry, I noted, “I can continue to support wise feedback in my students by continuing to use the feedback reflection log with students.” It became apparent after the first round of wise feedback that a procedure was needed. The procedure became using the reflection log after I returned assignments. Without this step, some students would not have returned to their work sample to internalize the wise feedback and correct the skill noted. As students began to internalize the wise feedback, they began to advocate for themselves more. One journal noted, “I have noticed they are more open and

willing to ask questions of me during class showing the importance of the teacher-student relationship." Another journal noted, "they are the ones who ask questions when I'm giving a mini-lesson. They seek verbal and written feedback." Another journal said, "marginalized students in the honors sections are taking the opportunities for feedback and are asking questions for clarification." Additionally, I noted, "marginalized students ask more questions of me when I'm circulating during their work time. They are more invested in how to improve their work." Another journal stated, "For those looking at the feedback, they are asking more questions for clarification and seeking verbal feedback while working as they try to improve their skills." A final journal noted,

> Some students are continuing to grow in their confidence of asking questions verbally during class and asking me to look at things. Their confidence and faith in themselves are becoming apparent. I'm also seeing students answering questions for each other more.

This final entry showed self-advocacy turning to peer coaching. Students had become self-actualized by advocating for themselves and started to coach their peers in the learning process. It was through the process of first becoming self-reflective of one's own work and improvement that supported student growth in their knowledge and confidence to help one another.

Negative Teacher Impacts. One negative teacher impact was being overwhelmed. The impact of being overwhelmed was two-pronged and derived from budgeting time to provide wise feedback and allotting time to facilitate discussions about the value of wise feedback. One journal entry noted, "In an effort not to overwhelm students with feedback about too many things to fix, I have not given feedback about analysis [only citing textual

evidence correctly].” Another journal noted, “The most challenging thing about this week has been the number of assignments I wanted to give wise feedback on,” while another journal noted, “the timeliness of reteaching is valuable to students as they learn skills.” Another journal entry noted, “I’m noticing that I am putting more effort into giving feedback than some students are putting into the assignments. I have given tons of feedback.” A similar entry read, “I’m noticing that I’m giving a lot of feedback but not all students are engaging with it for their improvement.” One journal entry noted, “Getting students to see the value in feedback and turn in tasks on time for feedback [has been a challenge],” while another stated, “kids who value the feedback continue to do the assignments to get the feedback.” Near the end of the study, an entry stated, “I’m noticing at this point, I’m tired of giving feedback. I’m having to coach myself up to sustain my endurance for giving genuine feedback.”

Negative Student Impacts. One negative student impact was having too many opportunities for feedback and becoming overwhelmed with assignments which affected student mindsets. In one journal, I noted, “Another challenge is creating the mindset in students to go back into assignments and look at the feedback in the margin notes.” At least two journal reflections noted similar experiences: “There are still students not turning in work because ‘it’s not for a grade.’” A third reflection stated, “convincing them of the benefit of the feedback loop and getting feedback for improvement has proven difficult.” A fourth reflection echoed what students told me in class about an “overuse of ‘growth mindset’ in middle school.” Additionally, I noted, “students are overwhelmed and have lost growth mindset in the past year and a half during remote learning and the COVID-19 pandemic.” Recognizing students were overwhelmed and

struggling to adjust to traditional, in-person instruction again provided an opportunity to show grace and continue to provide feedback when work was turned in late. Returning to in-person instruction after a year and a half of remote learning negatively impacted some students' mindsets. There was a tremendous learning curve for students to adjust to being back in traditional school with traditional expectations of work completion. Entering high school posed a significant obstacle to students and acclimating themselves to four block classes per day with multiple teacher expectations made it no easier. Some students tapped into a growth mindset, while others did not. To provide students with multiple opportunities for wise feedback to improve their ELA skills, for some students, overwhelmed them rather than helped.

Overall, to answer Research Question 3, my perceptions of the impact of wise feedback on my ninth-grade ELA classroom were mixed. I, and my students, benefitted from giving and receiving wise feedback. There were some negative impacts along the way, but they related more to processes and endurance than wise feedback itself. There were obstacles in the process and a learning curve on the students' part, but overall, in the end, the benefits of wise feedback outweighed the negative impacts. As a case in point, when I announced the end of the research study, one student exclaimed, "Wait, so there's no more feedback?" I assured her the feedback would continue, and she breathed a sigh of relief.

Summary of Results

Chapter 4 provided the results and findings collected during the action research study. First, quantitative data revealed student self-efficacy increased from the first to final surveys across the research study timeline affirmatively answering the first research

question. Second, quantitative data also revealed my self-efficacy increased from the first to final surveys across the study timeline likewise affirmatively answering the second research question. Third, qualitative data revealed positive and negative impacts on me and my students related to giving and receiving wise feedback, but the positive impacts outweigh the negatives.

Chapter 5: Discussion

Introduction

The purpose of this action research study was to examine how teacher and student self-efficacy was impacted through wise feedback in ninth-grade ELA classes. The study used a complex mixed methods design intersecting convergent mixed methods with critical participatory-social justice mixed methods. One ELA teacher and 12 students in her three ninth-grade ELA classes of an urban school district in central North Carolina embarked on the 9-week research study during the students' first quarter in high school after COVID-19 remote learning. The action research study used quantitative and qualitative data to answer the following three research questions:

1. How is ninth-grade ELA student self-efficacy impacted by wise feedback over time?
2. How is my self-efficacy impacted by implementing the practice of wise feedback?
3. What are my perceptions of the impact of wise feedback on my ninth-grade ELA classroom practices?

Chapter 5 discusses implications derived from the research study results.

Overview

This chapter presents interpretations from the data results and connects them to the theoretical framework. The chapter also presents recommendations for actions within the classroom, identifies and discusses limitations within the research study, and makes recommendations for further research.

Action research was selected to allow for the examination of classroom practices

related to giving students feedback. Wise feedback was specifically studied because of its explicit framing and connection of high standards to a belief in student abilities to achieve the high standards. One assumption going into the research study was student self-efficacy would be positively impacted as they received wise feedback on ELA tasks. Data findings presented in Chapter 4 supported the assumption and are discussed in this chapter.

Interpretation of Findings

Quantitative data through self-efficacy surveys were collected from participants during the study. Additionally, qualitative data were collected through my weekly journal reflections related to providing wise feedback. Bandura (1977, 1997) posited self-efficacy would increase if specific cognitive demands were met. Also, previous research studies conducted on wise feedback revealed student confidence increased when provided wise feedback from a teacher (Casad & Bryant, 2016; Cohen et al., 1999; Thayer et al., 2018; Yeager, Purdie-Vaughns et al., 2014; Yeager et al., 2017). This section discusses how the findings from this action research study situate in existing literature.

Student Self-Efficacy

Quantitative data collected through Gaumer Erickson and Noonan's (2018) Student Self-Efficacy Formative Questionnaire revealed student self-efficacy increased throughout the timeline of the research study. Bandura (1977, 1997) noted enactive mastery, vicarious experiences, verbal persuasion, and physiological and affective states must be triggered if student self-efficacy is to improve.

Enactive Mastery. This cognitive process was engaged in by students through the wise feedback they received. Through careful unit design and intentional deliberate

practices on my part (Brown et al., 2014), students encountered multiple tasks designed to build mastery. Offering wise feedback on multiple work samples impacted student abilities to persevere and build their resiliency (Bandura, 1977, 1997).

Vicarious Experiences. Activating this cognitive process can positively impact student motivation. Bandura (1997) suggested modeling strategies for students. By providing wise feedback and specifically targeting how students could implement it, I activated their cognitive process in students. Additionally, completing the feedback reflection log at the start of class each day engaged students in reflection on their successes and areas for improvement highlighted in the feedback left in margin notes. The feedback reflection log also helped create a mindset of improvement in students which positively impacted their self-efficacy.

Verbal Persuasion. Bandura (1977, 1997) emphasized the importance of verbal persuasion to student self-efficacy. In addition to written wise feedback on work samples, I provided verbal feedback to students during class as they completed tasks. Their questions received verbal feedback and guidance in the wise feedback format communicating high expectations and belief in their ability to meet the expectations. Verbal persuasion helped students as did the wise feedback they received on their work samples. Communicating high expectations paired with a belief in student abilities was communicated through written feedback (Casad & Bryant, 2016; Cohen et al., 1999; Thayer et al., 2018; Yeager et al. 2018; Yeager, Purdie-Vaughns et al., 2014). By expressing confidence in student abilities through wise feedback, student confidence in their ELA skills increased and their self-efficacy was positively impacted.

Physiological and Affective States. Bandura (1997) discussed the effect somatic

indicators, like stress, can have on a person's self-efficacy. Students who returned to traditional in-person learning, paired with students' first year in high school, could have encountered a higher level of stress than in previous years. Minkos and Gelbar (2021) discussed considerations educators needed to be aware of as students returned from COVID-19 school closures. Swick et al. (2013, as cited in Minkos & Gelbar, 2021) stated subjection to chronic stress can have impacts on the brains of students. The adjustment to high school learning paired with returning to traditional in-person learning after COVID-19 school closures could have negatively impacted student stress levels. The use of wise feedback to build student confidence was potentially a mitigating factor in relieving student stress and having a positive impact on their self-efficacy.

Self-Efficacy, Relationships, and High School Transition. By establishing a positive and trusting student-teacher relationship (Fisher et al., 2016; Longobardi et al., 2016; Van Meale & Van Houtte, 2010) before providing wise feedback (Thayer et al., 2018; Yeager et al., 2018; Yeager, Purdie-Vaughns et al., 2014), a potentially negative transition to high school was mitigated (Benner, 2011) and student engagement increased (McHugh et al., 2013; Quin, 2017). Additionally, relationships, wise feedback, and positive transition connected to students positively impacted student self-efficacy. Establishing a strong student-teacher relationship at the start of the school year and remaining supportive throughout the research study positively impacted student self-efficacy. Likewise, offering a positive classroom environment and creating an environment of hope and continued improvement positively impacted student self-efficacy. Minkos and Gelbar (2021) highlighted considerations educators must put in place like safe, welcoming learning environments and targeted practice to facilitate a

smooth transition back into in-person learning. Deliberate decisions and processes, like wise feedback, put in place before students arrived on campus were critical in student success during the first quarter of their high school career in ELA class.

Teacher Self-Efficacy

Teacher self-efficacy is built through PD, also known as professional learning. As measured by Schwarzer et al.'s (1999) survey, my self-efficacy increased throughout the research study. Bandura (1993) and Eun (2019) highlighted the importance of PD to build teacher self-efficacy. During this research study, I did not attend PD related to wise feedback; rather, I researched the topics and developed PD on wise feedback for other teachers to learn from. As I developed the wise feedback VPLM, I conducted research on adult learning theory, standards for professional learning, and online module design. Through my learning about those topics and implementing my learning into a VPLM for other teachers, my self-efficacy in providing wise feedback increased.

The increase in my self-efficacy is also attributed to providing deliberate, timely, genuine wise feedback to students and seeing how it affected them. The connection is attributed to Bandura's (1977, 1997) vicarious experiences and enactive mastery experiences. By seeing students receiving wise feedback and watching their determination to master a skill and achieve high expectations, my self-efficacy was positively impacted. Additionally, watching students persevere with difficult tasks bolstered me to continue providing wise feedback because it was benefitting them.

Impacts of Wise Feedback

As results in Chapter 4 showed, there were positive and negative impacts on myself and my students, but the positive outweighed the negative. Previous research

highlighted the positive impact wise feedback has on students (Casad & Bryant, 2016; Cohen et al., 1999; Thayer et al., 2018; Yeager et al. 2018; Yeager, Purdie-Vaughns et al., 2014).

Positive Teacher Impacts. One positive teacher impact from the research study was building relationships and trust with students. For students to be successful in schools, they must feel like they belong. Building relationships is a critical first step in building a classroom climate and setting the tone for success in a classroom. Classrooms where students feel safe and they have a trusting relationship with the teacher are classrooms where students will be successful (Fisher et al., 2016; Hattie & Zierer, 2018). Additionally, wise feedback is not well-received without a trusting relationship first being created between teacher and student (Cohen et al., 1999; Thayer et al., 2018; Yeager, Purdie-Vaughns et al., 2014; Yeager et al., 2017). Journal excerpts echoed me "remaining constant," being a "supportive teacher," and creating an environment where students were "more open and willing to ask questions." By creating an environment of trust (Van Maele & Van Houtte, 2011) and establishing a learning culture (Hattie & Zierer, 2018) and a culture of feedback (Hattie & Clarke, 2019; Hattie & Zierer, 2018; Hirsch, 2017), I was able to create an environment ripe for students to excel. Creating this environment in my classroom had a positive effect on me by creating a transformational mindset for student improvement and success. Providing students with wise feedback on their tasks allowed me to see evidence of how their learning progressed and to see their path to mastery.

A second positive teacher impact related to organization. The impact of organization was two-pronged and derived from needing time to intentionally plan to

facilitate learning experiences and allowing time to give wise feedback while reflecting on the process. Many publications highlighted the importance of intentional planning by teachers to allow for feedback (Brown et al., 2014; Eskreis-Winkler et al., 2016; Fisher et al., 2016; Hattie & Clarke, 2019; Hattie & Temperley, 2007; Hattie & Zierer, 2018; Knoop-van Campen et al., 2021). As the head of the classroom and manager of learning experiences, teachers must be intentional in their curricular planning to allow time for deliberate feedback to help students improve and master skills. The research study began at the conclusion of one ELA unit and lasted through the entirety of a second unit. In the second unit, there were five ELA priority standards in the district's pacing guide. I created a learning progression chart that listed each standard and the various tasks aligned to each standard to ensure students had multiple attempts for practice. The learning progression document is in Appendix N. For those five standards, students had at least two assignments per standard for wise feedback prior to a graded assignment. Some standards had four or five assignments for feedback. These opportunities gave students the chance to improve. Additionally, it gave me a chance to see how students were learning and if any misunderstandings needed to be clarified. Excerpts from my journal supporting the concept include "getting routines set up," and "I want to ensure students have multiple opportunities for feedback"; another journal noted the need to "create systems or processes that have students go back into documents with feedback to see what was said." When students were not revisiting the feedback I left in their Google Document work samples, I created a feedback reflection log. At the start of class each day after feedback, students returned to their work samples, read the feedback margin notes, and completed the entry on their reflection log. If students do not internalize the

feedback provided by the teacher, the feedback does not have the same impact. Intentional planning and modifying classroom processes were essential for students to interact with and internalize the feedback.

Positive Student Impacts. The first positive student impact was increased confidence in their work leading to improvement and skill mastery. Studies on wise feedback showed how the wise feedback framing increased student confidence (Cohen et al., 1999; Thayer et al., 2018; Yeager et al, 2018; Yeager, Purdie-Vaughns et al., 2014). My journal entries noted similar observations. Some excerpts included "it has built their confidence," "it continues to boost their self-confidence," and it "is building their beliefs in their abilities." More importantly were students' own words. In their feedback reflection logs, I read comments like "Ms. Newton motivates me to master the skill" and "This feedback helps inspire me to do good on my final narrative." Other students wrote, "I will use this feedback on future work to improve" and "this good feedback makes me feel confident in completing similar tasks in the future." Carless and Boud (2018) stated students need to be guided and coached to understand and utilize feedback. The intentional design and use of a reflection feedback log for students to reflect on my feedback yielded students who saw a boost in their confidence and eventual mastery of ELA skills.

Another positive student impact was establishing relationships before receiving wise feedback to facilitate the transition into high school. Longobardi et al. (2016) discussed the impact of the student-teacher relationship as a protective factor in students' transition period into high school. Additionally, Minkos and Gelbar (2021) discussed considerations to support student learning post-remote learning. Having a supportive

teacher and supportive processes in place will ease anxiety and facilitate a smoother transition into high school (Akos & Galassi, 2004; Akos & Kurz, 2015; Benner, 2011; Hattie & Zierer, 2018; Longobardi et al., 2016). Additionally, for students transitioning into high school after COVID-19 school closures, establishing a supportive relationship was paramount. Before any wise feedback was given, the relationship was built. By building a solid relationship first, I ensured students knew I was invested in their success in the class and all the wise feedback I gave to them was intended to support them as they developed their ELA skills. My journal entries reflected "a supportive teacher who wants them to succeed." Stronger evidence of the relationship I had with my students came from their feedback reflection logs. One student wrote, "The feedback was very supportive and helped to solidify my understanding of the material." Another student wrote, "I was really happy to see that she [Ms. Newton] was excited to see my final product. I will try to live up to the expectations and do my best to get a good grade." Having the relationship established prior to providing wise feedback helped students internalize the feedback more for their self-improvement.

A third positive student impact developing the skill of reflection led to students advocating for themselves. In their logs, as students reflected on the wise feedback I provided, I slowly noticed a shift. Excerpts from my journal stated, "I have noticed they are more open and willing to ask questions during class," as well as "they are the ones who ask questions when I'm giving a mini-lesson." Another set of notes stated, "they are more invested in their work" and "I'm seeing students answering questions for each other more." As students internalized the feedback and began implementing it in their work to master the ELA skills, they began coaching their peers in their learning and skills. One

example was a student helping another student in class one day figure out how to cite a new source in a written response. By establishing a culture of learning (Hattie & Zierer, 2018), students were empowered to help one another master skills.

Negative Teacher Impacts. One negative teacher impact was the time factor and being overwhelmed giving feedback to students. All the feedback provided to students during the research study was process feedback. Process feedback is most beneficial for students if it is received immediately (Fisher et al., 2016; Hattie & Temperley, 2007; Hattie & Zierer, 2018; Knoop-van Campen et al., 2021). As students learned new skills and worked to master them, students needed timely feedback. Providing timely feedback was daunting and overwhelming with three ELA classes. One of my journals noted, "the most challenging thing about this week has been the number of assignments I wanted to give feedback on"; another near the end of the study noted, "I'm noticing I'm tired of giving feedback. I'm having to coach myself up to sustain my endurance for giving feedback." Providing wise feedback was more time-intensive than simply writing "good job" on student work. Instituting wise feedback with fidelity meant using the framing intentionally. One week during the study there were two assignments per day for three ELA classes on which I wanted to provide wise feedback. If all my students had turned them in on time, it would have meant over 150 assignments per day on which to provide wise feedback, and it simply was not possible. For one of the assignments, an introductory graphic organizer, my feedback was "good job." Students immediately noticed the difference from the previous wise feedback and noted it in their feedback reflection logs. Several students wrote, "this feedback was not as helpful as earlier feedback." Providing wise feedback conveys the belief in student abilities to reach high

expectations (Cohen et al., 1999; Thayer et al., 2018; Yeager et al., 2018; Yeager, Purdie-Vaughns et al., 2014). When supplanted with simple feedback like "good job," students did not receive the same quality of feedback or find the same level of encouragement needed for continued mastery of skills. The journal entries captured how teachers can become overwhelmed as easily as students. Being the first semester back in traditional face-to-face instruction, feelings of being overwhelmed were common in all stakeholder groups. Providing wise feedback was a time-consuming endeavor, but it provided students with the support and positive reinforcement needed for students to continue toward mastery. For teachers hoping to use wise feedback, investing the time in upfront unit planning and organization was critical to devote their daily time to providing wise feedback on student work samples and clarifying misunderstandings in a timely fashion.

Negative Student Impacts. One negative student impact was having too many opportunities for feedback and becoming overwhelmed with assignments which negatively affected student mindsets. Returning to traditional in-person learning from COVID-19 remote learning required teachers to maintain a growth mindset as models for their students (Smith et al., 2018). Additionally, Carless and Boud (2018) noted, "only students can act to improve their learning" (p. 1316). Coaching students on how to utilize the feedback or develop feedback literacy was critical to their internalizing and implementing the wise feedback. Several of my journal entries noted, "there are students not turning in work because 'it's not for a grade.'" Another journal entry noted, "students are overwhelmed and have lost their growth mindset in the past year and a half during remote learning." One student noted in his feedback reflection log, "I was way too focused on trying to get my outline done that this assignment slipped my mind," showing

how easily students became overwhelmed. Another student noted, “I turned in the assignment late because I accidentally fell asleep, but the feedback gave me encouragement to finish it.” By being consistent and demonstrating a growth mindset, the mentality transcended to students in the classroom and helped them persevere through overwhelming times. The continued reinforcement of high expectations as echoed in the wise feedback factored into giving students the persistence to continue the path of mastery.

Revised Conceptual Framework

A conceptual framework for the research study was provided in Chapter 1. Figure 14 shows a revised conceptual framework for my action research study.

Figure 14

Revised Conceptual Framework

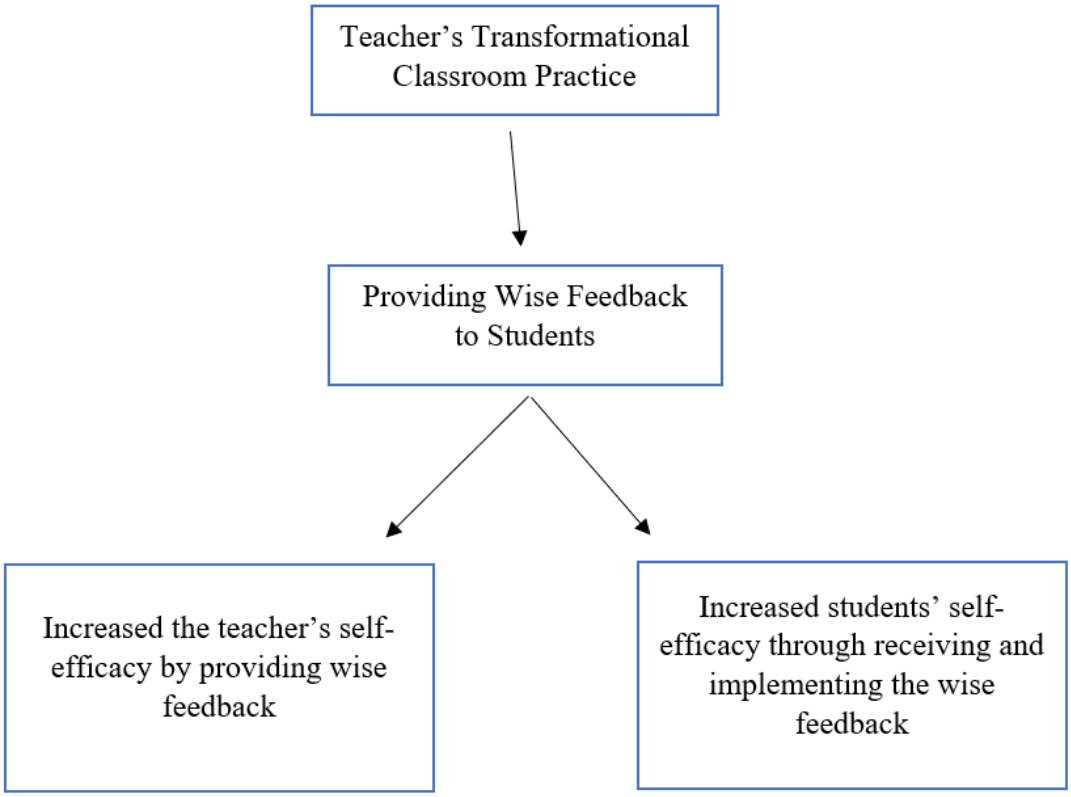


Figure 14 shows the revised conceptual framework of this research study. It visually represents both participant groups and the impacts of wise feedback on self-efficacy. By providing wise feedback to students, my own teacher self-efficacy increased. For students receiving wise feedback and implementing it in their work samples, their self-efficacy increased, and it had a positive impact on their high school transition. The positive impact related to high school transition was seen in the weekly reflection journal I maintained as well as student comments in their feedback reflection log.

Recommendations for Action Within the Classroom

One recommendation for action is to continue providing students with wise

feedback throughout the second quarter of their ninth-grade year to ensure positive impacts on confidence, self-advocacy, and mastery continue. Building upon what was created is essential to the continued skill development of students, which will be needed in future years of high school. Persisting with new initiatives, like implementing wise feedback, is also necessary due to implementation dip expected when implementing a new initiative (Hall & Hord, 2020). As seen in the self-efficacy scores of the student surveys, implementation dip could have contributed to a drop in students' efficacy in the second survey and an increase in efficacy in the third survey. Extended time of implementation could confirm whether this pattern was an implementation dip.

Another recommendation for action is to provide new ELA classes of students during the second semester with wise feedback to see if it impacts their self-efficacy and eases the high school transition as it did students during the first semester. Depending on the experience students had during the first semester, some may still need help transitioning into a supportive high school environment.

A third recommendation for action is to discuss the study's results with other teachers in the PLT so they can see the impact wise feedback had on the students who participated in the research study. By sharing results and seeking to expand the use of wise feedback, I would assume a support role for my colleagues. Stringer (2014) discussed the importance of assistance when helping others initiate change. Hall and Hord (2020) also discussed needing to support individuals during change initiatives to allow for individual buy-in. Exacting change is a team effort and a long-term process. By sharing my experiences and anecdotal student experiences, I can support potential change and impact the level of investment teachers would have in the change initiative. Student

ability to receive and utilize feedback provided by teachers directly correlates to their academic success. Championing the belief that all students can succeed means adopting a transformative paradigm and seeking ways to transform inequalities (Mertens, 2007).

Limitations

Chapter 1 acknowledged all research studies have limitations. The limitations discussed in Chapter 1 as well as new limitations I experienced during the research study are discussed in this section. Theofanidis and Fountouki (2018) discussed limitations as weaknesses in a research study out of the researcher's control. Intentional planning and constant reflection during the action research study sought to mitigate any limitations.

Limited Participants

One limitation of the research study was a small sample size since the study was initially designed to be conducted at one site with one grade level PLT. The sample size was further reduced by the withdrawal of two additional ninth-grade ELA teachers shortly after the start of the study. When the teachers saw what was involved with giving wise feedback and the timeline of the research study, they withdrew, leaving me to conduct the study alone in my ELA classes.

Additionally, only students who assented and had parental consent were eligible to participate. The total number of my students who assented and had parental consent to participate was 23, but only 12 students completed all three rounds of the surveys.

Diversity

The demographic range was impacted by the change in the number of teachers who participated. When two teachers withdrew from the study, their student participants were withdrawn as well. All students, regardless of race, were asked to participate in the

study to ensure an inclusive sample. The research study lacked racial diversity because assent and parental consent forms were not returned from all potential participants.

Researcher Bias

Going into the action research study, I established routines and plans to maintain the study's validity and mitigate my bias. I used established surveys to minimize bias by creating my own surveys. I maintained the confidentiality of student identities throughout the study. Also, I triangulated quantitative and qualitative data results to mitigate bias.

Timeline

The action research study occurred for one 9-week grading period at the site. The timeline was rather short to lead to changes in self-efficacy, but survey results showed increases in student and my own teacher self-efficacy even in the short time of 1 quarter. Student work samples also showed their progression toward mastery of the skills in one unit of instruction.

Accessibility and Follow-Through

A third limitation was student access to the surveys and the ability to follow directions. I emailed students each survey, but students sometimes had difficulty locating my email in their student email account because of the number of emails they received from Google Classroom assignment postings. Additionally, approximately half of the participating students did not record their student ID number in the survey, which hindered connection between all student participants over the span of three surveys. Another problem was students "forgot" to complete the surveys despite having an opportunity in class during independent work time to complete them.

Population Shift

A fourth limitation of the research study was the shift in student population between the 2020/2021 and 2021/2022 school years. The shift in racial breakdown decreased the number of marginalized students within the freshman class at the site. This decrease in marginalized students negatively impacted the critical participatory-social justice portion of the study because wise feedback targets marginalized populations who need the additional confidence boost it is said to provide. The student population of the study was overwhelmingly White and comprised of high-achieving students. This population is not impacted as much by wise feedback because they already have a high trust of school and because of their own internal motivation (Yeager, Purdie-Vaughns et al., 2014).

Research Design

The intended research study had a critical participatory-social justice connection. Because of the lack of racial diversity in the student sample, race was eliminated as a factor in answering one research question. As the participating teacher, I sought to transform my practices for students to succeed. This research study, and examining how wise feedback impacts student abilities, solidified the need for me to transform my feedback practices.

Implications for Practice

Based on the research study results, teachers and schools should consider implementing wise feedback in their ELA classes. Study results showed student self-efficacy was positively impacted based on the wise feedback students received. Additionally, teacher self-efficacy was positively impacted by providing wise feedback to

students. One way to help ninth-grade students transition into high school is to provide wise feedback on work samples to increase student confidence in their abilities and help students rise to the high expectations of teachers.

Recommendations for Further Study

Moving forward there are areas to be considered for further study connected to wise feedback and its impact on self-efficacy. I have five recommendations.

Recommendation 1

One recommendation for further study is to conduct additional research studies with a larger population of teachers and students. Action research conducted by one individual teacher with her students is impactful for her practices only. Expanding the study to be conducted with additional teachers and students opens the examination of the impact on more people and ensures transferability of results.

Recommendation 2

A second recommendation is to ensure a more inclusive population of racially diverse students in another research study. The research study population only included 12 students, eight of whom were White. Previous research with wise feedback showed the dramatic impact wise feedback had on marginalized populations, so additional studies are warranted to see if the same conclusions can be drawn.

Recommendation 3

A third recommendation is to conduct a longer research study. Nine weeks, or 1 quarter of a semester, was a short time frame. Research showed there was an increase in self-efficacy in the 9-week study. Research also showed an apparent trend, with the mean self-efficacy score increasing and the standard deviation of means decreasing in the

student self-efficacy survey results. Additional research could verify if there was a true correlation between time and consistency in self-efficacy scores across groups. A recommendation is to prolong the study over an entire semester to see longer impacts on self-efficacy and how wise feedback continues to help students persevere during their transition year.

Recommendation 4

A fourth recommendation is to conduct additional studies with other grade levels to explore the impacts wise feedback has on the populations. Wise feedback is not limited solely to ninth-grade students. The research study sought to examine the impact of wise feedback on student self-efficacy as it helped students transition into high school. Wise feedback, as an effective tool, could be implemented with students of multiple ages and grade levels. Teachers who might implement wise feedback could do so with shorter tasks and with a condensed version of wise feedback. Pink (2018) condensed the wise feedback format to 19 words focusing on the third section of wise feedback. Pink's condensed version stated, "I'm giving you these comments because I have very high expectations and I know that you can reach them" (0:38). Teachers who may be overwhelmed with planning and giving feedback might find it more effective to utilize the condensed 19-word version.

Recommendation 5

A fifth recommendation is to look at the connections between standards-based grading and wise feedback versus traditional grading and wise feedback. Since standards-based grading uses a mastery-based progression, it would be well-suited to help students see their development toward skill mastery as they implement wise feedback. The

research study did not include a grading component, but it would be worthwhile to investigate in the future.

Summary

Through this convergent mixed methods action research study, the impact of wise feedback on teacher and student self-efficacy was investigated. Study results showed student self-efficacy increased from the beginning of the study to the end with a slight drop in the middle. Results also showed an increase in teacher self-efficacy throughout the study. Wise feedback provided by the teacher to the students yielded increased confidence, improvement, mastery, and self-advocacy in students.

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Appendix A

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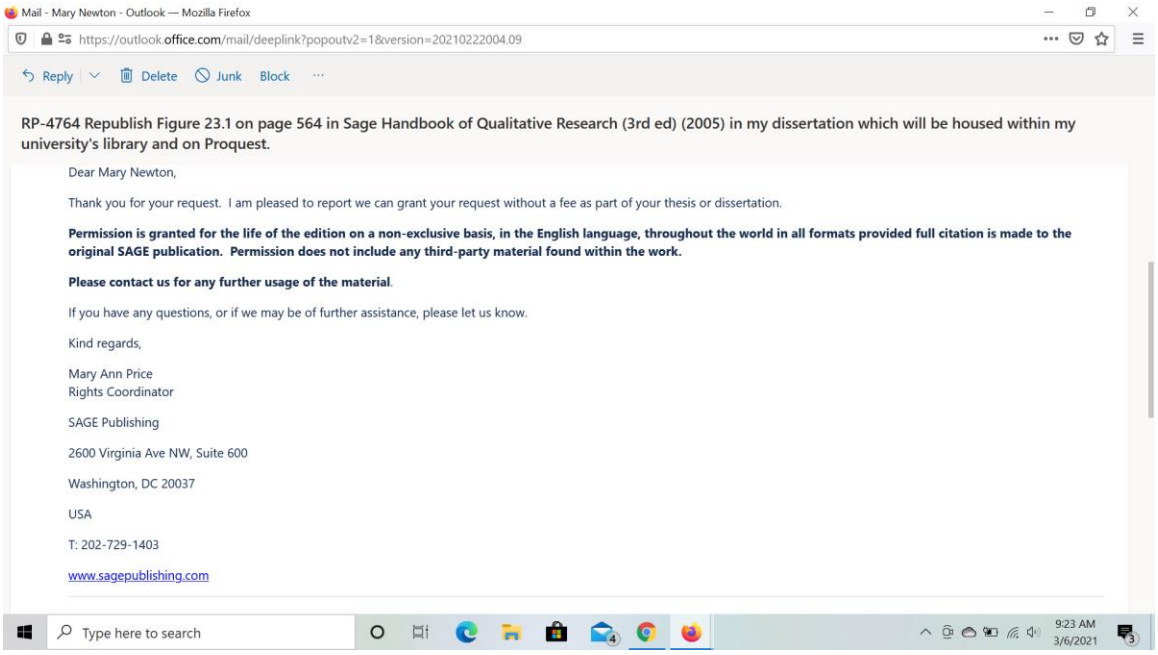
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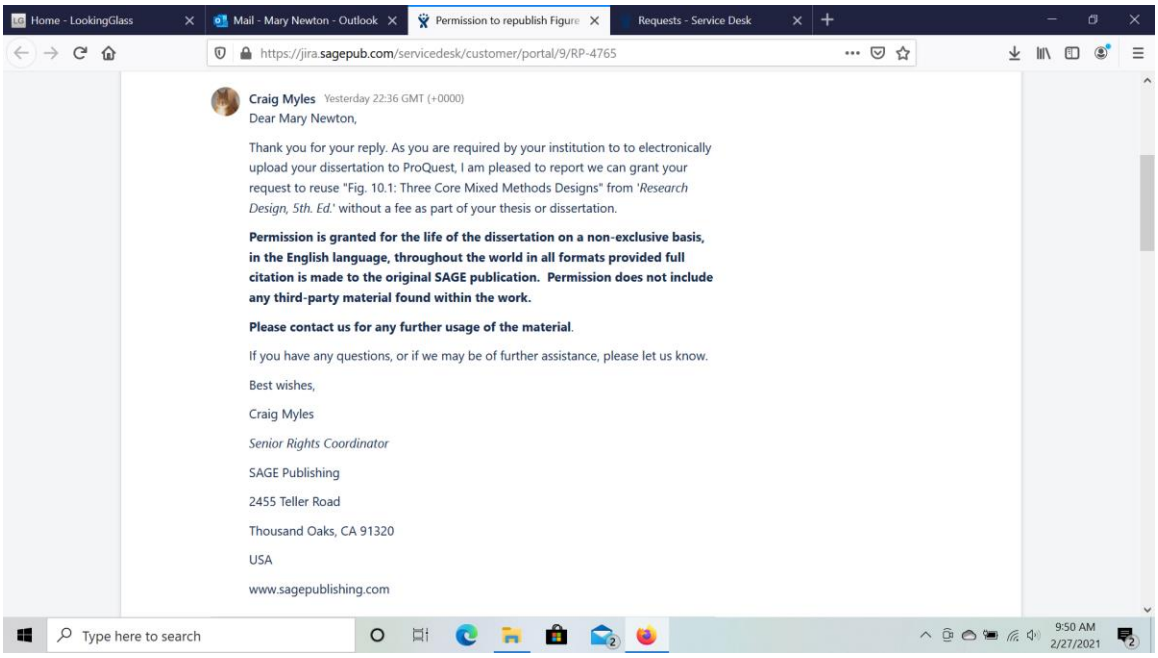
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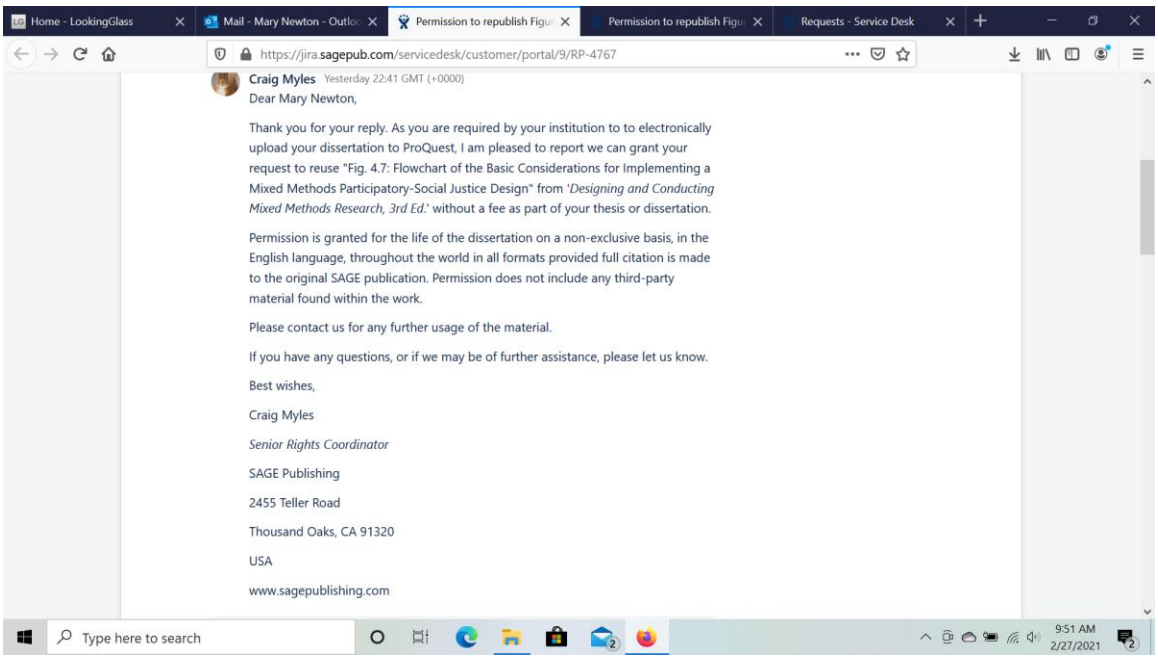
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Appendix D

Teacher Self-Efficacy Survey Instrument

Teacher Self-Efficacy Survey Instrument

Schwarzer et al. (1999) Teacher Self-Efficacy.

***To be used at the beginning, middle, and end of the action research study**

Response Format:

1- Not at all true
2- Barely true
3- Moderately true
4- Exactly true

Original Survey Items:

1. I am convinced that I am able to successfully teach all relevant subject content to even the most difficult students.
2. I know that I can maintain a positive relationship with parents even when tensions arise.
3. When I try really hard, I am able to reach even the most difficult students.
4. I am convinced that, as time goes by, I will continue to become more and more capable of helping to address my students' needs.
5. Even if I get disrupted while teaching, I am confident that I can maintain my composure and continue to teach well.
6. I am confident in my ability to be responsive to my students' needs even if I am having a bad day.
7. If I try hard enough, I know that I can exert a positive influence on both the personal and academic development of my students.
8. I am convinced that I can develop creative ways to cope with system constraints (such as budget cuts and other administrative problems) and continue to teach well.
9. I know that I can motivate my students to participate in innovative projects.
10. I know that I can carry out innovative projects even when I am opposed by skeptical colleagues.

Additional Survey Items:

1. To help with demographic analysis, which of the following best describes your gender?
    a. Male
    b. Female
    c. Non-binary/third gender
    d. Prefer not to say

2. To help with demographic analysis, which of the following best describes your race or ethnicity?
    a. Black
    b. Hispanic
    c. White
    d. Two or more races
    e. Prefer not to say

Appendix E

Student Self-Efficacy Instrument

Student Self-Efficacy Formative Questionnaire

Gaumer Erickson, A.S. & Noonan, P.M. (2018). Self-efficacy formative questionnaire. In *The skills that matter: Teaching interpersonal and intrapersonal competencies in any classroom* (pp. 175-176). Corwin.

***To be used at the beginning, middle, and end of the research study.**

Response Format:
5-point Likert Scale
1 (Not very like me)
2
3
4
5 (Very like me)

Original Survey Items:

1. I can learn what is being taught in class this year.
2. I can figure out anything if I try hard enough.
3. If I practiced every day, I could develop just about any skill.
4. Once I've decided to accomplish something that's important to me, I keep trying to accomplish it, even if it is harder than I thought.
5. I am confident that I will achieve the goals that I set for myself.
6. When I'm struggling to accomplish something difficult, I focus on my progress instead of feeling discourage.
7. I will succeed in whatever career path I choose.
8. I will succeed in whatever college major I choose.
9. I believe hard work pays off.
10. My ability grows with effort.
11. I believe that the brain can be developed like a muscle.
12. I think that no matter who you are, you can significantly change your level of talent.
13. I can change my basic level of ability considerably.

Additional Survey Items:

14. To help with demographic analysis, which of the following best describes your gender?
    a. Male
    b. Female
    c. Non-binary/third gender

d. Prefer not to say

15. To help with demographic analysis, which of the following best describes your race or ethnicity?
    a. Black
    b. Hispanic
    c. White
    d. Two or more races
    e. Prefer not to say

Appendix F

Student Self-Efficacy Survey Permission to Use Instrument Letter

1621 Lakestone Village Lane
Fuquay-Varina, North Carolina 27526
February 7, 2021

Dr. Amy Gaumer Erikson
Research Collaboration
Joseph R. Pearson Hall
1122 W. Campus Road
Lawrence, Kansas 66045

Dear Dr. Erikson:

I am a doctoral student at the Gardner-Webb University in North Carolina completing a dissertation in Curriculum and Instruction. I am writing to ask written permission to use your Self-Efficacy Formative Questionnaire in my research study. The purpose of my research study is to measure students' self-efficacy as it relates to receiving and implementing wise feedback in their high school English Language Arts class. My research is being supervised by my professor, Dr. Sara Newell.

I plan to use all 13 survey items in my research study; however, rather than the Research Collaboration portal I will use Qualtrics to gather and analyze data. I will also offer a hard copy option for students who prefer to complete the questionnaire in a paper-pencil manner. My research study is an action research format being conducted in the fall of 2021 within three teachers' classrooms at a local high school where I teach.

I would also appreciate receiving copies of any supplemental material that will help me administer the test and analyze the results; for example, (1) the test questionnaire, (2) the standard instructions for administering the test, and (3) scoring procedures.

In addition to using the instrument, I also ask your permission to include the instrument in my dissertation appendix. The dissertation will be published in the John R. Dover Memorial Library at Gardner-Webb University at https://gardner-webb.edu/resources/library/ and deposited in the ProQuest Dissertations & Theses database.

I would like to use and reproduce your questionnaire under the following conditions:

· I will use the Self-Efficacy Formative Questionnaire only for my research study and will not sell or use it for any other purposes.

· I will include a statement of attribution and copyright on all copies of the instrument. If you have a specific statement of attribution that you would like for me to include, please provide it in your response.

· At your request, I will send a copy of my completed research study to you upon completion of the study and/or provide a hyperlink to the final manuscript.

If you do not control the copyright for these materials, I would appreciate any information you can provide concerning the proper person or organization I should contact.

If these are acceptable terms and conditions, please indicate so by replying to me through e-mail at mnewton5@gardner-webb.edu.

Sincerely,

Mary L. Newton

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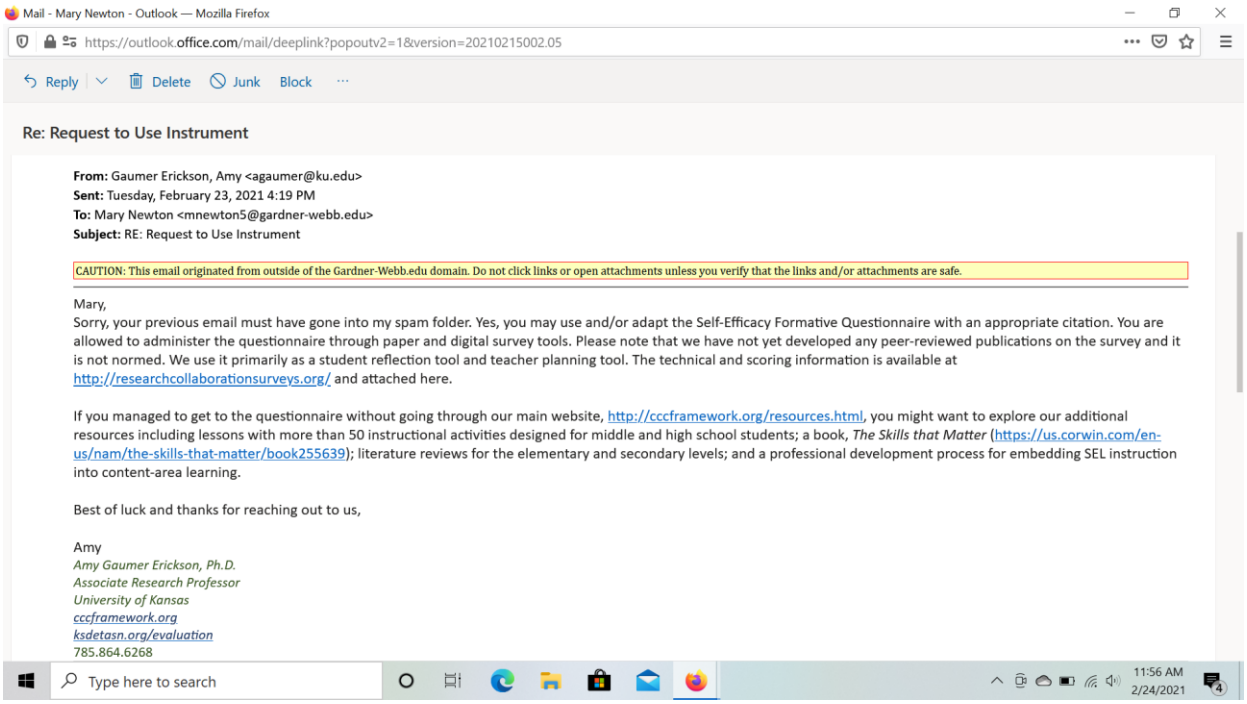
Appendix G

Student Self-Efficacy - Permission to Use Granted Documentation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From: Gaumer Erickson, Amy <agaumer@ku.edu>
Sent: Tuesday, February 23, 2021 4:19 PM
To: Mary Newton <mnewton5@gardner-webb.edu>
Subject: RE: Request to Use Instrument
CAUTION: This email originated from outside of the Gardner-Webb.edu domain. Do not click links or open attachments unless you verify that the links and/or attachments are safe.
Mary,
Sorry, your previous email must have gone into my spam folder. Yes, you may use and/or adapt the Self-Efficacy Formative Questionnaire with an appropriate citation. You are allowed to administer the questionnaire through paper and digital survey tools. Please note that we have not yet developed any peer-reviewed publications on the survey and it is not normed. We use it primarily as a student reflection tool and teacher planning tool. The technical and scoring information is available at http://researchcollaborationsurveys.org/ and attached here.
If you managed to get to the questionnaire without going through our main website, http://cccframework.org/resources.html, you might want to explore our additional resources including lessons with more than 50 instructional activities designed for middle and high school students; a book, The Skills that Matter (https://us.corwin.com/en-us/nam/the-skills-that-matter/book255639); literature reviews for the elementary and secondary levels; and a professional development process for embedding SEL instruction into content-area learning.
Best of luck and thanks for reaching out to us,
Amy
Amy Gaumer Erickson, Ph.D.
Associate Research Professor
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Appendix H

Teacher Self-Efficacy Survey – Permission to Use Instrument Letter

1621 Lakestone Village Lane
Fuquay-Varina, North Carolina 27526
February 7, 2021

Ralf Schwarzer
Professor of Psychology
Freie Universität
Haberlschwerdter Allee 45
14195 Berlin, Germany

Dear Dr. Schwarzer:

I am a doctoral student at the Gardner-Webb University in North Carolina in the United States of America. I am completing a dissertation in Curriculum and Instruction to earn a Doctor of Education degree. I am writing to ask written permission to use your Teacher Self-Efficacy Scale in my research study. The purpose of my research study is to measure teachers' self-efficacy in providing wise feedback to their students in high school English Language Arts classes. My research is being supervised by my professor, Dr. Sara Newell.

I plan to use all 10 questions on the Teacher Self-Efficacy survey; however, I will use Qualtrics to disseminate the survey to teachers and analyze the data. My research study is an action research format being conducted in the fall of 2021 within three teachers' classrooms at a local high school where I teach.

I would appreciate receiving copies of any supplemental material that will help me administer the test and analyze the results; for example, (1) the test questionnaire, (2) the standard instructions for administering the test, and (3) scoring procedures.

In addition to using the instrument, I also ask your permission to include the instrument in my dissertation appendix. The dissertation will be published in the John R. Dover Memorial Library at Gardner-Webb University at https://gardner-webb.edu/resources/library/ and deposited in the ProQuest Dissertations & Theses database.

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· I will include a statement of attribution and copyright on all copies of the instrument. If you have a specific statement of attribution that you would like for me to include, please provide it in your response.

· At your request, I will send a copy of my completed research study to you upon completion of the study and/or provide a hyperlink to the final manuscript.

If you do not control the copyright for these materials, I would appreciate any information you can provide concerning the proper person or organization I should contact.

If these are acceptable terms and conditions, please indicate so by replying to me through e-mail at mnewton5@gardner-webb.edu.

Sincerely,

Mary L. Newton

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Appendix I

Teacher Self-Efficacy Survey - Permission Granted to Use

Freie Universität Berlin

Fachbereich Erziehungswissenschaft und Psychologie
- Gesundheitspsychologie -

Professor Dr. Ralf Schwarzer
Habelschwerdter Allee 45
14195 Berlin, Germany

Fax +49 30 838 55634
health@zedat.fu-berlin.de
www.fu-berlin.de/gesund

Freie Universität Berlin, Gesundheitspsychologie (PF 10),
Habelschwerdter Allee 45, 14195 Berlin, Germany

Permission granted

to use the General Self-Efficacy Scale for non-commercial reseach and development purposes. The scale may be shortened and/or modified to meet the particular requirements of the research context.

http://userpage.fu-berlin.de/~health/selfscal.htm

You may print an unlimited number of copies on paper for distribution to research participants. Or the scale may be used in online survey research if the user group is limited to certified users who enter the website with a password.

There is no permission to publish the scale in the Internet, or to print it in publications (except 1 sample item).

The source needs to be cited, the URL mentioned above as well as the book publication:

Schwarzer, R., & Jerusalem, M. (1995). Generalized Self-Efficacy scale. In J. Weinman, S. Wright, & M. Johnston, *Measures in health psychology: A user's portfolio. Causal and control beliefs* (pp.35-37). Windsor, UK: NFER-NELSON.

Professor Dr. Ralf Schwarzer
www.ralfschwarzer.de

Appendix J

Weekly Reflection Journal Protocol

Weekly Reflection Journal Prompts

Reflection Prompts	Related to wise feedback: • What has been challenging? • What are you noticing in your teaching practices? • What went well? • What are you noticing about your students? • How does this seem to be impacting our marginalized students? • How can we support this for our students? • How is this empowering our students?

Appendix K

Action Research Study Action Plan

Impact of Wise Feedback Critical Participatory Action Research Action Plan

Long-Term Goal 1: To conduct a critical participatory action research study at my site examining the impact of wise feedback on students and teachers.

Short-Term Goal 1: To navigate and successfully complete pre-action research requirements for GWU & my school district.

Implementation Step	Extent	Responsibility	Timeline	Resources	Process	Outcome
Defend proposal	One time in June	Me	May	Time to create proposal defense presentation & to defend proposal	Self-monitored steps in creation of presentation & actual presentation	Approval to move on in pre-research process
Submit project to GWU for IRB approval	One time in June	Me	May/June	Time to create & submit IRB application	Self-monitored steps in application process	Approval to conduct research
Submit project to school district	One time in July	Me	June	Time to create & submit research paperwork	Self-monitored steps in application process	Paperwork submitted
Renew CITI Certification	Once in September	Me	September	Time to complete renewal	Complete modules	Copy of renewed CITI certificate

Long-Term Goal 2: To examine the impact of wise feedback on students and teachers through an action research study.

Short-Term Goal 1: To train teachers how to provide wise feedback to students.

Implementation Step	Extent	Responsibility	Timeline	Resources	Process	Outcome
Plan & create VPLM	Multiple days in July & August	Me	July & August	Time to create the VPLM site	Self-monitoring site development	VPLM site created
Set date for participants to have VPLM completed by	Once in August	Me	August	Google Form assessment at the end of the VPLM	Establish date for teachers to have it completed by	Auto-generated certificates of VPLM completion
Make copies & distribute consent forms for teachers	Once in August	Me	August	Paper & ink to make copies; time to distribute	Have consent forms ready to distribute	Copies prepared & ready to distribute
Gather consent forms from teachers	Once in August	Me & teachers	August	Time to distribute copies & collect when signed	Returned forms signed	Signed consent forms from teachers
Deploy survey to teachers to measure self-efficacy before VPLM	Once in August	Me	Week of August 30th	Time to deploy survey & time for teachers to complete	Survey emailed to teachers	Completed survey results in Qualtrics
Send teachers the link to the VPLM, & directions for completion	Once in August	Me	August	Time to send email	Email sent to participating teachers	Email confirmation of receipt of VPLM link

Long-Term Goal 2: To examine the impact of wise feedback on students and teachers through an action research study.

Short-Term Goal 2: To gather and analyze initial data for the study.

Implementation Step	Extent	Responsibility	Timeline	Resources	Process	Outcome
Create & make copies of consent & assent forms	Once in late August	Me	Week of August 16th	Time to create consent & assent forms; time to make copies & give to teachers to distribute	Copies will be prepared and ready to distribute to students	Teachers have copies of consent and assent forms to distribute to students
Send home consent & assent forms	Once in early September	Me	Week of August 23rd	Time to distribute to students in classes	Teachers distribute the forms to be signed	Signed forms are returned
Collect signed consent & assent forms	Multiple days as students return the forms in early September	Me & teachers	Week of August 30th	Time to collect forms as they are returned	Signed forms are collected	Study participants & non-participants are determined based on returned forms
Deploy survey to students to measure self-efficacy	Once in early September	Me	Week of September 6th	Time to deploy survey to students through their student email accounts	Students have the survey to complete	Student surveys are complete & data is present to analyze
Analyze & reflect on survey data	Multiple days to examine	Me	Weekend of September 11th	Data results; time to analyze & reflect on data	Survey results are in Qualtrics	Stage 1 of survey results have been analyzed and initial conclusions noted

(continued)

Implementation Step	Extent	Responsibility	Timeline	Resources	Process	Outcome
Compose weekly journal reflections	After providing students with wise feedback on work samples	Me	Weeks of September 13th, 20th, & 27th	Time to reflect on each instance of wise feedback given to students	Reflection entries using journaling protocol	Journal reflections ready to be analyzed
Analyze & reflect on journal data	Multiple days to examine	Me	Weekly or after student work sample receiving wise feedback	Data results; time to analyze & reflect on data	Data results coded & ready to connect thematically	Journal entry results memoed, coded, & initial themes determined
Make initial connections between survey & discussion data results	Multiple days to examine & connect results	Me	Final week of September	Time to assemble data & draw conclusions from data results	Comparisons between survey & journal data made	Beginning of study data compiled and analyzed

Long-Term Goal 2: To examine the impact of wise feedback on students and teachers through an action research study.

Short-Term Goal 3: To gather and analyze mid-study data.

Implementation Step	Extent	Responsibility	Timeline	Resources	Process	Outcome
Deploy mid-unit self-efficacy survey to students	Once in early October	Me	Week of October 4th	Time to deploy survey to students through their student email accounts	Students have the survey to complete	Student surveys are complete & data is present to analyze
Deploy mid-unit self-efficacy survey to teachers	Once in early October	Me	Week of October 4th	Time to deploy survey to teachers through their teacher email accounts	Teachers have the survey to complete	Teacher surveys are complete & data is present to analyze
Compose weekly journal reflections	After providing students with wise feedback on work samples	Me	Weeks of October 4th, 11th, & 18th	Time to reflect on each instance of wise feedback given to students	Reflection entries using journaling protocol	Journal reflections ready to be analyzed
Analyze & reflect on journal data	Multiple days to examine	Me	Weekly or after student work sample receiving wise feedback	Data results; time to analyze & reflect on data	Data results coded & ready to connect thematically	Journal entry results memoed, coded, & initial themes determined
Make connections between mid-data results	Multiple days to examine & connect results	Me	Week of October 18th	Time to assemble data & draw conclusions from data results	Comparisons between survey & discussion data made	Mid-study data compiled and analyzed

(continued)

Implementation Step	Extent	Responsibility	Timeline	Resources	Process	Outcome
Merge results between initial & mid-data collection	Multiple days to examine & connect results	Me	Week of October 18th	Time to assemble data & draw conclusions from data results	Comparisons between beginning of study and mid-study data results are made	Comparison of beginning of study and mid-study data compiled and analyzed
Adjust the action research study, if needed based on data results	One day to determine if revision is needed & to design	Me	Mid October	Time & data results to reevaluate the plan and revise, if needed	Any necessary changes made to the action plan	Changes are applied to the action plan, if needed & if not, the action plan & study continue to progress as originally designed

Long-Term Goal 2: To examine the impact of wise feedback on students and teachers through an action research study.

Short-Term Goal 4: To gather and analyze end of study data.

Implementation Step	Extent	Responsibility	Timeline	Resources	Process	Outcome
Deploy final student self-efficacy survey	Once in late October	Me	Week October 25th	Time to deploy survey to students through their student email accounts	Students have the survey to complete	Student surveys are complete & data is present to analyze
Deploy final teacher self-efficacy survey	Once in late October	Me	Week of October 25th	Time to deploy survey to teachers through their teacher email accounts	Teachers have the survey to complete	Teacher surveys are complete & data is present to analyze
Compose final weekly reflections	Reflection journal	Me	Week of October 25th	Time to compose weekly journal reflections	Journal entries coded	Journal entries coded and ready for thematic connections
Analyze & reflect on journal data	Multiple days to examine	Me	Weekly or after student work sample receiving wise feedback	Data results; time to analyze & reflect on data	Data results coded & ready to connect thematically	Journal entry results memoed, coded, & initial themes determined

(continued)

Implementation Step	Extent	Responsibility	Timeline	Resources	Process	Outcome
Make connections between final data results	Multiple days to examine & connect results	Me	Week of November 1st	Time to assemble data & draw conclusions from data results	Comparisons between survey & discussion data made	End of study data compiled and analyzed
Merge results between all 3 sets of data results	Multiple days to examine & connect results	Me	Week of November 1st	Time to assemble data & draw conclusions from data results	Comparisons between all previous stages of data results are made	Comparison of all stages of data results compiled & analyzed

Appendix L

Complete Chart of Codes With Impact and Exemplary Quotes

Participant Group & Impact	Expression or Code	Exemplary Quotes
Student Positive Impact	Appreciative	"Students receiving the feedback are appreciative of it" (3.4)
Student Positive Impact	Confidence	"For Hispanic students completing tasks, the wise feedback is helping them improve and build confidence" (5.4) "It has built their confidence in their work and their abilities" (5.5) "The wise feedback framing continues to boost their self-confidence and their writing ability" (5.6) "Moving forward, I can continue to offer my feedback in the wise framing, especially when introducing new standards and concepts to help bolster students' confidence in their ability and growth" (6.6) "For students who have not had in-person instruction or feedback from a teacher for over a year and a half, using wise feedback rather than 'good job' builds their confidence level as they work to improve their skills" (7.3) "Some students are continuing to grow in their confidence of asking questions during class and asking me to look at things. Their confidence and faith in themselves is becoming apparent. I'm also seeing students answering questions for each other more" (7.4) "The wise feedback framing is building their beliefs in their abilities and helping them be successful in their graded tasks" (7.5) "I believe that students have become more confident in themselves and their ability to do well in English class because of the wise feedback framing" (7.6)
Teacher Positive Impact	Deliberate	"Lower level kids need a slower pace and more deliberate help" (4.4) "I have to remain faithful and deliberate in the wise feedback I'm giving all students. There are those who it is helping even though they may not say so" (6.4)
Student Positive Impact	Impact	"At the end of week 1, I don't think wise feedback has impacted them yet" (5.1) "For some students, the feedback impacted their end of unit assessment and they scored well" (7.1)
Student Positive Impact	Improvement	"Convincing them of the benefit of the feedback loop and getting feedback for improvement has proven difficult" (1.5) "I'm noticing that I'm giving a lot of feedback but not all students are engaging with it for their improvement" (2.5) "For students turning in assignments for feedback, they are improving…" (3.4) "I am noticing the students who are doing the tasks for feedback are getting better at the skills" (4.3) "Marginalized students ask more questions of me when I'm circulating during their work. They are more invested in how to improve their work" (5.3)

		"For Hispanic students completing tasks, the wise feedback is helping them improve and build confidence" (5.4)
Student Positive Impact	Independence	"Some are very independent at this point" (4.6)
Student Positive Impact	Invested	"Marginalized students ask more questions of me when I'm circulating during their work. They are more invested in how to improve their work" (5.3)
Student Positive Impact	Mastery	"I wanted to ensure students had multiple opportunities for feedback on multiple tasks to build their skills before a graded task for mastery" (1.3) "The drop in students submitting the ACEs for feedback shows either a) their believe in their ability to write a mastery response or b) they're tired of doing things for feedback" (1.6) "I created a learning progression document by standards for Unit 2 which has helped me see the paths and feedback opportunities available to students as they work toward mastery" (2.2) "Students almost have textual evidence correctly formatted" (3.2) "It showed their ability to write a simple body paragraph" (3.6) "Continue to offer feedback, guidance, and support to them as they try to master the ELA content" (6.5) "For some students, the feedback impacted their end of unit assessment and they scored well [mastered the skill]" (7.1)
Student Negative Impact	Mindset	"Another challenge is creating the mindset in students to go back into assignments and look at the feedback in the margin notes" (1.1) "There are still students not turning in work because 'it's not for a grade'" (1.5) "Convincing them of the benefit of the feedback loop and getting feedback for improvement has proven difficult" (1.5) "…overuse of 'growth mindset' in middle school" (4.1) "Students are overwhelmed and have lost growth mindset in the past year and a half during remote learning and the COVID-19 pandemic" (4.2) "The wise feedback framing is building their beliefs in their abilities and helping them be successful in their graded tasks" (7.5)
Student Negative Impact	Motivated	"Students are not as motivated to improve" (4.1)
Student & Teacher Positive & Negative Impact	Opportunities	"I wanted to ensure students had multiple opportunities for feedback on multiple tasks to build their skills before a graded task for mastery" (1.3) "I created a learning progression document by standards for Unit 2 which has helped me see the paths and feedback opportunities available to students as they work toward mastery" (2.2) "By creating a progression chart, I can see how many times students do a task for feedback prior to a graded

		assignment" (2.3) "Most students do not recognize the opportunity for feedback as a step in skill mastery" (4.2)
Teacher Positive Impact	Organization (routines, purpose, etc.)	"Getting routines set up allows time to give wise feedback on work samples" (1.1) "I'm not as organized yet in English 1 as I was in English 2 and that is hindering my workflow" (2.1) "I have noticed the intentionality of assigning multiple assignments for feedback increased" (2.3) "Moving forward into Unit 2, creating systems or processes that have students go back into documents with feedback to see what was said" (6.1)
Student & Teacher Negative Impact	Overwhelmed	"I think students felt overwhelmed this week with multiple tasks on different standards" (1.3) "I also found myself on two assignments resorting to 'good job' feedback rather than wise feedback" (1.3) "The past three weeks of five days was starting to take its toll on students" (1.4) "The drop in students submitting the ACEs for feedback shows either a) their believe in their ability to write a mastery response or b) they're tired of doing things for feedback" (1.6) "As much as I explain the purpose and reason for practice and feedback before a graded task, it's not sinking into students" (2.1) "In an effort to not overwhelm students with feedback about too many things to fix, I have not given feedback about analysis [only citing textual evidence correctly]" (2.4) "I'm noticing that I am putting more effort into giving feedback than some students are putting into the assignments. I have given tons of feedback" (2.4) "I'm noticing that I'm giving a lot of feedback but not all students are engaging with it for their improvement" (2.5) "I'm noticing that at this point, I'm tired of giving feedback. I'm having to coach myself up to sustain my endurance for giving genuine feedback" (2.6) "Students are overwhelmed and have lost growth mindset in the past year and a half during remote learning and the COVID-19 pandemic" (4.2)
Student Positive Impact	Reflection	"I'm better equipped to discuss misconceptions the next day based on submitted work to clarify where needed" (2.3) "Moving forward into Unit 2, creating systems or processes that have students go back into documents with feedback to see what was said [reflection log]" (6.1) "The week of 9/27, I created a Feedback Reflection Log for students to reflect on" (6.2) "One student commented 'are you trying to make sure we read your comments?'" (6.2) "I can continue to support wise feedback in my students by continuing to use the feedback reflection log & asking them to go back into documents to see the notes I've left" (6.3)
Student & Teacher Positive	Relationships	"I am remaining constant and supportive in order for them to flourish" (2.5)

Impact		"Having a supportive teacher who wants them to succeed" (4.5) "I have noticed they are more open and willing to ask questions of me during class showing the importance of the teacher-student relationship" (5.1)
Student Positive Impact	Self-advocacy	"…they are the ones who ask questions when I'm giving a mini lesson. They seek verbal and written feedback" (4.3) "I have noticed they are more open and willing to ask questions of me during class showing the importance of the teacher-student relationship" (5.1) "Marginalized students in the honors students are taking the opportunities for feedback and are asking questions for clarification. Marginalized students in the academic and SPED section are not" (5.2) "Marginalized students ask more questions of me when I'm circulating during their work. They are more invested in how to improve their work" (5.3) "For those looking at the feedback, they are asking more questions for clarification and seeking verbal feedback while working as they try to improve their skills" (7.2) "Some students are continuing to grow in their confidence of asking questions during class and asking me to look at things. Their confidence and faith in themselves is becoming apparent. I'm also seeing students answering questions for each other more" (7.4)
Teacher Negative Impact	Shift	"I've also noticed a dramatic population shift at FVHS and the low number of minorities in the freshman class" (4.1)
Student Positive Impact	Targeted	"The wise feedback on the overall theme analysis activity gave students the feedback with exactly what to fix moving into a graded task" (3.1)
Teacher Negative Impact	Time	"The most challenging thing about this week has been the number of assignments I wanted to give feedback on" (1.3) "The timeliness of reteaching is valuable to students as they learn skills" 2.3)
Student Positive Impact	Transition	"I believe it [feedback] has helped them transition back into school" (4.5) "For the few marginalized students I have, and the even fewer who are participating in the study, wise feedback has been exactly what they've needed to help them transition back into face-to-face instruction" (5.6)
Teacher & Student Positive & Negative Impact	Value	"Getting students to see the value in feedback and turn in tasks on time for feedback [has been a challenge]" (1.2) "Kids who value the feedback continue to do the assignments to get the feedback" (4.5)

Appendix M

Student Feedback Reflection Log & Student Sample

Unit 2 Feedback Reflection Log

Directions: Complete the log below after each task is returned to you with feedback in margin notes or private comments. In the reflection column, use the following questions to guide your response:

- Did I turn in the task on time or within one day's late window? If the answer is no, then your reflection has to be about WHY you didn't turn it in.
- How is the feedback provided helpful & geared toward improvement?
- How can you use the feedback on the next task connected to the same standard?

Date of the Assignment	Title of the Assignment with Standards	Your Reflection
9/24	Direct & Indirect Characterization (RL 3)	Date:
9/27	OPTIC Image Analysis (RL 7)	Date:
9/27	Frenchie's Motivation (RL 3)	Date:
9/28	Image Analysis (RL 7)	Date:
9/28	Frenchie's Character Profile (RL 3)	Date:
10/1	MUA Checkpoint (W 3)	Date:
10/1	Culture/Identity Iceberg (RL 3 & 6)	Date:
10/5	Story Elements with Alexie's Short Story (W 3)	Date:
10/6	Culture & Identity Chart (RL 3 & 6)	Date:
10/12	Character Interactions (RL 3)	Date:
10/18	Optional: Characterization ACE (RL 3)	Date:
10/19	Optional: Culture & Identity ACE (RL 6)	Date:

Student Sample Unit 2 Feedback Reflection Log

Directions: Complete the log below after each task is returned to you with feedback in margin notes or private comments. In the reflection column, use the following questions to guide your response:

- Did I turn in the task on time or within one day's late window? If the answer is no, then your reflection has to be about WHY you didn't turn it in.
- How is the feedback provided helpful & geared toward improvement?
- How can you use the feedback on the next task connected to the same standard?

Date of the Assignment	Title of the Assignment with Standards	Your Reflection
9/24	Direct & Indirect Characterization (RL 3)	Date: 9/27 The feedback I received in this reflection is a helpful reminder to properly introduce and cite my textual evidence.
9/27	OPTIC Image Analysis (RL 7)	Date: 9/28 The feedback I received was being told I did a good job drawing conclusions from the evidence provided. This feedback helps by letting me know I am doing good so I can know to continue with this same work.
9/27	Frenchie's Motivation (RL 3)	Date: 9/28 The feedback I received was on properly citing sources. The private comment with feedback can help me with citing sources.
9/28	Image Analysis (RL 7)	Date: 9/29 The feedback can push me toward improvement by letting me know to do the same work. This can help with future assignments by allowing me to be confident in the work I am doing.
9/28	Frenchie's Character Profile (RL 3)	Date: 9/29 I was given feedback by Ms. Newton by her saying "good". This lets me know that I should keep doing what I have been doing to improve but this feedback was not as helpful as earlier feedback.
10/1	MUA Checkpoint (W 3)	Date: 10/4 Ms. Newton told me I did a good job, and she looks forward to seeing my final product. This helps inspire me to do good on my final narrative.
10/1	Culture/Identity Iceberg (RL 3 & 6)	Date: 10/4 Ms. Newton corrected my mistakes of not citing my sources in my analysis. This helps as a reminder to use textual evidence in future assignments.
10/5	Story Elements with Alexie's Short Story (W 3)	Date: 10/6 The feedback gives me confidence to finish my product.
10/6	Culture & Identity Chart (RL 3 & 6)	Date: 10/7 This assignment was turned in late. The reason this was turned in late was because I missed a day and was confused on the assignment.

10/12	Character Interactions (RL 3)	Date: 10/13 Ms. Newton left a comment clarifying deep analysis on character interactions. At the end of the comment, Ms. Newton motivates me to master the skill.
10/18	Optional: Characterization ACE (RL 3)	Date: 10/19 This assignment is not completed yet. This is not completed because I have been prioritizing late work and assignments due before. I will get working on these two ACEs today or tomorrow because I am done with most of my missing work.
10/19	Optional: Culture & Identity ACE (RL 6)	Date: 10/20 This assignment is not completed yet. This is not completed because I have been prioritizing late work and assignments due before. I will get working on these two ACEs today or tomorrow because I am done with most of my missing work.

Appendix N

Unit 2 Learning Progression Chart

Assignment Progression by Standard

RL 9.3 Analyzing Characterization	**RL 9.6 Analyzing Culture**	**RL 9.7 Analyzing Multiple Mediums**	**W 9.3 Narrative Writing**	**W 9.5 Short & Sustained Research**
Direct & Indirect Characterization Review (9/24) Frenchie's Character Profile (9/27) Character Iceberg (10/1) Culture & Identity Chart (10/6) Character Motivation (9/28 & 10/8) Character Interactions (10/12 & 10/13) **Mastery:** Character Analysis ACE (10/18) **Assessed**: EOU digital portfolio (10/22)	Culture & Identity Activity (9/21) Native American Synthesis (9/22) Analysis of Cultural Elements (9/30) Culture & Identity Chart (10/6) **Mastery:** Culture & Identity Analysis ACE (10/19) **Assessed**: EOU digital portfolio (10/22)	OPTIC Review (9/27) Part Time Indian visual (9/28) OPTIC with "The Dream" & Dream excerpts 9/29 **Mastery:** Envisioning "Story" (10/4) **Assessed**: EOU digital portfolio (10/22)	Native American Story Elements Outline (9/22) Mid-Unit Checkpoint (10/1) Identifying story elements with Alexie (10/5) **Mastery:** Mid-Unit Assessment (10/8) **Assessed**: EOU digital portfolio (10/22)	Native American Synthesis (9/22) Dakota Pipeline Mini Research (10/14) **Mastery:** Mini research component in Digital Portfolio (part of EOU assessment) (10/22) **Assessed**: EOU digital portfolio (10/22)