



Giving and Receiving Feedback


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Transforming Professional
Learning Webinar Series

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Technology Norms

- Audio will stream over your computer.
- Ask questions/make comments in chat area.
- Close out other programs running on your machine.




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Today's Outcomes

- Develop an understanding of a feedback friendly culture that supports and sustains continuous improvement;
- Identify strategies and implications for learning-focused conversations that result in improved practice; and
- Discuss the current realities and future considerations for creating a school culture of feedback.




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Implementation Standard

Professional learning that increases educator effectiveness and results for all students **applies research on change and sustains support for implementation of professional learning for long-term change.**

How might **feedback** sustain support for implementation of professional learning for long-term change?




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Types of Feedback

1. Judgment (“Great job!”; “That wasn’t done very well.”)
2. Personal observation (“I see you missed a step.”)
3. Inference (“Your enthusiasm for the project appears to be dwindling.”)
4. Evidence or data (“One student group was not focused on the problem.”)
5. Reflective (“I wonder what you could do differently based on the evidence.”)




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Poll #1 – Your Experience with Feedback

What types of feedback do you receive in your setting most often?

- Judgment
- Personal observation
- Inference
- Evidence or data
- Reflective




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Poll #2 – Goals of Feedback

How is feedback most often used in your setting?

- To evaluate professional practice for personnel decisions.
- To enhance the work of teams.
- To facilitate learning and improve practice.



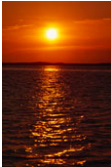
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Reflection - Feedback and Improvement

Which of the five types of feedback would help a person improve most?

- Judgment
- Personal observation
- Inference
- Evidence or data
- Reflective




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Analysis

- What general patterns emerged in the responses?
- What reactions/ insights are you drawing from these responses?
- Add comments in the chat box.



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Feedback is one of the most powerful influences on achievement and learning. Feedback is fundamental to performance and learning in individual, community, and organizational situations.

Results Coaching, Kee, et.al, Corwin and NSDC, 2010




 **Feedback is information provided by an agent regarding aspects of one's performance or understanding. Feedback, thus, is a consequence of performance.**

Hattie and Timperly, 2007

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Who Gives Feedback?



Principal or supervisor

Coach or Mentor

Students

Peers within teams

External Partner

Colleague


Self

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Consider...

Whose feedback is most likely to influence practice in your setting and why?




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Reflective Feedback


- Is formative in nature
- Promotes collaborative dialogue
- Provides a reciprocal pathway to improved performance
- Encourages self-reflection
- Results in specific actions for improvement



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The Reflective Feedback Loop



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Three Purposes of Professional Learning




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Giving Reflective Feedback

- Based on shared and clear student and educator needs and expectations
- Based on collective evidence – objective, specific
- Explicit and relevant
- Timely
- Collaborative
- Occurs regularly
- Prompts deeper learning
- Promotes connections




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Giving Reflective Feedback

What types of data or evidence might be collected for the feedback conversation for each purpose of professional learning?

- Individual professional learning
- Team or school-based professional learning
- Program or district-based professional learning



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Receiving Reflective Feedback


- A mindset for continuous improvement
- A commitment to apply new knowledge and skills
- Engagement in reflective dialogue for deeper understanding and clarity
- The use of **neutral language**, holding a **positive perspective**, and focusing on **specific practices**

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Receiving Reflective Feedback


What strategies might you use to engage all educators in reflective feedback and dialogue?



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Future-Focused Feedback




The **value** of feedback is measured by the **changes** it prompts.

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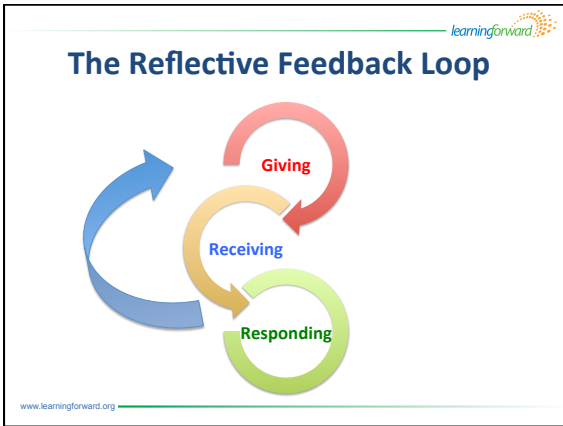
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Responding to Reflective Feedback

- Applying new knowledge and skills
- Changing practice focused on student learning needs
- Monitoring progress toward goals
- Seeking new feedback



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How will developing a culture of reflective feedback support implementation of practice?

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The text is centered on the slide. To the right of the text is a small image of a yellow diamond-shaped sign with the word 'SUCCESS' written on it, set against a blue sky background.


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Final Reflection

What commitment will you make to engaging others in using reflective feedback loops?

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The slide features a photograph of a sunset over a body of water on the left. The text is positioned to the right of the image.

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Next Steps

- Additional resources and information will be posted on the website and in the Learning Exchange.
 - Implementation Standard info
 - “The Art of Feedback,” (Aug. 2012 *Learning System*)
 - “The Power of Feedback,” Hattie & Timperley
- Next webinar: *Conducting Policy Reviews*, May 29 w/ Stephanie Hirsh & M. Rene Islas (last TPL webinar)

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