

# Implement new learning

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# Digging deeper into design and implementation



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<b>Purpose</b>	Use this tool to build knowledge regarding key components of the design and implementation stages of the learning cycle.	
<b>Recommended time</b>	60 – 90 minutes	
<b>Materials</b>	Tool 6.1 • Standards for Professional Learning Teacher IC Maps: Design and Implementation, pages 3–8	
<b>Process</b>	1. Each team member elects one or two IC maps to study.	5 minutes
	2. Each team member individually studies the chosen map and determines his or her position in the progress of practices. Each identifies evidence for the ranking.	10 minutes
	3. Following a round-robin process, share and discuss findings.	30–40 minutes
	4. Discuss implications for team work and plan next steps.	20–35 minutes

## Digging deeper into design and implementation, continued

TEACHER / Implementation					
6.1 Apply change research					
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<b>Desired outcome 6.1.1: Develops capacity to apply research on change to support implementation of professional learning.*</b>					
<ul style="list-style-type: none"> <li>Reviews, with colleagues, research studies and examples of exemplary change practices (IC maps, SoC, LoJ, RPLIM, PDSA, etc.) to develop own understanding of and skills needed to facilitate the change process.</li> <li>Participates in additional professional learning about the change process to address opportunities and problems of practice.</li> <li>Develops and applies, with principal and colleagues, knowledge and skills needed to participate in the change process.</li> </ul>	<ul style="list-style-type: none"> <li>Reviews, with colleagues, research studies and examples of exemplary change practices (IC maps, SoC, LoJ, RPLIM, PDSA, etc.) to develop own understanding of and skills needed to facilitate the change process.</li> <li>Participates in additional professional learning about the change process to address opportunities and problems of practice.</li> <li>Discusses, with colleagues, information to increase understanding of the change process.</li> </ul>	<ul style="list-style-type: none"> <li>Reviews research studies and examples of exemplary practice (IC maps, SoC, LoJ, RPLIM, PDSA, etc.) to develop own understanding of and skills needed to facilitate the change process.</li> <li>Participates in additional professional learning about the change process to address opportunities and problems of practice.</li> </ul>	<ul style="list-style-type: none"> <li>Reads articles, papers, and reports about the change process.</li> </ul>	<ul style="list-style-type: none"> <li>Fails to engage in ongoing professional learning about the change process.</li> </ul>	

\*See the Appendix (p. 262) for an explanation of this concept.

## Digging deeper into design and implementation, continued

### TEACHER / Implementation

6.1 Apply change research					
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<b>Desired outcome 6.1.2: Applies research on change when making decisions about professional learning.</b>					
<ul style="list-style-type: none"> <li>Uses, with principal and colleagues, change research to inform decisions related to individual and team professional learning.</li> <li>Adopts patience and perseverance to support colleagues throughout the change process.</li> <li>Interacts with colleagues frequently to respond to concerns related to implementation.</li> <li>Recognizes privately and publicly colleagues' implementation efforts and accomplishments.</li> </ul>	<ul style="list-style-type: none"> <li>Uses, with principal, change research to inform decisions related to individual and team professional learning.</li> <li>Adopts patience and perseverance to support others throughout the change process.</li> <li>Interacts occasionally with colleagues to respond to concerns related to implementation.</li> <li>Recognizes privately colleagues' implementation efforts and accomplishments.</li> </ul>	<ul style="list-style-type: none"> <li>Uses change research to inform individual and team decisions related to implementation.</li> <li>Recognizes privately individual and team implementation efforts and accomplishments.</li> </ul>	<ul style="list-style-type: none"> <li>Uses change research to make decisions about individual implementation.</li> </ul>	<ul style="list-style-type: none"> <li>Fails to apply change research to plans and actions to support implementation of professional learning.</li> </ul>	
<b>Desired outcome 6.1.3: Monitors implementation of professional learning.</b>					
<ul style="list-style-type: none"> <li>Develops, with principal and colleagues, guides/tools (e.g., IC maps) to clarify expectations for implementation.</li> <li>Uses guides/tools to support team implementation of professional learning.</li> <li>Meets with principal and colleagues to use guides/tools to assess and refine individual and team implementation.</li> </ul>	<ul style="list-style-type: none"> <li>Uses guides/tools to support team implementation of professional learning.</li> <li>Meets with principal to use guides/tools to assess and refine individual and team implementation.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies individual progress using implementation guides/tools.</li> </ul>	<ul style="list-style-type: none"> <li>States intention to implement professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Fails to monitor implementation of individual professional learning.</li> </ul>	

## Digging deeper into design and implementation, continued

TEACHER / Implementation						
6.2 Sustain implementation	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<b>Desired outcome 6.2.1: Participates in differentiated support for implementation of professional learning.</b>						
	<ul style="list-style-type: none"> <li>• Demonstrates efficacy related to implementation of professional learning.</li> <li>• Selects opportunities for professional learning that are consistent with own needs to support and improve implementation.</li> <li>• Requests support for own personal needs for supporting and improving implementation.</li> <li>• Uses in-person, blended, and technology-enhanced support for implementation.</li> <li>• Determines, with colleagues, how to support and improve each other's implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• Selects opportunities for professional learning that are consistent with own needs to support and improve implementation.</li> <li>• Requests support for own personal needs for supporting and improving implementation.</li> <li>• Uses in-person, blended, or technology-enhanced support for implementation.</li> <li>• Determines, with colleagues, how to support and improve each other's implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• Selects opportunities for professional learning that are consistent with own needs to support and improve implementation.</li> <li>• Requests support for own personal needs for supporting and improving implementation.</li> <li>• Uses in-person, blended, or technology-enhanced support for implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to participate in differentiated support for implementation.</li> </ul>		

## Digging deeper into design and implementation, continued

TEACHER / Implementation					
6.2 Sustain implementation		Level 3	Level 4	Level 5	Level 6
<b>Desired outcome 6.2.2: Continues support to reach high-fidelity implementation of professional learning.</b>					
Level 1	<ul style="list-style-type: none"> <li>Contributes to a plan for three to five years for implementation of professional learning.</li> <li>Advocates support for implementation of professional learning that adjusts with the maturity and fidelity of implementation.</li> <li>Provides colleagues with continued support to facilitate their implementation.</li> <li>Recommends that colleagues seek continued support to refine and improve implementation.</li> </ul>	<ul style="list-style-type: none"> <li>Contributes to a plan for ongoing support over one year for implementation of professional learning.</li> <li>Recommends that colleagues seek continued support at least monthly to refine and improve implementation.</li> </ul>	<ul style="list-style-type: none"> <li>Contributes to a plan for occasional support for implementation of professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Fails to access support to reach high-fidelity implementation of professional learning.</li> </ul>	
Level 2	<ul style="list-style-type: none"> <li>Contributes to a plan for continuous support for over two years for implementation of professional learning.</li> <li>Advocates support for implementation of professional learning that adjusts with the maturity and fidelity of implementation.</li> <li>Recommends that colleagues seek continued support at least biweekly to refine and improve implementation.</li> </ul>				

## Digging deeper into design and implementation, continued

TEACHER / Implementation					
6.3 Provide constructive feedback					
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<b>Desired outcome 6.3.1: Develops capacity to give and receive constructive feedback.</b>					
<ul style="list-style-type: none"> <li>• Develops, with colleagues, research-based knowledge and skills to give and receive constructive feedback.</li> <li>• Supports colleagues' knowledge and skills to give and receive constructive feedback.</li> <li>• Contributes to risk-free opportunities for individuals and teams to practice giving and receiving feedback.</li> <li>• Models giving and receiving constructive feedback.</li> <li>• Provides to and seeks from individuals and teams feedback on use of constructive feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops, with colleagues, research-based knowledge and skills to give and receive constructive feedback.</li> <li>• Contributes to risk-free opportunities for individuals and teams to practice giving and receiving feedback.</li> <li>• Models giving and receiving constructive feedback.</li> <li>• Provides to and seeks from individuals and teams feedback on use of constructive feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops knowledge and skills to give and receive constructive feedback.</li> <li>• Models giving and receiving constructive feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops knowledge and skills to give and receive constructive feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to develop knowledge and skills to give and receive constructive feedback.</li> </ul>	

## Digging deeper into design and implementation, continued

TEACHER / Implementation					
6.3 Provide constructive feedback					
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<b>Desired outcome 6.3.2: Gives and receives constructive feedback to accelerate and refine implementation of professional learning.</b>					
<ul style="list-style-type: none"> <li>• Reflects daily individually on implementation of professional learning.</li> <li>• Provides to and seeks from individuals and teams constructive feedback on implementation weekly using varied tools and strategies.</li> <li>• Analyzes and shares with colleagues feedback data monthly about implementation to improve individual, team, and schoolwide support.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflects weekly individually on implementation of professional learning.</li> <li>• Provides to and seeks from individuals and teams constructive feedback on implementation monthly using varied tools and strategies.</li> <li>• Analyzes and shares with colleagues feedback data quarterly about implementation to improve individual, team, and schoolwide support.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflects monthly individually on implementation of professional learning.</li> <li>• Provides to and seeks from colleagues constructive feedback quarterly using varied tools and strategies.</li> <li>• Analyzes and shares with colleagues feedback data quarterly about implementation to improve team and schoolwide support.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflects semiannually individually on implementation of professional learning.</li> <li>• Analyzes and shares with colleagues feedback data semiannually about implementation to improve team and schoolwide support.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflects annually individually on implementation of professional learning.</li> <li>• Analyzes and shares with colleagues feedback data annually about implementation to improve team and schoolwide support.</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to seek and provide input on implementation of professional learning.</li> </ul>



# Recognizing and responding to colleagues' concerns



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<b>Purpose</b>	Use this tool to increase understanding of the stages of concern and how it can be helpful during implementation stage.	
<b>Recommended time</b>	45–60 minutes	
<b>Materials</b>	Tool 6.2 <ul style="list-style-type: none"> <li>• Copies of Seven Stages of Concern, page 10</li> <li>• Hear and Address Concerns, page 11</li> <li>• Interventions for Stages of Concern, pages 12</li> <li>• Chart paper and markers, white board, or other display devices</li> </ul>	
<b>Process</b>	1. The team begins the session by looking at Stages of Concern and the chart, Hear and Address Concerns.	5 minutes
	2. Team members fill in the stages in the chart in the first column.	5 minutes
	3. Team members collectively discuss and record what one might say or expect someone else to say or do at each stage of concern.	5 minutes
	4. Team members discuss actions that an individual member or the entire team might consider to assist colleagues to move beyond a particular concern.	10 minutes
	5. Review interventions for Stages of Concern to see if team members want to add anything to their charts.	10 minutes
	6. Make sure everyone has access to a copy of the final chart.	10 minutes
	7. Before closing the session, as a team discuss why it is important to pay attention to concerns and attempt to move people toward the higher-level concerns.	10–15 minutes

## Recognizing and responding to colleagues' concerns, continued

### Stages of Concern

The Concerns-Based Adoption Model outlines seven Stages of Concern that offer a way to understand and then address educators' common concerns about change.

#### Stage 6: Refocusing

Begins refining the innovation to improve student learning results.

- "I have some ideas about something that would work even better than this."

#### Stage 5: Collaboration

Interested in working with colleagues to make the change effective.

- "I'm concerned about relating what I'm doing to what other instructors are doing." o "I want to see more cooperation among teachers as we work with this innovation."

#### Stage 4: Consequence

Interested in the impact on students or the school.

- "How is using this going to affect students?"
- "I'm concerned about whether I can change this in order to ensure that students will learn better as a result of introducing this idea."

#### Stage 3: Management

Concerned about how the change will be managed in practice.

- "I seem to be spending all of my time getting materials ready."
- "I'm concerned that we'll be spending more time in meetings."
- "Where will I find the time to plan my lessons or take care of the record keeping required to do this well?"

#### Stage 2: Personal

Wants to know the personal impact of the change.

- "How is this going to affect me?"
- "I'm concerned about whether I can do this."
- "How much control will I have over the way I use this?"

#### Stage 1: Informational

Interested in some information about the change.

- "I want to know more about this innovation."
- "There is a lot I don't know about this but I'm reading and asking questions."

#### Stage 0: Awareness

Aware that an innovation is being introduced but not really interested or concerned with it.

- "I am not concerned about this innovation."
- "I don't really know what this innovation involves."

Source: *Taking Charge of Change*, by Shirley Hord, William Rutherford, Leslie Huling-Austin, and Gene Hall. Copyright 1987 SEDL.

## Recognizing and responding to colleagues' concerns, continued

### Hear and address concerns

Stage of concern	Message	Response

## Recognizing and responding to colleagues' concerns, continued

### Interventions for Stages of Concern

#### Address individual concerns

To help bring about change, you first must know an individual's concerns. Then those concerns must be addressed. While there are no set formulas, here are some suggestions for addressing the stages of concern.

#### Stage 6: Refocusing concerns

- Respect and encourage the interest these individuals have for finding a better way.
- Help these teachers channel their ideas and energies productively.
- Help these teachers access the resources they need to refine their ideas and put them into practice.

#### Stage 5: Collaboration concerns

- Provide opportunities to develop skills for working collaboratively.
- Bring together, from inside and outside the school, those who are interested in working collaboratively.
- Use these teachers to assist others.

#### Stage 4: Consequence concerns

- Provide individuals with opportunities to visit other settings where the innovation is in use and to attend conferences on the topic.
- Make sure these teachers are not overlooked. Give positive feedback and needed support.
- Find opportunities for these teachers to share their skills with others.

#### Stage 3: Management concerns

- Clarify the steps and components of the innovation.
- Provide answers that address the small specific "how-to" issues.
- Demonstrate exact and practical solutions to the logistical problems that contribute to these concerns.

#### Stage 2: Personal concerns

- Legitimize the existence and expression of personal concerns.
- Use personal notes and conversations to provide encouragement and reinforce personal adequacy.
- Connect these teachers with others whose personal concerns have diminished and who will be supportive.

#### Stage 1: Informational concerns

- Provide clear and accurate information about the innovation.
- Use several ways to share information — verbally, in writing, and through available media. Communicate with large and small groups and individuals.
- Help teachers see how the innovation relates to their current practices — the similarities and the differences.

#### Stage 0: Awareness concerns

- If possible, involve teachers in discussions and decisions about the innovation and its implementation.
- Share enough information to arouse interest, but not so much it overwhelms.
- Acknowledge that a lack of awareness is expected and reasonable and that there are no foolish questions.

Source: *Taking Charge of Change*, by Shirley Hord, William Rutherford, Leslie Huling-Austin, and Gene Hall. Copyright 1987 SEDL.

# Understanding the Levels of Use diagnostic tool



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<b>Purpose</b>	Use this tool to increase the understanding of Levels of Use and how it can be helpful during implementation stage.	
<b>Recommended time</b>	45 – 60 minutes	
<b>Materials</b>	Tool 6.3 <ul style="list-style-type: none"> <li>• Copies of Levels of Use of an Innovation, page 14</li> <li>• Chart paper and markers, white board, or other presentation devices</li> </ul>	
<b>Process</b>	1. Make sure team members have access to copies of Levels of Use of an Innovation.	1 minute
	2. Discuss Levels of Use of an Innovation and actions each member or the team might consider to assist colleagues in moving from one level to another.	20–25 minutes
	3. Make sure that everyone has access to a copy of the final chart.	1 minute
	4. Discuss the relationship between Levels of Use and IC maps.	5–10 minutes
	5. Discuss why it is important to pay attention to Levels of Use and attempt to move people toward the higher levels.	10–15 minutes

## Understanding the Levels of Use diagnostic tool, continued

### Levels of Use of an innovation

Levels of Use	Typical behaviors	Support
<b>VI. Renewal</b>	The user is seeking more effective alternatives to the established use of the innovation.	
<b>V. Integration</b>	The user is making deliberate efforts to coordinate with others in using the innovation.	
<b>IVB. Refinement</b>	The user is making changes to increase outcomes.	
<b>IVA. Routine</b>	The user is making few or no changes and has an established pattern of use.	
<b>III. Mechanical</b>	The user is making changes to better organize use of the innovation.	
<b>II. Preparation</b>	The user has definite plans to begin using the innovation.	
<b>I. Orientation</b>	The user is taking the initiative to learn more about the innovation.	
<b>0. Non-Use</b>	The user has no interest, is taking no action.	

Source: *Taking Charge of Change*, by Shirley Hord, William Rutherford, Leslie Huling-Austin, and Gene Hall. Copyright 1987 SEDL. Reprinted with permission.

# Giving and receiving feedback



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<b>Purpose</b>	Use this tool to support the development of feedback skills.	
<b>Recommended time</b>	30 – 45 minutes	
<b>Materials</b>	Tool 6.4 <ul style="list-style-type: none"> <li>• Readings #1, #2, and #3, and Suggested Additional Readings, pages 16–21</li> <li>• Reflective Reading Protocol, page 22</li> </ul>	
<b>Process</b>	1. Divide readings about feedback among team members.	5 minutes
	2. Use the round-robin process so that each member or subgroup of the team can respond to the following questions: <ol style="list-style-type: none"> <li>a. What did you learn?</li> <li>b. What did you review?</li> <li>c. What ideas seem most useful to the implementation stage of the learning cycle?</li> <li>d. What actions do you recommend that the team adopt?</li> </ol>	15–20 minutes
	3. Team members consider the Reflective Feedback Protocol.	10 minutes
	4. Before the close of the session, as a team collectively determine next action regarding giving and receiving feedback in work together.	10 minutes

## Giving and receiving feedback, continued

### Reading #1:

#### Four common misconceptions about feedback: An excerpt from *The Feedback Process*

There are many popular misconceptions about the content of feedback in the literature. Most misconceptions about feedback result from a more traditional view of feedback as information transmitted to a learner by a knowledgeable other as a part of assessment or evaluation.

##### Misconception 1: Feedback occurs only in performance evaluation.

This is understandable since most supervisors provide feedback during the dreaded annual performance review. When feedback is associated only with performance evaluation, it will continue to be sparse. In its 2013 State of the American Workplace Report, Gallup reports that 70% of American workers are not fully engaged in their workplace. Of the 12 attributes Gallup uses to assess engagement, a factor consistently associated with high levels of organization performance, four directly relate to the presence of feedback.

##### Misconception 2: People are feedback adverse.

Feedback is logical. Its absence in most organizations is illogical. Feedback as a process to promote growth is the fuel for improvement. When feedback is scarce, people lack knowledge to make changes in their practice...When they have ongoing opportunity to understand expectations, have clear goals, know where they stand in relationship to expectations, and clarify actions for changes, they are able to be more self-directed, continue to improve, feel more engaged, and feel better about their own performance.

##### Misconception 3: The feedback sandwich softens critical feedback.

Some management advisors recommend the

use of the feedback sandwich, critical feedback pressed between two slices of positive feedback. While common as a component of performance evaluations or review, the feedback sandwich also has the potential to miscommunicate the intent, lessen the learner's motivation to act on the information, and eliminates the learner's opportunity to learn how to be analytic and independent.

##### Misconception 4: People prefer positive to negative feedback.

The direction of feedback, positive or negative, has been the subject of multiple studies over the years, yet results are inconclusive that one direction of feedback is preferable to or has a greater impact than the other. Learners usually understand that the purpose of the feedback process is to promote their growth. To that end, they want to be a part of a process that helps them understand how to improve.

Common though they may be, these misconceptions contain the seeds of an approach to feedback as a process rather than a product. Misaligned practices can, with some care, practice, and guided effort, be adapted or adjusted so they more closely align with practices recommended throughout this book.

Source: *The Feedback Process: Transforming Feedback for Professional Learning* by Joellen Killion, pp. 1–3. Copyright 2015 Learning Forward.



## Giving and receiving feedback, continued

### Reading #2:

#### The power of words to spark positive change

*By Dawn Wilson*

How do you use the power of words to spark positive change? How are words being used in your setting to create a culture of caring?

In a YouTube video, a blind man sits by a busy city street hoping for some spare change. Beside him is a sign, "I'm Blind. Please Help." People pass him by without notice until a girl stops and re-words his sign, "It's a Beautiful Day and I Can't See It." Immediately, passersby respond to the man because of the power of words.

The recent passing of my 24-year-old niece caused me to think more deeply about the power of words. Emma loved words and used them with economy to convey deep meaning, often in handwritten cards and notes with words of encouragement and hope. Many who attended her memorial service brought "Emma's Words" with them and shared how her words inspired them.

How many of you have collected words that inspired you?

#### Words matter

Words can offer perspective, insight, and understanding. Words can bring encouragement and hope. Words can remove fear and isolation. Words can reconcile and unite. When words become actionable in our own lives and the lives of others, we can change our thinking and our practice.

Education is word intensive. Educators use words continually in classrooms, meetings, professional learning communities, curriculum guides, school improvement plans and in a multitude of ways. Using words meaningfully is both an art and a science.

Recently a teacher shared how her observation debrief was conducted. In a nutshell, the administrator read the verbatim notes taken during the observation, offered value judgments, and gave no opportunity for the teacher to contribute. The teacher was left with a lot of words but without a plan for next steps to improve her instructional practice.

#### The impact of words

Now let's imagine how the administrator could have conducted this debrief and given meaningful feedback. Effective feedback is built on carefully chosen words. What if the administrator offered helpful feedback, asked reflective questions and invited the teacher's input about the lesson? Feedback is information about how someone is progressing toward meeting a goal. Advice and value judgments are not feedback because they lack information that can inform next steps. Constructive feedback is goal-oriented, results-focused, actionable, specific, timely, ongoing, consistent, and comes from an informed voice.

Hattie's research review in *Visible Learning*, indicates that feedback has a significant impact on increasing student achievement. So it makes sense that using words powerfully to craft effective feedback is fundamental to improving student performance. Imagine the change in teaching and learning if we became more feedback savvy!

Feedback can harness the power of words and build a culture of trust. It is the beginning of a conversation that leads to improved instructional practice. Feedback is also an integral part of

## Giving and receiving feedback, continued

conversations about teacher assessment. When educators are skilled at giving and receiving feedback, teachers' confidence to self-assess and reflect is cultivated and collective collegiality is enhanced.

As an educator, my experience and learning taught me that words are powerful messengers. However, I learned from our Emma how words can be transformed into actions that change people's lives for the good. Now that is the real power of words.

### Lessons learned from the power of words:

- Let your words carry hope.
- Heart will always win over mind. Share words accordingly.
- Choose your words carefully. Once shared, they are irretrievable.
- When giving feedback, avoid advice or value judgments.
- Words without an informed voice is just noise.
- Active listening opens minds to different insights.
- Ask questions that cause others to think deeply and reflect.
- An economy of words can speak volumes. Often less is more.
- Silence can be effective communication.  
"Silence is the language of god, all else is poor translation."-Rumi

How can you use words powerfully in your setting to create positive change and a culture of caring?

Source: *The Power of Words to Spark Positive Change* by Dawn Wilson. Copyright 2015 Learning Forward. Reprinted with permission from <https://learningforward.org/publications/blog/learning-forward-blog/2015/08/10/the-power-of-words-to-spark-positive-change>.

## Giving and receiving feedback, continued

### Reading #3:

#### **Tell me so I can hear: A developmental approach to feedback and collaboration**

By Ellie Drago-Severson and Jessica Blum-DeStefano

*“The best leaders know how to help teachers grow. . . . They know how to offer feedback so that teachers can improve practice and grow themselves in order to help students succeed. How can I make this happen?”*

— High school principal

Feedback plays an important role in education. New teacher and principal evaluation systems, the Common Core State Standards, and Race to the Top initiatives, among others, underscore the critical importance of giving and receiving meaningful, actionable, and effective feedback to colleagues — regardless of their roles in schools.

But when and where do educators learn how to give feedback, especially to adults who might make sense of others’ words, feedback, and ideas in different ways? And how might an educator’s own inclinations and orientations influence how others give and receive feedback?

A new and promising developmental approach to feedback, called feedback for growth (Drago-Severson & Blum-DeStefano, in press), builds on what the field has taught educators about effective feedback and offers something more. “Growth” refers to the expansion of educators’ internal capacities that enable them to better manage the complexities of learning, teaching, leading, and living (Drago-Severson & Blum-DeStefano, in press).

Specifically, feedback for growth involves intentionally differentiating feedback so that adults, who make meaning in qualitatively different ways, can best hear it, learn from it, take it in, and improve their instructional and leadership

practice. Research suggests that most adults make meaning with one of four different developmental systems, or ways of knowing: the instrumental, socializing, self-authoring, or self-transforming.

These ways of knowing are often described as the lenses — or filters — through which adults interpret their worlds, as they fundamentally influence how we make sense of our experiences, feedback, and relationships. More specifically, in the case of feedback, it might be even more helpful to think about ways of knowing as the audio frequencies with which we hear.

In other words, our ways of knowing predispose us to the kinds of feedback we find supportive or disconcerting, helpful or disorienting. Put more simply, our ways of knowing determine those aspects of feedback we can tune into and those we tune out (even unintentionally).

Understanding our own and others’ ways of knowing — and how this influences how we give and receive feedback for growth — can help educators expand what they already know about good feedback and learn more about what they still need to improve. A working understanding of adult developmental theory (Drago-Severson, 2004, 2009, 2012; Drago-Severson & Blum-DeStefano, in press; Drago-Severson, Blum-DeStefano, & Asghar, 2013;

## Giving and receiving feedback, continued

Kegan, 1982, 1994, 2000) can also help educators — and educational leaders — reframe feedback as an opportunity to support colleagues' internal growth

and observable professional practice — as these things are ultimately and intimately related.

### Ways of knowing: Developmental supports and challenges

This table provides an overview of the different types of things that will feel supportive and challenging during feedback to adults with the four ways of knowing described in this article. Both support and challenge are integral to growth. When reviewing this list, think about what other kinds of insights, reflections, or questions you might have and list them in the space provided.

Ways of knowing	Feedback supports	Feedback challenges	Reflections
<b>Instrumental</b>	<ul style="list-style-type: none"> <li>• Concrete suggestions, models, and examples.</li> <li>• Recognition of what went right and wrong.</li> </ul>	Encourage consideration beyond “right” solutions for teaching and leading, and scaffold abstract thinking.	
<b>Socializing</b>	<ul style="list-style-type: none"> <li>• Appreciation for effort and contribution.</li> <li>• Validation of progress and personal qualities.</li> </ul>	Invite expression of own beliefs about practice in safe contexts. Model and role-play conflict that does not threaten relationships.	
<b>Self-Authoring</b>	<ul style="list-style-type: none"> <li>• Acknowledgement of competence and expertise.</li> <li>• Opportunities to discuss own ideas, develop own goals, and critique and design initiatives.</li> </ul>	Encourage exploration of new and different ideas, values, and approaches — both professionally and personally.	
<b>Self-Transforming</b>	<ul style="list-style-type: none"> <li>• Opportunities to collaboratively reflect on practice and explore alternatives, contradictions, and paradoxes (internal and systemic).</li> </ul>	Gently support management of the implicit frustrations and tensions of transformation and change.	

Adapted from Drago-Severson (2009) and Drago-Severson & Blum-DeStefano (in press).

Source: Tell me so I can hear: A developmental approach to feedback and collaboration by E. Drago-Severson and J. Blum-DeStefano. *JSD*, 35(6), pp. 16–22. Copyright 2014 Learning Forward.

## Giving and receiving feedback, continued

### Suggestions for additional reading

Teachers Observing Teachers: A Professional Development Tool for Every School

[http://www.educationworld.com/a\\_admin/admin/admin297.shtml](http://www.educationworld.com/a_admin/admin/admin297.shtml)

The A-B-Cs of Giving Feedback to a Colleague

<https://www.teachingchannel.org/blog/2014/09/04/the-a-b-Cs-of-giving-feedback/>

Peer Review of Teaching

<https://cft.vanderbilt.edu/guides-sub-pages/peer-review-of-teaching/>

## Giving and receiving feedback, continued

### Reflective feedback protocol

Reflective feedback is a protocol used to assist a teacher in reflecting on his or her lesson. A coach chooses observing and giving feedback when teachers have implemented new practices within their own classrooms independently and are ready to receive feedback. This form of classroom support helps teachers hone their instructional skills and strengthen their practice. It also supports a teacher in becoming a reflective practitioner who regularly examines his or her own practice.

Teacher	Coach	Conference date
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Tell me about the highlights of your lesson.

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How was this lesson different than what you planned? What do you think accounted for those differences?

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What evidence from the lesson tells you if your students achieved the lesson's goals?

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Teachers make many decisions as they teach. What decisions did you find yourself making during this lesson? Tell me about some of them and share your decision-making process. How did you arrive at those decisions?

What did you learn that you will apply to a future lesson?

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Source: *Taking the lead: New roles for teachers and school-based coaches* by J. Killion and C. Harrison. Copyright 2006 National Staff Development Council. Oxford, OH: NSDC.