Educator Feedback to Promote Professional Growth

The educator provides actionable, constructive feedback to a colleague that encourages self-directed professional growth.

Key Method

The educator provides actionable, constructive feedback following an observation of a colleague or mentee that is data driven and demonstrates the use of thoughtful, reflective questions to encourage self-directed professional growth.

Method Components

Educators provide feedback to students—both formally and informally—every day, yet teachers seldom receive feedback that is meaningful and contributes to their professional growth. As an educational leader, your goal in providing feedback is to allow others to diagnose their own professional skills and take self-directed actions toward improvement. When providing adults with constructive, actionable feedback, you will want to keep in mind the following:

- Feedback is not advice. Often, in an attempt to provide feedback, the person offers advice. If your feedback includes the words "you should" or "you ought to," you are offering advice rather than feedback that leads to self-directed growth.

- Feedback is not evaluative. Leaving behind a sticky note that reads "You rock!" or "Great lesson!" is providing an evaluative statement based on an overall impression.

- Feedback needs to reflect observation of both effective and non-effective elements of practice; acknowledge actions you observe that contribute to positive student outcomes as well as actions the educator should target for improved student outcomes.

Characteristics of Effective Feedback

Data Driven: based on observable measures of behavior provided in a visual display for the teacher or mentee.

Timely: provided as soon as possible after the observation - Create time on your calendar to provide feedback at the same time you schedule the observation to reflect equal importance for both.

Detailed: includes specific, detailed references rather than vague generalities - Select details that relate to components in the educator's evaluation framework or an area of professional practice the teacher has selected.

Related to Student Outcomes: when possible, connect educator's action to student response - "I noticed when you _____, your students responded by _____."

Respectful: communicated to the educator receiving feedback in a tone that supports collaboration and inquiry

Consider these examples:

Vague Generalities as Feedback	Observable, Objective Feedback
Your students didn't seem engaged.	Four students were on their cell phones and three students appeared to be sleeping.
You did a great job with the lesson!	You provided students with a clear learning goal and easy-to-follow steps for completing the assignment.
Don't be the sage on the stage.	You provided instruction for 22 minutes before asking for a student response.

Using Data

Presenting feedback in the form of observable data that is objective, specific, and measurable allows individuals to draw their own conclusions about their performance and to consider ways to improve their professional practice. In addition to data from students' work samples, formative assessments, and summative assessments, other types of objective feedback might include (but are not limited to)

- scripted questions to determine depth of knowledge

- a sketch of the teacher's movement or proximity to students at specific times during instruction

- the number of interactions a teacher has with students by subpopulation (e.g., gender, ethnicity, English language learners) or seating arrangements

- teacher's wait-time after posing questions (measured in seconds)

- student engagement (on-task and off-task behaviors) at specific times during instruction
- ratio of teacher talk to student talk (in minutes and/or seconds)

Mediative Questions

Feedback becomes more effective when it leverages the power of carefully crafted open-ended questions to move the person receiving feedback from a reflective mindset to a planning and problem-solving mindset. Cognitive Coaching®, founded by Art Costa and Robert Garmston, uses the power of mediative questions to encourage self-directed actions. Mediative questions invite the person receiving feedback to explore a variety of options or solutions because they presume multiple options versus one correct answer.

The following table illustrates some characteristics of mediative questions:

Use plural forms	*What are your **hunches** about …?*
	*What are some **ways** …?*
Use tentative language	*What **might** be …?*
	*What are some **possible** …?*
Pose positive presuppositions	*What **are you learning**?*
	*What **will you try**?*
Are open-ended rather than "yes-no" answers	*What are some of the possible actions that you might take to …?*

Supporting Rationale and Research

The Supporting Research and Resources includes several articles and videos for learning more about providing feedback to promote professional growth. As you interact with these learning materials, take time to reflect on your professional practice.

Feedback

This article discusses the importance of feedback from a business perspective, but the guidelines easily transfer to the business of educating students. How to Give Concise and Actionable Positive Feedback

The author of this article presents four characteristics of effective feedback that supports teachers' professional growth. What Does Actionable Feedback Look Like?

This article elaborates on concepts discussed in the Method Components section of the micro-credential. This resource is a "must-read" for administrators and instructional coaches wanting to improve the quality of their feedback. Offering Constructive Feedback to Teachers

This article briefly reiterates characteristics of effective feedback, but also provides a short video of a feedback session between teacher and mentor. Be sure to listen for the mediative question. Coaching for Change: Giving Feedback

This template provides scripted feedback suggestions to include in a six-step process for providing effective feedback. Six Steps for Effective Feedback

Data

This source presents tips for collecting data in the classroom. For this micro-credential, you might consider requesting data from teachers and then presenting your analysis of the data in a meaningful way with feedback and mediative questions. Collecting Data in the Classroom: A Teacher's Guide

Questioning

You don't have to reinvent the wheel. Select mediative questions from this list or tweak the questions to best fit your feedback scenario. Mentoring Using Mediative Questions

This brief blog provides mediative questions that can help teachers, or teacher teams, analyze and draw conclusions from data. Questions to Explore Thinking

Submission Guidelines and Evaluation Criteria

This micro-credential is divided into three areas: Overview, Artifacts and Evidence, and Reflection. Each area contains guidelines for the item(s) you must submit for this micro-credential and the criteria by which your evidence and artifacts will be evaluated.

- Please read each task and corresponding rubric carefully to ensure a thorough understanding of the expectations for the artifacts and evidence you submit.
- Before uploading evidence and artifacts for this micro-credential, remove any personally identifiable information. When referring to students or student work samples, use fictitious names or Student A, Student B, etc.

- To earn this micro-credential, you must receive "Passing" on Part 1 and Part 3, and "Demonstrated" on all criteria in Part 2.

Part One. Overview

Read the Overview guidelines and evaluation criteria carefully to ensure a thorough understanding of the expectations for a "passing" submission.

The Overview submission should be uploaded as a Word document or PDF. (Please do not use Google Docs.)

Task: Describe both a positive and negative professional experience that resulted from the manner in which feedback was provided and/or received. In your response include:

- Your role within your organization (position, grade level(s), content area(s))

- A time when you were the provider or receiver of feedback that caused a professional situation to make positive gains

- A time when you were the provider or receiver of feedback that *did not* cause positive gains in a professional situation

- Your learning goals in pursuing this micro-credential as they relate to providing feedback to other educators

This submission is scored either "passing" or "not passing."

Passing: Earner includes a response to each part of the prompt; total response should be at least 300-words and provide adequate detail to help the scorer understand the context for your submission.

Part Two. Artifacts and Evidence

Read the Document Submission Requirements carefully to ensure a thorough understanding of the expectations for "Demonstrated."

Any written documents should be uploaded as a Word document or PDF. (Please do not use Google Docs.)

Task 1: Pre-Conference Narrative

Provide a pre-conference narrative that provides the context in which you will deliver feedback. In the narrative, describe the following:

- Your relationship with the receiver of the feedback and the frequency with which you have interacted and/or provided feedback in the past

- The type of data you plan to collect and an explanation of how the data might support the educator in formulating a plan for improving his or her professional practice related to the area you are supporting with feedback

- The mediative questions you plan to ask to elicit reflection and self-directed professional growth

Please submit the written response and artifacts with the titles "Task 1 Pre-Conference Narrative" as evidence for Task 1.

Task 2: Data Display

Provide a display of the observable data you collected and shared with your colleague or mentee during your feedback session. This artifact may be submitted in a Word Doc, a PPT or PDF file, or a photo of a poster or flip-chart paper. The display should reflect thoughtful organization that is easy for others to understand, and the image should be clearly discernable for the assessor.

Please submit the display of the observable data with the title "Task 2 Artifact of Data" as evidence for Task 2.

Task 3: Audio or Video of Feedback Session

Provide an audio or video recording of your feedback session that is at least 5 minutes in length and includes 2-4 mediative questions along with your colleague's responses. If you discover that any portion of the recording is not audible, upload a transcript for the assessor along with the recording.

Please submit the audio or video of the feedback session with the title "Task 3 Feedback Session" as evidence for Task 3.

Task 4: Feedback Analysis

Complete the Feedback Analysis template to analyze the feedback you provided to your colleague. As you complete the template you will connect your feedback remarks (at least 3) and mediative questions (at least 2) to your intended purpose based on learning from the Rationale and Research section of the micro-credential. An example is provided for you in the template.

Please submit the feedback analysis with the title "Task 4 Feedback Analysis" as evidence for Task 4.

Artifacts and Evidence Scoring Guide

Tasks	Not Met	Progressing	Demonstrated
Task 1: Pre-Conference Narrative	The narrative does not respond to the bulleted items or provide adequate context for the feedback you will provide.	The narrative includes a descriptive response for two of the bulleted items but provides little or no context to describe the feedback you will provide.	The narrative includes a thorough, descriptive response for each of the bulleted items in the overview and clearly explains the context in which you will provide feedback.
Task 2: Data Display	The data display is not included.	The artifact displays data that is difficult to read and understand or data that is subjective.	The artifact displays observable data in a manner that is easy to read and for the receiver to understand.
Task 3: Video or Audio	Video or audio is not provided.	Video or audio does not meet the length requirement and/or the earner does not share the data or ask at least 2 mediative questions.	Video or audio is at least 5 minutes long and depicts the earner sharing remarks about the observable data with a colleague and asking 2-4 mediative questions that elicit reflection and self-directed growth.
Task 4: Feedback Analysis	The template is not provided.	Template contains analysis for fewer than 3 feedback remarks and fewer than 2 mediative questions, or portions of the template are incomplete.	Template contains 3 or more feedback remarks and 2 or more mediative questions. All portions of the template are complete.

Part 3. Reflection

Read the Reflection guidelines and evaluation criteria carefully to ensure a thorough understanding of the expectations for a "passing" submission.

Your Reflection should be uploaded as a Word document or PDF. (Please do not use Google Docs.)

Task: Submit a response to the following prompts:

- What hunches do you have about how the recipient of the feedback viewed the experience? Consider not only the recipient's words but also body language, facial gestures, and tone of voice.
- What indications did the recipient give that the feedback was helpful and contributed to self-directed growth?
- What implications does the practice or providing objective feedback have for your future professional practice?

This submission is scored either "passing" or "not passing."
Passing: *Earner includes a response for each part of the prompt (300-word minimum)/ Responses should clarify and further explain how earning this micro-credential has impacted your professional practice and student outcomes.*