

## Feedback Dispositions

Feedback is...	Provider Dispositions - A willingness to...	Receiver Dispositions - A willingness to...
<b>Honest &amp; Accurate</b>	<ul style="list-style-type: none"> <li>● Be honest and candid</li> <li>● Dedicate time to understand instructional framework and effective teaching and learning</li> <li>● Have conversations for growth not ratings</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize where you stand against expectations</li> <li>● Utilize the framework for reflection and growth</li> <li>● Look past a rating as a personal label</li> </ul>
<b>Specific, &amp; Measured</b>	<ul style="list-style-type: none"> <li>● Improve data collection techniques</li> <li>● Move around the classroom during an observation to collect comprehensive evidence</li> <li>● Look at artifacts provided/listen to data shared by teacher</li> </ul>	<ul style="list-style-type: none"> <li>● Accept specific details and data</li> <li>● Understand how data can be used to promote growth vs. a “gotcha”</li> <li>● Be open to data the observer captured that you did not</li> </ul>
<b>Focused on Impact</b>	<ul style="list-style-type: none"> <li>● Talk with students</li> <li>● Take time to analyze evidence after classroom visit</li> </ul>	<ul style="list-style-type: none"> <li>● Believe that you are the primary cause for learning in your classroom</li> </ul>
<b>Built on Strengths for Growth</b>	<ul style="list-style-type: none"> <li>● Identify teachers’ strengths</li> <li>● HEAR, not just listen</li> <li>● Build understanding of research-based strategies</li> <li>● Develop an understanding of programs, curriculum, disciplines, &amp; student standards</li> <li>● Continue learning (research-based teaching &amp; learning)</li> </ul>	<ul style="list-style-type: none"> <li>● Continue learning (research-based teaching &amp; learning)</li> <li>● Say “I don’t know how”... or “I don’t understand”</li> <li>● Reflect on/hear areas of growth</li> <li>● Share challenges, misunderstandings or needs (skills and feelings about feedback)</li> </ul>
<b>Objective</b>	<ul style="list-style-type: none"> <li>● Examine your own biases</li> </ul>	<ul style="list-style-type: none"> <li>● Trust observer’s intention</li> </ul>
<b>For Learning</b>	<ul style="list-style-type: none"> <li>● Use feedback for learning within a cycle vs. isolated events</li> <li>● Commit to identifying or helping a teacher identify a specific high leverage next step</li> <li>● HEAR, teacher ideas, not just dictate your own</li> </ul>	<ul style="list-style-type: none"> <li>● See a “what’s next” after each visit</li> <li>● Try an alternate strategy or next step</li> <li>● HEAR and reflect, not just listen</li> <li>● Be an active participant not a passive receiver</li> </ul>

*“Here’s our pitch; try the feedback out. Not because you know it is right or know it will help. But because it is possible it will help.” (Stone & Heen, 2014)*