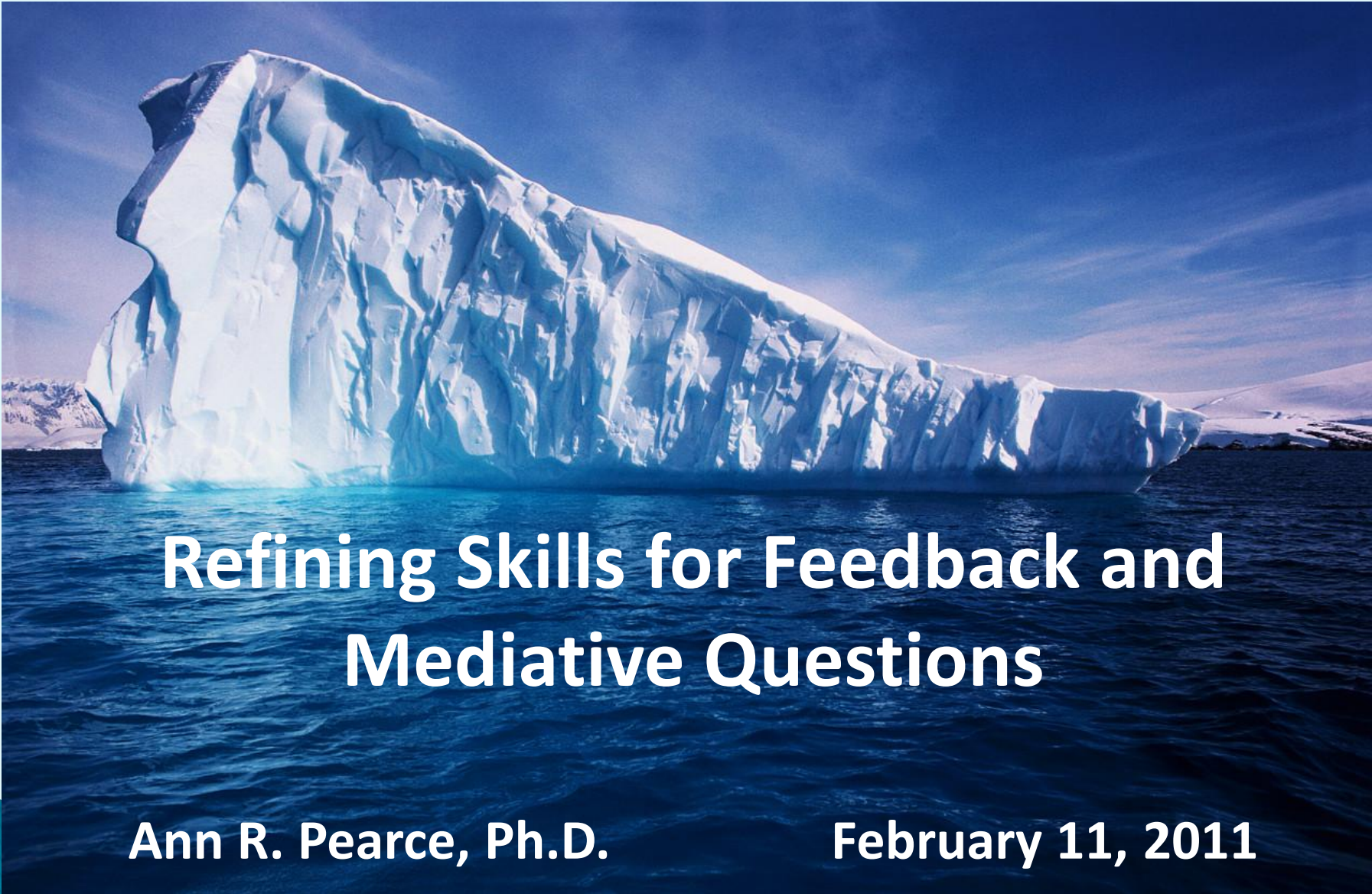


Going Deeper.....

A large, jagged iceberg floats in the ocean under a blue sky. The iceberg is white and has a rough, textured surface. The water is dark blue with some ripples. The sky is a clear, deep blue.

Refining Skills for Feedback and Mediative Questions

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Outcomes

Leaders will:

- ▶ Increase skills for providing feedback using instructional data to promote increased precision in teaching
- ▶ Increase knowledge and skill for crafting mediative questions to promote reflection
- ▶ Increase efficacy for giving feedback and crafting powerful questions to encourage reflection and transformation

The Learning Plan

- ▶ Brief Review
 - ▶ Five Types of Feedback
 - ▶ Positive and Negative Judgments
 - ▶ Crafting powerful feedback
- ▶ Crafting mediative questions (prompts)
- ▶ Rehearsal
- ▶ Closure

Give One – Get One

- ▶ On the *Give One – Get One* form, in the “My Ideas” column, quickly jot down 5 things you remember or have learned about feedback and prompts for thinking & dialogue.

Some hints:

- What it is
- Why it is important
- How to skillfully craft
- Applications
- Key ideas

My Ideas	Ideas from Others

Give One – Get One

- ▶ When directed, stand up and partner with someone not currently at your table
- ▶ Share one of your items
- ▶ Request one of your partner's items– Record it on your form
- ▶ Repeat 4 more times or until time is called

Why is feedback important?

- ▶ Feedback helps a person connect the external (environmental, behavioral, capability) with the internal (beliefs/values, identity, mission).

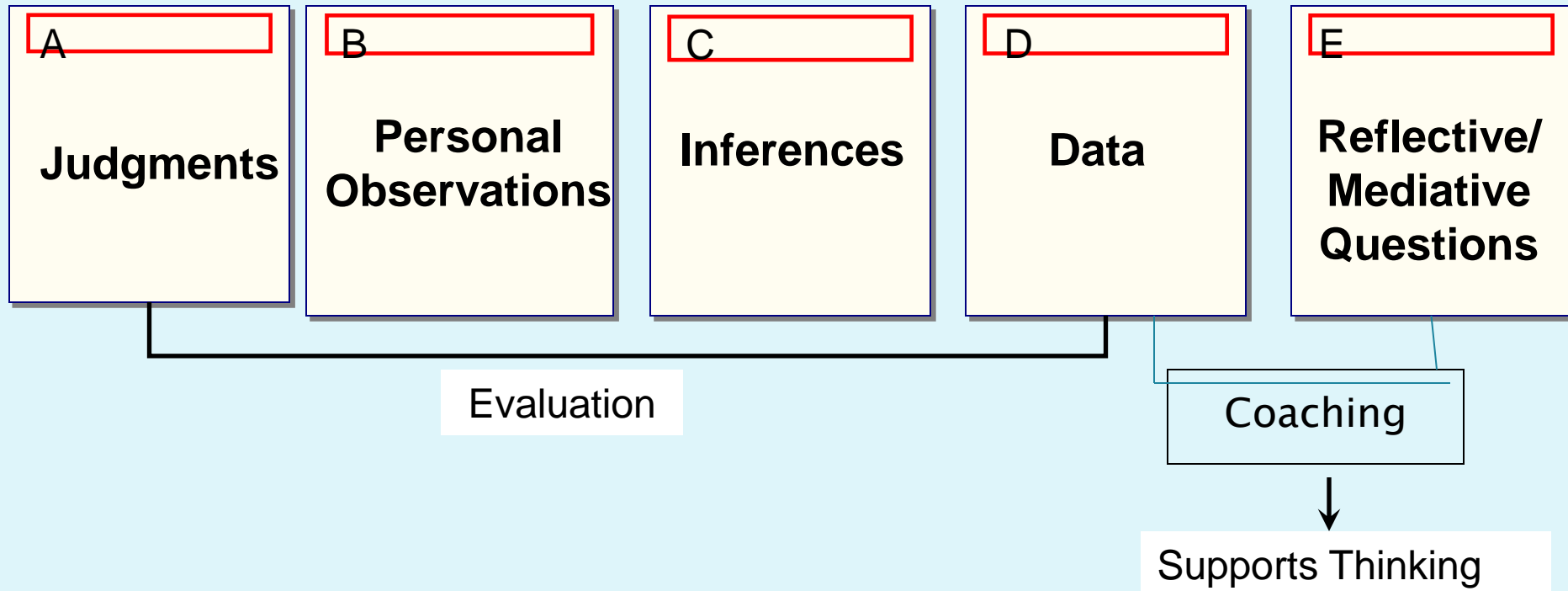
Levels of Change Model

	SPECIFIC FACTORS	SELF learner	SELF leader	OTHERS: TEACHERS
INTERNAL FACTORS	<ul style="list-style-type: none"> •Mission/ purpose •Identity •Beliefs/values 		#1	
EXTERNAL FACTORS	<ul style="list-style-type: none"> •Capabilities/ skills •Behaviors •Environment 		#2	

We previously learned:

- ▶ 5 types of feedback commonly used by leaders.
- ▶ Neutral data is the most powerful feedback for promoting growth and change
- ▶ Praise and criticism (judgments) may negatively impact thinking and change
- ▶ Mediative questions have power to help a person reflect, to make personal judgments, personal evaluations, and personal observations, thus supporting self-directedness.

Five Categories of Feedback



The leader uses data and mediative questions to enable the teacher to make his/her own judgments, personal observations and inferences.

Judgment vs. Data

- ▶ Judgment–Evaluation
- ▶ External evaluator
- ▶ May have either positive or negative consequence
- ▶ Inhibits self–direction & creativity
- ▶ Detracts from trusting relationship

Praise

- ▶ Neutral –based on observable behaviors
- ▶ Encourages the recipient to make his/her own evaluation
- ▶ Most likely to result in self–modifying, self–managing

Data

An interesting finding:

“The one person for whom praise has the most beneficial effects is the praise giver.”

Jere Brophy

Data for feedback:

- ▶ Most impactful when the teacher identifies what data to collect and how to collect it
- ▶ Must be in a form that makes sense to the teacher
- ▶ Must be clearly observable without subjective judgment

Crafting data from observations

- ▶ Reflect on the strategies that we have used today.

OR

Recall some strategies that might be used as a part of an anticipatory set or input.

- ▶ With a partner, craft some data statements that reflect possible observations. Be prepared to share.

Group Debrief:

- ▶ What might be some possible data statements related to Anticipatory Set, Input and/or Guided Practice in a lesson?

Some refinements.....

- ▶ Short data statements are often more powerful than longer statements
- ▶ Data statements that begin with “you” or “the students”, etc. are more conducive to self-reflection than ones that begin with “I”
 - i.e. “Students were asked to complete Guided Notes for the lecture.”

Rehearsal

- ▶ Collaborate to refine the data statements you previously recorded.
- ▶ Be prepared to share with the large group.



Constructing powerful prompts

Mediative questions include:

- 1) An invitation
- 2) Plural forms
- 3) Tentative language
- 4) Positive Presuppositions

“As you were planning the lesson, what might have been some of the concepts that you anticipated would be most difficult for your students to master?”

Crafting a powerful prompt

- ▶ I noticed that you used a Graphic Organizer strategy for Guided Practice.
- ▶ I wondered why you chose that strategy.
- ▶ With a partner, rewrite the data statement. and prompt to be more powerful.
 - Attend to:
 - focus on teacher and students for data
 - plurals, tentative language, positive presuppositions.

Decisions related to feedback

- ▶ WHAT data will I use?
- ▶ WHAT prompt (question) might most encourage the teacher to reflect?
- ▶ HOW will I share it?
 - Orally – in person
 - Written – in person, electronically, left with teacher
- ▶ WHEN will I share it?

Written or Oral Feedback

- ▶ Feedback data

- ▶ Prompt (Mediative Question)

- ▶ “When I walked through your room,
- ▶ The students were.....
- ▶ You were.....
- ▶ What might be some..... ?
OR
- ▶ As you reflect on the lesson.....

Model of Debrief:

- ▶ Observation(s)
- ▶ Mediative Question
- ▶ Commitment



Rehearsal

- ▶ Individually, read the scenario
- ▶ In pairs, craft a possible feedback statement and a prompt you might use
- ▶ Share with other groups at your table
- ▶ Be prepared to share with the large group

Another opportunity for Guided Practice (Rehearsal)

- ▶ Read the second scenario
- ▶ Craft a feedback statement and a prompt
- ▶ With a partner, refine your statements and prompts
- ▶ Be prepared to share with the large group

Checking for Understanding

- ▶ As you are refining your skills for giving feedback and soliciting dialogue,
 - What are you learning?
 - What are you wondering?

Applying our observation and feedback skills:

- ▶ As you watch the video, make note of elements of A.S. and/or input, classroom structures, and active student responding
- ▶ We will use these observations to:
 - Construct feedback statements.
 - Construct mediative questions.
- ▶ Be prepared to share.

▶ Lesson Observation: Tim Bedley pt. 1 of 3

Let's Rehearse....

1) Observation(s)

- Instructional strategies
- Classroom structures
- Active student response strategies
- Teacher & student behaviors

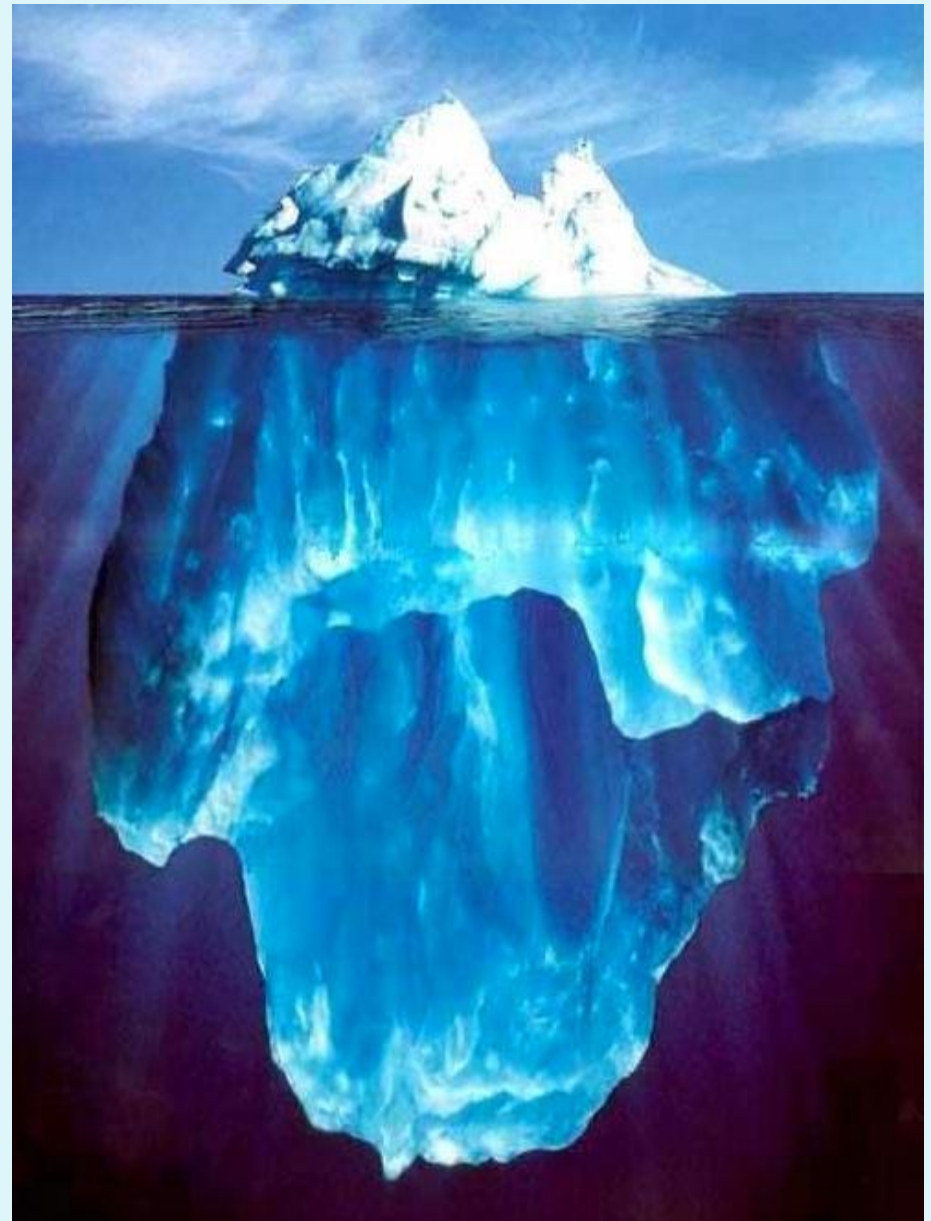
2) Mediative Question(s)

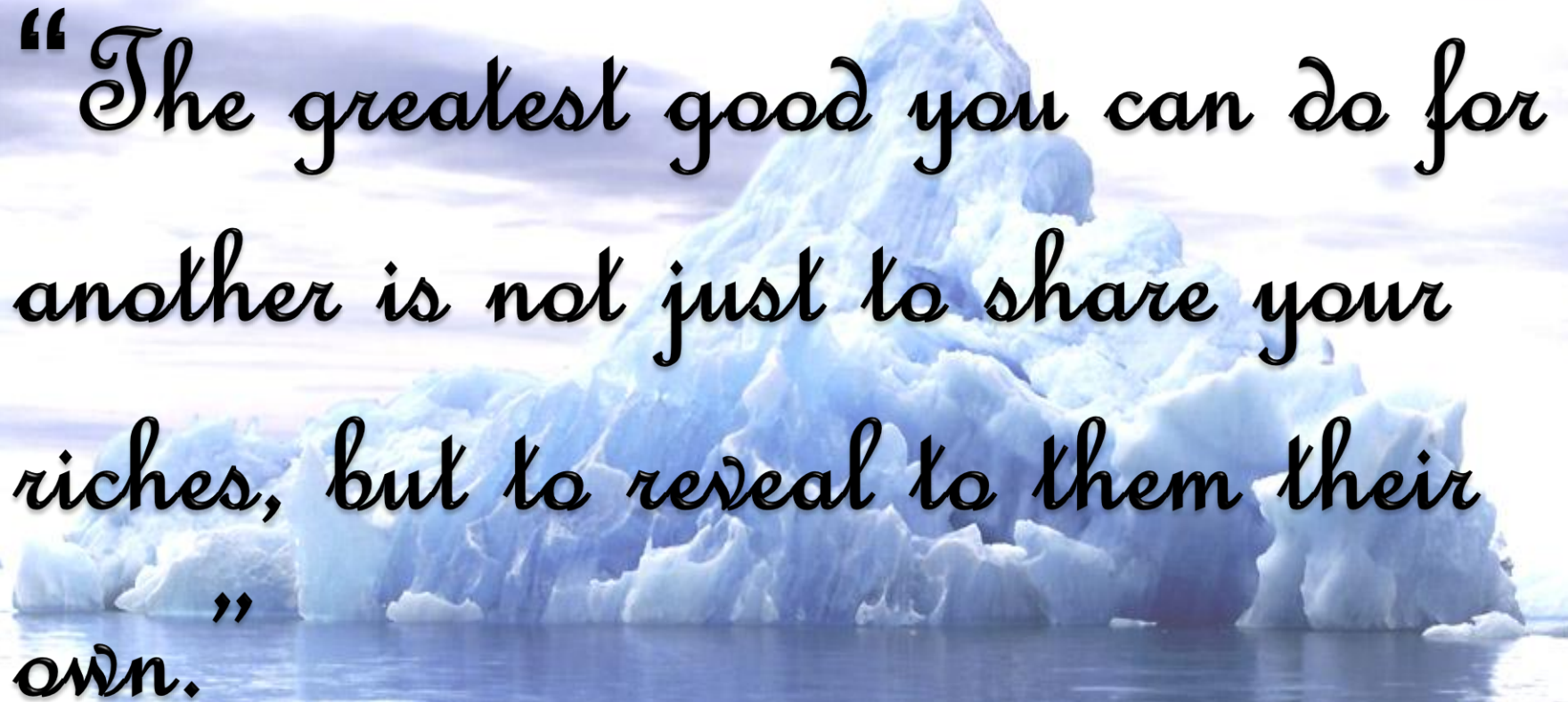
3) Commitment



In what ways have you deepened your knowledge and skills today?

What commitment are you making to use your deepened knowledge and skills?



A large, jagged iceberg floats in the middle of a calm, blue ocean. The sky above is filled with soft, white clouds. The water's surface is slightly rippled, reflecting the light from the sky and the iceberg. The overall scene is serene and majestic.

“The greatest good you can do for another is not just to share your riches, but to reveal to them their own.”

Benjamin Disraeli