

Going Deeper with Feedback and Meditative 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

The Learning Plan

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

Why is feedback important?

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

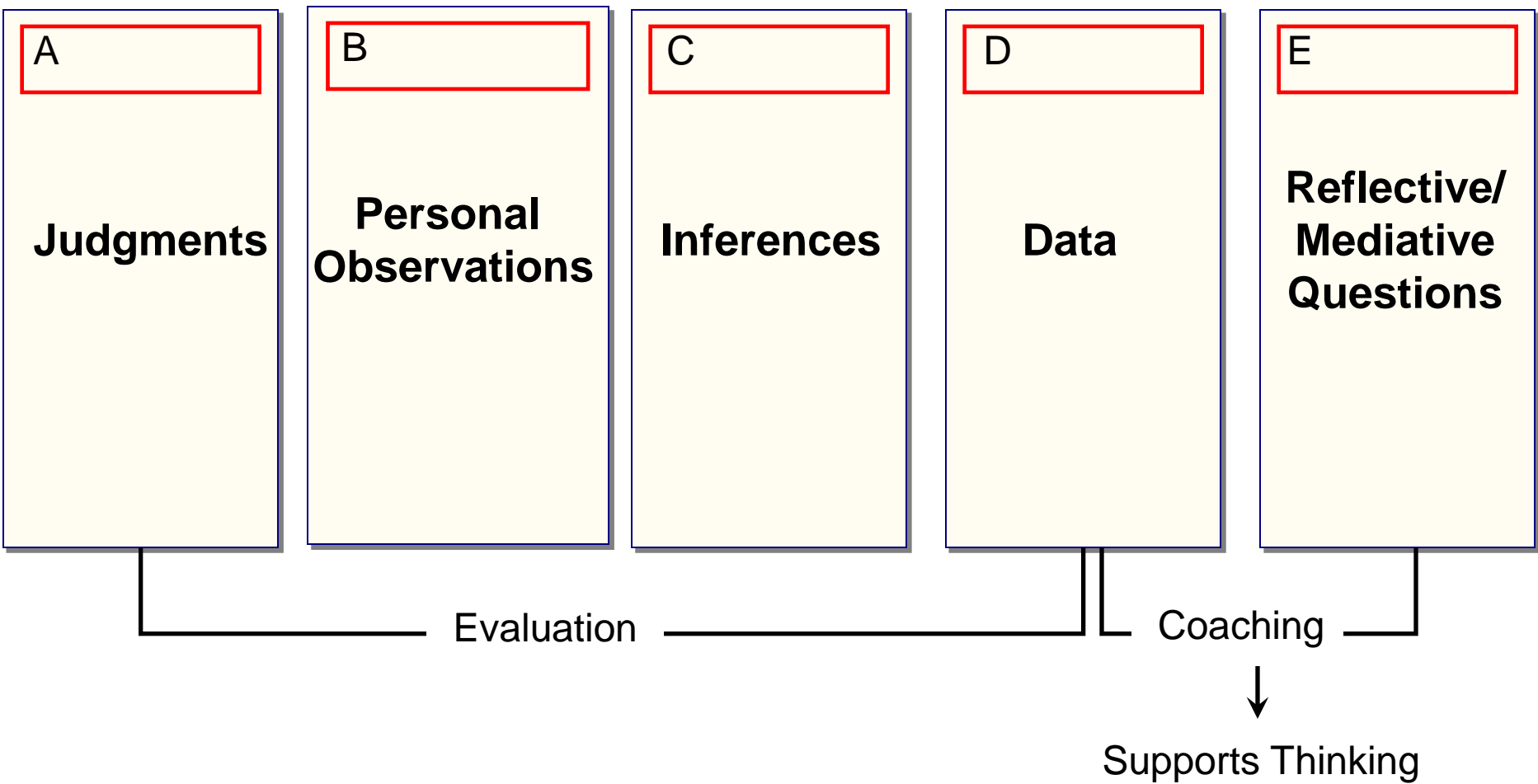
Levels of Change Model

	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 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



A

Judgments

B

**Personal
Observations**

C

Inferences

D

Data

E

**Reflective/
Mediative
Questions**

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

Change Model Framework

	SPECIFIC FACTORS	SELF	OTHERS: TEACHERS
INTERNAL FACTORS	<ul style="list-style-type: none"> •Mission/ purpose •Identity •Beliefs/values 	High awareness of intention	Understanding of own mission, identity, and beliefs/values
EXTERNAL FACTORS	<ul style="list-style-type: none"> •Capabilities/ skills •Behaviors •Environment 	Skills: <ul style="list-style-type: none"> *to format data * to provide feedback *to ask mediative questions 	Ability to reflect on feedback Ability to make meaning from data

Judgments

Includes praise and criticism

- Locate the handout, *“Giving Feedback That Will Support Growth.”*
- Partners Read: One partner reads the section on Positive Feedback and the other partner reads the section on Negative Feedback. Read with the intention to teach your partner. (2 minutes)
- Partners Teach (5 minutes)

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.

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

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 prompt

- ▶ I noticed that you used a KWL strategy as part of your anticipatory set.
- ▶ I wondered why you chose that strategy.
- ▶ With a partner, rewrite the prompt into a mediative question.
 - Attend to: 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, I observed....

- ▶ The students were.....

- ▶ You were.....

- ▶ What might be some..... ?

OR

- ▶ I wondered.....

Applying our observation and feedback skills:

- ▶ As you watch the video, make note of elements of A.S., classroom structures, and active student responding
- ▶ Construct feedback statements.
- ▶ Construct mediative questions.
- ▶ Be prepared to share.

Model of Debrief:

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



Let's Rehearse....

1) Observation(s)

- ❑ strategies for A.S.
- ❑ Classroom structures
- ❑ Active student response strategies
- ❑ Teacher & student behaviors

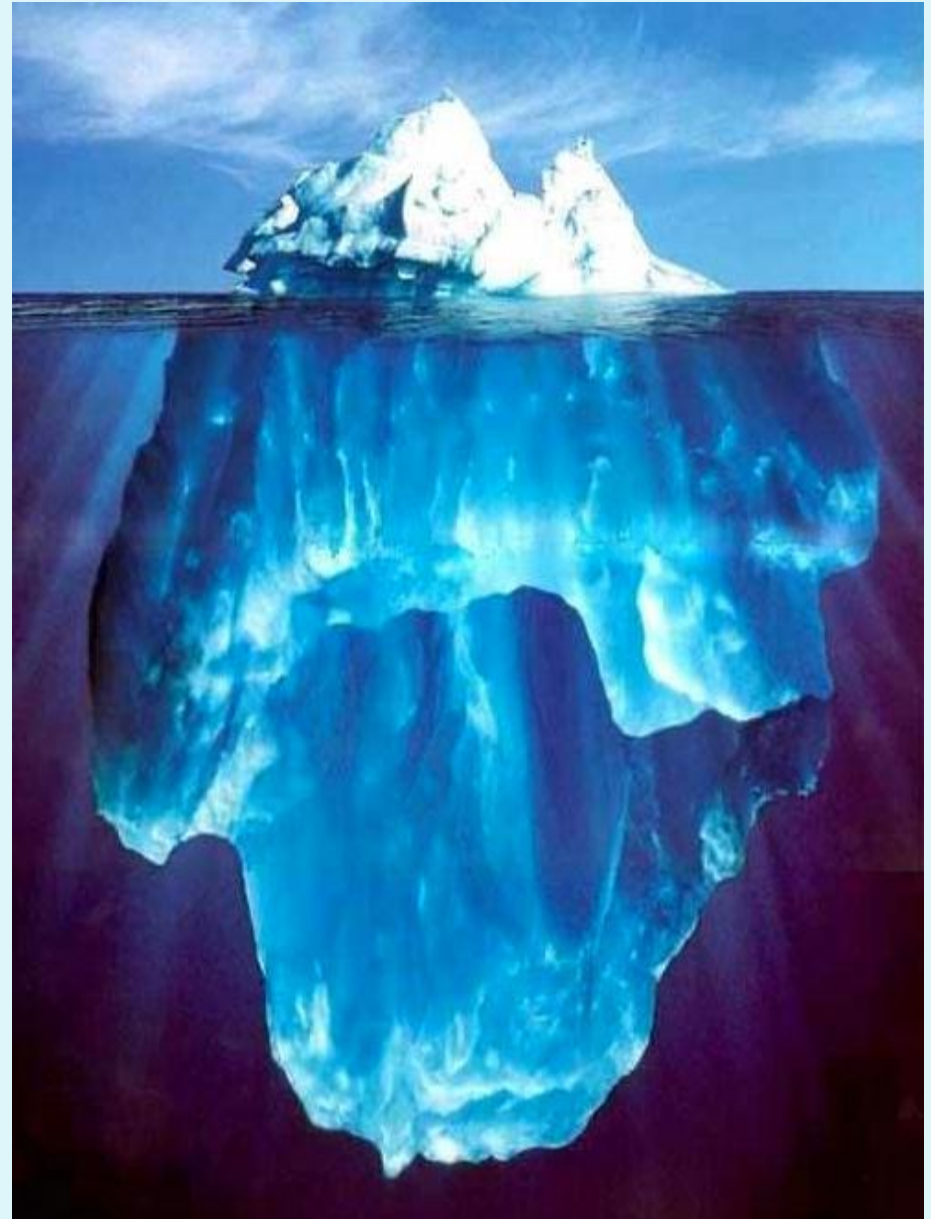
2) Mediative Question(s)

3) Commitment



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

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



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

- Benjamin Disraeli