Providing Strengths-Based Feedback

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#SCCoaching
Is our feedback about looking in the past?

Or is it about looking towards the future?
Process for Providing Strengths-Based Feedback

1. Clarify
2. Value
3. Uncover Possibilities

<table>
<thead>
<tr>
<th>Mentoring and Coaching</th>
<th>Supporting Coaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>● after mini observations focused on teaching</td>
<td>● after mini observations focused on coaching</td>
</tr>
<tr>
<td>● during formal evaluations of teachers</td>
<td>● during formal evaluations of the coach</td>
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<tr>
<td>● within coaching cycles</td>
<td>● during ‘in the moment’ opportunities for feedback</td>
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<td>● during informal coaching</td>
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<tr>
<th>Peer-to-Peer Support</th>
<th>Principal Coaching</th>
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<tbody>
<tr>
<td>● teachers, coaches, or principals provide strengths-based feedback to one another</td>
<td>● after mini observations focused on leadership</td>
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<td>● during formal evaluations of the principal</td>
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Shoe Partners
Where does strengths-based feedback fit into your work?

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Language for Feedback
Clarifying Questions...
● Are about the facts
● Avoid judgment or suggestions
● Ensure that you have the whole picture in mind

Probing Questions...
● Do not indicate a direction or an answer
● Focus on learning
● Reflect a partnership between both parties
● Are interesting and challenging
● Are difficult to answer but at the same time are not too threatening
Language to Clarify

- I noticed the students doing... can you tell me more about that?
- How did you plan for...
- What data did you use to make that decision?
- What steps did you take to get there?

From Student-Centered Coaching: The Moves (Sweeney and Harris)
Language to Value

- The students really responded to...
- Look at how the students engaged in...
- _ was really effective.
- You really thought about _.
- I know you’ve been working on _. It’s starting to take shape.

From Student-Centered Coaching: The Moves (Sweeney and Harris)
Language to Uncover Possibilities

- How can we transfer what we saw to other situations?
- What are some possibilities for...?
- What are some ways we could...?
- We can try _ or _. What do you think?
- What would it look like if we tried?

From Student-Centered Coaching: The Moves (Sweeney and Harris)
Video Reflection

- What do you notice about how the coach provides the teacher with feedback?
- Name the language and coaching moves that are observed.

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Let's Practice!

1. Write down something that you plan to do in the next few weeks.
2. Find a partner and engage in a standing share.
3. During the standing share, engage in the three steps for giving strengths-based feedback to your partner. Then switch.
Debrief the Process

- What did we learn about providing feedback?
- What language stems will we take with us?

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To learn more about Student-Centered Coaching
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