

# Growth-Producing Feedback



## Because adults...

- need to be validated for what they already know and do, **we need to recognize and build on their experience**
- experience a dip in their sense of self-efficacy when new initiatives with new skills and language are introduced, **we need to provide encouragement and recognition of effort**
- as K-12 teachers spend much of their time with children, **they need opportunities to be congenial and socialize at the beginning of conferences and work sessions**
- should be offered choice in how they learn, as long as what they are learning is based on the mission and vision of the organization and is in the interest of student learning, **we need to provide multiple learning formats and environments**
- internalize and use strategies that they experience far better than they internalize strategies that they only hear or read about, **we need to structure our interactions to include opportunities for staff to experience proven teaching/learning strategies**
- engage when they are asked what they would like to know about the topic, **we need a repertoire of ways to gather, analyze, and use the data about their concerns, goals, and needs**
- need to see and hear examples from situations similar to the ones in which they work, **we need to locate and save examples from all content areas and grade levels**
- want to know why and how the supervisor, mentor, or coach is qualified to lead their learning and whether or not the leader has "walked the talk," **we need to be storytellers ... but not braggarts**
- respond to humor, **we need to be able to enjoy the moment and, as appropriate, build in humorous stories**
- expect feedback on work they do, **we need to not only give them appropriate feedback, we need to teach them strategies and protocols for asking for and giving each other feedback**