



Leveraging Feedback into Motivational Feedforward

Feedforward can regenerate talent

- Feedforward helps educators see opportunities for growth—ways they could take on new opportunities and roles.
- It allows educators to feel like they are moving forward in their professional growth.
- It allows educators to “break new ground” in their practice rather than only receive positive feedback about their performance that likely confirms what they already know to be true about their practice.
- It allows educators to think about how to spread their talent to others, increasing their educational impact.

Hirsch, John. *The Feedback Fix: Dump the Past, Embrace the Future, and Lead the Way to Change*. 2017





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Feedforward expands possibilities

- Effective feedforward starts with what is and helps add to it, expanding what's possible, rather than simply pointing out problems.
- Feedforward does not only have to come from evaluators.
 - Evaluators can create conditions for educators to collaborate with colleagues in the identification of a challenge and then brainstorm possible solutions.

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Feedforward is particular

- Feedforward is about the evaluator being strategic, selective, and specific in the areas they choose to focus with an educator.
- Making feedforward an ongoing process that is embedded in the day-to-day work allows educators to focus on a few things at a time, leading to better outcomes and growth.

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Feedforward is authentic

- Feedforward conversations benefit from the evaluator taking a direct approach. Describe what's happening, explain why it's a problem, then prompt the educator to start brainstorming forward-facing avenues to a solution.
- Educators deserve the truth about their performance. Trying to disguise meaningful feedback (for example when provided within a “praise sandwich” approach) does not serve the educator or lead to improved practice.

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Feedforward is impactful

- When evaluators provide feedforward in terms that educators can operationalize it offers a clear path for growth, rather than leaving educators with questions about what to do with information they've received.
- Feedback alone doesn't typically result in a transfer of new skills or habits – when that feedback is combined with coaching and invitations of feedforward, the transfer of new skills and habits skyrocket.

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Feedforward can refine group dynamics and increase collaboration

- Evaluators can seek collaborative opportunities for educators to receive and participate in feedforward.
 - Feedback can often feel top-down and hierarchical. Finding ways to let go of the traditional evaluator-provided feedback makes room for more collaboration and growth for multiple educators.
- It may even benefit educators to be paired up with other educators outside of their content area, area of expertise, or similar building. Bringing together educators from different settings and learning environments often allows for:
 - greater impact from the evaluation process.
 - a broadening of thinking related to practice.

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