Differentiating for the Who in Feedback

Delivering the right feedback can be informed by the skill level of the educator you are working with, and what they may need from the feedback conversation. Jackson offers the following description of different skill levels:

Skill Level	Primary Characteristics
Novice	• Has minimal exposure, experience, expertise.
Apprentice	• Is building expertise, and still needs supervision. • Can perform some more routine tasks independently.
Practitioner	• Makes accurate and reliable judgements and monitors the effect those decisions have on students. • Shows both skill and economy in their practice. • Can teach/mentor others.
Master Educator	• Can deal with unusual and tough situations and circumstances. • Exemplifies best practices, standards, regulations, and/or ideals. • Practice is seamless. • Provides an example for other educators.

Differentiating for the Who in Feedback

With the educator's skill level in mind, Jackson states that, educators at different stages in their career and their professional practice need different types of support from their evaluator to support their continued professional growth and development.

Skill Level	Professional Growth Need
Novice	Needs to acquire a concrete understanding of what it takes to be a good educator.
Apprentice	Needs to internalize the standards and principles of effective practice to become an independent problem solver and develop instinct and "educator sense".
Practitioner	Needs help integrating skills into a seamless performance and developing adaptive expertise.
Master Educator	Needs help remaining mindful in their practice.

Never Underestimate Your Teachers, Robyn Jackson, 2013

Types of Feedback

Building on the differentiation of professional growth need from the feedback, Jackson offers four types of feedback that can be leveraged for any skill level and professional growth need:

- Diagnostic
  - What's showing up and why is it important? What is the impact on students?
  - How will you help the educator see the issue/challenge for themself?
- Prescriptive
  - What's showing up and why is it important?
  - Which option for a next step will help the educator reach the desired goal?
- Descriptive
  - What's showing up and why is it important?
  - What reflective prompts will support the educator's understanding and next steps?
- Micro
  - What's showing up and why is it important?
  - In what way could the educator stretch their practice?