Professional learning targets provide a focus for professional feedback. That feedback is best delivered in professional conversations between the teacher and the principal. And just as in the example of the teacher whose focus on self- and peer-assessment led to a decision to improve her rubrics, the feedback should feed teacher learning forward, identifying next steps—next targets—in a journey toward the goal the teacher has selected.

How to Give Professional Feedback, Susan M. Brookhart and Connie M. Moss

This whole process should be a joy, not an affliction. The process should be intentional, systematic, evidence-based, and professional—but it should also be fun. Developing competence is motivating. Working with colleagues to learn something is motivating. Conversely, feeling like someone else is controlling you isn't motivational (Bruner, 1966; Deci & Ryan, 2013). Evaluation should only happen after the learning has taken place, to certify it.

How to Give Professional Feedback, Susan M. Brookhart and Connie M. Moss

What makes feedback collegial is dialogue in the context of a relationship that, ideally, isn't broken down into the separate roles of "supervisor" and "employee," but instead involves joint work in the service of student learning. This joint work should be an episode of learning for both the teacher and principal, leading to improvement in instructional leadership, in teaching, and, ultimately, in student learning.

How to Give Professional Feedback, Susan M. Brookhart and Connie M. Moss
Feedback backfires when it's evaluative, unidirectional, insincere, inconsistent, and corrective. Feedback inspires when it's relational, multidirectional, authentic, continual, and growth-centered.

Why Our Feedback Is Backfiring By Peter DeWitt on May 26, 2016 7:15 AM

A single interaction marked by respect, trust and mutual engagement is enough to generate energy for both people. So even though it may appear short-lived, don't underscore those connections. These small moments of connection have exponentially high relational impacts.

Why Our Feedback Is Backfiring By Peter DeWitt on May 26, 2016 7:15 AM

Sometimes we are providing praise, and other times our feedback is so generic that it's not effective. We need to reflect on the feedback we give, and have clear dialogue with teachers around the specific feedback.

Why Our Feedback Is Backfiring By Peter DeWitt on May 26, 2016 7:15 AM