Know Thy Impact			
Mindframes I am an evaluator/activator. I am a change agent. I am a seeker of feedback. I use dialogue more than monologue. I enjoy challenge. I have high expectations for all I welcome error. I am passionate about and promote the language of learning.	**A cooperative and critical planner.** I use learning intentions and success criteria. I aim for surface and deep outcomes. I consider prior achievements and attitudes. I set high expectation targets. I feed the gap in student learning.	**An adaptive learning expert.** I create trusting environments I know the power of peers I use multiple strategies I know when and how to differentiate I foster deliberate practice and concentration I know I can develop confidence to succeed	**A receiver of feedback.** I know how to use the 3 feedback questions * I know how to use the three feedback levels ** I give and receive feedback I monitor and interpret my learning / teaching

Hattie, John (2019) *Visible Learning Feedback.* New York: Routledge

The questions Hattie puts forth are helpful to us in this context as well as the context of the classroom.

Those whom we engage in difficult conversations are much like students in that *how you respond to them is teaching them something about you.*

Make what they learn be what you want them to take away!

Feedback in schools by John Hattie

https://www.visiblelearningplus.com/sites/default/files/Feedback%20article.pdf

* Effective feedback needs to address one of three major questions asked by the teacher and/or by the student: **Where am I going? (What are the goals?) How am I going? (What progress is being made towards the goals?),** and **Where to next? (What activities need to be undertaken to make better progress?)**

** Feedback Levels

First, f**eedback can be about the task or product** (i.e., learning new knowledge, learning to conduct an experiment) In this case feedback is powerful if it is more information focused (e.g., correct or incorrect), leads to acquiring more or different information, and builds more surface knowledge. This type of feedback is most common and most students see feedback in these terms. It is often termed corrective 6 feedback or knowledge of results.

The second level is feedback aimed at the processes used to create the product or complete the task. Such feedback can lead to alternative processing, reduction of cognitive load, providing strategies for error detection, reassessment of approach, cueing to seek more effective information search, and employment of task strategies. Feedback at this process level appears to be more effective than at the task level for enhancing deeper learning, and there can have a powerful interactive effect between feedback aimed at improving the strategies and processes and feedback aimed at the more surface task information.

The **third level is more focused at the self-regulation level or the student's monitoring of their learning** processes. Feedback at this level can enhance students' skills in self-evaluation, provide greater confidence to engage further on the task, can assist in the student seeking and accepting feedback, and can enhance the willingness to invest effort into seeking and dealing with feedback information. When students can monitor and self-regulate their learning they can more effectively use feedback to reduce discrepancies between where they are in their learning and the desired outcomes or successes of their learning.

From Sutton, R., Hornsey, M.J., & Douglas, K.M. (Eds., 2011), Feedback: The communication of praise, criticism, and advice. Peter Lang Publishing: New York.