

### Skills, Dispositions, & Tools Needed to Provide Feedback to Feed Forward

	<b>Teachers</b>
<b>Skills</b>	<p>A common understanding of</p> <ul style="list-style-type: none"> <li>● district and school goals</li> <li>● expectations of teaching and learning and how they align to goals</li> <li>● such as: “student ownership of learning,” “engagement,” “learning”</li> </ul> <p>how to use criteria of feedback that feeds forward            how to engage in high quality evidence-collection            how to analyze evidence to determine teacher impact or cause/effect relationships</p>
<b>Dispositions</b>	<p>Willingness to visit other classrooms and welcome visitors in your own</p> <p>Willingness to grow in practice (maybe messy or ineffective) in front of peers</p> <p>Willingness to talk to/engage with students or welcome an observer to talk to/engage with students</p>
<b>Tools</b>	<p>Standards of effective feedback</p> <p>Time to observe in each others’ classrooms</p> <p>Opportunity for direct instruction on observation and feedback practices</p> <p>Opportunity to deconstruct instruction with a facilitator throughout the year</p> <p>School and district leaders who are on board</p>