



Team Feedback

Feedback Protocols

Directions: Explore the protocols below and picture yourself implementing them. What resonates? Are you drawn to or resistant to certain elements?

2x2 Feedback Protocol¹

This is a protocol for having a conversation in which co-teachers share what they believe to be each other's two greatest strengths and two greatest areas for growth. Feedback can be given about working with students, working as a team, mindsets that the person holds, whether or not the person practices team norms that have been set, and anything else related to teaching and learning together.

Guidelines

- Each team member should complete a 2x2 for their co-teacher and for themselves.
- Use the template below to capture your thoughts.
- Schedule time with your co-teacher to have a discussion about the feedback.
- Take notes on what your co-teacher shares about your strengths and areas for growth so that you can implement their feedback and continue to learn and grow over time.

2x2 FEEDBACK TEMPLATE	
Your Name:	Date:
Two things I could be doing really well	Two things I could improve upon
Co-teacher's Name:	Date:
Two things this person is doing really well	Two things this person could improve upon

¹ Adapted from The Management Center (2011). 2x2 Feedback Form. <http://web.archive.org/web/20141006022030/https://www.managementcenter.org/resources/2x2-feedback-form/>



Glows & Grows Feedback Protocol²

This simple protocol can be used in feedback sessions to share both praise and constructive criticism.

GLOWS	GROWS
<p>1. Each Co-Teacher Shares:</p> <ul style="list-style-type: none"> a. What strengths have you observed for our team related to Team Effectiveness? b. Give concrete evidence/examples. (Evidence should be recent examples or a trend that you have recently observed) c. What has been the impact on the team 	<p>1. Each Co-Teacher Shares:</p> <ul style="list-style-type: none"> a. What areas for growth have you observed for our team related to Team Effectiveness? b. Give concrete evidence/examples. (Evidence should be recent examples or a trend that you have recently observed) c. What has been the impact on the team
<p><u>Notes:</u></p>	<p><u>Notes:</u></p>
<p>2. Both Co-Teachers Discuss:</p> <ul style="list-style-type: none"> a. Clarifying questions? b. What led to us doing this well 	<p>2. Both Co-Teachers Discuss:</p> <ul style="list-style-type: none"> a. Clarifying questions? b. Name any obstacles at play that could be contributing to this area for growth (e.g. structures, mindsets, or assumptions)
<p><u>Notes:</u></p>	<p><u>Notes:</u></p>
<p>3. Team Commits:</p> <ul style="list-style-type: none"> a. What concrete actions (if any) are each of us committed to? b. By when should these actions take place? 	<p>3. Team Commits:</p> <ul style="list-style-type: none"> a. What concrete actions are each of us committed to taking to close this gap? b. By when should these actions take place?
<p><u>Notes:</u></p>	<p><u>Notes:</u></p>

² Adapted from Runde, Jen (2012). Glow and Grow Strategy. Runde's Room. <https://www.rundesroom.com/2012/04/glow-and-grow-strategy.html>



Planning Checklist

Directions: Use the following questions as a guide to discuss a team feedback plan for the year with your co-teacher. Explore Use the blank table below to capture your thoughts or highlights from your discussion.

DEVELOPING A TEAM FEEDBACK PLAN	
Task	Guiding Questions
<p>Norms for Feedback <i>With your co-teacher, create norms for giving each other feedback. Consider your team's social, working, and conflict styles here.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> When should feedback be given in the moment? When should it be later? <input type="checkbox"/> When should feedback be in person, hand-written, via email, or via text? <input type="checkbox"/> What mindsets should feedback-givers uphold in their communication? <input type="checkbox"/> What mindsets should feedback-receivers uphold in their response? <input type="checkbox"/> What is an OK response to feedback? (Is it OK if you don't say anything? Is it OK if you say "I'll think about that" and walk away? Does the feedback receiver have to make a shared action plan?) <input type="checkbox"/> What is an OK timeframe before giving the same feedback again? (1 class period? 1 day? 1 month?) <input type="checkbox"/> How should specific working, social, and conflict styles differ or be the same in giving feedback? What about receiving feedback? <input type="checkbox"/> How should team members respond when the other doesn't uphold these norms?
<p>Plan First 2x2 Feedback Sessions <i>Plan logistics of your team's first 2x2 session. You should have a concrete answer to every question.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> How much time does each person need to give their feedback? <input type="checkbox"/> When during the day will this happen? <input type="checkbox"/> When in the first month of school will this happen? Pick a date! <input type="checkbox"/> Are there key topics your team will focus on ?
<p>Plan First Glows & Grows Feedback Session <i>Figure out the logistics of your team's first feedback session. You should have a concrete answer to every question.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> How many Glows and Grows should each person be prepared to give? <input type="checkbox"/> When during the day will this happen? <input type="checkbox"/> When in the first month of school will this happen? <input type="checkbox"/> Are there key topics your team will focus on (team dynamics, classroom instruction, upholding norms, etc.), or are glows & grows open-ended?
<p>Create Feedback Plan for the Year <i>Figure out the logistics of your team's feedback plan for the year. You should have a concrete answer to every question.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> How will your team ensure that everyone both gives & receives feedback? <input type="checkbox"/> Who will run feedback sessions? Will that change throughout the year? <input type="checkbox"/> What days and times make sense/are available for feedback? <input type="checkbox"/> How will your team give informal vs. formal feedback? <input type="checkbox"/> When will we revisit our feedback plan to adjust as needed?



Planning Note Catcher

Directions: Use the blank table below to capture your thoughts or highlights from the discussion with your co-teacher.

DEVELOPING A TEAM FEEDBACK PLAN		
Task	_____’s Notes	_____’s Notes
<p>Norms for Feedback <i>With your co-teacher, create norms for giving each other feedback. Consider your team’s social, working, and conflict styles here.</i></p>		
<p>Plan First 2x2 Feedback Sessions <i>Plan logistics of your team’s first 2x2 session. You should have a concrete answer to every question.</i></p>		
<p>Plan First Glows & Grows Feedback Session <i>Figure out the logistics of your team’s first feedback session. You should have a concrete answer to every question.</i></p>		
<p>Create Feedback Plan for the Year <i>Figure out the logistics of your team’s feedback plan for the year. You should have a concrete answer to every question.</i></p>		



Review the tips below before your first feedback meeting!

Productively Responding to Feedback

The following table provides guidelines to productively respond to feedback. Review these guidelines before receiving feedback, especially while you and your co-teacher are still developing a culture of feedback in the beginning of the year.

PRODUCTIVELY RESPONDING TO FEEDBACK	
Actions & Considerations	Guidelines & Details
Mindset	<ul style="list-style-type: none"> <input type="checkbox"/> Be curious and ask follow-up questions to learn more. <input type="checkbox"/> Consider the perspective the feedback-giver might bring. <input type="checkbox"/> Think about how this could make you stronger in your role. <input type="checkbox"/> Acknowledge if you feel uncomfortable, e.g. “This is a bit hard to hear, but....”
Seek To Understand The Feedback	<ul style="list-style-type: none"> <input type="checkbox"/> Repeat back what you heard, then ask questions or ask for further examples. <input type="checkbox"/> Understand how it affected the person, other people, and/or the situation. <input type="checkbox"/> Check for your own understanding and ask for clarification, if necessary.
Acknowledge What Is Helpful, Thoughtful, Or Important	<ul style="list-style-type: none"> <input type="checkbox"/> Thank your colleague for their feedback. <input type="checkbox"/> Explain what aspects of the feedback will help you in your practice. <input type="checkbox"/> Acknowledge what might be challenging about receiving the feedback.
Ask Probing Questions	<ul style="list-style-type: none"> <input type="checkbox"/> Assume the best in the person giving you feedback by asking probing questions to understand more. <input type="checkbox"/> Brainstorm together how the feedback could look in action or how the situation could be approached differently. <input type="checkbox"/> Think together about when the feedback is applicable in the future (i.e. in which specific moments or contexts it applies).
Determine Action Steps And Support	<ul style="list-style-type: none"> <input type="checkbox"/> Brainstorm an action step together based on the feedback that was shared. <input type="checkbox"/> If you are unsure about the action step, ask honestly – “Could you help me to figure out what my next step should be?” <input type="checkbox"/> Write down the action step and keep track of progress. <input type="checkbox"/> Clarify when the feedback should be applied and with what frequency.