



FEEDBACK: IN SCHOOL & AT HOME

KLSD Learning Cafe - Fall 2018





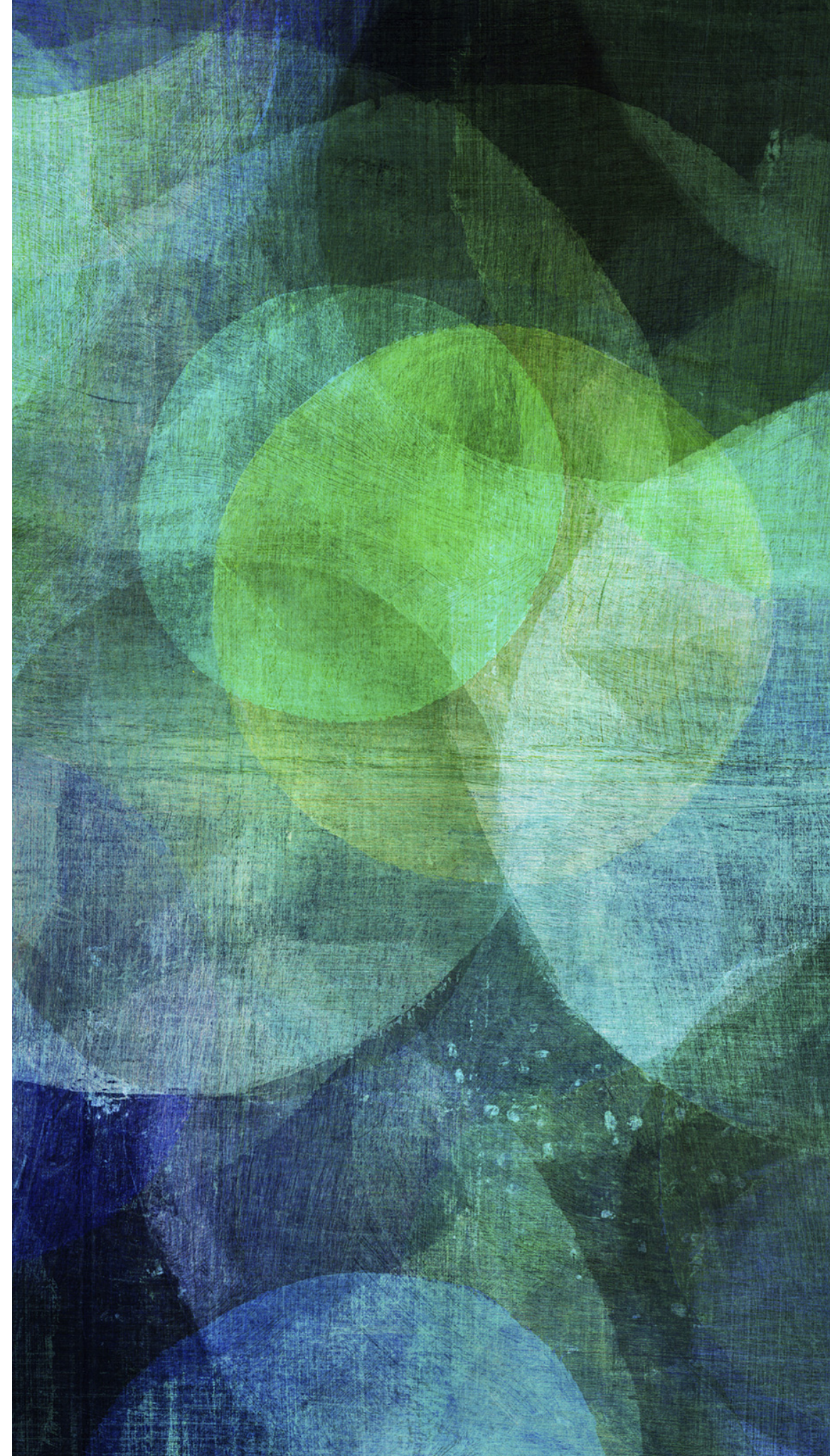
WHAT IS A LEARNING CAFE?

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- A community conversation on a complex issue
- Structured to include many voices
- Two way sharing of information and understanding
- Provides District with feedback for further reflection

STRUCTURE OF LEARNING CAFE

- 3 short presentations
- 3 rounds of conversations - different groups each time
- Opportunity to share out between rounds
- Note takers at each table so District holds on to:
 - The conversations
 - The thinking
 - The feedback



OUR FACILITATORS TONIGHT:

Kim Buckley

Judy McBride

Juli Hoffman

Linda Pickett

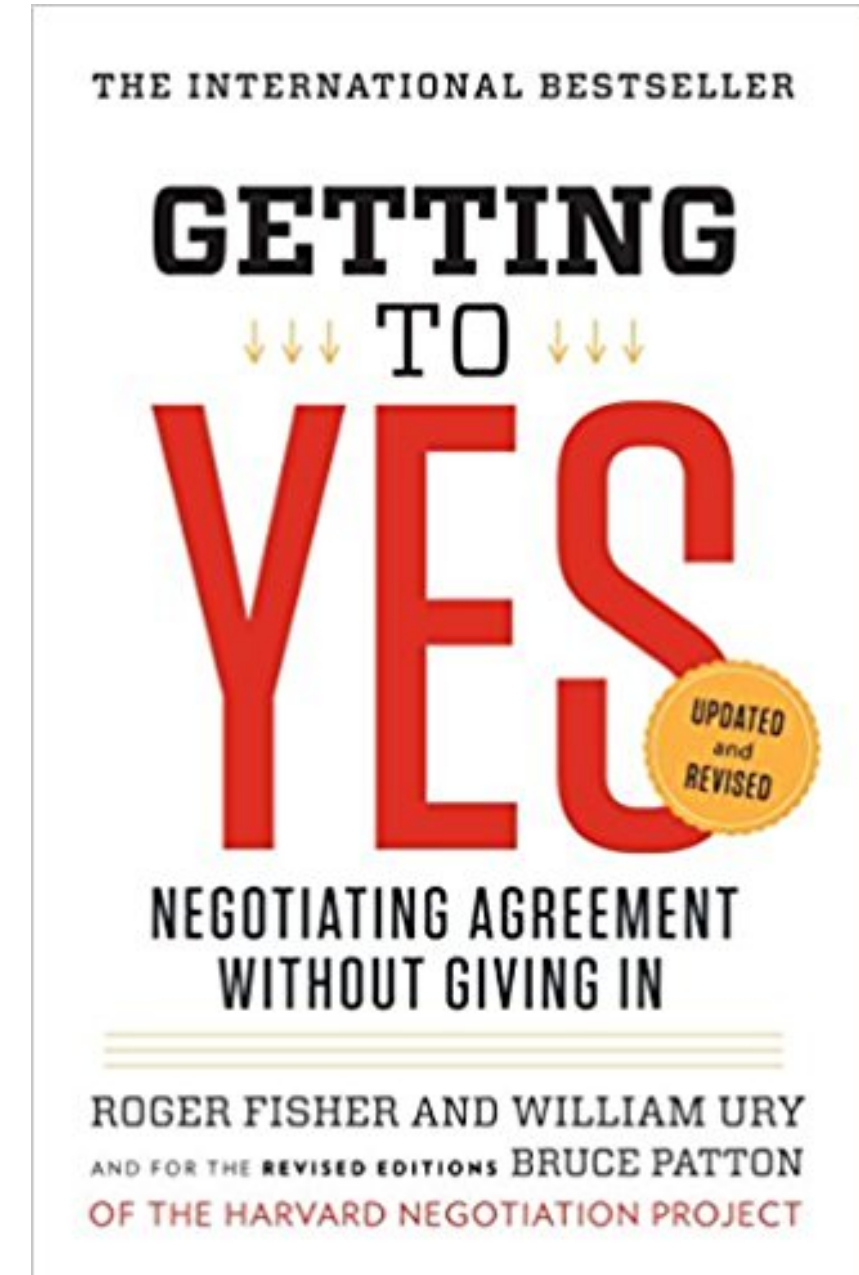
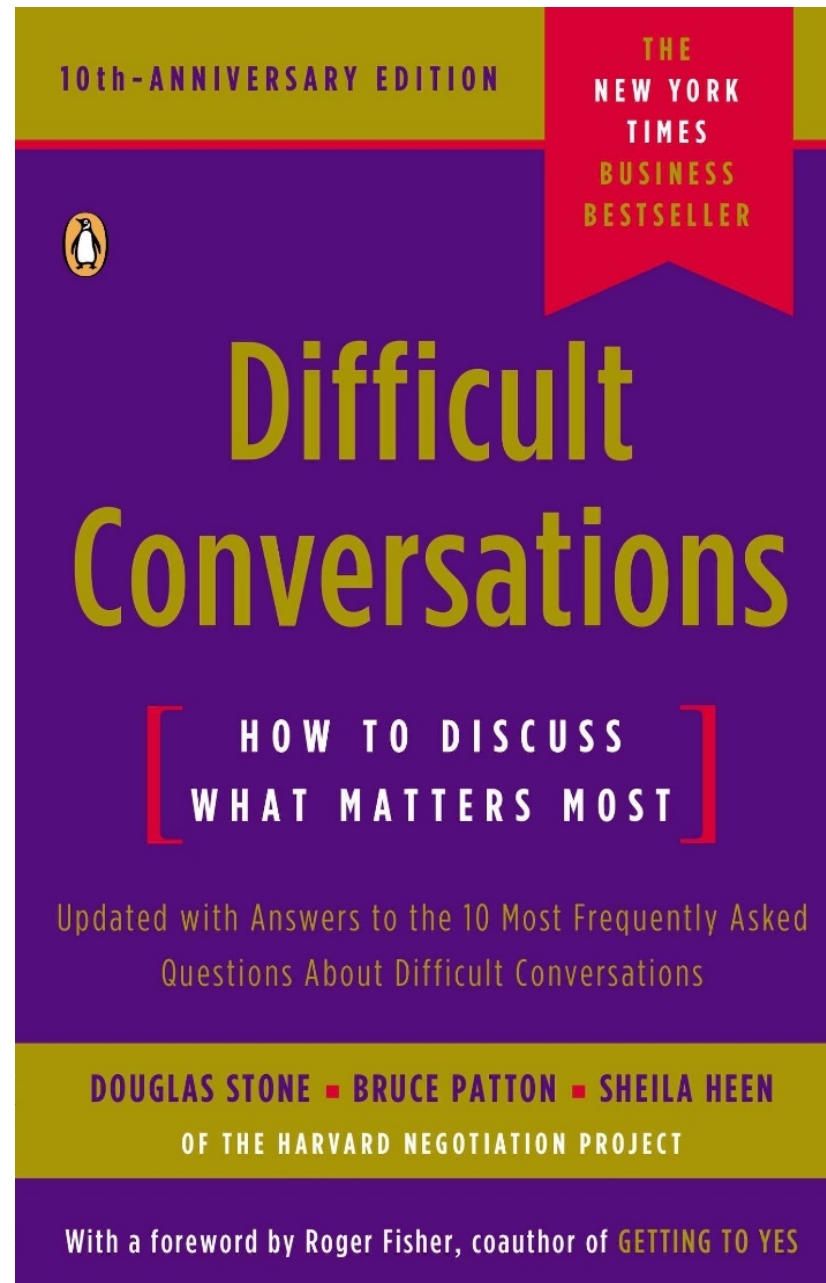
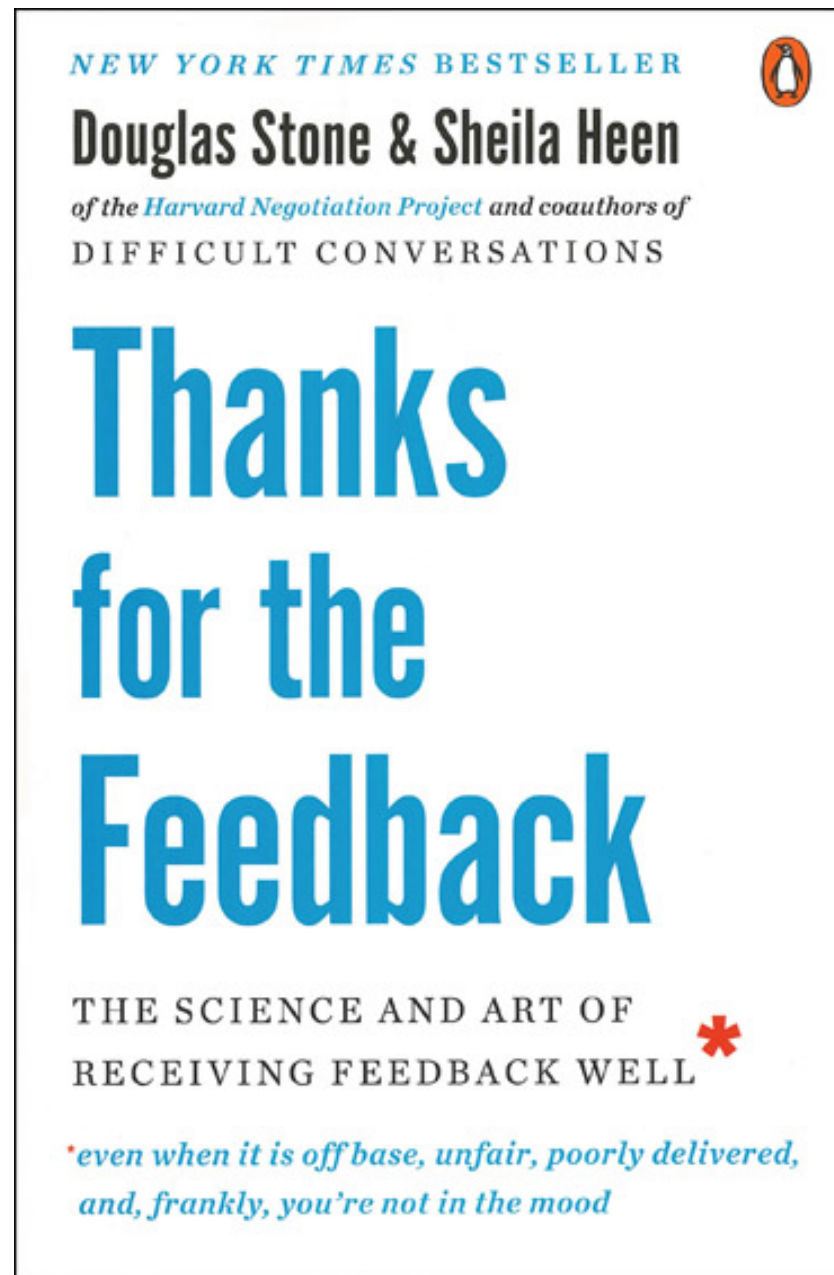
Paul Crivelli

Liz Ferrara

Alison Porcelli

Catherine Graybosch

The Harvard Negotiation Project ... The Project on Negotiation



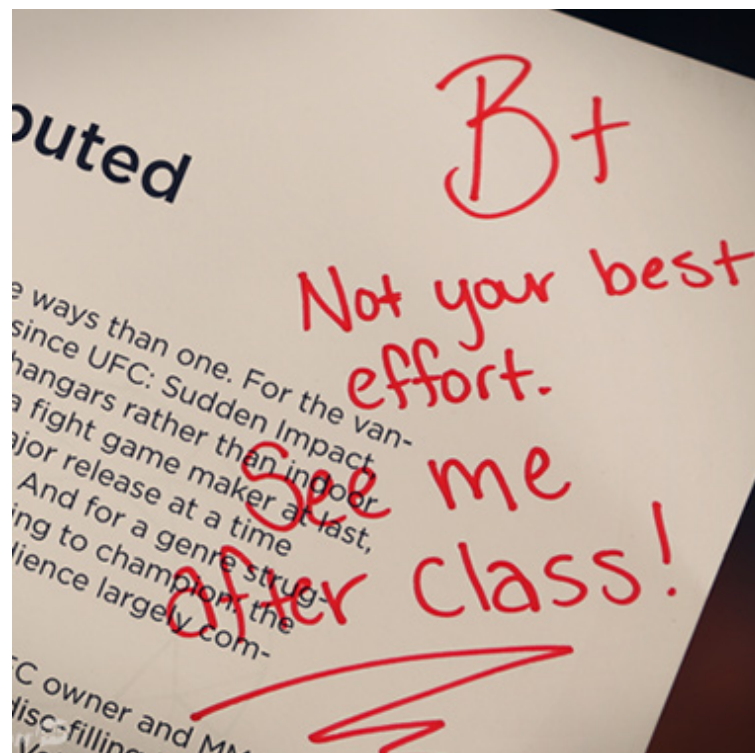


SHIFTING THE FOCUS

GIVING

RECEIVING





Feedback is everywhere

FEEDBACK IS EVERYWHERE . . . IF WE CHOOSE TO LOOK

Dinner's great tonight

You're going to wear that?

I love you

You're late, again.

Should I remind you that it's my birthday

Etc.

more typically we have thought of feedback coming only from people with some kind of authority to give us feedback....our teachers, our boss, our parents...the "expert" who assesses us and tells us how to do better.....the shift in this work is to recognize that feedback is all around us, and as the receiver, we have total control of when/how/how well we're going to make use of that feedback

Brainstorm with a partner, 5 very specific examples of feedback you might see and/or hear often.....

Sheila Heen

The real *leverage* is with the *receiver*

The core human challenging of *understanding myself*
and figuring out *how I'm received by others*

WHY IS RECEIVING FEEDBACK SO HARD?

We all want to learn and grow



*We also want to be accepted, respected,
and loved the way we are now*



TABLE TALK – ROUND ONE

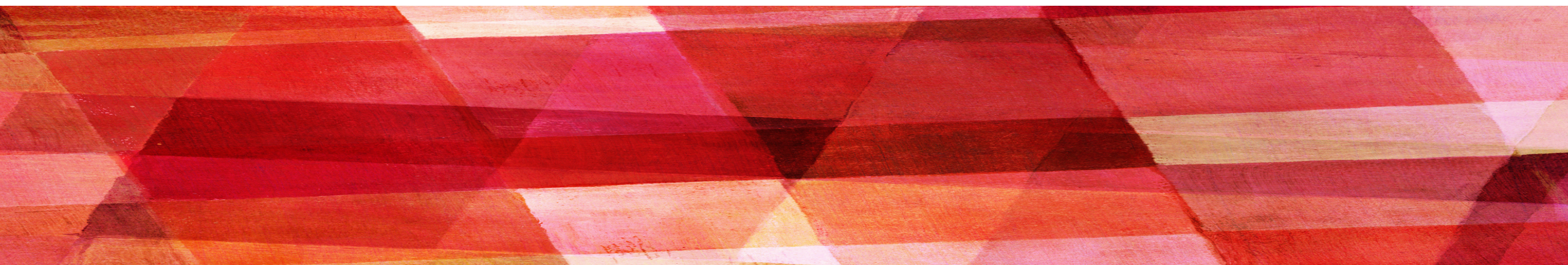
1. What value do you see in the focus on receiving vs. giving, both at school and at home?

2. In what ways does the dilemma of “we all want to learn and grown” vs. “we want to be accepted for who we are now” have particular impact on parent/child and teacher/student feedback?

3. What are you wondering now?

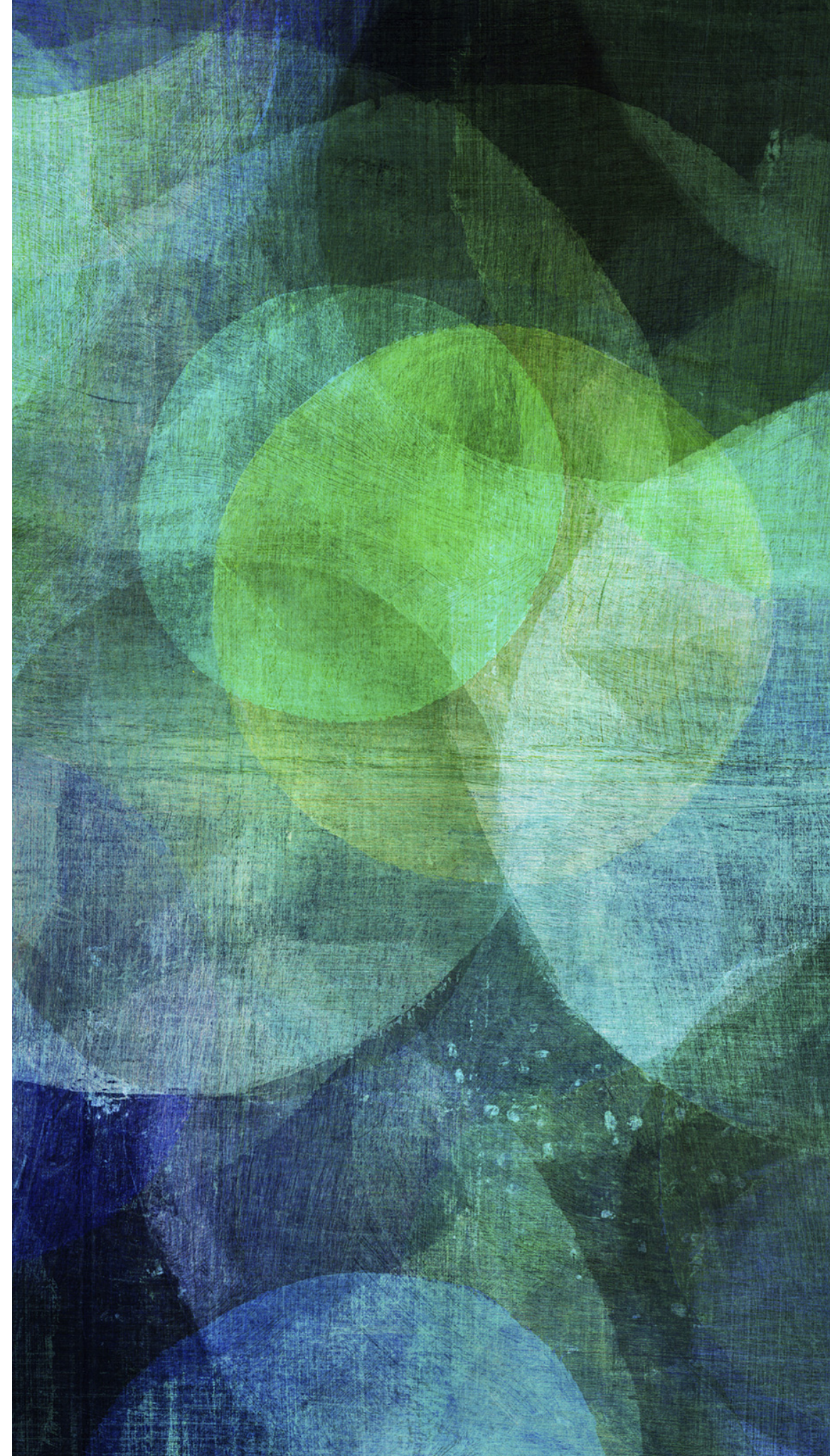


TIME TO MOVE ON!



GETTING BETTER THROUGH PRACTICE

- *Separate Appreciation, Coaching, & Evaluation*
- *Wrong Spotting*
- *Switch Tracking*



Separate appreciation, coaching, and evaluation

Appreciation – “Thanks. I see you. You matter to me.”

Coaching – “This is what you need to improve, why, and how.”

Evaluation – “Your rank vs. a set of standards or vs. your peers.”



Wrong Spotting

Truth

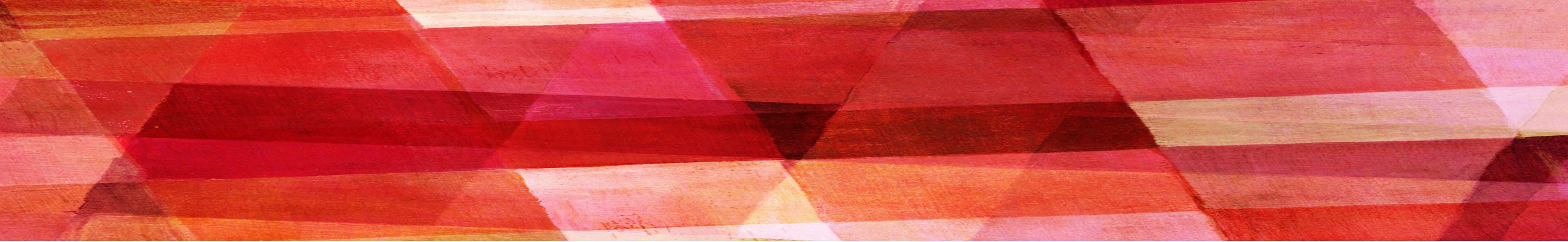
- *Your ideas about fashion (food....math....kids these days) are way off base and completely out of date.*

Relationship

- *You're a jerk.*

Identity

- *You don't understand anything about me (even after all these years).*



Shift from Wrong Spotting to Difference Spotting

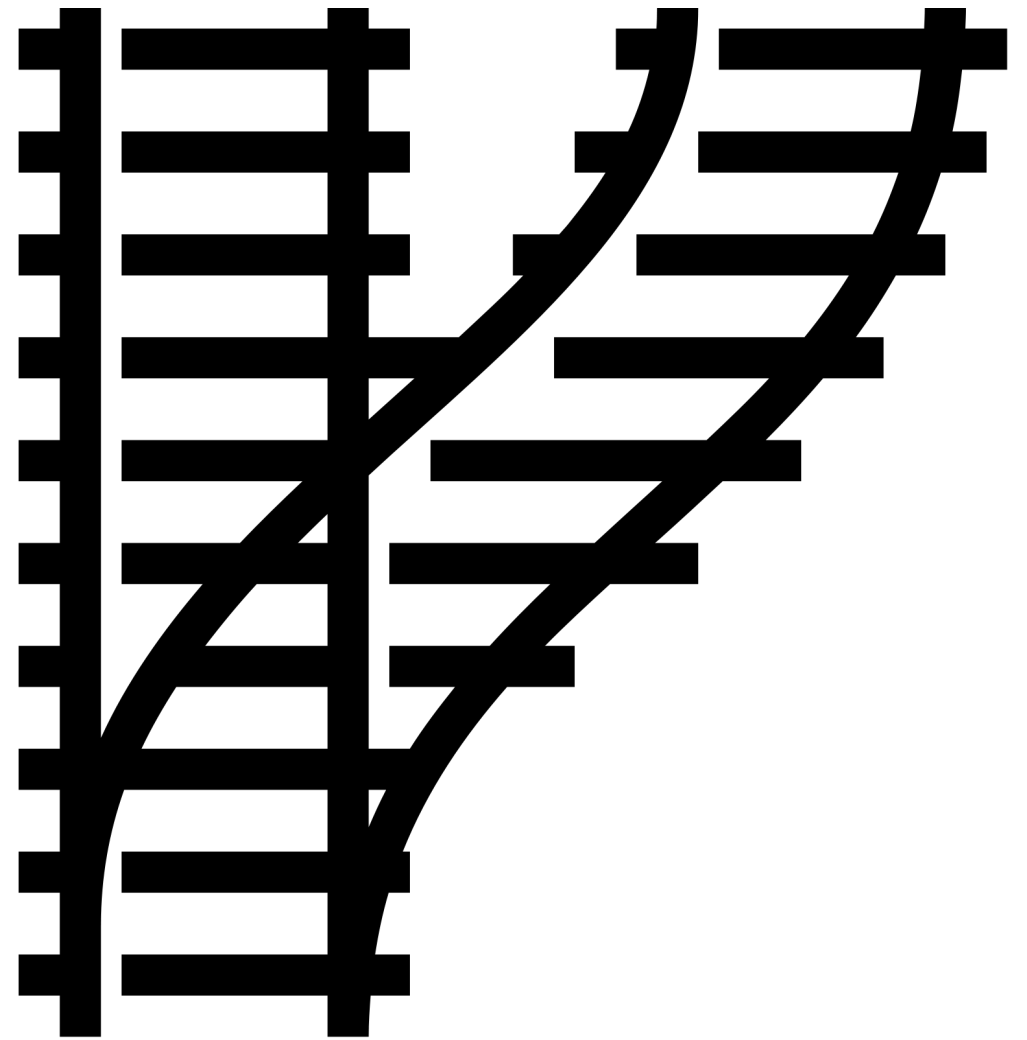
.....

- Shift from “You’re wrong” to “Why do we see this differently?”
- Become curious
- Listen for what might be right

Switch Tracking

What happens...

- 1. I get feedback*
- 2. I experience a trigger*
- 3. I change the topic to “the more important” topic (YOU)*
- 4. We have two topics getting further apart*



Switch Tracking

Kim: Listen. Try not to take this the wrong way, okay? But if we're going to be married for the next 30 years, I need you to know that red roses are not my thing. I really don't like red roses.

Louie: Okay, well, can I critique how you just told me that? It's not that big a deal. I just think that you should have thanked me for the flowers first, and *then* said the thing about the roses.

Kim: I've told you before that I don't like red roses. Remember that?

Louie: But still, I was thinking of you, so I bought you flowers.

Kim: If you were thinking of me, you wouldn't have gotten me red roses.

Louie: Oh, come on, Kim, I brought you flowers. That's a nice thing! You say thank you. It's called being polite.

Kim: You know what would be polite? If when I told you things, you actually listened!

Louie: Hang on, all I'm asking for here is a tiny bit of gratitude. So maybe they're not your favorite kind of flowers –

Kim: No, I didn't say *not my favorite*, I said, *Don't bring me red roses*.

Louie: What is wrong with you? Are you allergic to saying thank you to people?!

Kim: How do you expect someone to thank you for giving them something they specifically told you they don't want?

Louie: You know what's a better question? How you get given red roses and turn around and act like this?

Both talking about red roses ...

But what is Louie's topic?

What is Kim's topic?

TABLE TALK – ROUND TWO – SCENARIO

“You’re Late!”



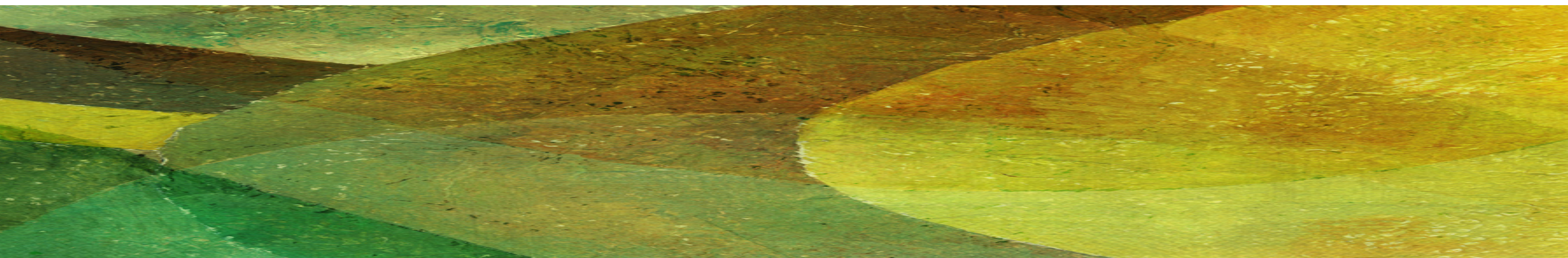
TABLE TALK – ROUND TWO

What is the parent's topic?

What is the child's topic?

Why do you think we tend to focus on our own agenda and have trouble starting from a position of curiosity about the other person's agenda?

What are the potential benefits of starting from a position of curiosity and empathy?





**KEEP
CALM
AND
FIND ANOTHER
SEAT**



HEARING FROM OUR TEACHERS

Jill Walsh

Jane Corace

Jesse Weiss

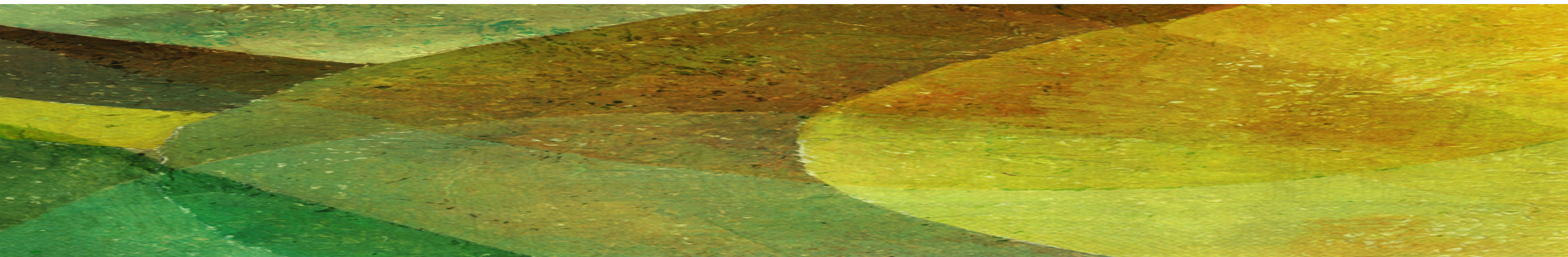
Greg Kastanis

Marc McAlley



TABLE TALK – ROUND THREE

1. *After hearing from our teachers, what are you thinking?*
2. *Did you hear anything that makes you think the Heen/Stone model of receiving feedback has a valuable place in school? Or anything that makes you think it's problematic in school?*
3. *How might Heen/Stone's work influence how you think about feedback with your children?*





WHY THIS INTEREST IN FEEDBACK?

Impact on Learning

Practice Empathy

Strengthen Relationships



*Thank you
for joining us!*

