educatorimpact

Feedback Summary
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Your Feedback Summary

The Educator Impact (EI) Feedback Summary is designed to help you gain *maximum insight and value* from the data collected during the 360-degree feedback process.

As you work through this document, please remember the following points:

Snapshot in time

This EI Feedback Summary is a snapshot in time. It is a set of insights – on a particular day, and from different perspectives - into your current teaching practice. It is not a fixed score or appraisal.

Revealing Strengths and Improvement Opportunities

The data is presented in such a way as to generate (at least) four different kinds of insights into your current teaching practice:

1. It can reinforce your awareness of existing strengths, which in turn can build confidence.

2. It can illuminate your hidden strengths.

3. It can reveal opportunities for improvement.

4. It can enable you to see your teaching practice as others perceive it.

The importance of mindset as you read the EI Feedback Summary

1. Resist the temptation to focus on any perceived negatives suggested by the data. Don't forget your strengths!

2. The feedback summary is NOT telling you how good or bad you are at teaching, but how often you do or do not display a particular teaching competency. It does *not* mean that you do not possess skills related to that particular competency. It simply means that there is scope to further develop those skills, or to exercise existing skills more consciously and regularly in your teaching practice.

3. Remember, ALL of the data presented herein is developmental – after reading your feedback you should use the self-reflection and peer conversation templates to help progress your development journey.

Guide: Reading your EI Feedback Summary

The EI Feedback Summary consists of two main sections; the overview section and the detailed section.

Section 1: Overview

This section provides an overview of your 360-degree feedback, including:

- Self and Student circumplex and competency highlights
- Observer circumplex and competency highlights
- How your data relates to the AITSL Standards.
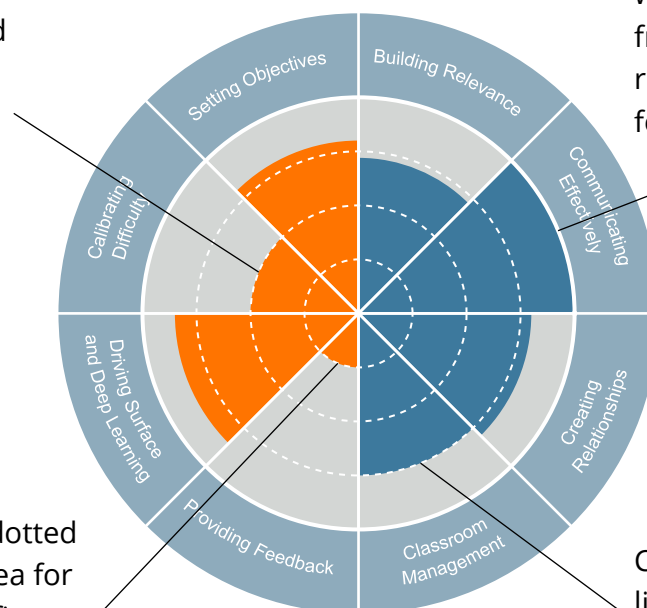
Section 2: Detail

This section provides a competency-by-competency breakdown of all data collected.

For ease of understanding, guides for interpreting our graphs are provided in each section.

Understanding an EI Circumplex

Colour above this dotted line means slightly positive feedback, and below this line slightly negative (50%).

The amount of colour in each wedge represents the data from the surveys. A full wedge represents 100% positive feedback.

Colour at or below this dotted line represents a real area for improvement, and significant potential for growth (25%).
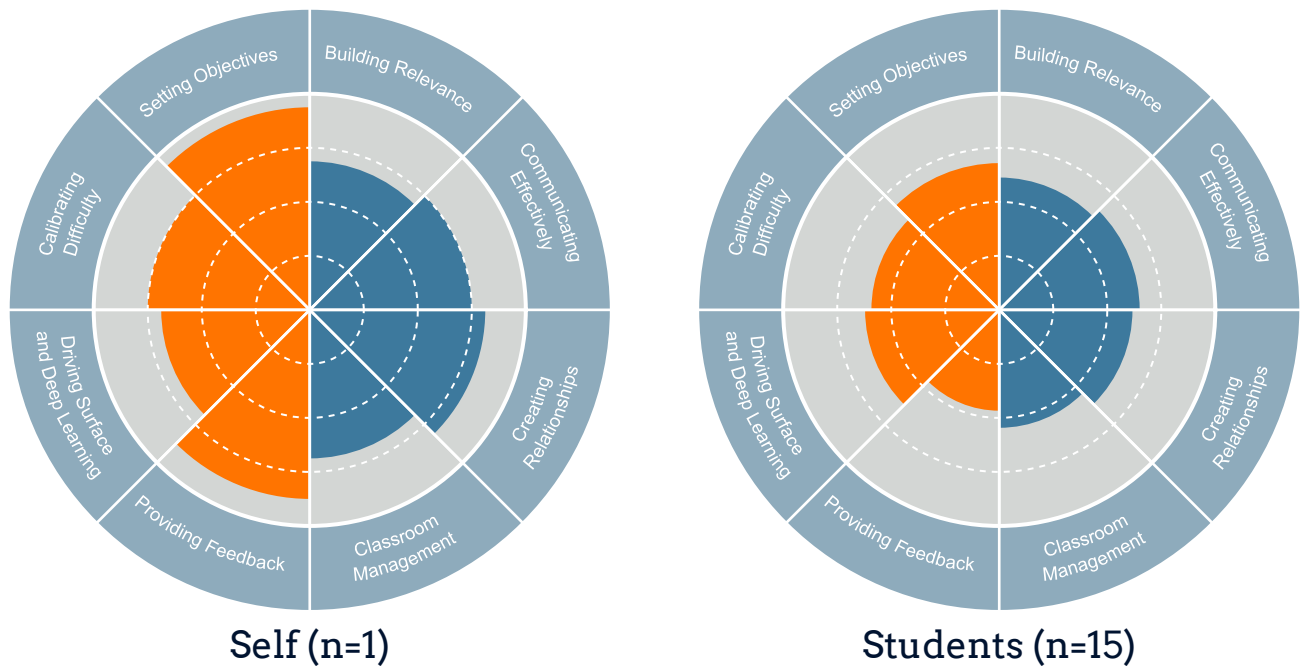
Colour at or above this dotted line represents very positive feedback in this competency (75%).

Enjoy your development journey!

SECTION 1 - Overview

Self-Assessment and Student Feedback

This page compares your self-assessment with feedback from your students. The results are summarised in the circumplex below.

Self (n=1)

Students (n=15)

Strengths

According to your self-assessment, your strongest competency is **Setting Objectives**.

According to your student feedback, your strongest competency is **Setting Objectives**.

Improvement Opportunities

According to your self-assessment, your biggest opportunity is **Driving Surface and Deep Learning**.

According to your student feedback, your biggest opportunity is **Providing Feedback**.

Perception Alignment

Based on how strongly your results correlate with student feedback, we can identify competencies in which you and your students make similar observations. You can view the competency-by-competency detailed analysis of this feedback in Section 2.

The competency which demonstrated strongest alignment is **Driving Surface and Deep Learning**.

The competency which demonstrated the least alignment is **Providing Feedback**.

Observer Feedback

This page summarises feedback from your observer(s).
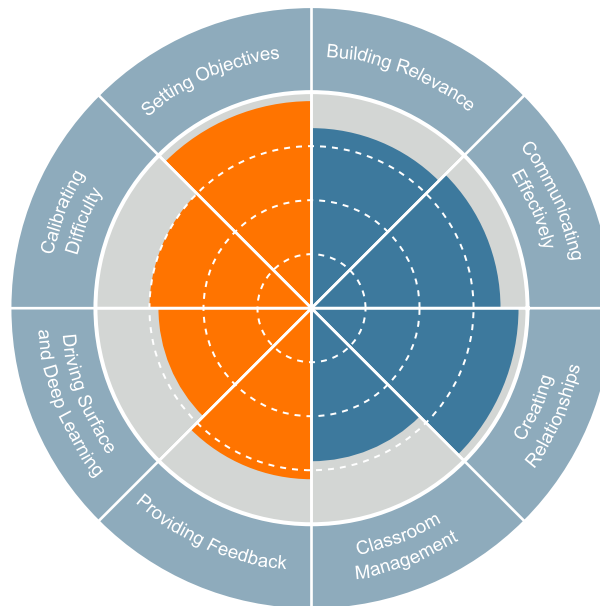
Observer(s) (n=1)

Strengths and Opportunities

According to your observer feedback, your strongest competency is **Setting Objectives**.

According to your observer feedback, your biggest opportunity is **Driving Surface and Deep Learning**.

Feedback from Tinker Bell

Positive	Creating Relationships	Peter has great rapport with his students. He engages with them on a personal level and I was particularly impressed at how much he knew about their school activities outside of this class.
Constructive	Driving Surface and Deep Learning	Great lesson, which was interesting and filled with perspective. It was a little "chalk and talk" to some extent and only gave the students limited opportunity (at this early stage) to practice some of the concepts. Students were very engaged but possibly more time possibly given to students to practise new knowledge and ensure their deeper understanding but that's likely to happen in their homework and follow up lessons.
Positive	Setting Objectives	The introduction to the days lesson was very well sequenced. The purpose of the lesson was set and then supported by your questioning and rewording. Being able to note on the whiteboard where the class where at and revising content knowledge was well done.

"I learned that observation is a powerful learning tool. To be able to watch how other teachers teach has enabled me to reflect on my own teaching practice. This was a great lesson and you gave me some great ideas, especially around building relationships with my own students. Thanks!" **- Tinker Bell**

Mapping your feedback to the AITSL Standards

The chart below maps your 360-degree feedback to the AITSL Standards. AITSL recognises self-reflection, peer observation and student survey data, as admissible evidence when applying for recognition at proficient, highly accomplished and lead-teacher levels.

Responses to questions for each AITSL Standard are aggregated below, with each response categorised as Negative, Neutral or Positive.

Standard	Summary		
Standard 1: Know students and how they learn	Self		100%
	Observer		100%
	Students	22%	31%	46%
Standard 2: Know the content and how to teach it	Self	50%	50%
	Observer		100%
	Students	16%	30%	53%
Standard 3: Plan for and implement effective teaching and learning	Self		92%
	Observer		92%
	Students	16%	23%	60%
Standard 4: Create and maintain supportive and safe learning environments	Self	10	90%
	Observer	10	90%
	Students	24%	22%	53%
Standard 5: Assess, provide feedback and report on student learning	Self		100%
	Observer		100%
	Students	41%	26%	31%

This is the end of the Overview Section of your EI Feedback Summary.

Please continue reading for more detailed data.

SECTION 2 - Detail

Guide: Interpreting your detailed feedback

This section presents a detailed view of your 360-degree feedback, focusing on one competency at a time. For each competency and year group that you teach, we provide a series of graphs that compare your student data with your self-assessment and observer data. We call this graph an *EI Manhattan* given its resemblance to a city skyline.

Reading an EI Manhattan

An *EI Manhattan* displays every component of your 360-degree feedback data, superimposed for the purpose of comparison.

Explanation	Example
Self-Assessment is shown as an orange disc.	Strongly D. Disagree Neither Agree Strongly A.
Observer responses are shown as blue circles.	Strongly D. Disagree Neither Agree Strongly A.
Student responses are shown as bar graphs (the height indicates the number of students who chose that option).	Strongly D. Disagree Neither Agree Strongly A.

An *EI Manhattan* provides a concise and visual representation of your 360-degree feedback.

Item	Align	Answers (n = 40)
The teacher encourages participation in class.	0.80	Strongly D. Disagree Neither Agree Strongly A.

Teacher/Student Perception Alignment

For each competency table the second column (alignment) provides an approximation of how closely your self-assessment reflects the responses of your students. It ranges from 0 to 1.

A score of 1 means that all of your students chose the same option as you.

A score of 0 means that all of your students chose an option at the other end of the scale.

Your competency-by-competency breakdown

Setting Objectives

Student Survey Years 7-12

Item	Align	Answers (n = 15)
Ensuring students know what they are meant to learn.	0.67	
Having high expectations of students.	0.80	
Having a set of challenging learning goals for students.	0.68	
Making learning objectives clear for students.	0.68	
Average Alignment	0.71	

Observations relating to this competency

Observer	Feedback
Tinker Bell	*Peter broke the lesson requirements into different components. The requirements of the lesson related directly to the list Peter drew on the whiteboard. The class was set up as being challenging as the material was novel. Peter expected all the students to reach their learning objectives.*

Calibrating Difficulty

Student Survey Years 7-12

Item	Align	Answers (n = 15)
Ensuring a good challenge.	0.73	Never · Rarely · Sometimes · Usually · Always
Lessons are too easy.	0.68	Always · Usually · Sometimes · Rarely · Never
Slowing down when students don't understand something.	0.75	Never · Rarely · Sometimes · Usually · Always
Lessons are too hard.	0.77	Always · Usually · Sometimes · Rarely · Never
Average Alignment	0.73	

Observations relating to this competency

Observer	Feedback
Tinker Bell	*There were several parts that the students had to complete so in that regards the lesson presented a challenge. Peter targeted the students that he knew would struggle with the class. Perhaps an extension activity would have kept some of the higher achieving students busy while the rest of the class finished their work.*

Driving Surface and Deep Learning

Student Survey Years 7-12

Item	Align	Answers (n = 15)
Creating a rich learning environment.	0.75	Strongly D. — Disagree — Neither — Agree — Strongly A.
Giving students opportunities to practice what they learn.	0.80	Never — Rarely — Sometimes — Usually — Always
Having multiple ways to explain things.	0.83	Strongly D. — Disagree — Neither — Agree — Strongly A.
Ensuring students summarise what they learned.	0.78	Never — Rarely — Sometimes — Usually — Always
Average Alignment	0.79	

Observations relating to this competency

Observer	Feedback
Tinker Bell	*The pace of the class for some students was a bit fast and they weren't really given an opportunity to practice the skills they were meant to be learning. One student up the back repeatedly failed the first task and the class moved on without the student achieving any kind of success.*

Providing Feedback

Student Survey Years 7-12

Item	Align	Answers (n = 15)
Commenting on positive aspects of students' work.	0.62	
Showing students how to correct mistakes.	0.43	
Ensuring students receive ample feedback.	0.67	
Making feedback detailed and factual.	0.52	
Average Alignment	0.56	

Observations relating to this competency

Observer	Feedback
Tinker Bell	*Peter provided positive feedback to the students through both verbal ("great work") and non-verbal means. The students really liked receiving feedback from Peter.*

Classroom Management

Student Survey Years 7-12

Item	Align	Answers (n = 15)
Creating a safe learning environment.	0.75	Strongly D. · Disagree · Neither · Agree · Strongly A.
The classroom is noisy and disorderly.	0.75	Always · Usually · Sometimes · Rarely · Never
Treating students fairly and equally.	0.72	Strongly D. · Disagree · Neither · Agree · Strongly A.
Ensuring students are well-behaved.	0.75	Strongly D. · Disagree · Neither · Agree · Strongly A.
Average Alignment	0.74	

Observations relating to this competency

Observer	Feedback
Tinker Bell	*Students understood the rules of the classroom and these were enforced throughout the entire lesson. During class activities the students were engaged and behaving in a manner appropriate to the task. My only comment is that a few students up the back tried to play a game, but it only lasted a few minutes.*

Creating Relationships

Student Survey Years 7-12

Item	Align	Answers (n = 15)
Showing respect for and to students.	0.77	Strongly D. — Disagree — Neither — Agree — Strongly A.
Having students trust you on a personal level.	0.63	Strongly D. — Disagree — Neither — Agree — Strongly A.
Showing interest in students' lives.	0.80	Strongly D. — Disagree — Neither — Agree — Strongly A.
Encouraging students to try their best.	0.82	Never — Rarely — Sometimes — Usually — Always
Average Alignment	0.75	

Observations relating to this competency

Observer	Feedback
Tinker Bell	*Peter knew all the student's names and would make a point of using their names where possible. The use of stories to enhance explanations resulted in the students' connecting to the content. Students' opinions were acknowledged positively. Several students made some wild guesses to some tough questions which implies a sense of creative freedom and trust in the learning environment.*

Communicating Effectively

Student Survey Years 7-12

Item	Align	Answers (n = 15)
Including fun/interesting activities in class.	0.78	Strongly D. / Disagree / Neither / Agree / Strongly A.
Encouraging participation in class activities.	0.75	Strongly D. / Disagree / Neither / Agree / Strongly A.
Speaking clearly and coherently.	0.82	Strongly D. / Disagree / Neither / Agree / Strongly A.
Conducting a class that students find interesting.	0.78	Never / Rarely / Sometimes / Usually / Always
Average Alignment	0.78	

Observations relating to this competency

Observer	Feedback
Tinker Bell	*Peter has a strong, clear voice. The class was a very interesting lesson with many engaging activities.*

Building Relevance

Student Survey Years 7-12

Item	Align	Answers (n = 15)
Using lots of real-life examples.	0.82	Never — Rarely — Sometimes — Usually — Always
Making lessons personally useful.	0.78	Strongly D. — Disagree — Neither — Agree — Strongly A.
Making content relevant to students' lives.	0.77	Strongly D. — Disagree — Neither — Agree — Strongly A.
Using technology effectively.	0.80	Never — Rarely — Sometimes — Usually — Always
Average Alignment	0.79	

Observations relating to this competency

Observer	Feedback
Tinker Bell	*This lesson topic was obviously hugely significant as it is a world-wide problem. Peter managed to maximise the relevance of the topic by linking it to Australia and discussing whether or not Australia has a moral obligation to provide naval support in the Oceanic region.*

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