The Feedback Process: Transforming Feedback for Professional Learning, 2nd edition

OUTCOMES

- Distinguish between feedback and feedback for learning
- Understand the rationale for feedback for learning
- Analyze the feedback typology
- Apply the feedback process
- Generate ways to use this content to advance your own and your school, district, or organization and its staff

Your Experiences

- Consider a time when you experienced “effective” feedback. Describe:
  - What made it “effective.”
  - How it impacted on you.
  - How it affected your future desire for feedback.

- Consider a time when you had an “ineffective” feedback experience.
  - What made it “ineffective.”
  - How it impacted on you.
  - How it affected your future desire for feedback.

Scouting mission: Where will you find...

- Misconceptions about feedback
- Feedback definition within the book
- Reflection cluster of feedback types
- The core attributes of effective feedback
- Invitations for each step of the feedback process
- The names of the people who contributed to the book
- A rubric for analyzing feedback systems

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- Identify common questions people ask about feedback.
- Record them on sticky notes at your table.
- Cluster them for future reference.

- Find a partner.
- One read Case A on p. ix and the other read Case B on p. x (up to the dots in the right-hand column).
- Discuss the following:
  - Describe what happens in each case.
  - Determine which case you prefer.
  - Describe long-term effects of each approach to feedback.

- Form a team of five.
- Assign one misconception to each person (pp. 1-4).
- Each person reads one misconception about feedback and prepares to share no more than two sentences from the text to convey the essence of the misconception. (5 minutes)
- Share your sentences.
- As a team discuss which misconceptions are most prevalent in your work.

- Assumption #1: Learning is constructed through a process of engagement, analysis, and reflection.
- Assumption #2: Context within which learning occurs and is applied influences learning.
TERMS (p. 8)

- Learner
- Learning partner
- Learning object
- Information
- Knowledge

Definition (p. 17)

Feedback is a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self.

Information vs. knowledge

<table>
<thead>
<tr>
<th>Information</th>
<th>Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information can be passed over from one person to another with very little, if any active engagement.</td>
<td>Knowledge is complex, contested and dynamic; there is a relationship between the knowledge and the knower and engagement with the knowledge is essential.</td>
</tr>
</tbody>
</table>

- Form a team of three.
- Complete the definition reflection on p. 23.
Conditions Matter

- Compare the three approaches that describe how a learner demonstrates readiness and need for change.
- Stages of change (p. 38)
- SCARF (p. 39)
- Johari’s Window (p. 40)
- What’s the same and difference?
- What are the implications for a coach’s work with a client?

Table 3.1: Contrasts Between Traditional and Learning-focused Feedback

<table>
<thead>
<tr>
<th>Traditional feedback</th>
<th>Learning-focused feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product</td>
<td>Process</td>
</tr>
<tr>
<td>Opinion/Judgment</td>
<td>Criteria-based</td>
</tr>
<tr>
<td>Single form/source</td>
<td>Multiple forms and sources</td>
</tr>
<tr>
<td>of data/evidence</td>
<td>of data/evidence</td>
</tr>
<tr>
<td>Expected</td>
<td>Desired</td>
</tr>
<tr>
<td>Untimely</td>
<td>Timely</td>
</tr>
<tr>
<td>Impersonal</td>
<td>Personalized</td>
</tr>
<tr>
<td>Occasional</td>
<td>Frequent</td>
</tr>
<tr>
<td>Past-focused</td>
<td>Future-focused</td>
</tr>
<tr>
<td>One-way</td>
<td>Reciprocal</td>
</tr>
<tr>
<td>Communicated</td>
<td>Skillful interaction</td>
</tr>
<tr>
<td>One-dimensional</td>
<td>Multidimensional</td>
</tr>
</tbody>
</table>

Conditions Matter

- What conditions influence the success of the feedback process?
  - Learner
  - Learning partner
  - Culture/context

Sequence the nine types of feedback along the continua:

- Responsibility/Control/Engagement
  - External
  - Learning partner
  - Internal
  - Learner

- Information
  - Low cognitive demand
  - High cognitive demand

Outcome
• Check your sequence using p. 55.
• Review the definition of those you misplaced (p. 69).

Figure 5.1: A Typology of Feedback

<table>
<thead>
<tr>
<th>Responsibility/Control/Engagement</th>
<th>Internal</th>
<th>External</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback</td>
<td>Educational</td>
<td>Supportive</td>
</tr>
<tr>
<td>Information/low cognitive demand</td>
<td>High</td>
<td>Low</td>
</tr>
</tbody>
</table>

• Work with a partner to complete two scenarios on p. 73.

Figure 5.3: Typical Learning Partner Roles in Education and their Alignment to Types of Feedback

- Mentor
- Supervisor
- Coach
- Self

(p. 70)

• Form a team of three.
• Each read the description of one cluster on p. 81.
• Share.
• Review the description of each step on p. 90.
• Describe situations in which the process might be applicable for you.
• Examine the prompts for each step of the process on pp. 93-95.

Observe the Process
• Follow along using the cycle as a guide (pp. 89, 90, 94-96)
• Note how the sequence builds on the previous one.
• Record the prompts you hear for each step.

Practice the Process
• Find a partner.
• Use your own data, practice the feedback process to discover what you are learning about your work by drilling down to look at its impact.

• Use the survey on p. 104 to assess your current use of the feedback process.
• Work with a partner to gain ideas for strengthening those steps you want to upgrade.
POLICY ANALYSIS TOOL

- Review the tool on pp. 126-127.
- Consider opportunities to use this tool.

WRAP-UP

- Identify three BIG ideas
- Name three people with whom you will share these ideas
- Identify three ways you can use the feedback process
- Consider how your organization can use the book to advance policy and practice to advance its professional learning priorities.