

Learner-Focused Feedback

Book Study

Engaging in a book study with *Learner-Focused Feedback* is an excellent way to support all observers—administrators, coaches, and teachers—as a group or in small groups as you strive to provide high-quality feedback. Each chapter begins with a big question that opens the door for excellent discussion, the building of common understanding, assessment of current practices, and goal setting. Chapters 2–5 offer varying next steps based on roles in the “Give It a Try” section. These provide opportunities for your team members to apply the new learning on their own or together, engage in analysis, reflect on strengths and continued challenges, and try again. Remember, the skills and strategies included in the book take time to master and will require patience, practice, and adjustments—and can be adapted for video observations.

If your team has read *Feedback to Feed Forward*, you are ready to go! You may still find value in reviewing the highlights provided in Chapter 1.

If you have not read *Feedback to Feed Forward* yet, you will find foundations provided in Chapter 1 and a list of the thirty-one strategies in the front of this book. You can use Resource 1.1 and Resources 6.1, 6.2, and 6.3 to measure the quality of current feedback provided to teachers and for observers to self-assess their skills to help determine readiness for *Learner-Focused Feedback*. If while reading *Learner-Focused Feedback*, observers are struggling with the new strategies, consider taking a break to engage in a full-book study of *Feedback to Feed Forward* or select targeted chapters to build capacity. (For example, if observers are not familiar with the expectations for teaching and learning outlined in your framework, Chapter 2 in *Feedback to Feed Forward* is needed.)

Chapter 1

Big Ideas

Why observe for impact?

What is the quality and focus of feedback currently being provided to teachers?

Is there a culture of learning in your school(s)? High levels of efficacy? Why, or why not?

(For the full ReVISION Learning Supervisory Continuum Domain 1, our six standards, see Resource 1.1 in the Resource Center, resources.corwin.com/learnerfocusedfeedback.)

Stop-and-Think Questions

How has feedback you have received about your performance helped you to change practice and impacted your level of self-efficacy? Were you able to understand the cause–effect relationship and shift your practice as a result of the feedback? Why, or why not?

When you consider the three feedback samples (p. 11), which one represents one you have received?

Why do you think that is? Is there one that aligns to your previous training?

As you look at the list of skills, dispositions, and tools for teachers (Figure 1.7), consider what may already be in place in your building or classroom.

Examine our three suggestions. What is your school or district level of readiness for each? Which are already in motion?

Chapter 2

Big Ideas

What do you need to understand about learning (in general and also individually and, more specifically, utilizing the self-assessment tool)?

What are the goals for your learners? Are all three (conceptual understanding, metacognitive thinking, and self-regulation) part of the teaching and learning Grades K–12?

(See Resource 2.1: Learner-Focused Feedback in the Resource Center, resources.corwin.com/learnerfocusedfeedback.)

Stop-and-Think Questions

Do a quick self-assessment of the critical understandings listed in Figure 2.1. Make note of the areas you want to know more about, and look up the additional resources related to those areas. (You will find recommendations throughout this chapter.)

How do you define *learning*? How does your team define it? What steps can you take or have you taken to create a common definition that aligns with the concepts and goals for learners?

Review our three potential reasons learners may remain at a surface level of learning and our cautions. Are any of these issues present in your school? Has professional learning helped to address or build capacity related to these?

Does instruction in your building, district, or region address all three goals for learners? Have you observed lessons with learner Goals 2 and 3 in mind? Where do you find teachers need the most support in helping students reach the three goals?

Are you facilitating these skills and dispositions and using these tools in your school or classroom to support the vision of learning and achievement of the goals we set for our students?

Consider Figure 2.6, and think about the research. What other instructional choices might impact how students attend to and retain new information? What student actions or tasks might increase that impact?

How is engagement defined in your school? What steps can you take to unify around a single vision and understanding?

Look through each of the circles in Figure 2.7. Consider, as an observer, what each stage might look and sound like (teacher and student actions and behaviors). Utilize the skills, tools, and dispositions from Figure 2.5 to help you.

Does feedback you receive or provide address causal attribution? If so, what evidence is provided to support the cause-and-effect relationships?

Chapter 3

Big Ideas

How can you prepare for evidence collection?

What do observers understand or need to understand about disciplines and new curriculum, programs, and standards before they observe?

Stop-and-Think Questions

What tools do you use when observing in classrooms (or does an observer in your room use)? Are these choices allowing you or the observer to meet the overarching goals mentioned previously and collect needed evidence?

What have you asked students during an observation, and why? Teachers, how have observers interacted with your students during observations? (Head to the Resource Center for a printable version of Resource 3.1: Focus Area Questions, at resources.corwin.com/learnerfocusedfeedback.)

Which questions in Figure 3.3 are aligned to Goal 1: Critical Thinking/Cognition? Goal 2: Metacognitive Thinking? Goal 3: Self-Monitoring? Did you notice overlaps? Teachers, how often do you ask your students these questions during your own lessons?

Is there an expectation in your school, district, or region for *literacy strategies* to be implemented outside of ELA instruction? How are these defined?

What do you know about the skills, thinking, vocabulary, processing, and goals of your discipline?

To practice, look back at Figure 3.9. Try to align evidence or look-fors listed to expectations in the indicators or attributes on your instructional framework. (For example, compare and contrast how thinking or supporting critical thinking might fall under an indicator related to intellectual engagement.)

How has your feedback (given or received) after an observation connected to the expectations of teaching and learning within a discipline, program, model, curriculum, or standards? To goals?

Chapter 4

Big Ideas

How can you adapt evidence collection upon arrival? Are observers purposefully or metacognitively collecting evidence from the moment they arrive? (See Resource 4.1: Adapting 101 for foundations and Resource 4.3: Focus Area Evidence Collection for guidance.) You can use Resource 4.2: Potential First Assumptions at resources.corwin.com/learnerfocusedfeedback for discussion.

Stop-and-Think Questions

To move forward in this chapter, it is important to have a clear picture of your tendencies. How willing are you to shift when something you have planned is not working as expected? Do you have the skills to make adjustments to improve your evidence collection in the moment?

What are the habits or strategies you utilize as soon as you enter a classroom for an observation?

What has an observer done upon arrival when visiting your classroom?

As an observer, what might prevent or has prevented you from interacting with the learners directly during a lesson?

Why or how might you need to adapt your evidence-collection strategies based on the teacher's level of ownership versus the student's? For example, if you step into an "I do" with more ownership on the teacher's part, you will not necessarily have the opportunity to interact with students or interrupt the direct instruction.

From Classroom Example 4.3, what did you notice so far from the ongoing evidence collected?

In the lessons you've taught, how often have you ensured that students you were teaching were making personal connections to the day's learning? How do you or can you engage them in this kind of connection making?

Chapter 5

Big Ideas

How can you adapt evidence collection as a lesson unfolds?

Read through the classroom examples included together and discuss the observer's actions and adjustments. How does this compare to your team member's current evidence collection? Resource 5.1: Pulling Strategies Together shows the combination of strategies in use at resources.corwin.com/learnerfocusedfeedback.

Stop-and-Think Questions

Looking at the feedback sample, is this helping the teacher learn how he impacted the student outcomes?

Think back to the list we provided in Chapter 2 from Marcia Tate's brain-compatible classrooms. Take a few minutes to look through your instructional framework. Do the expectations in these lists appear anywhere in your indicators?

Look back at Figure 5.2. What are you noticing about the student understanding and potential causes? How is the observer's thinking helping her make adjustments?

Consider a time when you were engaged in productive struggle. What did that look, sound, and feel like for you? What did you need to keep going and become successful? What did you learn from the struggle?

How did the observers collect evidence to understand teacher impact that will help them develop learner-focused feedback?

Take a few minutes to look through your instructional framework. Are there any expectations for the use of student resources? Are you seeing students create resources or teaching students how to create resources for themselves?

What could be a way technology might *not* enhance the teaching and learning? How would you determine this when observing?

Chapter 6

Big Ideas

How do you cultivate a culture of learning?

What is the current level of trust on your team, in your schools, or in your district?

Using Resource 6.2 created from Figure 6.1 Provider and Receiver Dispositions as a reproducible copy in the Resource Center, resources.corwin.com/learnerfocusedfeedback, discuss current areas of strength and areas of challenge.

Consider utilizing a survey to identify perceptions of feedback quality, such as the one in Resource 6.3: Feedback on Feedback Survey.

Stop-and-Think Questions

Are you existing in a culture of individualism? Why, or why not? Do the teachers in your building open the door to visitors and feedback? How did that come to be?

Consider how you have prepared in the past for a collaborative conversation after observing, or consider a conversation an observer had with you. Did it support your understanding of cause-and-effect relationships? Did it result in a change in practice or serve to improve outcomes? Why, or why not?

What did the observer need to do in the classroom to help this teacher (Classroom Example 5.15) understand causal attribution and impact on learners?

Think back to the three feedback samples you read in Chapter 1 and the one in this chapter. Which are more accurate and honest?

Have you ever experienced or given feedback that you would describe as honest and courageous? How effective was that feedback?

Consider how your school, district, or region is applying the core areas of the cycle? Did it lead to improved performance? How often do you revisit your *strategic plan*? How could more frequent observation and feedback help?

What has been the big "why?" in your school, district, or region behind observation and feedback? How well has that been communicated to staff? Does your school already incorporate any strategies that demonstrate an overarching intent?

What training have the observers in your school, district, or region received to support high-quality observation?

How has professional learning been responsive to your needs as an educator? If it has not, why not?