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Please enjoy this complimentary excerpt from *Feedback for Continuous Improvement in the Classroom*.

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How to Use This Book

This book gives teachers, instructional coaches, professional developers, teacher educators, and educational leaders a new way of looking at feedback for continuous improvement in today's schools. Whether you are working with students online or in blended or traditional classroom settings, the book is designed to help everyone implement classroom-based formative feedback practices rooted in research on what works.

We have organized this book for multiple users and purposes while maintaining a consistent structure and approach to each chapter. These purposes include

- using the book as a study guide for unit and lesson planning,
- offering a mentoring/coaching framework for goal setting,
- assisting in department-level collaboration to build cohesion,
- developing school-level conversation starters to help professional learning communities (PLCs) examine current practices, and
- providing district-level decision makers with a quick survey to better identify the tools, resources, and materials needed for success.

Each chapter also offers concrete tools and suggestions that make feedback for continuous improvement easier. Among them are

- self-assessments for determining how and where current practice resides in the big picture
- graphic organizers and scaffolds for creating customized progress guides,
- objectives and recaps for summarizing key learnings and takeaways,
- guiding questions for opening and leading conversations on feedback for all,
- “Try It Tomorrow” suggestions with tech tips and recommendations for broadening the menu of feedback options, and
- video exemplars to show feedback moves in action.

A list of QR codes for all videos, along with template and exemplar documents for download, is available at the front of the book.

An extensive up-to-date glossary is available in the back of the book to ensure clarity of key concepts and offer a working knowledge of terminology within the field. References for every chapter are also available at the end of the book.

One Coherent Framework

Our formative feedback (FF) framework provides the reader with three main focal points and corresponding lenses for making feedback practices visible to all. The FF framework ensures that one can see how contexts for learning, educational goals, and content standards are embedded in continuous improvement of instruction and assessment. Whether the reader chooses to dive deeper into the various directionalities, configurations, or modalities of feedback, each focal point is interconnected with the other, and we offer solutions on how to connect and weave each of them together in practice.

Contexts for Learning		
Face-to-Face	Blended	Distance Learning
Focal Point		
Directionality	Configuration	Modality
Lenses		
Teacher-driven	Whole class	Written
Peer-to-peer-driven	Small groups (2–4)	Spoken
Self-driven	Individual (1:1)	Nonverbal
Learning Goals, Standards, Skills		
Tasks, Projects, Activities	Rubrics, Progress Guides, “Next Steps” Organizers	

Our FF framework serves to guide the reader through possibilities for diving deeper into any focal point while maintaining a systematic, integrated, and holistic view of the power of feedback to change the trajectory of outcomes.

Individual But Related Chapters

This book is written with multiple entry points in mind. Some may wish to pick one chapter to focus on, while others may want to read several chapters connected to a main theme in order to improve, for example, how to balance the directionalities of feedback their students experience during a unit of instruction. Or one could dive deep into the lens of nonverbal feedback as a primary modality (Chapter 10), for instance, while connecting those feedback practices to written and spoken modalities (Chapters 8 and 9 respectively). Similarly, one might carefully examine individual (one-on-one) feedback practices (Chapter 7) while situating them within whole-class and small-group configurations at the lesson or unit level (Chapters 5 and 6 respectively).

In this sense, each chapter can be treated as a separate module for quick access and focused action. Before you begin a chapter, take a moment

to decide whether you want to focus on a particular set of objectives. The “Self-Study Checklist” has learning objectives and goals for each chapter and can be used to ensure you meet your personal and professional goals at your own pace. Whether you are looking for ideas to promote feedback during a specific lesson, over several units, or throughout a yearlong planning cycle, each chapter can be put to use immediately.

The Organization of the Book

For consistency and ease of use, each chapter is formatted as follows:

- ▶ An opening/epigraph
- ▶ Guiding Questions
- ▶ Planning for . . . What to Consider and Why It Matters (offering guidance for successful implementation)
- ▶ What the Research Tells Us
- ▶ Focus on Practice (providing concrete examples of implementation)
- ▶ Scaffolds and Guided Practice for Individual Teachers
- ▶ Setting Goals and Monitoring Progress
- ▶ Recap/Review
- ▶ Ticket Out the Door

We have designed this book based on our experiences with teachers over the last several decades. We know from experience in pre- and in-service settings that teachers are familiar with feedback yet have many unanswered questions about its most effective uses. Questions around the efficacy, effectiveness, and equity of traditional feedback practices abound. Many wonder if these practices can provide soft data for immediate use in a way that hard data (numbers, points, grades) can not. We tackle these important questions by asking along with teachers and students:

- ▶ Who is feedback for?
- ▶ Who provides feedback?
- ▶ Who benefits from feedback?
- ▶ What good does feedback serve?
- ▶ How can feedback make a difference?

To set the stage and begin this conversation, we review how to situate feedback in educational purposes, taxonomical objectives, rich tasks,

authentic projects, and (perhaps most importantly) cycles of information exchange that attend to what it means to use formative feedback well. Chapter 1, “On the Role of Learning Goals, Tasks, and Cycles of Feedback for Continuous Improvement,” delves into the necessity of establishing meaningful learning goals that are connected to performance tasks, projects, and long-term assignments that allow teachers and students to work through cycles of formative feedback. We introduce the SOLO taxonomy and other tools for seeing how to differentiate outcomes while reminding ourselves that feedback on proverbial “first drafts” is the real work of continuous improvement. No matter whether we are in the classroom, lab, theater, studio, or on the playing field, everyone is learning how to improve.

The rest of the book is organized by focal points integral to our exploration of classroom formative feedback practices. There are three focal points: directionality, configuration, and modality. Within each focal point, there are three lenses we use to look closely at what occurs—or could occur—with formative feedback in secondary school contexts and ambitious learning communities more broadly.

We begin with the focal point of *directionality* because it best addresses the question, “Who is most responsible for the actions that occur during a set of formative feedback practices and who is the primary driver of the formative feedback process?” Directionality of feedback centers our inquiry on questions of responsibility, leadership, and agency. In Chapter 2, we begin with teacher-driven feedback because there can be no doubt about it—a teacher, as the responsible adult, leader of the classroom, and subject area expert, is responsible for the timing and quality of the cycles of formative feedback in which students engage. We then move to peer-to-peer-driven and self-driven feedback in Chapters 3 and 4.

The middle chapters (Chapters 5–7) explore classroom-based formative feedback practices through the focal point of *configuration*. Configurations of feedback center our inquiry on questions of spatial arrangements, interpersonal dynamics, collaboration skills and routines, and other necessary features of working smart with students in differing contexts. Chapter 5 examines what is most salient regarding whole-class feedback; Chapter 6 addresses what’s important to consider about formative feedback with small groups of students; and Chapter 7 focuses on situations where the formative feedback is configured with individual students in one-on-one settings.

The closing chapters (Chapters 8–10) explore the role of *modality* in feedback, whether written, spoken, or nonverbal. Chapter 8 emphasizes that written feedback (to oneself, from or to a peer, or from or to the teacher) cannot stand alone. Chapter 9 addresses the challenges and myriad potential benefits of routines and scaffolds that support formative feedback that occurs through verbal exchanges and turns of talk while speaking. Chapter 10 digs into how formative feedback conversations can benefit from paying attention to nonverbal communication and skills and cues related to body-kinesthetic routines.

We hope that you will find this customizable approach to unpacking feedback for all helpful and inspirational. Each chapter emphasizes innovation and creativity while offering concrete advice for improved practice, so let your interests and curiosity lead the way.

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