The attributes of an effective feedback process are based on the premise that the feedback process generates learning that leads to change in practice.

Attributes of an effective
FEEDBACK PROCESS

Not all feedback is created equal. Actually, it is quite uneven in its design and effectiveness. Feedback forms typically used by educators and the feedback process used to support learning have markedly different attributes. Understanding the key attributes of effective feedback is important for those involved in the feedback process.

The most typical forms of feedback are those that occur in a conversation between or among people. With a learner committed to continuous improvement, the feedback process occurs frequently, almost constantly, internally in the form of self-initiated reflection and analysis.

Whether the feedback process is externally or internally driven, the same attributes apply. The attributes of an effective feedback process are based on the premise that the feedback process generates learning that leads to change in practice. The process increases a learner's consciousness about her practice and the impact of those practices on others and the environment in which they occur.

By increasing awareness of the interactions among her own actions, those of others, and the environment, a learner gains the ability to assess whether her actions were effective, to consider alternative actions, and to plan for and refine future actions.

The tools on pp. 60-61 support learners and learning partners in applying the key attributes of the feedback process into their routine work. These tools are designed to help learners and learning partners determine their readiness for the feedback process and their engagement in it.

THE FEEDBACK PROCESS:
TRANSFORMING FEEDBACK
FOR PROFESSIONAL LEARNING

By Joellen Killion

Joellen Killion draws on a deep research base to describe the concept of "learner-focused feedback." By shifting the focus from feedback-as-product to feedback-as-process, Killion changes how coaches, teachers, staff developers, and administrators engage with professional learning to improve practice.
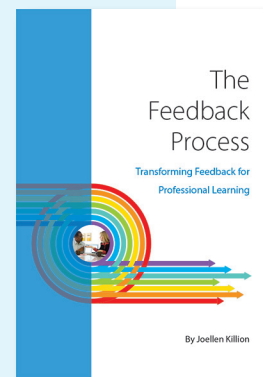
Multiple tools and templates, contextual examples, and end-of-chapter questions let learners reflect on new approaches to feedback.

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Source: Killion, J. (2015). *The feedback process: Transforming feedback for professional learning.* Oxford, OH: Learning Forward.

FEEDBACK PROCESS READINESS

As you prepare for the feedback process, ask yourself, "How am I addressing each key attribute?"
In the second column below, jot a note about how you plan to address each attribute to assess your readiness to enter the feedback process. For example, in response to "is criteria-based," you might note that you will have the performance standards and rubric available for reference.

Key attributes of effective feedback	How am I addressing this attribute?
Is a process	
Is criteria-based	
Integrates multiple forms and sources of data/evidence	
Is desired	
Is timely	
Is responsive to learner	
Is frequent	
Is future-focused	
Is reciprocal	
Employs skillful interaction	
Is multidimensional	

Source: Killion, J. (2015). *The feedback process: Transforming feedback for professional learning.* Oxford, OH: Learning Forward.

POST-FEEDBACK PROCESS ASSESSMENT

As you reflect on the feedback process you participated in, ask yourself, "How did I attend to each attribute, and what might I want to do to strengthen how I integrate each into the feedback process?" In the second and third columns, record your responses. For example, in response to "is a process," you might rate your inclusion of this attribute a 2. In the third column, you might note that you want to shift from giving information to facilitating the construction of knowledge by talking less, listening more, and asking powerful questions.

Key attributes of effective feedback	How well did I attend to this attribute? Scale: 1 (not well) to 3 (well).	What do I want to do to strengthen my feedback process?
Is a process		
Is criteria-based		
Integrates multiple forms and sources of data/evidence		
Is desired		
Is timely		
Is responsive to learner		
Is frequent		
Is future-focused		
Is reciprocal		
Employs skillful interaction		
Is multidimensional		

Source: Killion, J. (2015). *The feedback process: Transforming feedback for professional learning.* Oxford, OH: Learning Forward.