 HEAD START
Regional T/TA Network

Reflection and Feedback in Practice-Based Coaching



Early Childhood Specialist
Head Start Training and Technical Assistance Network

These materials were developed for OHS/Region III under Contract No. HHSP233201500009C by ICF International
Region III ACF Office of Head Start: 150 South Independence Mall West, Philadelphia PA, 19106 / TTA Office: 215-861-4017

Objectives

- Review principles of reflection and feedback in PBC
- Explore reflection and feedback practices that contribute to effective coaching outcomes
- Identify needs for further information, tools, strategies

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Practice-Based Coaching

Practice-Based Coaching is a **cyclical process** for supporting teachers' use of **effective teaching practices** that lead to **positive outcomes** for children.

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Practice-Based Coaching Framework

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The Coaching Cycle

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Focus on Reflection and Feedback

What is working?

What challenges are you experiencing?

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Reflection and Feedback



- Reflect on observation and data
- Give and receive feedback
- Problem-solve
- Identify additional supports and resources

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Adults as Learners



- Are intrinsically motivated and self-directed
- Need to draw on own experiences
- Are goal-oriented
- Are relevancy oriented
- Are practical
- Expect respect

How do these impact reflection in the coaching relationship?

Dr. Malcolm Knowles

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Who Reflects?



- Teacher
- Coach




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Reflection/Feedback Meetings 

Use this time for...

- Discussing the observation
- Reflective conversation
- Problem-solving discussion
- Providing information




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Reflection/Feedback Meetings 

Use this time for...

- Video review
- Role Play
- Demonstration (live or video)
- Graphing
- Helping with environmental arrangements
- Providing materials



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Reflection in Practice 

Encourage, affirm and acknowledge:


- Strengths-based

Conversational and reciprocal:


- Open-ended prompts
- Structured feedback based on reflection
- Grounded in data/observation
- Connected to action plan
- Combine challenges and support




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Helping Educators Reflect 

What are the characteristics of a reflective teacher/ home visitor?



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Reflective Practice 

- Try to solve problems
- Recognize their beliefs and educational assumptions
- Take part in program development
- Are involved in quality improvement efforts
- Take responsibility for their own professional development

S.L. McKay, 2007

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Helping Teachers Reflect 

- Pay attention to feelings and experiences
- Recognize the power of personal stories
- Respect distinction between feelings and personal information
- Create safe environment for reflective activities

Costa & Sullivan, 2009

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Evidenced-Based Benefits of Reflective Practice



- Identity formation as a professional
- Critical thinking
- Engagement with one’s own development
- Improved practice
- Improved ability to teach new professionals
- Managing strong feelings in the moment

S.L. McKay

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Reflection from an Expert



"Relationships cannot be developed in a vacuum; **we have to relate to each other about something — something that matters** to the participants in the relationship."

Lillian Katz

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Practice-Based Coaching Framework



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What Do PBC Goals Address?

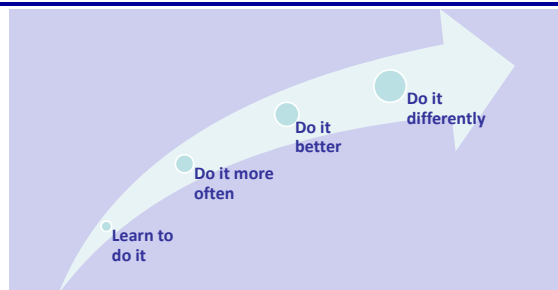


- Learn more about the practice and try it out?
- Do the practice more often?
- Do the practice better?
- Do the practice differently?



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Coaching Addresses Goals at Many Levels



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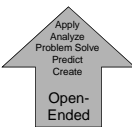
“Coaching is not telling people what to do; it’s giving them a chance to examine what they are doing in light of their intentions.”

Flaherty, 1999

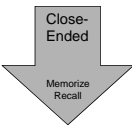
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Asking Children Questions





Open-Ended




Close-Ended

Why?	<ul style="list-style-type: none"> Why do you think the car rolled so fast? Why are you moving so quickly around the classroom?
How?	<ul style="list-style-type: none"> How did you make the water turn blue? How can we share these markers?
When? Where? Who?	<ul style="list-style-type: none"> When are you going to the park? Where did you find that rock? Who is in the block area?
Is?	<ul style="list-style-type: none"> Is that a tower you just built?


NCECDTL In-service suite: Asking Questions
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Reflection as Problem-Solving




Consider with the educator...

- Knowledge:** What you know
- Practice:** What you did
- Outcomes:** What was the result
- Evaluation:** What about the process



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Goals of Reflective Questions



- Awareness
- Analysis
- Alternative
- Actions



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**“When you want something
you've never had, you've got to
do something you've never done.”**

-Napoleon Hill

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Taxonomy of Reflection



**A Taxonomy
of Reflection**

Creating: What should I do next?

Evaluating: How well did I do?

Analyzing: Do I see any patterns in what I did?

Applying: Where could I use this again?


Understanding: What was important about it?

Remembering: What did I do?

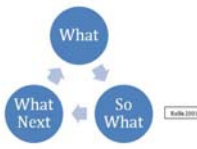
PeterPappas.com

Model developed by Peter Pappas
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Reflection Starter Questions



- **Objective Questions**
 - What happened when...?
 - What have you tried with...?
- **Interpretive Questions**
 - Why do you think...?
 - What do you think would happen if...?
- **Comparative Questions**
 - How did that compare to...?
 - What would you do next time?



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Types of Reflective Questions



- **Clarifying Questions**
-Help us better understand
- **Adjoining Questions**
-Explore related aspects of the issue
- **Funneling Questions**
-Dive deeper to get to root causes
- **Elevating Questions**
-Look at broader issue and the “big picture”

Adjoining	Elevating
Clarifying	Funneling

Harvard Business Review:

Relearning the Art of Asking Questions

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Effective Feedback



- Planned
- Focused
- Supportive
- Constructive
- Intentional
- Specific
- Non-attributive



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Supportive Feedback



“You used descriptive praise with Carlie when you said, ‘You helped your friends by picking up toys and putting them away’.”



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Supportive Feedback Starter Phrases



- “You really got it when you _____.”
- “I noticed that you did _____, that really worked well for keeping the children engaged.”
- “It was great to see _____.”
- “I saw you do _____. It was a perfect example of _____.”



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Constructive Feedback



“I noticed that you asked an open ended question of Carlie and she could not answer it. Some of the children are not yet ready for that level of question. What would be a simpler alternative?”



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Deliver a Constructive Message




- Start with observation data on the targeted practice
- Give information/suggestions for improvement
- Ask the educator to reflect on other ways to improve
- Provide resources to support implementation

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Starter Phrases


- Tell me a little bit about
 - what you were thinking when you ...
 - what you were thinking when Mikaela ...
- One way I've observed this handled effectively is when the teacher...
- Something that you might try...



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Nonattributive Feedback


- “I noticed that Bryce had some trouble following the demonstration. What are some other ways you've kept him involved?”
- “Using the glitter with the paper flowers and photographs really kept all the children engaged in the activity.”



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Reflection and Feedback Strategies

- Engage in a reflective conversation
- Provide performance feedback
- Engage in a problem-solving discussion
- Help teachers use/interpret data




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Tips for Coaches




- Build the relationship
- Share successes: Build on the positive
- Map it out: Use your action plan as a roadmap
- Provide supports: Materials and ideas to help
- Be transparent: Highlight coaching as PD




Useful Tips

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Tips for Coaches




- Be prepared: Keep phrases/statements handy
- Anchor it: Use data for observations and feedback
- Be patient: Change will take time
- Find the right fit: Coaching isn't "cookie cutter"



TIME TO PLAN

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Relationship in Coaching



"For a coach, choosing relationship over control is about shifting focus to really try to understand the coachee's perspective rather than attempting to convince him or her to make a different decision or choice."

Rush and Sheldon, 2011

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Now what?



“They always say time changes things, but you actually have to change them yourself.”

Andy Warhol
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Resources



- National Center on Early Childhood Development Teaching and Learning: Practice Based Coaching Training Institute Materials
- National Center on Early Childhood Development Teaching and Learning (PBCTI Materials, 15 Minute In-Service Suites: Language Modeling and Conversations: Asking Questions)
- PMFO: Adult Learning Principles, Dr. Malcolm Knowles
- Dr. Sandra McKay, Professor of English, San Francisco State University and Jai-Ho Yoo, CAPE President, English Teacher Talk #32, 2007
- Harvard Business Review, March , 2015 Relearning the Art of Asking Questions
- A Taxonomy of Reflection: Critical Thinking For Students, Teachers, and Principals, Part IV, January 4, 2010

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