Reflection and Feedback in Practice-Based Coaching

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

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.
Reflection and Feedback

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

Adults as Learners

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

Who Reflects?

- Teacher
- Coach

Dr. Malcolm Knowles

“We do not learn from experience... we learn from reflecting on experience.” - John Dewey
Reflection/Feedback Meetings

Use this time for...
- Discussing the observation
- Reflective conversation
- Problem-solving discussion
- Providing information

Reflection/Feedback Meetings

Use this time for...
- Video review
- Role Play
- Demonstration (live or video)
- Graphing
- Helping with environmental arrangements
- Providing materials

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
Helping Educators Reflect

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

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

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
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

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

Practice-Based Coaching Framework

Reflection starts here

Collaborative Coaching Partnerships

Effective Teaching Practices

NCECDTL
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?

Coaching Addresses Goals at Many Levels

“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
Asking Children Questions

- Open-Ended
  - Why?
  - How?
  - When?
  - Where?
  - Who?
  - Is?

- Close-Ended
  - What do you think the car you just saw?
  - Why aren't you moving at quickly around the classroom?
  - Why did you make the water turn blue?
  - How can we share ideas?
  - When are you going to the park?
  - Where did you find that rock?
  - Why is it in the block area?
  - Is that a horse you just built?

NCECDTL In-service suite: Asking Questions

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

Goals of Reflective Questions

- Awareness
- Analysis
- Alternative
- Actions
“When you want something you’ve never had, you’ve got to do something you’ve never done.”

-Napoleon Hill

Taxonomy of Reflection

Objective Questions
- What happened when...?
- What have you tried with...?

Interpretive Questions
- Why do you think...?
- What do you think would happen...?

Comparative Questions
- How did that compare to...?
- What would you do next time?
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”

Effective Feedback

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

Supportive Feedback

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

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?”

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
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...

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.”

Reflection and Feedback Strategies

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

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”

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
Now what?

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

Andy Warhol

Name
Contact Information

Thank you!
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
- A Taxonomy of Reflection: Critical Thinking For Students, Teachers, and Principals (Part 1), January 4, 2010