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Coaching Conversations: Using Constructive and Supportive Feedback to Build Practitioners' Confidence and Competence

Unpacking Coaching Webinar Series

National Center for
Pyramid Model
INNOVATIONS
ChallengingBehavior.org

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Our Panelists

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Agenda

- Preparing for Reflection and Feedback

- Using Supportive and Constructive Feedback with Practitioners

- Q & A

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Collaborative Partnership

- An essential prerequisite for effective delivery of feedback
- How can you ensure a collaborative partnership?

It all begins here

Collaborative Partnerships

Shared Goals and Action Planning

Focused Observation

Pyramid Model Practices
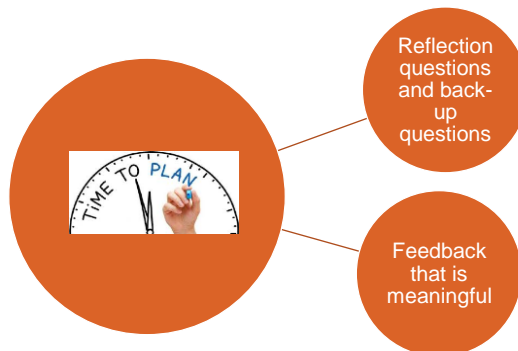
Reflection and Feedback

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Developing the Partnership

- Develop a coaching agreement
- Allow choice
- Communication

ME US YOU

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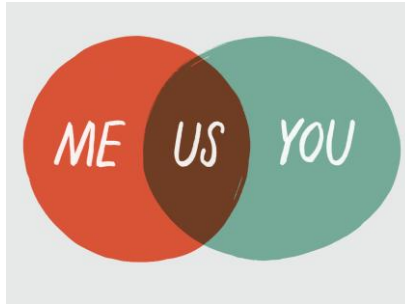
Preparation

What does preparation look like?

Reflection questions and back-up questions

TIME TO PLAN

Feedback that is meaningful

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Reflection Questions

- **Elicit the teacher's perspective**
  - How did it feel to …?
  - How comfortable are you …?
- **Encourage evaluation**
  - What did you want the children to learn in …?
  - What conclusions can you draw about…?
- **Make connections or integrations to the real world**
  - Tell me about a time you …?
  - How is this behavior like …?

http://info.teachstone.com/blog/a-coaching-guide-to-asking-reflective-questions-part-1

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Reflection Questions

- **Encourage planning**
  - What skills might the children gain through …?
  - How can you include [this behavior] to support that learning?
- **Facilitate prediction**
  - What might happen if …?
  - How do you think the children would respond if ...?
- **Prompt thought processes**
  - Tell me about your decision making in that moment.
  - How do you know …?

http://info.teachstone.com/blog/a-coaching-guide-to-asking-reflective-questions-part-1

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Reflection Pitfall

- Beware using reflection questions that are too broad—you might get general, non-specific responses.
  - Ask specific questions or be prepared with follow-up questions.

"How do you think it went today?"

"Tell me about how implementing group friendship activities impacted the children today."

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Feedback

- Planned
- Focused
- Supportive
- Constructive

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Supportive Feedback

- Be purposeful
- Be succinct
- Make connections

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Supportive Feedback Pitfall:
Attributive Feedback

You're so patient!

You waited 10 seconds for Kate to put the piece in the puzzle before you offered assistance.

That transition was so quick!

The time that lapsed between the first child being dismissed to centers to the last child dismissed was only 3 minutes!

You are really supportive to your co-teacher.

You went over to your co-teacher, put your hand on her shoulder and thanked her for assisting a group of children to become engaged in centers.

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Constructive Feedback

- Provide opportunities for reflection first
- Make sure the constructive intent is clear
  Should the teacher…
    - Do something differently?
    - Do something additional?
- Make connections to child behaviors

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Timing

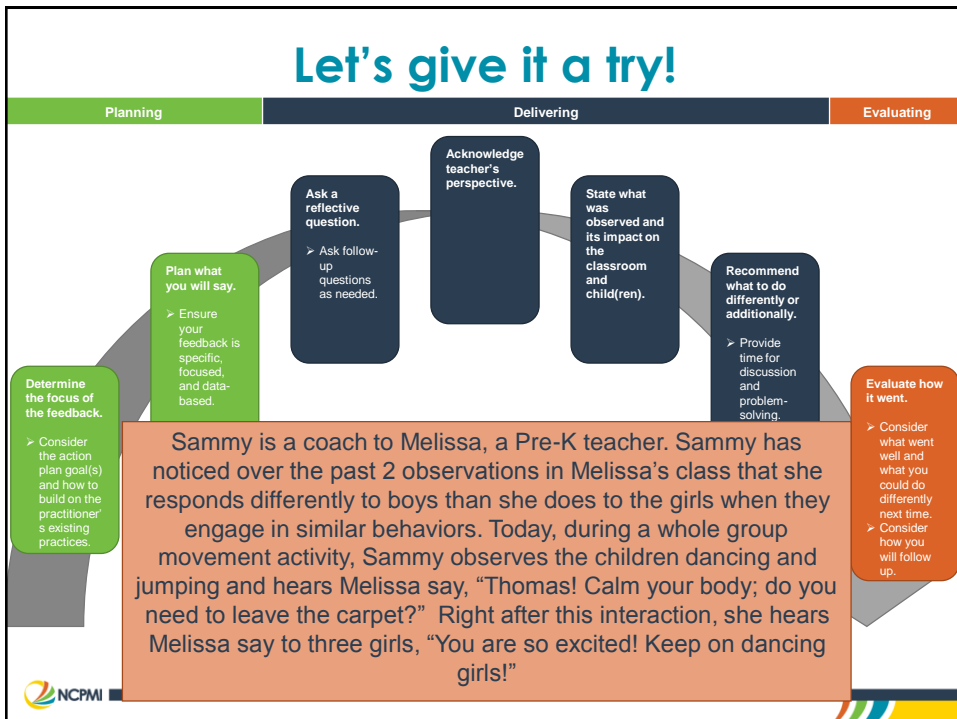*When should I start providing constructive feedback to a practitioner?*

Only provide supportive feedback the first 2-3 cycles with a practitioner.
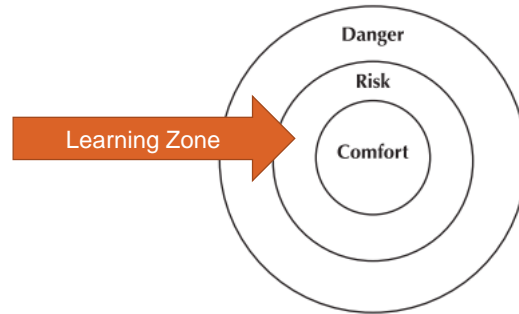
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Constructing Your Constructive Feedback

Planning	Delivering	Evaluating

Determine the focus of the feedback.
➢ Consider the action plan goal(s) and how to build on the practitioner's existing practices.

Plan what you will say.
➢ Ensure your feedback is specific, focused, and data-based.

Ask a reflective question.
➢ Ask follow-up questions as needed.

Acknowledge teacher's perspective.

State what was observed and its impact on the classroom and child(ren).

Recommend what to do differently or additionally.
➢ Provide time for discussion and problem-solving.

Evaluate how it went.
➢ Consider what went well and what you could do differently next time.
➢ Consider how you will follow up.

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Let's give it a try!

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Evaluate how it went.
➢ Consider what went well and what you could do differently next time.
➢ Consider how you will follow up.

Sammy is a coach to Melissa, a Pre-K teacher. Sammy has noticed over the past 2 observations in Melissa's class that she responds differently to boys than she does to the girls when they engage in similar behaviors. Today, during a whole group movement activity, Sammy observes the children dancing and jumping and hears Melissa say, "Thomas! Calm your body; do you need to leave the carpet?" Right after this interaction, she hears Melissa say to three girls, "You are so excited! Keep on dancing girls!"

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Constructive Feedback: Stepping out of the "Comfort Zone"

Danger

Risk

Learning Zone

Comfort

https://schoolreforminitiative.org/doc/zones_of_comfort.pdf
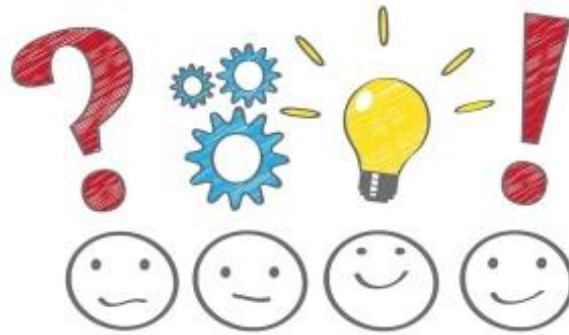
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Coaching Support

I provide feedback, but the practitioner doesn't change their practice.

Have you offered more/different support to the practitioner to assist their implementation?

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Questions

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Resources

- Check our website for posted coaching resources in today's webinar link:
  - NCPMI
  - NCECDTL
  - Teachstone

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Thank You

IDEAs that Work
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Education Programs
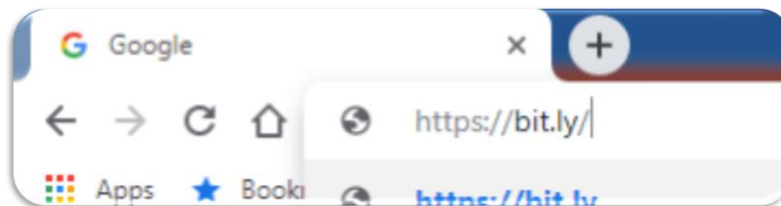
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