

Quick Guide Step 2: Providing Feedback

This document is designed to help guide Instructional Coaches as they complete Step 2, *Providing Feedback*. In Step 2 we describe the high leverage teaching practices that will be the focus of the coaching process, and facilitate the ongoing process of focusing teachers towards a specific behavior change by sharing the observation results with them.

To begin this session coaches will present the high leverage classroom management skills: *positive feedback* and OTRs. Next, the coach will share a graphic representation of the classroom observation data with their teacher. When presenting the data, it is important to provide context for the teacher's scores. Begin the presentation with the average teacher scores and our target scores for teachers, then review the teacher specific scores. Answer any questions the teacher has about the high leverage practices, the observation process, or the graph, and encourage them to take time to reflect on their data prior to Step 3, *Reviewing Feedback*.

REMINDERS:

- Embrace the **MI Spirit**: be their partner not instructor, be accepting of their struggles and frustrations, evoke their reasons for change, and always be compassionate.
 - Strive to fully understand the teacher's perspective without your own agenda and avoid **the righting reflex** or "fixing".
 - Use the **OARS** to guide the session, and to understand BOTH sides of their ambivalence: Open-ended questions, Affirmations, Reflections, Summaries.
 - Attend to their **Change Talk, Sustain Talk, and ambivalence**.
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Agenda: time with teachers will be limited. Give yourself **5-10 minutes** for each exercise.

- Review Step 1, brief summary of *Teacher Interview* and *Values*.
- Present *Teacher Best Practices Handout*
- Review Observation Data
- Prep the teacher for Step 3, *Reviewing Feedback*

Exercises and Materials:

1. Teacher Best Practices (*Positive Feedback and OTR Handout*)
2. Teacher Data (*Presenting the data script / Observation Graphs*)
 - a) Average Teacher Graph
 - b) Teacher Specific Graph

Elicit- Provide-Elicit, Step 2:

Coach Intro: Today there are two primary goals for our time together. The first goal is to review the materials on our teacher best practices, *Opportunities to Respond* and *Positive Feedback*. These two practices have been identified by the UofL research team as the most effective in increasing classroom wide academic engagement during instructional times, while decreasing problem behaviors. The second goal is for us to review the classroom observation data. We have the data specific to your classroom observations, as well as data gather from hundreds of observations taken in other classrooms in around Kentucky.

Elicit:

- *What do you already know about OTRs and Positive Feedback?*
- *What have you been wondering about since watching the video that I might be able to clarify for you?*

Provide:

- *Would it be ok if we reviewed the handouts on OTRs and Positive Feedback together?*
- *What, if anything, from this material seems most important for us to focus on together?*

Elicit:

- “What do you make of the materials we’ve just gone over?”
- “How do you see this applying to you or your classroom?”

OARS Examples for Step 2: Presenting Feedback

Open-Ended Questions:

- What is your initial reaction to the average teacher scores?
- What is your initial reaction to your score for Positive Feedback / OTRs?

Affirmations:

- Participating in these coaching sessions demonstrates you are still interested in growing as teacher.
- Reflecting on your own teaching practices is admirable.

Reflections:

- You are relieved to see that most teachers struggle with these skills.
- These scores are pretty much what you expected.
- Having a visual representation helps you process the data.
- You are surprised that the average teacher score is low.