

Quick Guide Step 3: Reviewing Feedback

This document is designed to help guide Instructional Coaches as they complete Step 3, *Reviewing Feedback*. At the completion of the session coaches should have a clear sense of the teacher's identified goal(s), or behavior change. At the end of the session, teachers are ideally reporting that behavior change is **important** to them and that they are **confident** that they can implement the change if they choose to.

This step is designed to solicit the teacher's feedback on the observation data and assess and bolster their motivation to commit to behavior change in a specific area related to their instructional or classroom management practices. In this step, OARS are used to first narrow the teachers focus and then strengthen and "thicken" their resolve for specific behavior change by **evoking** change talk and exploring ambivalence. Remember, teachers may respond to the materials presented in various ways. The appropriate strategies are determined by where the teacher presents in the change process, first help resolve ambivalence then strengthen their resolve.

Focusing: Prioritize the areas worthy of further discussion. To move to the next process (evocation) requires a specific target behavior.

Evoking: Call forth the participants reasons for making a change.

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.**
 - Amplify **Change Talk**, acknowledge **Sustain Talk**, in an attempt to resolve **ambivalence**.

Agenda: time with teachers will be limited. Give yourself **5-10 minutes** for each exercise.

- Review Step 2, the *Observation Graphs*.

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Exercises and Materials:

1. Importance and Confidence Exercise (*Importance Rule & Confidence Ruler*)
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OARS Examples for Step 3: Reviewing Feedback

Open-ended Questions - Focusing:

After reviewing the *Observation Graphs*, what stood out to you?

How did the observation data impact how you see your teaching practices?

How does increasing the use of OTRs or positive feedback relate to the value you chose?

What are the downsides of how things are now?

How would you *like* for your relationships with your students to change?

What would make it worth your while to increase your use of positive feedback / OTRs?

Open-ended Questions - Evoking:

Describe a time when you have made a successful change in your classroom strategies.

How *important* is it for you to _____? (1-10 scale)

How confident are you that you can increase your use of positive feedback / OTRs?

What might be the 3 best reasons for _____?

What ideas do you have for how you *could* increase your use of positive feedback and OTRs?

Reflections: Focusing:

You want to increase your positive feedback, but struggle to ignore misbehaviors.

You have spent a lot of time reflecting on your classroom strategies.

You are hesitant about trying these new skills, things are working well as they are.

Reflections: Evoking:

You see the value in these new strategies.

You are eager to try these new skills.

You see how these strategies are in line with your values as a teacher.

Affirmations:

You've really put a lot of thought into how these changes might increase your effectiveness.

You're a very dedicated teacher.

You care a lot about doing your best work for these kids.