

Motivational Interviewing Skills for Coaches (MISC) “Standardized Teacher” Practice and Feedback

Directions for the Coach

During the second component of the MISC training process, you will interact with one of our trainers who will assume the role of a teacher. This “standardized teacher” scenario provides you a way to practice the coaching best practices process, and MI; immediately after each interview, our research staff portraying the teacher will provide some thoughts regarding your initial attempt implementing this intervention. In addition, these practice sessions will be audio recorded and reviewed by a member of our research team, who will provide more formal feedback regarding your use of specific MI skills and the MISC processes after listening to the audio recording. Both the informal feedback provided directly after your “standardized teacher” session, and the more formal feedback provided a day or two later, are strengths based, growth oriented and positive in tone! The purpose is professional development rather than evaluation. In fact, there is no formal evaluation occurring during this process.

Here’s how these sessions will work:

- The trainer will provide a rough schedule for the “standardized teacher” and feedback sessions.
- At the specified times you’ll meet with your ‘teacher’ and practice one step of the MISC process.
- Each session should be practiced in its entirety, from start to finish without breaking character (although your ‘teacher’ is very patient – even when you need to refer to the manual or your notes – or start again with a “do over!”)
- Each session will be audio recorded.
- Immediately after the session you and the ‘teacher’ – who will magically change back into your trainer – will informally debrief.
- Then you are ready for session two! Repeat until finished.

Here is some brief information regarding the ‘teacher.’

Mr./Ms. Apple is a twenty-seven-year-old third grade teacher, working in a public school. He/She is relatively new as a teacher. His/Her strengths are genuinely enjoying the students and patience, but he/she is often disorganized. He/She struggles with engaging the student’s attention during lessons, and when behaviors escalate, he/she feels ill equipped to respond. Mr./Ms. Apple has agreed to participate in the MISC intervention, and you have described your role and the intervention procedures in general terms prior to your current visit.

Session 1: You’re on your first session with Mr./Ms. Apple. You have already described the program and completed the classroom ecology exercise. Begin your interview by completing the Values Discovery exercise with Mr./Ms. Apple.

Session 2: You’re on the second step of the coaching best practices process, again meeting in the teacher’s classroom. You have a good grasp of the classroom ecology, and the values expressed by the teacher. Your task is to present the *OTRs and Positive Feedback* information, and then the *Classroom Observation Data*.

Session 3: You’ve already presented the data and instructional practices with your teacher, now spend some time reflecting with the teacher on their takeaways from the data. Begin to help them focus on specific behavior changes, and evoke the importance of making the identified behavior changes as well as their confidence that they can be successful.