Engaging in Coaching & High Quality Instructional Feedback with the POP Cycle

January 25th, 2021





Virtual Engagement

Keep Your Camera On

Please keep **cameras on** for engagement, if possible.

Remain Muted

Remain **muted** when not talking for sound quality for all.

Joining by phone:

Mute phone and use *6 to unmute

Rename Your Screen Name

Rename your **screen name** to include your first name and last name (click on the three dots in the upper right corner of your camera picture square).

Stay Engaged

- Comment in the **chat box** at any time
- "Raise your hand" feature
- Warm call/cold call
- Small group breakouts
- Journaling
- Break planned



We will be recording...





Introduction and Reflection





What have you learned about yourself over the past 9 months?

Session Guiding Questions

- What is McNeese's model for coaching & supervision during the clinical experience?
- How can coaching mindsets enhance the student teaching experience?
- What are the attributes of high quality feedback?
- How can I prepare to receive feedback to grow as a teacher?

Coaching & Supervising At McNeese State University



Our Goal:

To ensure that our teacher candidates are highly prepared, self-reflective practitioners who have the skills and knowledge needed to positively impact student learning for

ALL students.





200-300 per hour

1,200-1,500 per day

205 trillion options



Bridging the Experience

aurea Mark

K

Ciald Wark

 Learning content, theory, pedagogy 	 Applying content, theory, pedagogy
 Practiced in a controlled setting through writing and rehearsals 	 Enacted with a class of students daily with multiple subjects
 Responses from instructors or peers 	 Responses from students who may not respond as planned
More controlled variables for linear- friendly decisions	 Less controlled variables require flexibility and responsiveness
 Feedback from instructors on assignments 	• Feedback on instructional practices and outcomes from practitioners in the field





Coaching and Learning for Equity





You are not alone.

The most valuable resource that all teachers have is each other. Without collaboration our growth is limited to our own perspectives

--Robert John Meehan



What is your vision for your mentor experience?

What are your goals?







Coaching Mindsets



Reflect on Coaching...















Coaching with a Growth Mindset



"Coaching is creating change in a teacher's attitudes, beliefs, and actions. Change, after all, is only another word for growth, another synonym for learning." -Charles Handy



What makes you excited to be a mentor?

How do you respond when you are coached?

What keeps you going when things get hard?

How do you use feedback to improve your practice?

Knowing this about yourself:

What do you commit to this semester to ensure you are engaging in a coaching partnership that "levels up" your practice?





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Coaching with High Quality Feedback





Think about a time when you received helpful coaching.

What were the characteristics of the FEEDBACK you received?

Please share in the chat.



High Quality Feedback

- Actionable
- Specific
- Relevant
- Focused
- Consistent
- Genuine
- Includes models
- Examples or resources
- Objective

- Timely
- Considers developmental needs
- Prompts improvement
- Connected to prior learning



The Continuum of Learning STAGE 4: Unconscious STAGE 3: competence Conscious STAGE 2: competence Conscious STAGE 1: I stop having to think about incompetence Unconscious the skill and can do it I think about and work competently with little effort. incompetence hard to show I know what I don't competence. know.

I don't know what I don't know.

Advocating for Coaching





- 1. Evidence Objective evidence specifically related to the dimension or best practice
- 2. Instructional Rubric Language Lifted directly from the FEE rubric
- 3. Impact on Student Learning Name why the best practice is important for instruction and student achievement-draw the connection for the TC
- 4. Connection to Prior Learning Use past walk throughs, performance assessments, student teaching course topics, etc. to draw the connection for the TC
- 5. Next steps to Improve Actionable next steps for the future. The area of growth should include a clear resource to improve.
- 6. Student Friendly Language Be mindful of the audience



Examples of Written Feedback

Lesson Strengths:

Activity based and student choice; Effective/ consistent monitoring and feedback; High Engagement

Lesson Challenges:

Ensuring student are attending when directed

Recommendations/Goals:

Ask for attention, scan the room and wait before moving on

Critical Attributes:

- 1. Evidence
- 2. FEE Rubric Language
- 3. Impact on Student Learning
- 4. Connection to Prior Learning
- 5. Next steps to Improve
- 6. Written in Student Friendly Language



Examples of Written Feedback

Lesson Strengths:

3.1 Classroom environment, Routines & Procedures Rang bell to get student attention- reviewed CHAMPS. Student attempted to respond- TC remember we need to raise our hand.

Changed CHAMPS and reviewed- conversation whisper level 1. Everyone say got it

Lesson Challenges:

2.3 Communication

Reading the book- rate of speech is quick. Pointed to the numbers in the book but did not look at the students.

Recommendations/Goals:

When reading to a whole group of students be mindful of your rate of speech. Slow down and engage the students. Pause to ask questions or check for understanding using academic language.

Critical Attributes:

- 1. Evidence
- 2. FEE Rubric Language
- 3. Impact on Student Learning
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Verbal Feedback and Emotion





How do you feel when you receive feedback?



SOURCE: Yale Center for Emotional Intelligence



You and your mentor are walking down the hall. Your mentor says that he would like to discuss the lesson you just taught. He identifies the lesson strength as classroom procedures. Then, he shares that the lesson progressed too quickly. He suggests that you slow down and add more student engagement.

You think:

I worked really hard on the lesson and sped up because I was concerned about finishing on time...

How might you be feeling?



How might you be feeling after receiving the feedback?







PLEASANTNESS

Strategies for Receiving Feedback



BREATHE.



Listen to understand.



Separate your emotions.



Quiet your inner critic.



Remember, feedback is an opportunity to grow.



Neuroplasticity and The Power of YET





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MENTEES: BEST PRACTICES FOR RECEIVING FEEDBACK

What do I do while I am receiving feedback?

- Listen while your mentor is giving feedback, and wait until he or she is finished before you respond.
- Make sure you understand the feedback. It's useful to paraphrase the feedback to your mentor to ensure that you captured the intended meaning. Ask the mentor to clarify or to be more specific if he or she has not been. Ask for strategies to resolve the issues and work together to develop solutions.
- Try not to be defensive. Your mentor is trying to help you succeed. If you're feeling defensive, it might be a good idea to ask if you can make an appointment to discuss the feedback later, after you've had time to consider it. You don't want to continue the conversation while you are upset. It's best to have a cooling down period. You also don't want to ask your mentor to defend the feedback, since feedback generally involves subjective perceptions and opinions.
- Finally, whether you agree with the feedback or not, thank your mentor for his or her time and for being helpful to you.

What if I get feedback that I don't agree with?

- Step back a bit. It's useful to consider the feedback calmly and to think about it in the overall context of moving forward in your career. An important element of receiving feedback is evaluating it, but evaluate it without emotion.
- Ask a trusted peer for his or her point of view or to talk with another mentor.
- While your mentor has more experience and expertise than you have, the decision about whether or not to use the feedback is ultimately your own. If you decide not to use the feedback, let your mentor know and tell her or him your reasons. Your mentoring relationship is long-term, and you don't want to jeopardize it by alienating your mentor.
- Your mentor may want to give you additional feedback. Listen to it and think about it before you finalize your decision. And if you decide not to use the feedback at this time, keep the feedback in mind, since it may make more sense to you down the road. *This section adapted with permission from the Institute for Clinical Research Education Mentoring Resources, University of Pittsburgh www.icre.pitt.edu/mentoring/overview.html*

In the moment:

- Can you tell me more?
- What could I have done differently?
- How might I change my practice to improve student outcomes?
- Can you explain what you mean?
- What would you recommend?

Circling Back:

I was thinking about your feedback. Can you explain why you made that suggestion?

I reflected on our conversation yesterday. Can you describe what you meant by?




Giving Feedback



- Give your candidate time to process.
- It is not about you.
- Be clear, specific and provide evidence when possible.
- Listen.
- Offer actionable steps for improvement.
- Follow-up!



https://www.thebalancecareers.com/provide-feedback-that-has-animpact-1916642

https://www.jodymichael.com/blog/effective-employee-feedback/ https://www.peoplegoal.com/blog/positive-feedback-for-colleaguesexamples-and-tips

https://360learning.com/blog/tips-effective-peer-feedback-loop/

https://hbr.org/2013/03/the-delicate-art-of-giving-fee





What makes you excited to be a mentor?

- How do you respond when you are coached?
- What keeps you going when things get hard?
- How do you use feedback to improve your practice?

Knowing this about yourself:

What do you commit to this semester to ensure you are engaging in a coaching partnership that "levels up" your practice?



Coaching and Feedback Within Performance Assessments (the POP Cycle) To ensure that our teacher candidates are highly prepared, self-reflective practitioners who have the skills and knowledge needed to positively impact student learning for

ALL students.







What is the POP Cycle?











POP Cycle Steps	Description
Identify Dates & Times	The Teacher Candidate & Mentor Teacher work together to select a day and time.
Plan & Prepare	The Teacher Candidate plans a standards-based, differentiated, and culturally responsive lesson with the support of the Mentor Teacher.
Pre-Conference	The Teacher Candidate and Site Coordinator meet at least two days before the lesson to discuss the plan and make any changes prior to instruction delivery.



What do we already know?

• What is the purpose of pre-conferencing?

• What are the benefits to the Teacher Candidate?

• What are the benefits to the students who will participate in the lesson?



Pre-Conference Discussion Guide Steps

Link to Guide

- 1. Preparation
- 2. Standards, objectives and sub-objectives
- 3. Assessment
- 4. Instructional Delivery



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Lesson Delivery & Observation (to include video)	The Teacher Candidate teaches the lesson and records it for their reflection. The Mentor and/or Site Coordinator observe and script the lesson.

During the lesson, the university supervisor will collect evidence and *low-inference* notes.





Low-Inference Evidence is....

<u>Specific</u> and <u>unbiased</u> notes of what occurs during a classroom lesson:

- Scripting what the teacher says
- Scripting what the teacher does
- Scripting what the students say
- · Scripting what the students do
- Copying wording from visuals used during the lesson
- Recording time segments of lesson





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Self-Reflection (Teacher Candidate)	The Teacher Candidate watches the video and scores using the instructional rubric, identifying and area of reinforcement and refinement with evidence for each.
Reflection (Field Supervisor)	The Field Supervisor observes and scores using the instructional rubric, identifying and area of reinforcement and refinement with evidence for each.

After the observation, both the Teacher Candidate and the Field Supervisor:

- Review the low-inference notes and/or video
- Review student data from the lesson
- Identify <u>one</u> area of strength (reinforcement) based on evidence and the FEE rubric
- Identify <u>one</u> area of growth based on evidence and the FEE rubric.



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Post-Conference	The Teacher Candidate & Site Coordinator meet within 48 hours to discuss the lesson.

The Post-Conference is a conversation between the Field Supervisor and the Teacher Candidate.

The Teacher Candidate should be doing at least 50% of the talking. This will build self-reflection skills and vocabulary around teaching practices.

Teacher Candidates will identify specific actions they took that **impacted student learning**.



Post-Conference Discussion Guide Steps

Link to Guide

- 1. Opening
- 2. Teacher Candidate

Reflection

- 3. Reinforcement
- 4. Refinement

5. Closing



What if your feedback is not aligned with your reflection?

Remember your coaching goals.

Reflect using your the mood meter.

Use your strategies for receiving feedback.

Consider using your prompts for receiving feedback.







I don't know what I don't know.



What do you commit to this semester to ensure you are engaging in a coaching partnership that "levels up" your practice?



Feedback Survey



