

COACHING SEQUENCE FOR PROVIDING PERFORMANCE FEEDBACK

Strategy	Description	Examples
Begin with one or more positive statements	Initiate the discussion with a statement that describes something the teacher did well. It is fine to use general statements such as, “You did a great job today” but be sure to provide some specific examples.	“You did a great job gesturing to Rick and Lila (peers) that they should just ignore Monty’s rocking. That prompt was subtle enough that I don’t think Monty or anyone else even noticed but it really helped reassure Rick and Lila that they were doing the right thing.”
Ask for positive reflection Note: The Reflection Form can be used as part of this step.	Either before or after identifying something positive, ask the teacher what he or she thinks went well. If the teacher focuses on how well the <i>student</i> is doing, try to prompt the teacher to identify something about their own implementation that was positive.	“In your view, what do you think is going well? Either overall or just in the time I watched today?” “I agree that Monty did well responding to his friends today. I’m wondering how you felt about the way you supported Monty and his friends—what went well?”
Ask for reflection on areas for improvement Note: The Reflection Form can be used as part of this step.	Ask the teacher what he/she thought was challenging, difficult, or less than perfect when implementing the intervention. This is a great entry into corrective feedback, as teachers will either identify something that was not implemented correctly or identify something else that may direct coach feedback.	“You said you did ‘okay’ using the token board, I think you did a fantastic job. Were there any aspects of your interactions with Luca during table work today that you didn’t think went so well or that you would want to do differently?”
Provide specific corrective feedback.	Identify exactly what occurred incorrectly and, when appropriate, why	“The reinforcement intervention that we developed indicates that praise should occur immediately after James gives a correct answer. How do you think that went today?” <i>Teacher response indicates that it did not go as intended.</i> “Right, I noticed a couple of times when that happened and several more when it didn’t. There is a lot going on, so it is hard to stay on top of this. James seems to really respond well to your praise so I’m thinking that is something we should work on, what do you think?”

<p>Help the teacher identify strategies to improve</p>	<p>Use collaborative problem-solving to improve performance. Begin by asking the teacher for ideas. Build upon what the teacher suggests. If the teacher cannot come up with strategies, provide options and ask the teacher to select the option that would work best for them.</p>	<p>“Maybe we can come up with a way to make it easier to remember to praise correct responses. What might help to remind you to provide praise after each correct response?” <i>If the teacher comes up with an idea</i>—“That is a great idea. I can either do a gesture like a thumbs up that will remind you the next time I observe”. <i>If the teacher does not come up with an idea</i>—“Here are a couple of thoughts. The next time I’m here, if you like, I could use some gesture, like this (make a thumb up) to remind you to praise James or hold up a visual card that cues you to do so. Do you think one of those ideas will work? If so, which one do you prefer?”</p>
<p>Build fluency slowly by working on one or two components at a time.</p>	<p>Don’t overwhelm the teacher with corrective feedback. Identify one or at most two things to work on at a time.</p>	<p>“You just identified five things that you could work on. There are probably always things we can improve but let’s pick just one or two things. On your reflection form, you indicated that remembering to praise James is difficult. How about working on that first”</p>
<p>End with positive feedback</p>	<p>Feedback should conclude with another positive observation</p>	<p>We spent a lot of time talking about how to remember to praise James each time he gives a correct response and that is important. I think it is important though that we also recognize how much went right. You know, I really liked how you kept your cool today, even when James was really angry. I know that can be really hard to do.</p>