## **REFLECTIVE PRACTICE as a Coaching Method**

## Modeling and prompting reflective practice is a highly effective coaching strategy for Cooperating Teachers and Interns to utilize during the student teaching experience.

## **Benefits of Promoting Reflective Practice**

* Fosters desire to learn, growth, develop practice – remaining open to new ideas and learning
* Use coaching practices to promote reflective thinking, such as:
	+ Probing for information
	+ Asking open-ended questions
	+ Listening for underlying concerns
	+ Reading body language
* Shift role from coach, collaborator, consultant to meet candidate’s needs
* Conducts observations, collects data, provides useful feedback
* Provides feedback about classroom climate, instruction, planning, delivery, and assessment
* Assists candidate with pre-professional growth plan
* Engages regularly with candidate to reflect, plan, model thinking, promote problem solving
* Understands diverse student needs and how to personalize instruction
* Uses strategies to create a classroom community of tolerance and acceptance

# **Prompting Reflection**

Your intern is likely be overwhelmed initially with the ease in which you manage all daily routines and activities. To help them develop their skills in these areas, you may want to consider coaching them through the use of reflective practice that includes models, prompts, and inquiry.

# **Making Your Thinking Explicit—aka modeling decision-making**

Because so much of what happens in teaching is guided by thinking and decision-making occurring in the teacher's head during teaching, it can be helpful to candidates if their CT can develop the habit of making your thinking explicit by verbalizing, out loud, both during teaching and during planning conferences with the candidate. Some suggested prompts include:

* What factors are you weighing in your mind as you make adjustments to plans during teaching?
* What experiences are you calling on?
* What priorities are you juggling?

*Additional prompts for use during coaching*

## During co-planning or in reviewing lesson plans, you may ask:

* How do you plan to introduce the lesson?
* As you envision the opening of the lesson, how long do you anticipate that it will take?
* As you see the lesson unfolding, what will students be doing?
* What do you see yourself doing to produce those student outcomes?
* What evidence will you have that students understood the concept that you wanted them to learn?
* What will you want me to look for and give you feedback about?
* What will you look for in students’ reactions to know if your directions are understood?
* What do you anticipate students will struggle with in learning this concept?

## Following a lesson, you may find it helpful to prompt interns with the following questions:

* As you reflect back on the lesson, how do you feel it went?
* What did you see students doing (or hear) that made you feel that way?
* What do you recall about your own behavior during the lesson?
* How did what you observed compare with what you planned?
* How did what you planned compare with what you did?
* As you reflect on the goals for this lesson, what can you say about your students’ achievement of them?
* What were you aware of that students were doing that signaled you to change the lesson?
* What evidence or ideas do you have to explain why some students performed as you had hoped while other did not?
* What did you do (or not do) to produce the results you wanted?
* As you reflect on this discussion, what big ideas or insights are you discovering?
* As you plan future lessons, what ideas have you developed that might be carried forth to the next lesson or other lessons?
* As you think back over our conversation, what has this session done for you? What assisted you? What could I do differently in future sessions?

## General Prompt Ideas:

* Ask candidate to compare lesson goals, activities, and assessments for alignment
* Prompt candidate to anticipate teaching strategies and decisions and concerns
* Ask candidate to clarify lesson goals
* Prompt candidate to summarize their decision making out load – as if talking to themselves
* Ask candidate to think about the evidence of student achievement
* What do you think you did to help make things go so well?
* Could you use any of those strategies again sometime?
* What has been going on in the classroom when behavior was not a concern?
* The last time we talked, you expressed concern about the upcoming lesson. How did that go?

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