Step 4: Reflection and Feedback

This coaching guide is meant to help you identify when culturally responsive practices are in place as much as it is to identify when they are not in place. So, remember to reinforce teachers when you find good examples of culturally responsive practices just as you do with other coaching practices. For example, “That was a great strategy you used to connect with parents working two jobs. I’d really like to share that with other teachers. Can you tell me more about how you did it?”

Reflective conversations on culturally responsive practices may be stimulated by ongoing classroom coaching and reflections, an observation of a specific incident that suggests a question about a teacher’s practice, or following a meeting or professional development in which culturally responsive practices and/or implicit bias is discussed. Each of these contexts may require a different beginning or set of reflective questions.

TPOT observations, reflections on the questions and examples posed in Part 1 of this guide, BIR review, and ongoing observation and practice-based coaching are one point of entry. For example, the teacher may identify a variety of ways in which they attempt to reach families, however, further review of the practice and reflections on Question 13 in this guide indicate that less effort is initiated toward single-parent families. This review and these observations would indicate the need for further discussion around culturally responsive practices and equity related to family engagement.

An observation of a specific incident may also be the catalyst for a discussion of culturally responsive practices. For example, you may observe an incident in which a teacher responds to one child’s challenging behavior by providing instruction on an acceptable alternative behavior but is more directive with a second child, telling them what not to do and removing them from the activity. This incident may lead you to gather more data/information by reviewing BIRs and asking the teacher questions about the difference in her response.

Finally, a professional development activity or meeting around equity may lead to a coaching conversation and reflection about implicit bias and culturally responsive practices. For example, you may have a reflection around vulnerable decision points and how that might apply in a specific classroom.

To prepare for discussions around culturally responsive practices and equity concerns, coaches can review the following conversation starters and reflective questions used frequently in Practiced Based Coaching.

▲ Describe what happened when you …?
▲ How did the children respond to …?
▲ I noticed that you …. Tell me more about that strategy.
▲ What do you think would happen if ….?
▲ Tell me how you felt about...
▲ What might you try the next time?
▲ How did that compare to …?
In addition, coaches can review the following specific questions that may assist in entering conversations around culturally responsive practices and equity.

**Questions following professional development or training**

- What strikes you about what we discussed in the staff training?
- What have you seen that you would like to learn more about?
- What was your impression about the training?
- Did it bring up any issues or “aha” moments?

**Questions following data review**

- Are you seeing any patterns in your data that you want to discuss? Any data patterns that concern you?
- When you examine the data, is it consistent with what is occurring in your classroom?

**General questions about equity/practices to start conversation**

- What experiences have you had with…(implicit bias; culturally responsive practices)?
- What are your thoughts about culturally responsive practices and their application to this process?
- What are some culturally responsive practices we’ve implemented in the program?
- What are practices in your classroom that are culturally responsive? Show me what you have. I would like to hear more about what you are doing.

**Questions following an incident that might occurring during an observation**

- When I was here for my observation, I saw ____ (describe incident). Describe to me what happened that day. What’s your perspective on this situation?
- Let’s talk about Vulnerable Decision Points. Have you come across situations in your classroom recently where a vulnerable decision point occurred? Have you had to ask yourself if this is a VDP?

**Goal Setting**

- In my last observation, I noted that…. (provide wait time for coachee to respond). What do you think about trying…?
- As I think about your strengths, you do this (insert practice here) well. I am wondering if we can add to this practice to address (insert concern here).

**Wrapping up Coaching Conversations**

- What reflections or observations do you have about our discussion today?
- What have you heard today that has made you think or has touched you in some way?