Tips for Working through Resistance
If the teacher is likely to be resistive, have difficulty acknowledging that the concerns are relevant to the classroom, or reject the information, try using the strategies below to initiate the reflection and guide the coachee to awareness and buy-in for practice change.

1. Share a PD resource (see suggestions in step 2) that you think might be helpful in addressing the concern. You might say “I saw this resource and it made me think of your classroom. I think it could be helpful in … (e.g., getting all children engaged in learning, strengthening your family partnerships, etc.). Can you review it before my next coaching visit and we can discuss it?”

2. In the next coaching session, start the conversation with “What did you think about the resource?” and pause for response. You might follow with “Would this strategy work in your classroom?”. If the teacher does not express interest or see the fit, you might follow with “I noticed in your classroom that (state the concern in observational terms). I thought that this resource might be helpful for thinking about how to (state the practice).”

3. If the teacher rejects the notion that your observation is accurate or the change in practice is needed, assess whether one of the following strategies might be helpful:
   a. Suggest that the teacher monitor her practice over the next week for a follow-up discussion (e.g., “Would you be willing to think about this over the next week and collect some data to see if it’s an issue for your classroom? You could do a simple tally of how many times you join in the play of the boys during center time versus the girls”).

   b. Suggest that the teacher reflect on her practice and hold a team meeting with other personnel in the classroom to discuss whether this is an issue for the classroom. During this meeting the team can make a list of examples that show that the practice is/is not being implemented. You might say “I can’t be here every day and I don’t get to see everything that happens. You and your team know best what happens in the classroom. Could you bring this up in a team meeting over the next week?”

   c. Offer to videotape an observation so that the teacher can review it and identify if there are any concerns (e.g., “Would it be helpful if I videotaped center time and provided it to you for your reflection. When you are busy teaching, it is hard to observe everything that might happen in the classroom.”).

4. If the teacher asserts that biased-practices are justified because of perceptions about a particular group of children (e.g., “Those children need …” or “Those children can’t …”), follow the statement with probing questions to move the teacher towards exploring the basis for the statement. For example, you might say “What makes you say that?” or “When you say those children, it makes me think that you believe that…. Can we explore that some more?”