

# Relationship-Based Professional Development Credential Course

## Learning Activities for Session 13 – Facilitating Growth and Learning: Feedback & Reflection

**Please note:** The RBPDP Credential materials are owned by the Minnesota Department of Human Services, Child Services Division. The materials will be available on Canvas during the course and for one week after the course ends. You are responsible for downloading any materials that you would like to keep for your records.

### Session 13 Online Overview

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#### Course Level:

2

#### Knowledge Competency Framework for Early Childhood Practitioners:

Content Area IV: Assessment, Evaluation, and Individualization- 2 hours

Content Area VI: Professionalism - 1 hour

#### RBPDP KCF Content Areas:

V. Facilitating growth and learning

#### CDA Content Area:

Professionalism

#### Learning Objectives:

- Objective 1: Examine how feedback and reflection fit in the RBPDP cycle.
- Objective 2: Analyze video to identify reflective feedback from RBPDP specialist to partner.
- Objective 3: Practice components from each phase of the RBPDP cycle.

#### Reading: Session 13 Documents

#### Lecture Notes, PPTs and handouts:

- Session 13 PPT Feedback and Reflection

- Session 13 Lecture Notes A - Feedback-Reflection
- Session 13 Lecture Notes B: - Feedback starters
- Session 13 Lecture Notes C: - Using Video in RBPB
- Session 13 Handout: Coaching with Video: Four Guided Noticing Strategies

#### Web Links:

- <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pbc-brief-rf.pdf> For definitions of debrief conversations - reflection/feedback. See page 3 for reflection. Note the distinction on page 4 between **supportive** and **constructive** feedback. (For a video summary, see 00:42-3 min mark): <https://eclkc.ohs.acf.hhs.gov/professional-development/article/practice-based-coaching-pbc> )
- <https://eclkc.ohs.acf.hhs.gov/sites/default/files/video/attachments/coaching-corner-series-coaching-strategies.pdf> (Explore different ways to debrief; think about which ones you use most often and which ones you might want to try.)
- Constructive feedback -when seeing actual words/examples of a practice is helpful: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/video/attachments/coaching-corner-series-constructive-feedback.pdf>

#### Video Links

1. For the Discussion Board:  
[https://www.youtube.com/watch?v=8u185n5G5rA&feature=player\\_embedded](https://www.youtube.com/watch?v=8u185n5G5rA&feature=player_embedded)  
and <https://www.youtube.com/watch?v=MRKkm-KskME>
2. For the Video Chat: Video clip Feedback/Reflection Shoe Graph Lesson (also included in Lecture Notes A) <http://earlymath.erikson.edu/reflecting-conversation-shoe-graph-lesson/>
3. For the Video Chat: Video clip (5 min) discussing culturally sensitive feedback delivery (From Lecture Notes A): <https://globalleadership.org/videos/leading-others/negative-feedback-2>

#### For reflection/assignment due in Session 15

- Coaching Practices Strengths and Weaknesses Case Study needs assessment (Frank Porter Graham, 2012), pp. 14-18 Tanya case study (FPG coaching Combined Handouts.pdf in Canvas.)

#### Optional feedback/reflection resources (for further exploration/learning outside of class):

- Tips for giving reflective feedback:  
<https://eclkc.ohs.acf.hhs.gov/sites/default/files/video/attachments/coaching-corner-series-reflective-feedback-tips.pdf>
- Video examples of two feedback sessions (math preK and infant language) from PBC: <https://eclkc.ohs.acf.hhs.gov/video/reflection-feedback-examples>

- Head Start. (2020.) *Coaching Corner Series: Putting it Into Practice: Resources and Strategies to Promote Anti-Bias Teaching and Home Visiting Practices (Transcript.)*
  - See PDF in Canvas
- Jablon, J., Dombro, A. & Johnson, S. (2014). *Coaching with Powerful Interactions: A Guide for Partnering with Early Childhood Teachers*. This is an “E-book” available at: <https://www.naeyc.org/resources/pubs/books/coaching-powerful-interactions-second-edition>
- Jablon, J & Johnsen, S. (2015) Using video to coach teachers for powerful interactions in early childhood classrooms (webinar presentation), found at <https://www.earlychildhoodwebinars.com/webinars/using-video-to-coach-teachers-for-powerful-interactions-in-early-childhood-classrooms-by-judy-jablon-and-shaun-johnson/>
  - Click on “Session Recording - view” and enter your email address. You will then get access to the webinar recording.
- Jerald, C. (2012). Ensuring accurate feedback from observations: Perspectives on practice. Seattle, WA: Bill & Melinda Gates Foundation, found at <https://docs.gatesfoundation.org/documents/ensuring-accuracy-wp.pdf>
- Scheeler, M., Ruhl, K., McAfee, J. (2004). Providing performance feedback to teachers: A review. *Teacher Education and Special Education*, 27 (4), 396-407. Retrieved from <http://files.eric.ed.gov/fulltext/EJ694123.pdf>

#### Ongoing Resources:

- **RPBD Credential Glossary**
- *Minnesota’s Knowledge and Competency Framework for Relationship Based Professional Development Specialists* <https://edocs.dhs.state.mn.us/lfserver/Public/DHS-7586-ENG>

#### Discussion Board:

Initial Post is due \_\_\_\_, with at least 3 additional posts to other participants by \_\_\_\_

Consider the information (including videos) from **Lecture Notes C** (2 videos with educator testimony, research, strategies), examples from the **Handout**: “Coaching with Video: Four Guided Noticing Strategies,” and your own experience/fears/ opportunities about being videotaped or using videotape). Share your thoughts and feelings about using videotape in RPBD, including ideas such as:

- How has video been helpful in your own past work (or not)?

- Have you shown video in your RBPB sessions? Why (or why not) and what difference did it make?
- How do you think videotaping teachers would make a difference in the work you do (or plan to do) as an RBPB specialist? What fears might educators have and how could you address them?
- If you were initially hesitant, have you changed your perspective at all after exploring this session's materials? Why/why not?
- **If you were to place yourself in a stage of change about using videotape, where would you be? What are barriers to moving forward?**

## Video Chat:

- Explore the links (including videos) in Lecture Notes A and think about the distinction between Supportive/Constructive Feedback and Cultural delivery of feedback. How does Supportive and Constructive feedback fit in your own experience as a professional? As you think about delivering constructive feedback in RBPB, what do diverse cultural experiences of feedback mean for your approach? How does this information strike you? Can anyone speak to their own ways of experiencing feedback? The cultural delivery video implies that how a person processes feedback isn't only about personality but also about our cultural norms. How would you plan for and adjust the way you offer feedback?
- Use the shoe sorting reflection video for the following questions:  
<http://earlymath.erikson.edu/reflecting-conversation-shoe-graph-lesson/>
  - Reactions/thoughts about this feedback/reflection session (have notes handy)
  - How do you think the feedback/reflection made a difference for this teacher?
  - Which feedback would you see as "supportive" and which was "constructive?"
- Use your notes from the Handout: Feedback Conversation Starters. What stood out to you about the Feedback "conversation starters?" What did they have in common? What was unique? How can these intentional ingredients be helpful in an RBPB feedback conversation?
- (As time allows): Analyze the email feedback example from handout <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pbc-brief-rf.pdf> page 5. If you were the educators who received this email (or a similar one), what would you gain? What might be the benefit for the RBPB specialist?
- Have the handout available from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/video/attachments/coaching-corner-series-coaching-strategies.pdf> to identify comfortable and less comfortable strategies.

## Reflection Assignment:

In preparation for Session 14 and thinking about assessment, please explore the use of a needs assessment using the following steps, found on pages 14- 18 in the FPG coaching Combined Handouts.pdf in Canvas.

The next session explores the use of assessment in RBPd. This homework provides practice using a needs assessment as a starting place for setting goals with an RBPd partner. Tanya is name of the teacher completing the sample needs assessment. Read about Tanya on page 14 and *imagine that you are Tanya's coach*. Examine the needs assessment and Tanya's responses on pp. 15-18. As you read her responses, take notes as if you are preparing to walk through a goal setting process with this teacher.

Note: On the bottom of page 14 you are asked to:

1. Review the current action plan and needs assessment information, including Tanya's notes about her priority practices.
2. Decide which practice you think they (*the coach and Tanya*) should target.
3. Write a goal for that practice to guide coaching.
4. Write an action plan for your goal. Include action steps and resources that might be needed to support the action steps.

*Before you read through Tanya's responses to try and answer these questions, ask yourself "How might we decide which practices to target as a priority?" (#2 above) And since goal setting relies on two people, how do Tanya's own words support that decision? Think about:*

- What *themes* do you see as you look through the items where Tanya reports *needing help*?
- How might Tanya's reported *strengths* provide a *starting place* for areas that she finds challenging?
- What does Tanya think she needs to "know more about?" Consider stages of change, and whether she needs to deepen her *understanding* or her *implementation*. Why does that matter as you think about where to start and what strategies to propose in action planning?

As her coach, you will see many options for goals. Using Tanya's ideas is important. Where does she seem to be invested in learning or making change? To narrow down a goal, think about the idea of a "leverage point." A leverage point is a place where several needs might be addressed using the same goal. (The expression "getting the most bang for the buck" fits here.) An example of a potential leverage point based on Tanya's responses might be to encourage setting a goal around being more intentional about her presence throughout the room, which has the potential to impact learning in routines and/or even peer connections.

As you think about priorities and related needs (themes) from her assessment, *write down one goal you might recommend as a starting place for Tanya and why.*

Based on your own work and this experience, what are your thoughts about using needs assessments based on your own experience and/or this exercise?

*Please also have your notes available for the video chat in Session 14.*

## **Homework:**

**Please continue planning for the final activity in Session 15;** Step 2 of the *Planning/Practicing the Cycle of RBPd* process. You have already chosen (or written) a scenario. Look at the handout to complete Step 2 and 3. (The handout is included in every session from Session 12-15.)

## **DESCRIBE RBPd PARTNER AND SMART GOAL**

**Follow STEP TWO.** Use the *Practicing/Planning the Cycle of RBPd*. Fill out STEP 2, page 3, #1-4. This step describes the RBPd partner and the goal-setting process of the RBPd cycle.

Imagine that you had an action planning/goal setting meeting and fill the information out accordingly. Please finish this step before Session 14. (The reflection/feedback cycle will happen in a Zoom small group role play before the Session 15 Video chat. In this Step 2 of the process, you may also use the Coach Lesson Plan found on pp 5-6, item #1 as a place to record your notes. *(Using the coach lesson plan is optional and is included as a resource if you do not already use one.)*

**Follow STEP THREE.** Complete Step 3 at the top of p. 4 (of *Planning/Practicing the Cycle of RBPd*) by outlining *what happened* during the observation. What did you “see” in the Observation/Implementation step of the RBPd cycle? Use your imagination! Base the observation on your scenario (so it could be a situation that actually happened.) Be sure to include the “me check.”