



# The Reflective Practitioner

*PIIC Style*




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## Please Do Now

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- When using **REFLECTIVE PRACTICE**:
  - What do you find the easiest?
  - What do you struggle with?
- [Please Do Now - Online Form](#)




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## Session Goals

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- Identify those elements that comprise an effective reflection, and plan next-steps.
- Employ strategies to deepen reflective questioning.
- Apply reflective strategies to real-life scenarios.

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## Reflection



Enhancing Professional Practice: A Framework for Teaching, ASCD, 2009

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## 2 minutes:



- List **3** *effective practices* you saw in this reflection.

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## 3 minutes:



- Turn and share with a partner.
- As a pair: Choose one practice to share with your table.

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### 5 minutes:



- As a table, choose one practice to share out.

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### 5 minutes:



- Take a minute to reflect and imagine you are Holly's coach.
- As Holly's coach, what would be your next steps in working with her

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### 5 minutes:



- Discuss at your table
- Popcorn out the coach's *next steps*.

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## Promoting reflection through effective questioning.



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## How can a Coach promote reflective practice?



One way that a Coach can encourage and support reflective practice is through the use of effective questioning techniques.

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## Promoting reflection through effective questioning.



- The questions should be designed to help the person being coached to:
- Articulate the goal or outcome that is expected.
  - Examine what has already been done or the plan for accomplishing that goal.
  - Evaluate the action or the plan to ensure it will lead to that outcome.
  - Plan the next steps.

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## Promoting reflection through effective questioning.



To be most effective questions should:

- Be open ended.
- Be non-judgmental.
- Be simple, short and specific.
- Reflect the language of the person being coached.

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## Promoting reflection through effective questioning.



Open ended questions require more than a "Yes", "No", or other simple answer.

If you do not get the information you want with a general question be more specific, "What happened when you.....?"

You can always follow up with "Why do you think.... ?" or "How.....?"

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## Promoting reflection through effective questioning.



Non-judgmental questions reflect a neutral observation by coach.

They do not infer a right or wrong answer.

Are delivered in a neutral tone of voice and body language.

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### Promoting reflection through effective questioning.



Long, complex questions confuse the person being coached and complicate the coaching process.

Short, simple, specific, well-structured questions can be extremely powerful and encourage self evaluation.

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### Promoting reflection through effective questioning.



Listen carefully to the language used in the environment. Using different language can render your questions "un-hearable."

Using familiar language can help the person being coached connect to the question.

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### Promoting reflection through effective questioning.



**LISTEN** to the answers to your questions.

Don't be guilty of formulating the next question without paying attention to the answer to the first question. You will miss the opportunity for great follow-up inquiries.

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## Reflection



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## Reflective Questions



### ***At your table:***

What are 3 questions you could ask, as a coach, to help Holly deepen her reflection?

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## Coaching Scenarios



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## Coaching Scenarios



- Each table will receive a scenario
- Choose a
  - Time keeper
  - Recorder
  - Reporter

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## Coaching Scenarios



- Read the scenario from a *coach's* point of view.
- As a group, complete the template.
- Be prepared to report out if your scenario is chosen.
- Debriefing

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## Scenario 1



Colin the coach has been working with a high school social studies teacher who has been somewhat reluctant to engage in the BDA process. The teacher had given his junior social studies class an assignment to create a book to read to fourth grade students on some aspect of Franklin D Roosevelt's presidency.

The day before the teacher is to take his students to the fourth grade to read their stories, he contacts Colin and asks him how he should prepare his students for their trip to the elementary school.

Colin has not been part of this project, what should he do?

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## Scenario 2

Mark is working with a bright, energetic, young teacher named Anthony. Anthony appreciates having an instructional coach and frequently requests that Mark visits his classroom as part of the BDA cycle.

Mark uses questioning to have Anthony reflect on his own practice. Anthony, however, is not secure, and constantly asks Mark, "How am I doing?"

How can Mark help Anthony become a more reflective and less dependent practitioner?

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## Scenario 3

Dave, a secondary instructional coach, recently provided the science department with a professional development on incorporating literacy strategies into their lessons.

It bombed! He had a number of technology glitches, the strategies he presented were not grade-level appropriate, and he was unaware of the prior knowledge of the department members.

How can reflective practices help Dave regain his *Coaching Mojo*?

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## Scenario 4

Janet is a full-time K-12 coach for the Rocky Road School District. In the past 2 years, she has been able to form great relationships with her teachers, provide excellent professional training, and is currently in constant demand to work with teachers in the BDA cycle.

She is so in-demand that it has become very difficult for her to respond to teachers as quickly as she would like.

What can she do to handle the demands of her increasing workload?

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# Ticket out the Door



- What are 3 things you will take home from this presentation?
- How will you use these when working with teachers / coaches?
- [Ticket out the Door- Online Form](#)



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