

# Exploring Teachers' Preferred Feedback: The Use of Feedback Profiles in Coaching

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## Abstract:

This action research project was designed to describe and explore how a coach's feedback impacts teaching practice through building a feedback profile and giving feedback in the teacher's preferred method. Data was gathered through feedback with surveys, interviews and observations with teachers I coach on type of feedback given and the perceived relationship and level of trust experienced with the person giving feedback. Customizing the type of feedback given based on the teacher's feedback profile allowed for differentiation in each coaching session and the coaching sessions were able to go deeper, faster. Additionally, building a feedback profile with teachers caused me to reflect more often on my actions during coaching sessions and learn more about myself as a coach. Finally, findings indicate that when feedback was given in the teacher's preferred method and when an action step was decided on and implemented, positive impact on the classroom was observed. More research on the impact of building and using a feedback profile will be needed to understand the long-term implications of how it can impact the relationship between the coach and teacher and positively impact student learning.

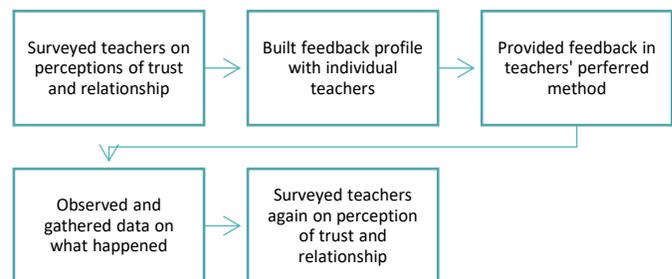
## Relevance

- Working with a coach can be impacted by the following factors: relationship between teacher and coach, type of feedback given, and the frequency of feedback (Brinko, 1993).
- In my work as a non-evaluative, confidential coach, I have noticed implementation of my feedback is not consistent by teachers, leading to wondering: what factors would increase implementation of feedback?
- As an Instructional Mentor, I work with novice teachers in their first or second year of teaching. A large part of my role is giving non-evaluative feedback based on observed instruction.
- Developing and maintaining supportive relationships with novice teachers is pivotal, as more than one-third of teachers leave the profession within the first five years (Callahan, 2016; Shaw & Newton, 2014).

## Research Questions:

- What types of feedback (directive, responsive and/or appreciative) do teachers I work with most and least prefer and why?
- What happens when a teacher's preferred style of feedback is given?
  - How does the relationship between coach and teacher change?
  - How does the teacher's classroom instruction change?
- What are my strengths and areas for growth as a coach providing feedback to teachers?
  - How will I grow in my work as a coach by tracking the type and quality of feedback I provide to teachers?

## Methods



## Types of Feedback:

Directive	Responsive	Appreciative
deliverer takes an expert role, and identifies an area for growth Here's how to get better.	building reflection through questioning "What do you think would happen if...?"	experience feelings of being appreciated I see you. I get you. You matter.

## Findings

- Building a feedback profile allowed me to learn more about each teacher and differentiate my coaching.
- Feedback conversations felt smoother, more like a collaborative conversation.
- Developed more comfort as a coach stepping into a "expert role" and being a "warm demander".
- When an action step was decided on and implemented, a positive impact on classroom instruction was noticed.
- Building a feedback profile with teachers caused me to reflect more deeply on my practice.

## Limitations

- Coaching is not limited to simply giving teachers feedback. Other events occur that required my support outside of coaching conversations. Working to support teachers through these types of situations must be balanced with feedback conversations. These situations may have also contributed to building trust, and were not monitored.
- None of the action steps were linked to student learning outcomes, instead linked to observed changes in the classroom. This would have required a much more intense coaching cycle, which at this point requires too much time.
- This research was only conducted with teachers I am mentoring and coaching who wanted to participate. Findings may look different when implemented with all teachers I coach.

## Implications:

- As a coach, creating a feedback profile is an important step in building a trusting relationship with teachers.
- Giving feedback in the teacher's preferred method maintained or increased the level of trust experienced with the coach.