



Constructive Feedback Examples

When providing constructive feedback to coachees:

1. Start with what you observed regarding the targeted practice.
2. Give information and suggestions for improving the practice.
3. Ask the coachee to reflect on other ways to improve the practice.
4. Provide resources to support implementation.

Examples of constructive feedback:

The ant farm is a great addition to your science area. I didn't see the children go into that center during free choice time, though. You will need to be intentional about sharing information about the ant farm, asking open-ended questions about what the children observe the ants doing and encouraging them to hypothesize, like "Why do you think the ants are digging tunnels in the dirt?" and "What do you think the ants are carrying in their mouths?" Make it fun for them to become scientists by providing art and writing materials and encouraging them to "write" or draw what they observe. What else could you ask or do to encourage children to learn more about ants and develop their analytical and reasoning skills? The Children's Science Museum's newsletter this month has fun activities related to ants and other insects that might be helpful. (Share webpage information or flyer).

The children were very excited to review rules with you today! Now they just need reminders to reinforce them, using the same words as on the poster, when you catch them doing the right thing. If they break a rule, make sure you redirect them back to the rules poster. For some of the younger kids especially, it will be much more powerful to show or tell them exactly what you want them to do instead of just correcting the bad behavior. So instead of saying, "You are not sitting criss-cross", what else could you do or say that would focus a child on what you want them to do? The CSEFEL website has many more ideas for teaching and reinforcing rules. (Share website address).

For the transition line up for lunch you did a great job of reviewing and reinforcing math vocabulary and concepts by having the children "add" as each child entered the line. The children were excited to be "added in" when they entered the line and then to "add" their friends when they joined too. One thing you could do to extend their math learning is to focus on cardinality, too. Cardinality is the knowledge that the last number named in a set represents the number of objects in the set. You could reinforce this by asking children, "How many people are in line?" after each child is "added in." If the children cannot identify the number of children in line, you could model for them (e.g., "1, 2, 3, 4, 5—there are 5 children in line!") There are lots of good math activity ideas on the Head Start Early Childhood Learning and Knowledge Center website. (Share website address).

I heard you introduce lots of great new words around your transportation study at today. It's important that kids hear and use new words throughout the day for it to be incorporated into their vocabulary. You could post those words with picture clues in the room for the children to "read" and to remind you to use them. How else could you encourage the use of those new words? Check out Building Language for Literacy for activity ideas for building vocabulary throughout the day. (Share this or other Language or Literacy curriculum used by the grantee).