



# Classroom SEBH Coach Series

## Session 3

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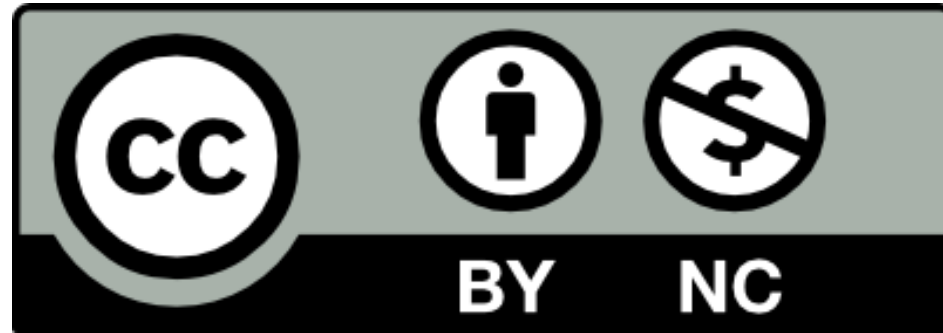


# Acknowledgments

The content for this training day was developed based on the work of:

- National Center on PBIS
- Collaborative for Academic, Social, and Emotional Learning (CASEL)
- National Center for Pyramid Model Innovations (website: [challengingbehavior.org](http://challengingbehavior.org))
- Brandi Simonsen, PhD

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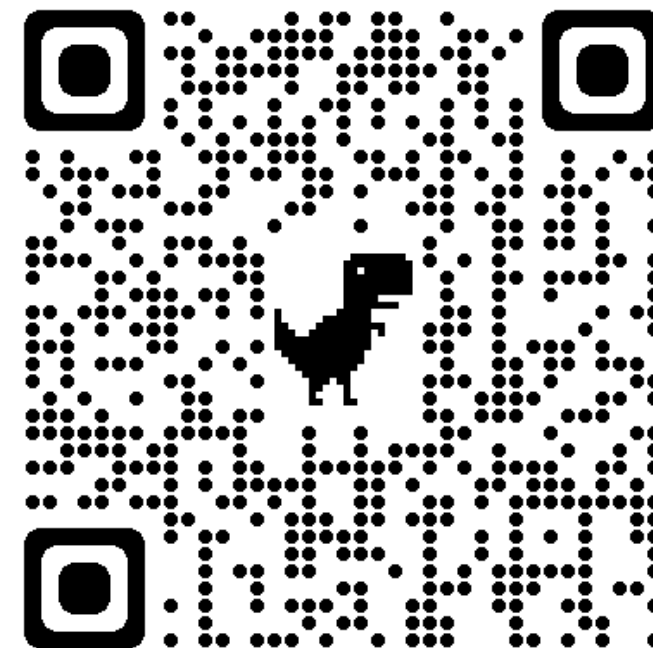
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To apply for SCECHs credits for this session, please complete the application.

**Note:** Credits can be applied for any amount of time before the session occurs but must be received [no later than 7 days](#) of completion of the session.

- Include the session title and date on the application. Multiple sessions in a series can be included on one application.
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# Group Agreements

## We are Responsible

- Return on time from breaks
- Take care of our needs

## We are Engaged

- Share “air time”
- Plan to participate in multiple ways
  - Chat, breakout rooms, polls, reactions, unmute
  - Ask questions

# Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

# Purpose

The SEBH Classroom Coaching sessions are designed to support individuals who coach classroom teachers. Participants will learn about SEBH coaching as a cyclical process for supporting teachers' use of effective teaching practices that lead to positive outcomes for students.

# Intended Outcomes

- Explain why focused observations are important within collaborative coaching
- Practice collecting data and identifying a goal and action plan within the context of a focused observation

# Agenda

- 1.0 Before the Observation
- 2.0 During the Observation
- 3.0 Putting it all Together
- 4.0 Wrap Up and Next Steps



# Activity

## Let's Review!

- A teacher wants to work on embedding more instructional opportunities into whole group and small group time for regulating emotions
- Using the template provided, write a goal and create at least two action steps to meet the goal
- Be ready to share.

# Focused Observation



Adapted from the National Center for Quality Teaching and Learning, 2012. Practice-based coaching. Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pbc-handout.pdf>

# Key Ideas for Focused Observation



- Guided by the current action plan
- **Focused** on the teacher's goal
- Reflection and feedback related to **implementation of the action plan**

Adapted from the National Center for Quality Teaching and Learning, 2012. Practice-based coaching. Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pbc-handout.pdf>

## Why Focus the Observation?

- Helps the action plan “come alive” and become a vehicle for reflection and feedback.
- Help you provide richer, more detailed feedback on specific action plan goals.
- Goal is targeted behavior change
  - Small steps work best!

# What Makes an Observation “Focused?”

## Always Includes:

- Gathering information guided by current action plan goal.
- Recording information, being mindful about what you are seeing – take notes, reflect, begin to plan feedback.

## Might Include:

- Providing targeted, hands-on support or modeling during a live observation to help implement action plan goal by using other coaching strategies (e.g., prompting, gesturing, reflective conversation, problem-solving).

# 1.0 Before the Observation

## Before the Observation

- Review the **goal statement** and **action steps**
- Agree on a **time** to observe
- Determine **method** of observation (e.g., video, on-site)
- Agree on **coaching strategies**
- Prepare for **data collection**

## Questions to Ask the Teacher Prior to Observing

- Is there anything specific you would like for me to pay extra attention to?
- Is there a specific time of day, subject area you would like for me to observe?
- Which coaching supports are you most comfortable receiving during the observation?
- Are there any supports you are not comfortable with me using?
- What data would you like me to collect?

# What are Coaching Strategies?

- **Actions** or behaviors used by coaches
- **How** coaches support teachers to participate in a collaborative coaching cycle





# Activity 1.1

- Look at the Focused **Observation Coaching Strategies** document
- Which of these strategies do you already use regularly?
- Which of these strategies might you be interested in trying sometime?
- What questions do you have?

# Clarify Use of Coaching Strategies

- When will problem-solving discussions occur?
- Can the coach help in the classroom?
- Does the teacher feel comfortable with the coach modeling?



# Observation Coaching Strategies

It's important to discuss support preferences with the teaching team **BEFORE** observing

- Watch teacher and take detailed notes (live or video recording)
- Collect data
- Verbal support
- Side-by-side gestural support
- Problem-solving discussion
- Problem-solving discussion
- Model target practices
- Videotape
- Assist with environmental arrangements
- Other help in the classroom


## 2.0 During the Observation

## During the Observation

- Plan for supportive and constructive feedback related to the action plan goal
  - Note the **activity**
  - **Count** specific behaviors the teacher says or does
  - Note the **quality** of the teacher's practices and how they support child learning

# Coaching Resource: Focused Observation Notes

- Time spent
  - Observing
  - Debriefing
- Observation focus
- What I observed
- What I want to share
- Follow-up needed
- Template: [Focused Observation Notes](#)

 **NCPMI Focused Observation Notes**

Teacher: \_\_\_\_\_ Coach: \_\_\_\_\_  
Date: \_\_\_\_\_ Time spent in observation: \_\_\_\_\_ Time spent in meeting: \_\_\_\_\_

Observation focus:	
What I observed:	What I want to share:
Follow up needed:	



## Activity 2.1

- Locate the documentation of the narrative **Example Focused Observation Notes** form in your materials
- Review these components of the notes:
  - Observation Focus
  - What I observed
  - What I want to share
  - Follow up needed

# Objective and Specific Observations

## Objective:

- Based on fact
- Focus on specific behaviors or actions
- Document what you see (avoid opinion)

## Specific:

- Describes discrete behaviors
- Includes teacher or student actions and responses
- Provides description of facts

# Record What You Observe

## Count or Tally

- How often does the teacher use the practice?
- How often does the student respond to the practice?

## Duration

- How much time does the teacher spend on this practice?

## Checklist

- Does the teacher use each component of the practice(s) as outlined in the action plan?

## Notes

- Examples of the interactions and reactions that occur as the teacher uses the practice.

# Another Type of Feedback

## Data-Based Feedback

- Provides feedback that is objective and anchored in the teacher's practice
- Provides a measure of growth
- Opens the door for a range of conversations



## Activity 2.2

- Review the example of the narrative Focused Observation Notes as well as the additional data collection forms in your materials
  - Tally Data Collection Form
  - Duration Data Collection Form
  - Percentage of Target Practices Data Collection Form
- How are these similar to what you already do in your role?
- How might you adapt or combine these forms to meet your needs in your coaching role?

## Notes: What to Avoid

- “This is so cute! I like that every snowman is different.”
- ”She is relying on too many worksheets.”
- “Great activity!”

## Example Notes - Narrative

- What you observe:
  - Teacher at front of room reviewing information during a science lesson.
  - T = "Now, looking at your study guide, who can remember what the answer to number 3 is? You can raise your hand if you'd like to share. "
- What you might want to share:
  - Are there other options for sharing responses you might be able to give?
  - Your use of behavior specific praise was great. I heard you say, "Thank you, Deseray, for raising your hand and answering number 2."

# Remember

Goals might address:

- How often a teaching practice is used (frequency)
- How well a teaching practice is implemented (quality)
- How confident a teacher is when using a teaching practice (self-efficacy)

**Make sure you have the information you need prior to observing (e.g., best time of day, anything specific to pay attention to, data to collect).**

## 3.0 Putting it all Together

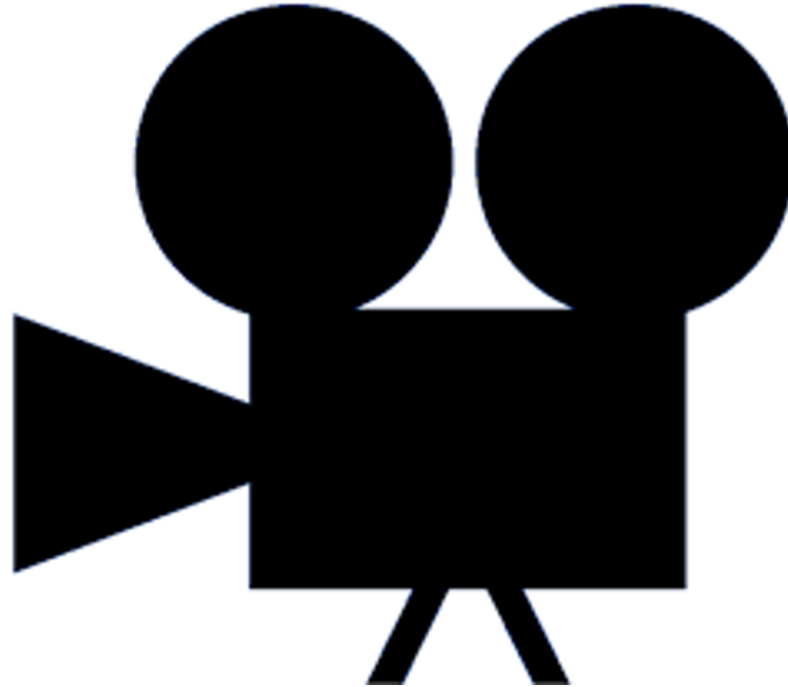


# Activity 3.1

Let's Practice!

- Open the blank **Focused Observation Form**
- Use the template to guide your observation and take notes as we watch the classroom observation
- What might you identify as a goal to work on with this teacher?
- Be ready to share

# Focused Observation Practice



[Teaching Example Video](#)

# What Happens If ...

- Challenging behaviors occur?
- The observation is unexpectedly cut short?
- You do not observe the practice?



# Classroom Coaching is Part of a System!

Decide with your Leadership Team:

- Will there be live observations? Video? Both?
  - Do we have the proper equipment to support video observations?
- Do we need to create information sheets to share with families describing coaching and observations?
- Have we planned enough time for coaches and teachers to prepare for observations, review/share information, or prepare for a debrief?





## Activity 3.2

- Review the Before, During and After the CMOT Data Collection document
  - What are you already doing?
  - What might you want to add into your current coaching process?
  - What items might you have questions about or need more information and/or practice implementing?

# 4.0 Wrap Up and Next Steps

# Closing Review

- Think about all of the information covered about Focused Observations during this session
- When prompted, record 2 key take-aways about observing during a collaborative coaching cycle
- Refer to the Focused Observation Summary document as needed as you begin implementing this part of the coaching cycle

# What's Next?

- Session 4
  - Reflection and Feedback
  - May 20, 2025

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