



Practice Based Coaching

Session 2

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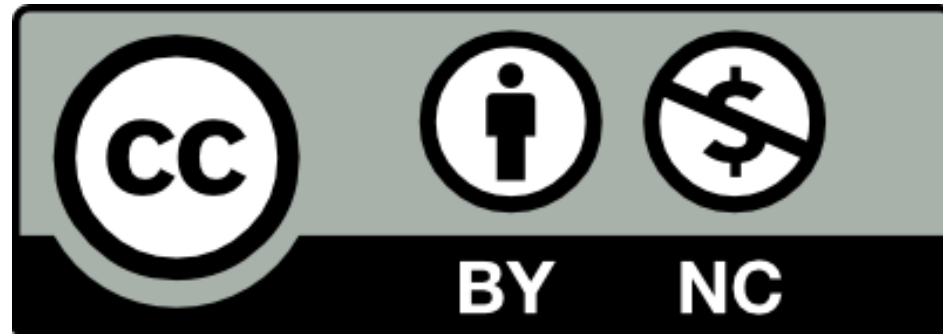
Acknowledgments

The content for this training day was adapted with permission from the practice-based coaching training modules developed by the National Center for Pyramid Model Innovations (NCPMI)

Additional acknowledgment:

- Essentials of Practice-Based Coaching (Snyder, Hemmeter, & Fox, 2022)

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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

Purpose of the Series

The Practice-Based Coaching (PBC) sessions are designed to support individuals who coach early childhood classroom teaching teams. Participants will learn about PBC as a cyclical process for supporting teachers' use of effective teaching practices that lead to positive outcomes for children.

Intended Outcomes

- Explain why shared goals are important
- Use information from a strengths and needs assessment to develop goals
- Develop a goal achievement statement and action plan

Agenda

1.0 Shared Goals

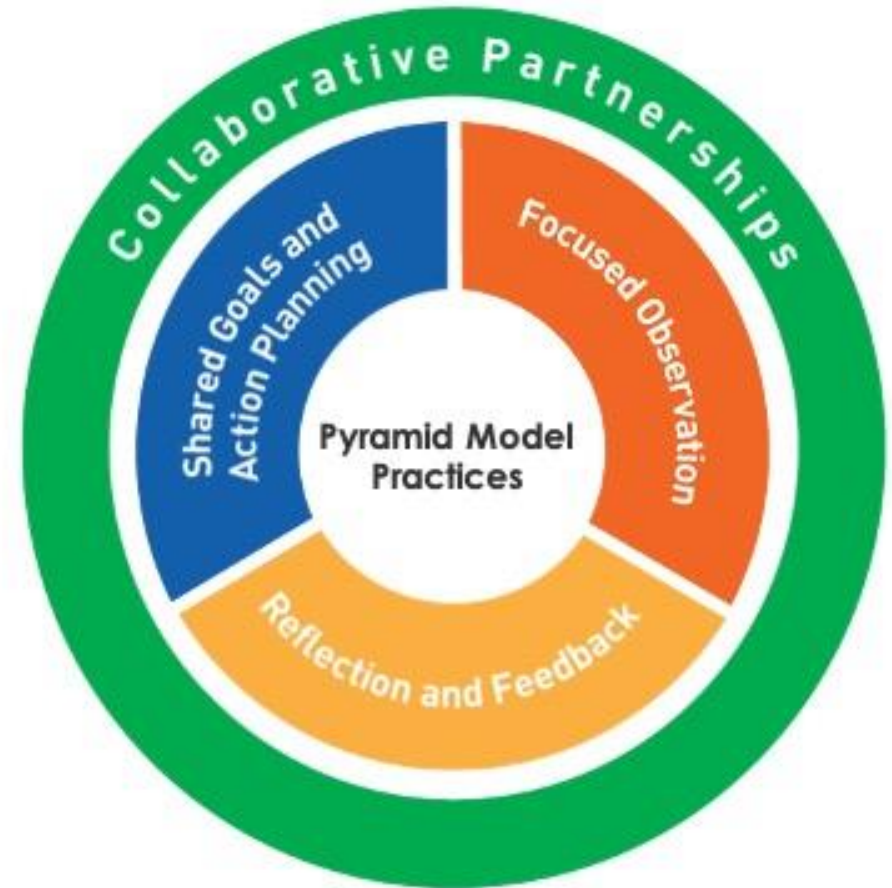
2.0 Components of an Effective Action Plan

3.0 Putting it all Together

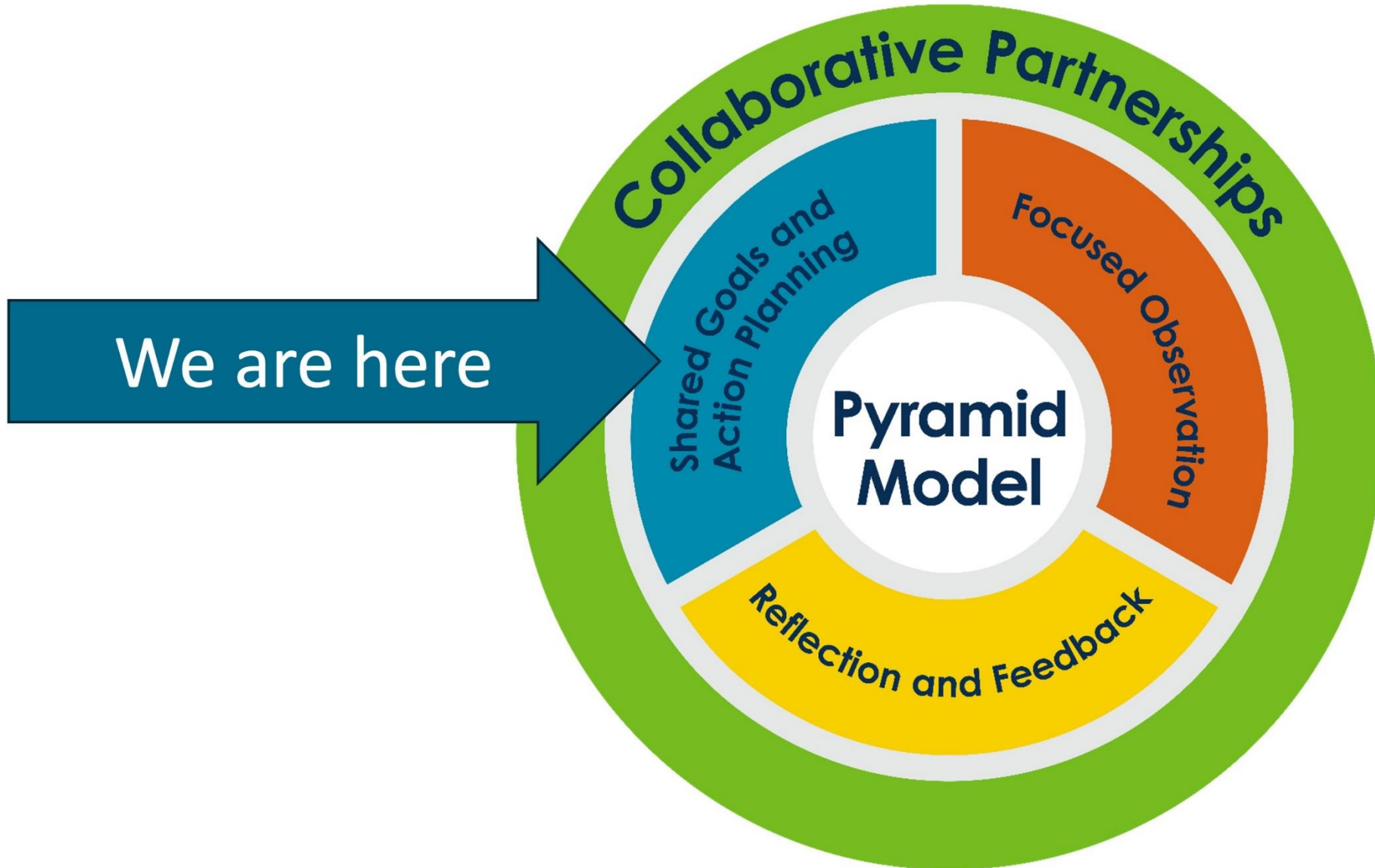
4.0 Wrap Up & Next Steps

Review Activity

- Take a moment to look through the Practice-Based Coaching graphic
- Write out a brief description of Practice-Based Coaching
- Be ready to share your response

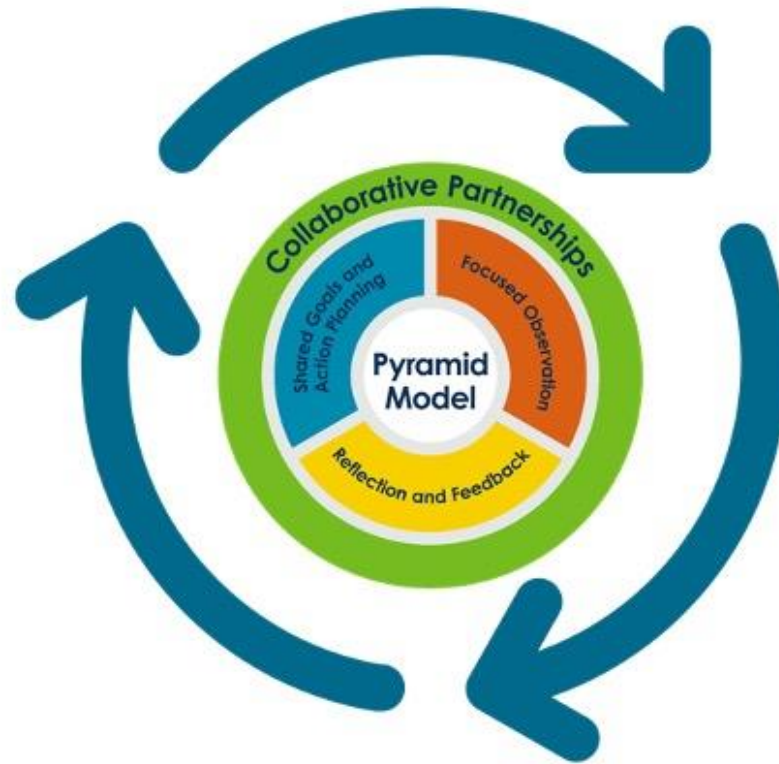


1.0 Shared Goals



Initiating the Cycle

A **coaching cycle** occurs each time the coach conducts a focused observation and debriefs with the teacher.

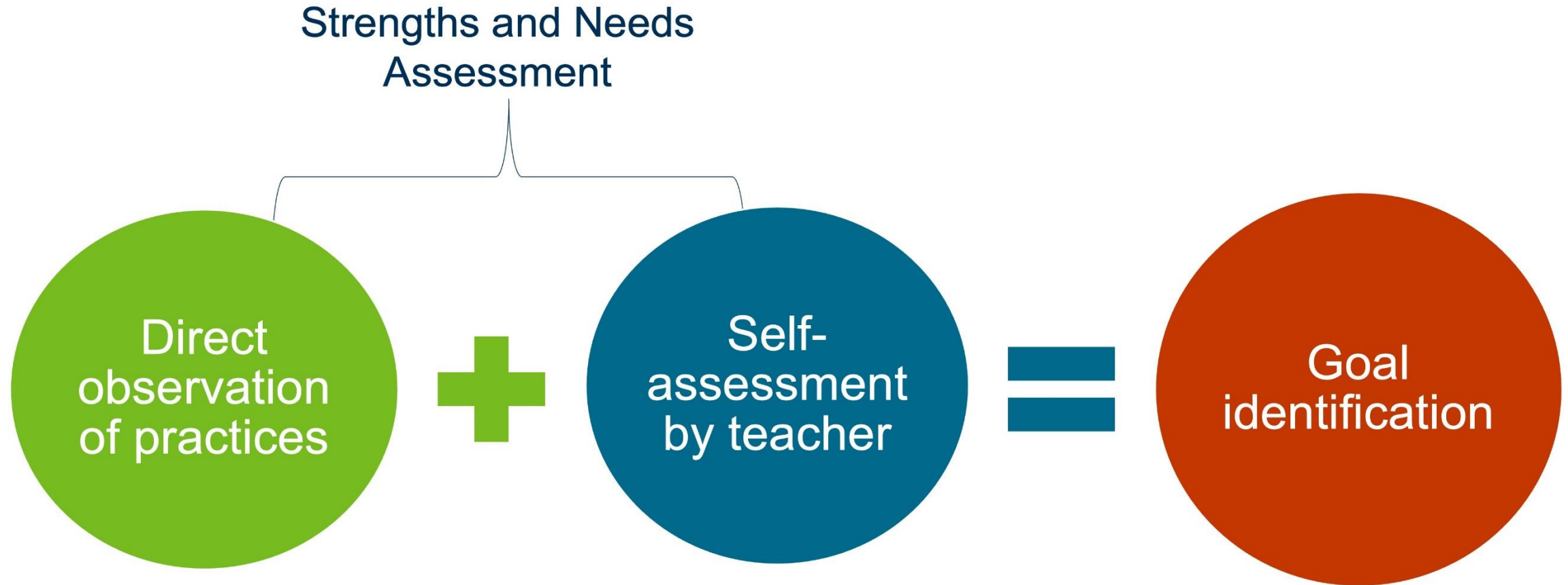


Developing Shared Goals and Action Plan

1. Collect strength and needs assessment information
2. Invite teacher to share priorities
3. Coach provides additional information or needs assessment data & clarifies or verifies teacher's priorities
4. Write a shared goal and action plan



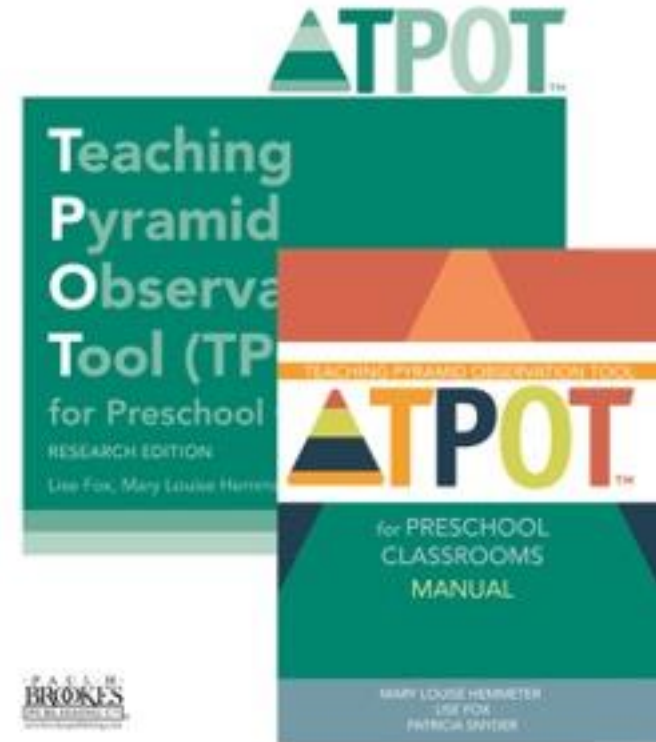
Strengths and Needs Assessment Process



Direct Observation

Teaching Pyramid Observation Tool (TPOT)

- Initial assessment to develop action plan goals
- Year-end assessment to show growth in practice implementation




(<https://products.brookespublishing.com/Teaching-Pyramid-Observation-Tool-TPOT-for-Preschool-Classrooms-Set-Research-Edition-P761.aspx>)

Teacher Self Assessment

Pyramid Model Practices Implementation Checklist

<https://challengingbehavior.org/document/pyramid-model-practices-implementation-checklist/>



Pyramid Model Practices Implementation Checklist for Preschool (2-5 years) Classrooms

Nurturing and Responsive Relationships

Creating a Caring Classroom Community

- Teach children how to care for one another by helping each other, inviting another child to play together, celebrating accomplishments, and giving compliments.
- Create a classroom that is a place children and families want to be (e.g., reflect children's home and cultures, feel comfortable, welcoming, and safe).
- Give children opportunities to be leaders in the classroom and helpers to their peers.
- Display children's art and products in the classroom with contributions from every child.
- Represent families in the classroom with family photos, projects, and other materials created by families.
- Give children and families opportunities to participate in making decisions about the classroom community.
- Use knowledge about individual children and families when planning activities.
- Show appreciation and gratitude to children and families.

Notes and Ideas:

Summarizing Strengths and Needs: Goal Planning Forms

- Completed by both the teacher and coach
- Brought to the goal setting meeting
- [Coach Action Plan Goals Planning](https://challengingbehavior.org/docs/Coach_ActionPlan_Form.pdf)
(https://challengingbehavior.org/docs/Coach_ActionPlan_Form.pdf)
- [Teacher Goal Planning Form](https://challengingbehavior.org/docs/goal_planning.pdf)
(https://challengingbehavior.org/docs/goal_planning.pdf)

NCPMI Coach Action Plan Goals Planning
Teacher: _____ Coach: _____ Date: _____
Use the data from your observations, including data from the formal Teaching Pyramid Observation Tool (TPOT), to identify strengths, needs, and potential focal areas for coaching. Use this form to help you lead a discussion during the goal planning session.
Identify 3 Pyramid Model practices the teacher is implementing well:

NCPMI Teacher Goal Planning Form
Teacher: _____ Coach: _____ Date: _____
Please fill in this form and bring it with you to our next coaching meeting.
The strengths I have on each level of the Pyramid are:
• Nurturing and responsive relationships:
• High quality environments:
• Social Emotional Teaching Strategies:
• Intensive Supports:

The 3 most difficult parts of the Pyramid for me to use in my classroom are:
1. _____
2. _____
3. _____

Why Are Shared Goals Important?

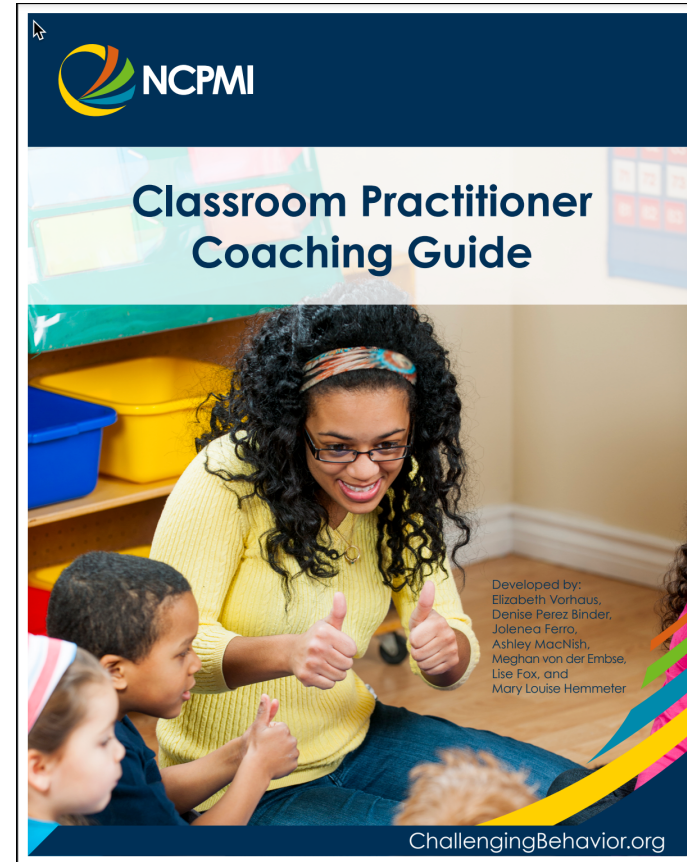
- Give the teacher and the coach a common starting point
- Create shared expectations
- Identify Pyramid Model practices that are the focus of coaching



Coaching Resource

Classroom Practitioner Coaching Guide

Enacting coaching pg. 17-18



<https://challengingbehavior.org/docs/Class-Practitioner-Coach-Guide.pdf>

What Kinds of Goals are We Talking About?

- A **high leverage practice** or set of practices that make a difference in children's social and emotional skills
- Builds the teacher's confidence and competence to use practices that will support the learning of **all** children
- Supporting the teacher's confidence and competence to use these practices when working with families and other professionals



High-Quality Goals

The goal should include:

- **Practice:** The observable Pyramid Model practice
- **Measure:** How much or how often the practice will be seen/heard
- **Activity:** When/Where the practice will be implemented

“I will teach children calming down strategies to use when they are experiencing strong emotions through direct teaching, using visual supports, prompting in the moment, and providing positive descriptive feedback at least 3 times per day during small group and center activities”

Let's Look at Another One!

The goal should include:

- **Practice:** The observable Pyramid Model practice
- **Measure:** How much or how often the practice will be seen/heard
- **Activity:** When/Where the practice will be implemented

“I will use a calm, warm tone, and provide frequent positive descriptive feedback on children’s skills, behaviors, and activities to 4 different children during center play and outdoor play.”

Activity 1.1

- Independently, review the non-examples of goal statements provided below:
 1. I will build positive relationships with children.
 2. I will prepare children in advance for transitions.
 3. I will offer ways for children to manage strong feelings.
- Revise the goal statements to include the practice, measure, and activity
- Be ready to share your responses

2.0 Components of an Effective Action Plan

What is an Action Plan?

An action plan is a “**working**” document that describes:

- **Goal(s)** that will be the immediate focus of coaching
- Planned **actions** or action steps for supporting the teacher to use Pyramid Model practice(s)
- The **supports** or **resources** needed and a timeframe for completion
- Explicit statement about when the goal will be **achieved**





Activity 2.1

- Take a moment to review the example Action Planning Form provided in your materials
- See if you can locate all the following components of an Action Plan on the form:
 - Goal
 - Action steps
 - Supports or resources
 - Statement about when the goal will be achieved
- What else do you notice about this action plan?

Action Plan Steps

- Two or more action steps to break down the goal
- One action step that includes what support the coach will provide
- List materials and resources needed for each action step
- Timeline for each action step



Achievement Statement

- “I know this goal will be achieved when...”
- Observable criteria
 - What will the teacher be doing differently?
 - What will the children be able to do differently?
 - Where and when will the new practice occur?
- Revisit and revise as needed




Achievement Statement Example

“When all children are following transition steps with minimal adult redirection needed and adults are providing positive descriptive feedback at a higher rate than corrections.”

- Does the statement specify when the goal will be met?
- Does the statement focus on practitioner behaviors?
- How might you revise this statement?

Coaching Resources





Action Plan Quality Checklist

Instructions: Evaluate the quality of your Action Plan using the checklist. Read each indicator and circle "yes" or "no" in the boxes provided.


Action Plan Component	Yes / No
Goal	
• Does the goal include one or more specific actions a coachee will do?	Yes No
• Can the actions be counted or measured?	Yes No
<i>Goal ✓: If you answered no to either indicator above, revise the goal or be sure that your goal achievement statement includes specific actions you can hear or see and that can be counted.</i>	
• Are there times of day, activities, routines or transitions included to make it clear when the coachee should be implementing the practice(s)?	Yes No
• Is the goal achievable within the next 2-3 coaching cycles?	Yes No
Goal Achievement Statement	
• Is it clear how the coachee and coach will know when the goal is met?	Yes No
• Is the goal achievement statement dependent on teacher actions rather than child?	Yes No
Action Steps	
• Are there two or more action steps to break down how the goal will be achieved?	Yes No
• Is there at least one action step that includes what support the coach will provide (e.g., modeling, side-by-side verbal/gestural support, videotaping, etc.)?	Yes No
Resources	
• Are materials or resources listed for all action steps?	Yes No
Timeline	
• Is there a timeline for the next action step?	Yes No
Notes:	

Adapted from: Impact of Professional Development on Preschool Teachers' Use of Embedded Instruction Practices. Project funded by the Institute of Education Sciences (R324A150076).
Adapted from: Pyramid Model Expansion to School District Implementation in Pre-Kindergarten Classrooms. Project funded by the Office of Innovation and Improvement in the U.S. Department of Education (H118170021MNP5).

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Guided Action Plans At-A-Glance

What is a Guided Action Plan?

Guided action plans are customizable templates that give coaches and practitioners ideas as they collaboratively write goals for Pyramid Model implementation. This resource guides coaches and practitioners in developing an action plan. It includes the desired child outcomes, plans for implementation, and the steps needed to implement the Pyramid Model practice. These templates are only guides, and we encourage users to individualize the plan to meet the diverse needs of practitioners, children, and their families.

What is a sample action plan?

Some guided action plans include an example of what the action plan might look like when completed. Sample action plans give coaches and practitioners possible goal statements and ideas for how to customize the guided action plan with the practitioner.

How are guided action plans used?

Once a practitioner and coach have identified the Pyramid Model practice to focus on, the guided action plan can serve as a tool to develop and customize the plan together. The practitioner and the coach will fill in the "blanks" of the action plan based on the needs of the class or an individual child. Together, the practitioner and coach identify action steps and resources needed to implement the goal in the classroom. Guided action plans should be adapted to fit the individual needs of the practitioner. We encourage deleting or modifying things that are not feasible or applicable to the practitioner, children, or the learning environment.

Parts Of A Guided Action Plan

Goal: A statement that includes the specific Pyramid Model practice the practitioner is interested in implementing. The statement will include information about when and how the practice will be implemented.

Expected Child Outcomes: The actions or behaviors of children expected as a result of the practitioner consistently implementing the targeted Pyramid model practice.

Planning: The coach and the practitioner plan to use the practices in the learning environment, identify resources or materials needed, and plan for individualization for children who need more support.

Implementation: The steps that the practitioner and coach develop collaboratively to identify how the practitioner will implement the practices in the learning environment. It includes frequency or duration of implementation, during which activities, and individualization for specific children.

Progress Toward My Goal (moving to maintenance): Each time a coach and practitioner meet, they discuss progress towards meeting their goal. The word 'maintenance' is used instead of 'completed' intentionally.

1 ChallengingBehavior.org | National Center for Pyramid Model Innovations

Action Plan Quality Checklist

(<https://challengingbehavior.org/docs/ActionPlanQualityChecklist.pdf>)

Guided Action Plans

(<https://challengingbehavior.org/document/guided-action-plans-at-a-glance/>)

3.0 Putting it all Together

Meet Bella



- Head Start teacher
- 4 years as educational assistant
- First year as lead teacher and first year receiving coaching
- Feels confident with developing relationships and schedules/routines
- Wants more help teaching social-emotional skills

Bella's Strengths & Needs Assessment Data

- Pyramid Model Practices Implementation checklist (teacher self-assessment)
- Teacher Goal Planning Form
- TPOT summary scores (direct observation of coach)
- Coach Goal Planning Form

Activity 3.1

- Locate the **Bella Activity** packet in your materials
- Review the strengths and needs assessment information: Summary of Practices checklist, Teacher Planning form, TPOOT scores, and Coach Goal Planning forms
- With your small group, decide which **practice** you think Bella and her coach should target next for coaching
 - Write a goal based on the practice you select
 - Begin filling out the **Action Plan** for your goal, including some action steps, resources needed, and an achievement statement
- Be ready to share

Troubleshooting

If the teacher (or teaching team) hasn't met their goal in 2-3 cycles, consider:

- Revisit the goal; does it need to be re-written?
- Break down action steps into **smaller, achievable** steps
- Revisit goal achievement statement; is it achievable the way it is written?
- Some practices may take longer than others depending on level of difficulty; how can we work on this/write goals to make it achievable?

When in Doubt, Use Reflection!

- Tell me what that looks like
- Is there something new you would like to try?
- Is there a practice you would like to use more often?
- How might you use the practice more efficiently?
- How might the practice support engagement for all the children?
- How could you ensure that each child in the classroom is benefiting from the practice?



Classroom Coaching is Part of a System!

Decide with your Leadership Team:

- Where will action plan meetings take place to ensure confidentiality?
- What file storage systems are in place to maintain confidentiality?
- What technology will be provided to maintain contact with teachers?
- Are their programmatic priorities that might be factors when developing action plans with teachers?



4.0 Wrap Up and Next Steps



Activity 4.1

Fill in the following blanks related to Shared Goals and Action Planning:

1. Collect s_____ and n_____ assessment information.
2. Invite t_____ to share priorities.
3. Write a shared goal and a_____ p_____.

What's Next?

- Session 3: Focused observation
- Please bring your Practice-Based Coaching materials from today's session

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