



Practice Based Coaching

Session 4

mimtsstac.org



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

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 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

- Understand how to guide a reflection and feedback session
- Create reflective questions and provide supportive and constructive feedback
- Explore next steps for coaching

Agenda

1.0 Reflection and Feedback

2.0 Putting it all Together

3.0 Wrap-Up and Next Steps



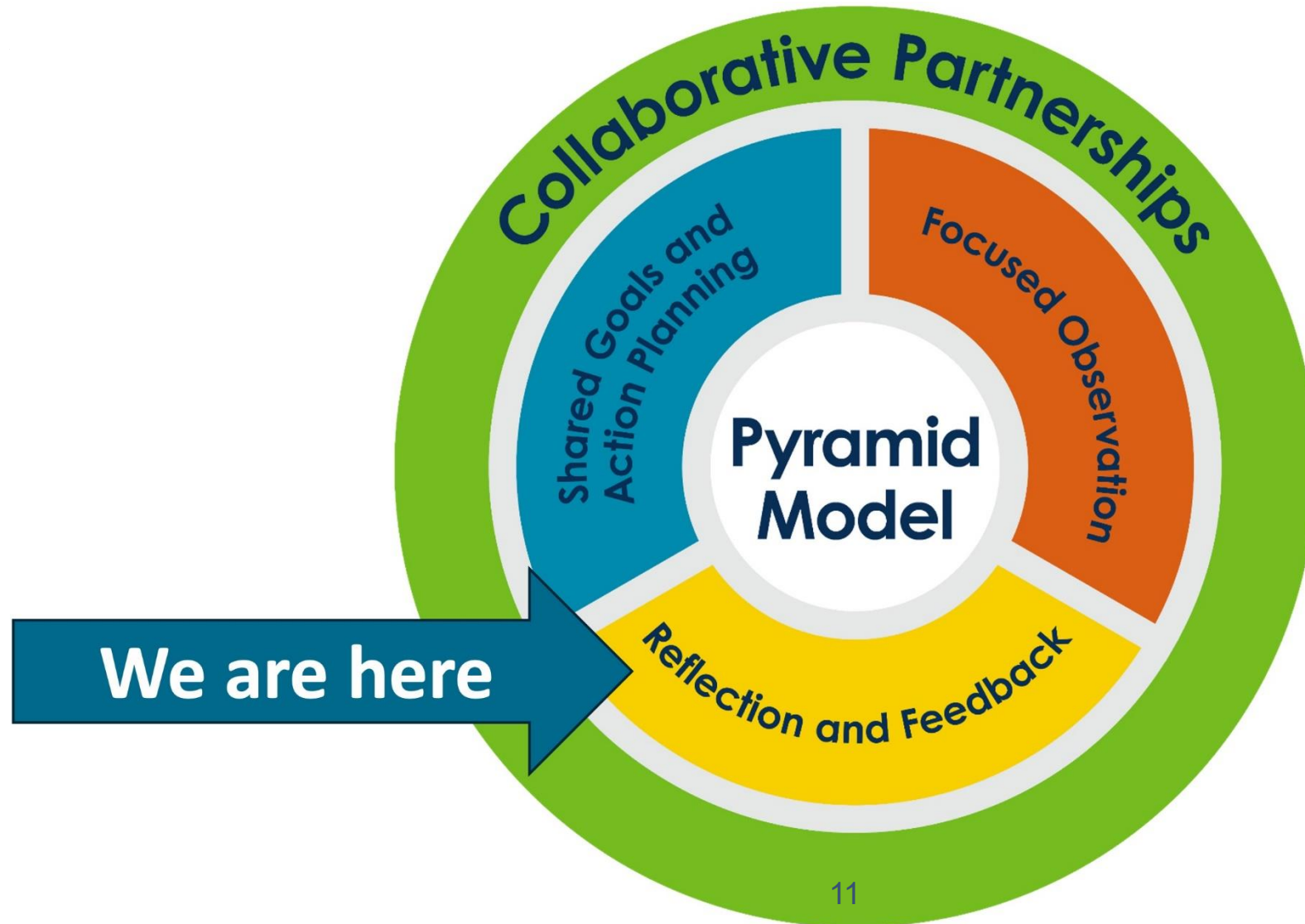
Activity

Let's Review!

- Follow the link provided in the chat or use the QR code on the screen
- When prompted, enter 1 word or phrase that describes each component of Practice-Based Coaching that we've covered so far:
 - Collaborative partnerships
 - Shared goals and action planning
 - Focused observation

1.0 Reflection and Feedback

Practice-Based Coaching Cycle



Reflection

- Strength-based:
 - Encourage, affirm, and acknowledge
- Conversational and reciprocal:
 - Open-ended prompts
 - Structured feedback based on observation
 - Grounded in data/observation
 - Connected to action plan
 - Combine challenges and support



Before the Debrief Meeting

- Review coaching strategies and plan for how to engage in **essential strategies**
- Confirm plan for **when and how** to meet
- **Prepare** documents or videos to share
 - Action plan
 - Observation data
 - Materials or resources



Steps for Conducting a Debriefing Session

1. Review current action plan
2. Facilitate reflection on the practices that the teacher is working on during the observation
3. Give supportive and constructive feedback related to the implementation of the goal
4. Offer targeted supports for the action plan goal
5. Facilitate a discussion about the next steps
6. Have the teacher select the next step
7. Schedule the next observation and debrief session



Activity 1.1

- Look through the **Definitions of Classroom Coaching Strategies** document in your materials
- Which of these strategies do you already use regularly?
- Which of these strategies might you be interested in trying?
- What questions do you have?

Types of Reflection

- **Objective:** Prompts teachers to reflect on what happened
- **Interpretive:** Encourage teachers to reflect and form hypotheses or draw conclusions about use of practices
- **Comparative:** Assists teacher in evaluating events and interactions compared to another point in time



Reflection Starter Phrases and Questions

Objective:

- “I noticed that...”
- “What did you notice about the children when...”
- “Tell me about what happened when...”

Interpretive:

- Tell me about how you felt about ...”
- “What were your thoughts when...”
- “Did you notice...? I wonder why that is...”

Comparative:

- What do you think the difference is about how you interact with (child 1) and (child 2)?
- Why do you think it’s easier for you to do this with (child 1) and not (child 2)?
- How does using this practice with (child) compare to before?"

Performance-Based Feedback

- Describes the observed practice rather than a characteristic or attribute
- Aligned to the action plan
- Informed by focused observation data
- Two types of performance-based feedback
 1. **Supportive Feedback**
 2. **Constructive Feedback**

Supportive Feedback

General Feedback

Supportive Feedback Describes Positive Teacher Actions

Linking Teacher Outcomes to Child Outcomes

Great job with your transition!



I noticed you gave a whole class transition and an individual reminder to Mikayla.



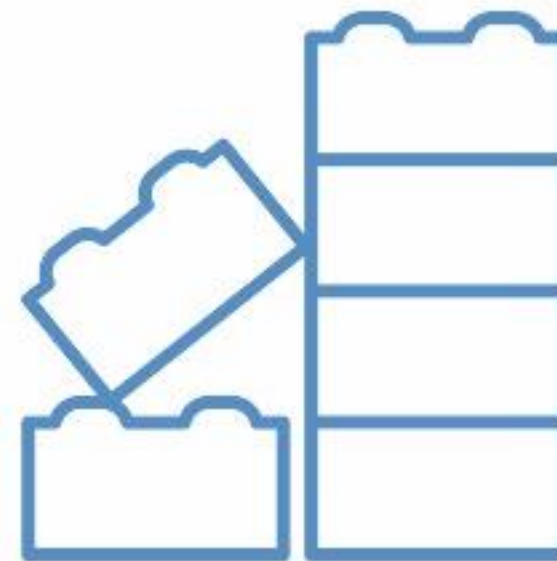
Providing an individual warning to Mikayla helped her transition from centers to lunch without additional reminders.

Supportive Feedback Starter Phrases

- “You really got it when you _____.”
- ”I noticed that you did _____. That really worked well for the child to _____.”
- It was great to see _____.”
- ”I saw you do _____. It was a perfect example of _____.”

Constructive Feedback

- Data-informed or performance-based suggestions or supports for enhancing implementation
- Helps teacher expand or adjust practices
 - Implement practice more often
 - More fluently
 - Across contexts or children
 - Maintain implementation



Providing Constructive Feedback

Start with what you observed related to the goal and action plan

Provide information about the practice and its benefits

Suggest 1-3 ways to enhance the practice

Give a reflective prompt/decide what strategy or practice to try

Example Constructive Feedback

- 1. Say what you saw:** “I noticed Savannah stayed at a center for 1-3 minutes, then she would walk around the room for up to five minutes before entering another one. Three times you said, “Find a place to play, Savannah,” and she entered a center, but didn’t stay long.”
- 2. Provide information about the practices & its benefits:** “Although Savannah wasn’t disruptive, our goal is for all children to be engaged in learning opportunities during center time.”
- 3. Identify ways to enhance practice:** “You might try being more specific with your prompt by giving Savannah a choice between two centers. For example, you could hold a block and a doll while saying “Savannah, blocks or house?” Then helping her to use the materials in that center.”
- 4. Give reflective prompt:** “How do you think Savannah would respond to a choice?”

Constructive Feedback Starter Phrases

- “Tell me a bit about...”
 - “What happened when you...?”
 - “What happened when the child...?”
- “You used _____ during _____. What about trying it during _____?”
- “The children were engaged when you _____. What would happen if you used _____ more often?”
- “What do you think would happen if you tried...?”



Activity 1.2

- Think about your current coaching experience
- What are some lessons that you have learned by sharing feedback with teachers?
- What are some missteps you made along the way?

2.0 Putting it All Together

Recall: Bella



- An action plan was shared in Session 2
- Focused Observation notes were taken during Session 3
- Now it's time to get ready to plan for each of the essential strategies in a debrief session:
 - Reflection
 - Supportive feedback
 - Constructive feedback

Activity 2.1

With your small group, prepare for a debriefing session with Ms. Bella

- Review the **Action Plan**
- Review your **Focused Observation Notes**, especially the “What I Want to Share” section
- Determine how you will navigate the feedback session:
 - What are some reflection questions you would use?
 - What supportive feedback might you share?
 - What constructive feedback might you share?
- Identify a spokesperson for your group and be ready to share back

Tips for Working Through Resistance

- Share a PD resource and offer follow up with reflection in next coaching session
- Try a new strategy
 - Suggest teacher monitor their practice over the next week
 - Suggest the teacher discuss the practice with their team
 - Offer to record an observation
- Use reflective questions that explore bias
 - “What makes you say that?”
 - “When you say those children, it makes me think that you believe _____. Can we explore that some more?”

Documenting Debrief Strategies

| Debrief Strategies | | | | | | | | | | | |
|----------------------------|-------------------------|--|-----------|-----------------------|------------------------------|---------------------|--------------------|---------------|--------------------------|-------|--------------------------------------|
| Problem solving discussion | Reflective conversation | Helped with environmental arrangements | Role play | Constructive Feedback | Goal setting/action planning | Supportive Feedback | Material provision | Demonstration | Individual child support | Other | Total Debriefing Time for this Cycle |
| | Y | Y | | | Y | | Y | | | | 35 |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | Y | | | Y | | Y | | | | | 25 |
| | | | | | | | | | | | |
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| | Y | | | Y | Y | Y | | | | | 35 |
| | | | | | | | | | | | |
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[Individual Coaching Log](https://challengingbehavior.org/document/classroom-coaching-log-excel/)

<https://challengingbehavior.org/document/classroom-coaching-log-excel/>

| Action Plan Goals | |
|---|--------------------------|
| Total Number of Action Plan Goals Completed | New Action Plan Goal(s)? |
| n/a | No |
| | If Yes, how many? |
| n/a | No |
| | If Yes, how many? |
| 1 | Yes |
| | If Yes, how many? 1 |

Action Plan Goals Documentation

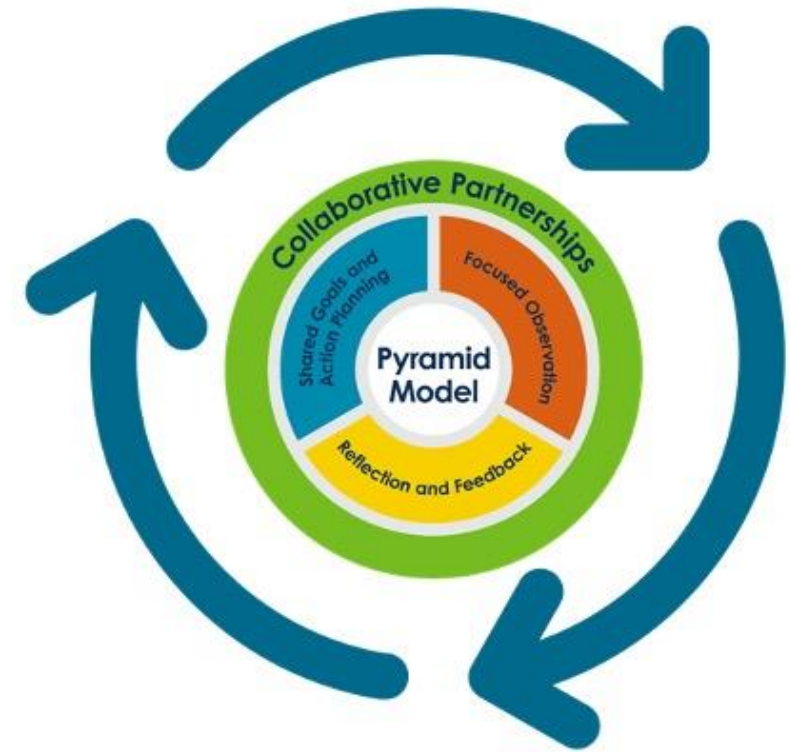
- Total number of action plan goals completed with each cycle
- New action plan goals and the number of new action plan goals
- **Reminder:** Completion of a coaching cycle DOES NOT mean completion of a goal

[Individual Coaching Log](https://challengingbehavior.org/document/classroom-coaching-log-excel/)

<https://challengingbehavior.org/document/classroom-coaching-log-excel/>

How Does the Coaching Log Help Coach Kris

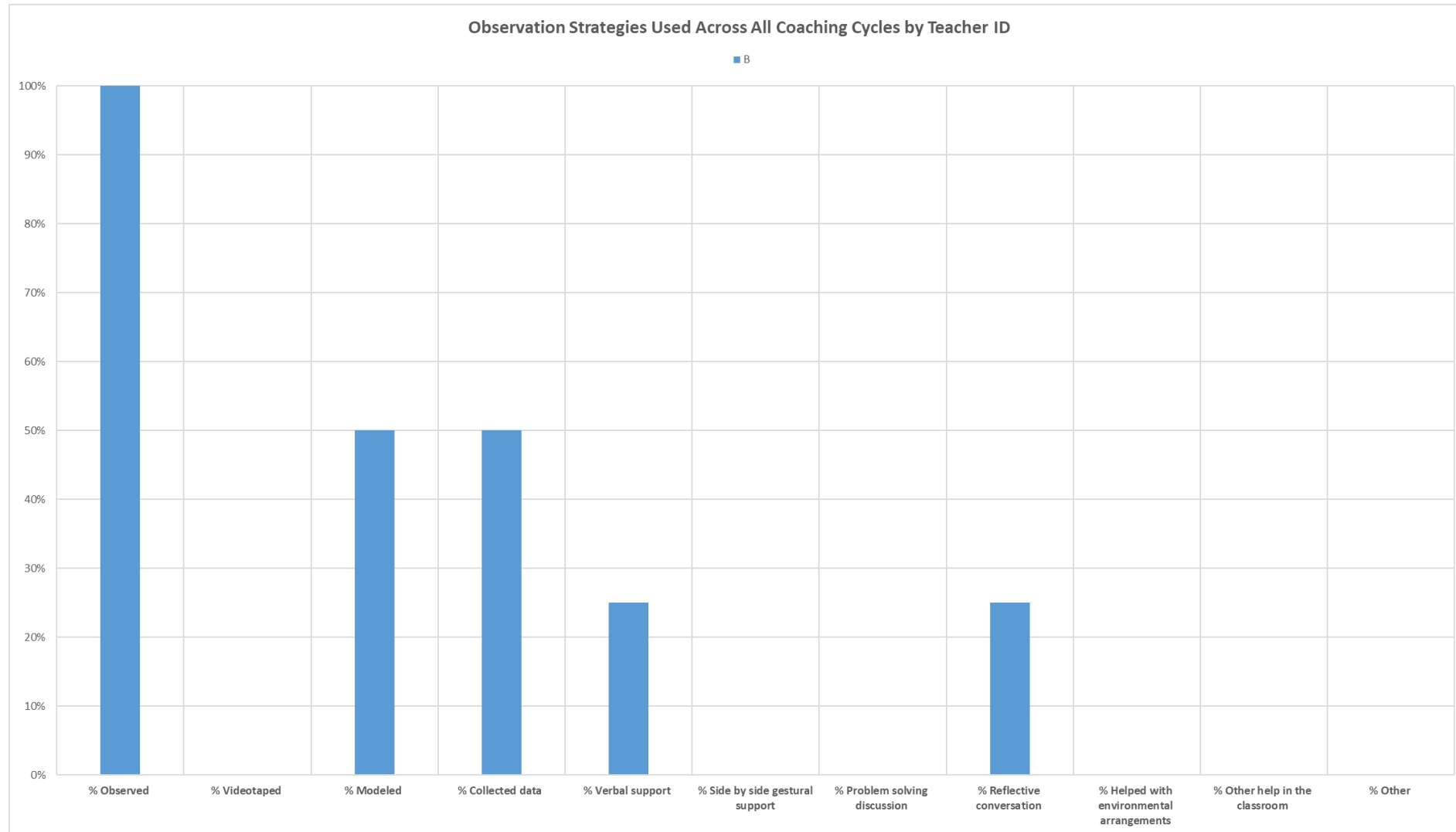
- Are teachers meeting their goals?
- Am I using strategies that are effective for each teacher?
- Have I used data to adjust strategies so I'm effective in coaching sessions?
- Is coaching making a difference in teacher practices?
- Are we completing coaching cycles?



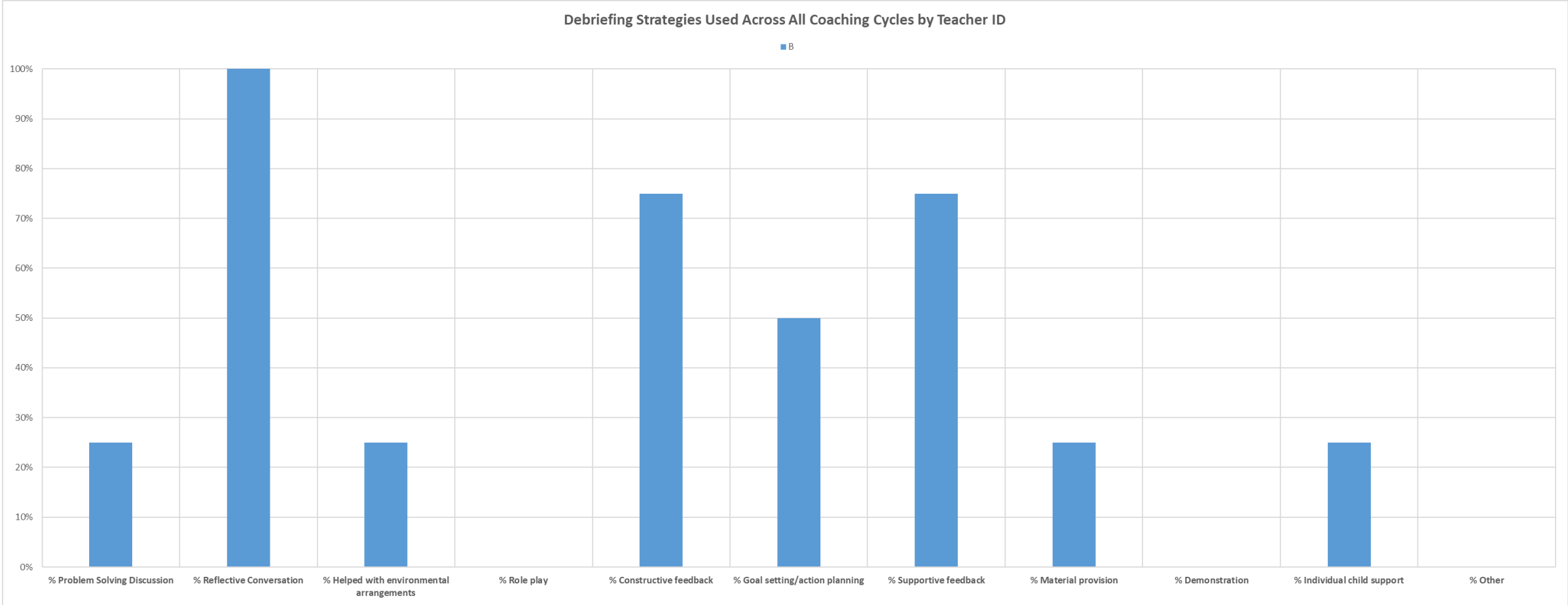
Completed Coaching Cycles & Duration of Coaching

| Teacher ID | # of Attempted Cycles | # of Completed Cycles | % Cycles Completed | Total Duration Across Focused Observations | Average Duration Across Focused Observations | Total Debriefing Duration |
|------------|-----------------------|-----------------------|--------------------|--|--|---------------------------|
| B | 4 | 4 | 100% | 111 | 27.8 | 115 |

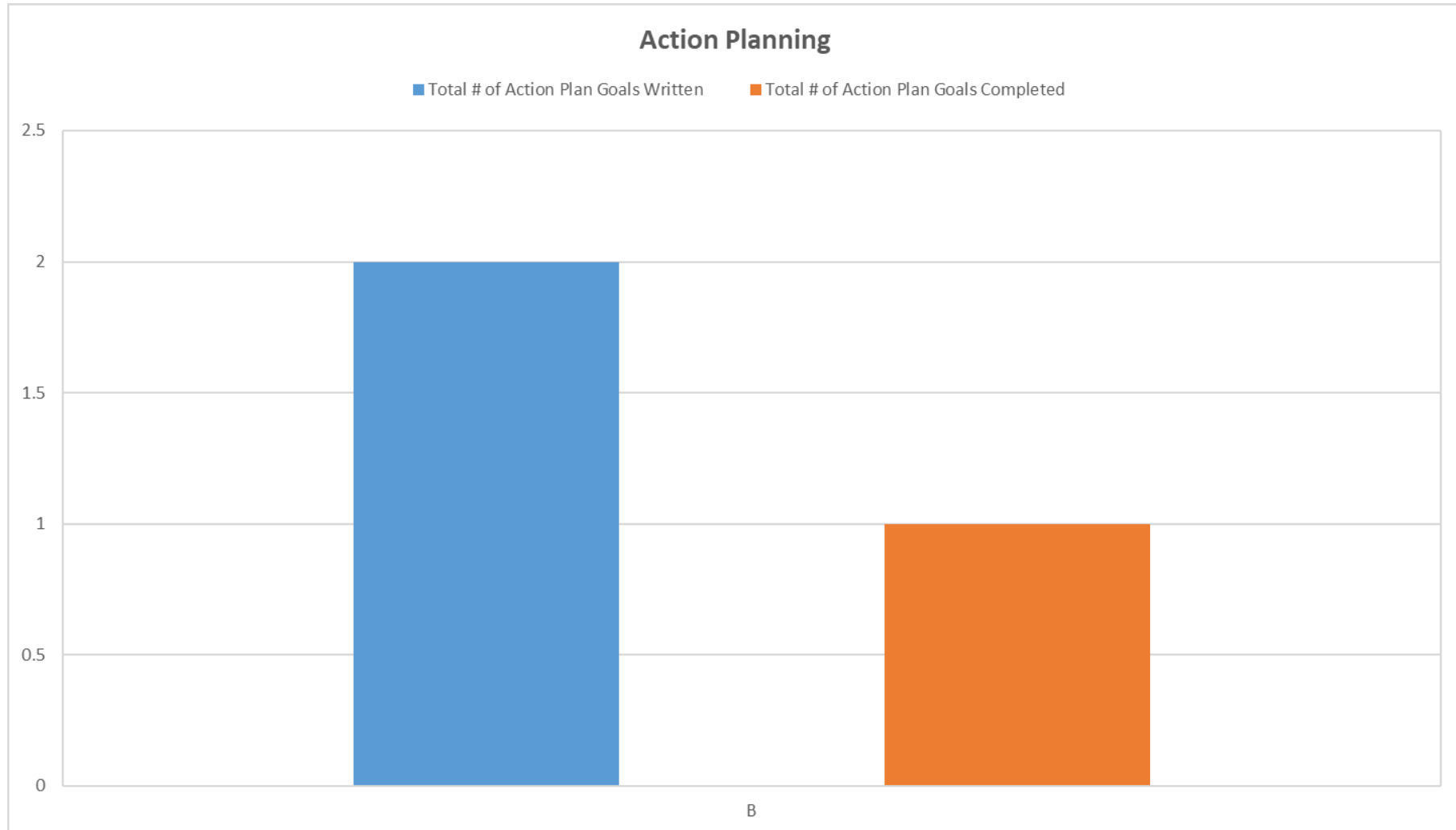
Observation Strategies Used



Debrief Strategies Used

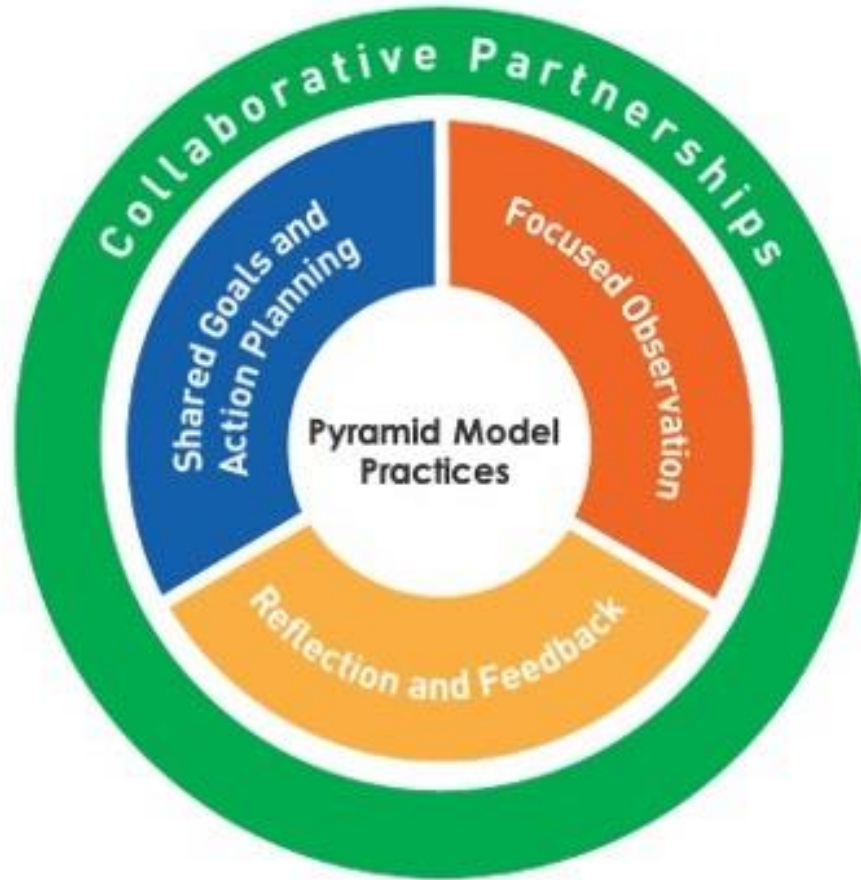


Bella's Completed Action Plan Goals



3.0 Wrap-up and Next Steps

Recall: Practice-Based Coaching Framework




- Focused on effective teaching practices
- Based on collaborative partnerships
- Guided by goals and an action plan
- Assessed through focused observation
- Supportive of practitioner growth through reflection and feedback

Recall: Where Do We Start?

Classroom Essentials

- Visual schedule
- Behavior expectations
- Rules
- Families are visually represented
- Physical environment designed to promote engagement
- Behavior management systems are positive (if present)

<https://challengingbehavior.org/document/preparing-for-the-pyramid-classroom-essentials/>

 **NCPMI** Preparing for the Pyramid: *Classroom Essentials*

Teacher: _____ Coach: _____ Date completed: _____

This list identifies six classroom components essential for successful Pyramid implementation. These materials and environmental considerations are pivotal for child success in a Pyramid Model classroom. This form is intended to be a coaching tool used following training to help the team be ready for coaching on the Pyramid to begin. The teacher and coach can review together and discuss if any modifications need to be made before the first coaching cycle begins.

1. Visual schedule *ALL must be present

- Includes photographs or clip art for each activity
- Each daily activity represented
- Posted at children's eye level
- Accommodates when changes occur (e.g., rainy weather, special events)
- Indicates the passing of time (i.e., pieces can be flipped over, removed, or marker denotes current activity)
- Remains visible the entire day

Notes: _____

2. Behavior expectations

- Positively stated (e.g., "We are safe," "We are kind")
- No more than 5
- Displayed expectations include an image or symbol
- Posted and visible to children in the classroom

Notes: _____

3. Rules

- Positively stated
- No more than 5
- Visual representation for each
- Posted at children's eye level in the activity or setting where applicable

Notes: _____

4. Families are visually represented (e.g. photos posted, class book)

- Every child is represented
- Easily seen or accessible
- Families are represented in a positive way

Notes: _____

Using the Classroom Essentials

- Develop a collaborative plan to complete the document
- Offer to assist the teacher to get classroom essentials in place
- Use the form during future focused observations

Classroom Coaching is Part of a System!

Decide with your Leadership Team:

- When will coaching begin?
- How often are coaches expected to meet with teacher/teaching teams?
- Do we have the technology/resources to support coaching?
- How and when will focused observations and debrief meetings occur?
- Who should be coached?





Activity 3.1

- Locate the **Getting Started with Practice Based Coaching** document in your materials
- Read through the tasks listed
- When you've finished reviewing, record one takeaway or next step in the chat



Activity 3.2

- Consider all the components of Practice-Based Coaching that we've talked about in the last 4 sessions.
- In the chat box, record the following related to coaching:
 - One thing I will start doing
 - One thing I will continue doing
 - One thing I will stop doing

Coaching Resources

- Classroom Practitioner Coaching Guide
- Coaching agreements, goal planning forms, action plan templates, focused observation notes, etc.
- Equity Coaching Guide
- Unpacking Coaching webinar series
- All resources are available on [the NCPMI website](http://challengingbehavior.org) (challengingbehavior.org)

Ongoing Coaching Support

Join the monthly **Community of Practice** sessions for Pyramid Model Classroom Coaches!

- Next session:
- Register here:

Continue your learning and complete the **Preschool Pyramid Model Classroom Coach qualification!**

- Complete TPOT and PTR-YC
- Submit evidence of coaching
- Learn more at the EC MTSS page on the MiMTSS TA Center's website (mimtsstac.org)

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