



# Practice-Based Coaching

## Session 2

[mimtsstac.org](http://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

## 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

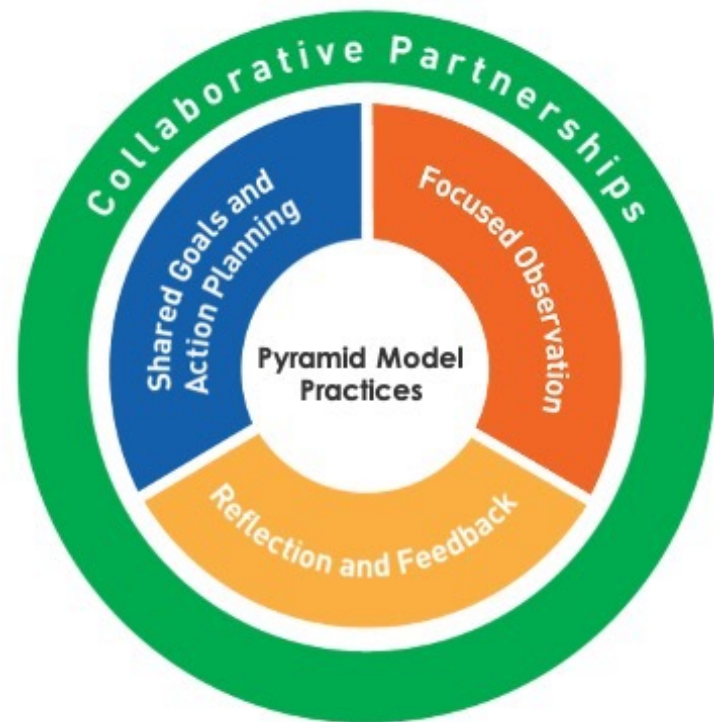
2.0 Components of an Effective Action Plan

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

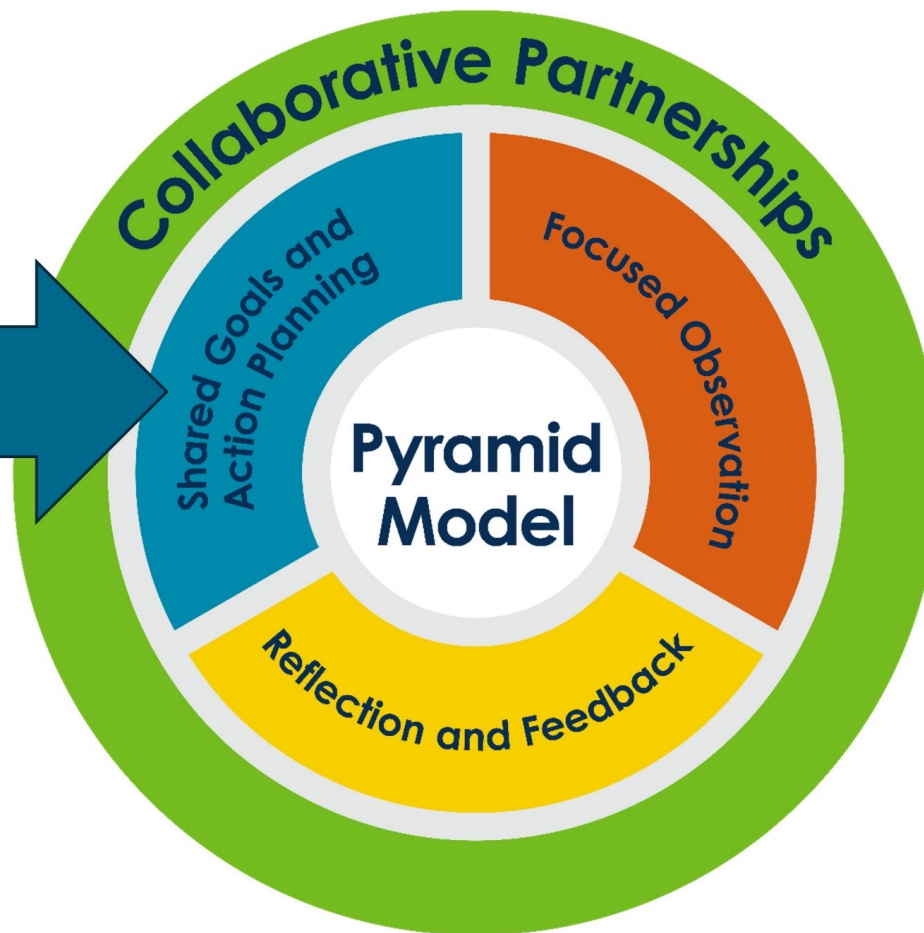






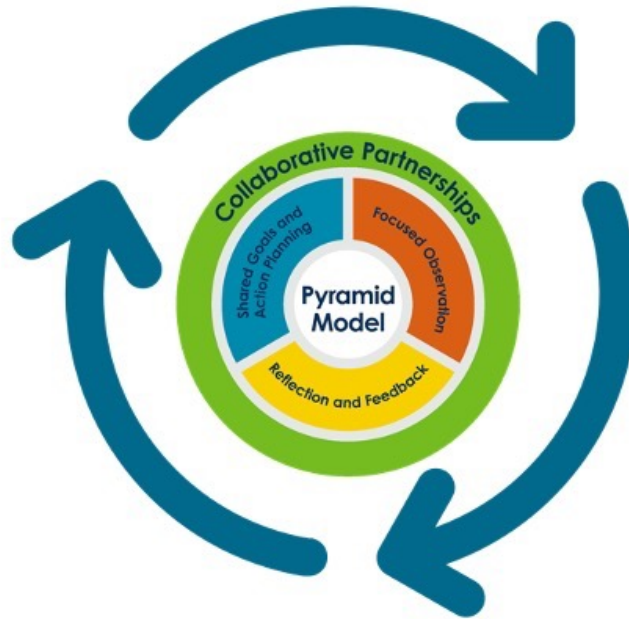
## 1.0 Shared Goals

We are here



## 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

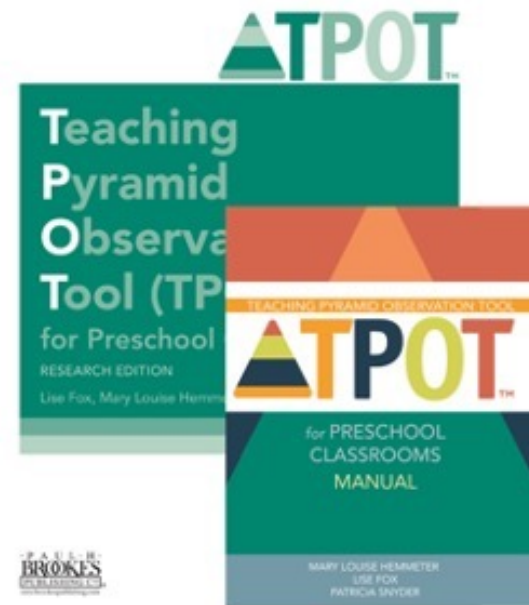
Strengths and Needs  
Assessment



## 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**

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**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

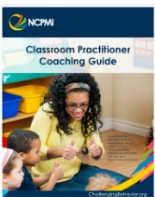
- Completed by both the teacher and the coach
- Brought to the goal-setting meeting
- Teacher Goal Planning Form  
(<https://challengingbehavior.org/document/teacher-goal-planning-form-editable/>)
- Coach Action Plan Goals Planning Form  
(<https://challengingbehavior.org/document/coach-action-plan-goals-planning/>)

The image shows two overlapping forms from NCPMI. The top form is titled 'Teacher Goal Planning Form' and includes fields for Teacher, Coach, and Date. It contains a section for 'The strengths I have on each level of the Pyramid are:' with bullet points for 'Nurturing and responsive relationships:', 'High quality environments:', 'Social E', and 'Intensive'. The bottom form is titled 'Coach Action Plan Goals Planning' and also includes fields for Teacher, Coach, and Date. It contains a section for '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.' followed by two large text areas: 'Identify 3 Pyramid Model practices the teacher is implementing well:' and 'Identify 3 practice implementation needs identified on the TPOT (including Red Flags):'.



## 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



**Pages 17,18**

## 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 provide frequent positive descriptive feedback on children's skills and behaviors to 4 different children during center play and outdoor play.

## 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

During small group and center activities, at least three times a day, I will support children in using calming strategies by prompting them to use them in the moment and providing positive descriptive feedback.



## 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
- An explicit statement describing how you will know when the goal has been **achieved**





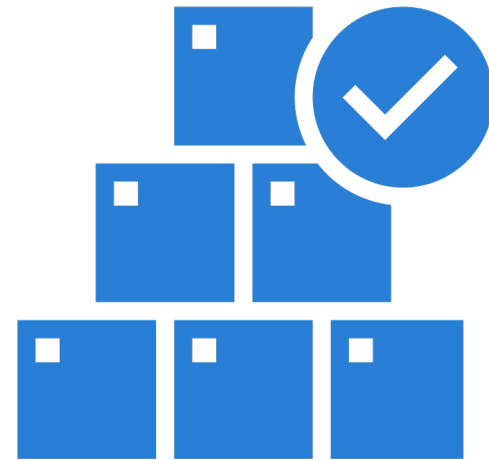
## Activity 2.1

- 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
    - Timeline
    - 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 Resource: Action Plan Quality Checklist

**NCPMI 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
<b>Goal</b>	
• 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 to 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
<b>Goal Achievement Statement</b>	
• 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
<b>Action Steps</b>	
• 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
<b>Resources</b>	
• Are materials or resources listed for all action steps?	Yes No
<b>Timeline</b>	
• Is there a timeline for the next action step?	Yes No
<b>Notes:</b>	

Adapted from: Impact of Professional Development on Preschool Teachers' Use of Embedded Instruction Practices. Project funded by the Institute of Education Sciences (I2244150076).  
 Adapted from: Pyramid Model Expansion to School District Implementation in Pre-K/Kindergarten Classrooms. Project funded by the Office of Innovation and Improvement in the U.S. Department of Education (I16700234M05).

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- Does it target a specific Pyramid Model practice?
- Will we be able to observe it?
- Is it achievable in the time frame set?
- Does the teacher know exactly what to do?
- Does the goal let the teacher know when to use this practice?

## Action Plan Quality Checklist

(<https://challengingbehavior.org/document/action-plan-quality-checklist/>)



## 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 teacher)
- Coach Goal Planning Form



## Activity 3.1

- Locate the **Bella Activity Packet** in your materials
  - Review the strengths and needs assessment information: Practices Checklist, Teacher Planning form, TPOT scores, and Coach Goal Planning forms
  - With your small group, decide which **practice** Bella and her coach should target next for coaching
  - Write a goal, action steps, resources needed, and an achievement statement on the **Action Plan form**. Use the **Quality Action Plan Checklist** as needed
  - Be ready to share!
-



## Troubleshooting

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

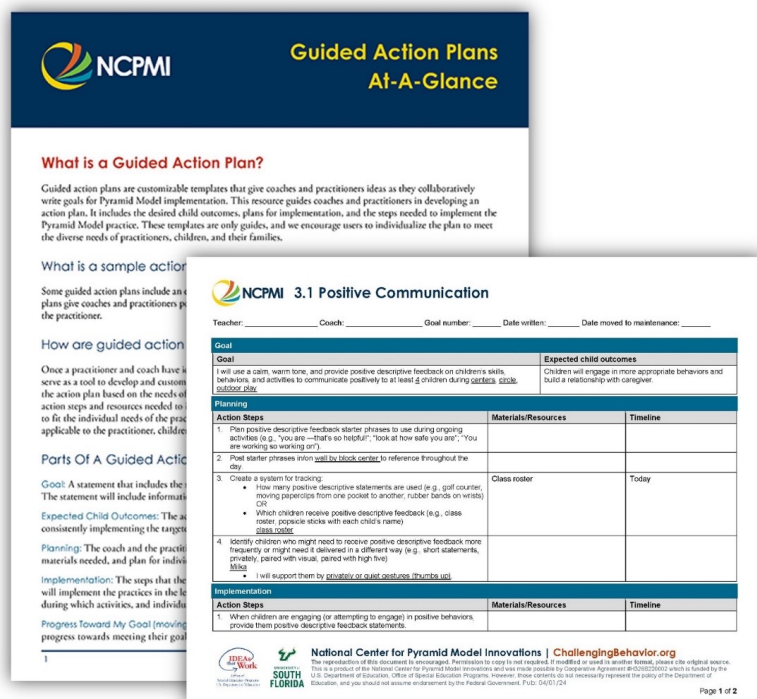
- Revisit the goal; does it need to be re-written?
- Break down action steps into **smaller, achievable** steps
- Revisit goal achievement statement; is it achievable the way it is written?
- Some practices may take longer than others depending on level of difficulty; how can we work on this/write goals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



# Coaching Resource: Guided Action Plans



- Customizable templates
- Provides ideas on possible goal statements
- Great for inspiration and help with ideas to adapt to meet the needs of the teacher

## Guided Action Plans

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

## 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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