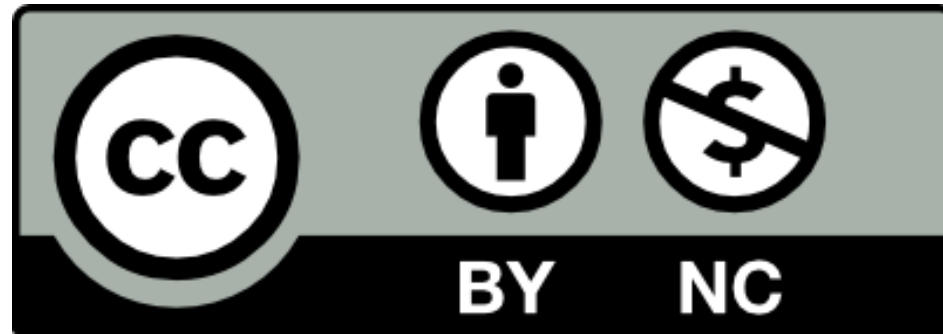# Practice-Based Coaching

Session 1

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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)

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.

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Intended Outcomes

- Summarize the components of Practice-Based Coaching (PBC)
- Identify ways to establish collaborative partnerships with teachers
- Make a plan to get started coaching the Classroom Essentials

Agenda

1.0 Introduction to Practice-Based Coaching

2.0 Establishing Collaborative Partnerships

3.0 Wrap-up and Next Steps

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1.0 Introduction to Practice-Based Coaching (PBC)

Activity 1.1
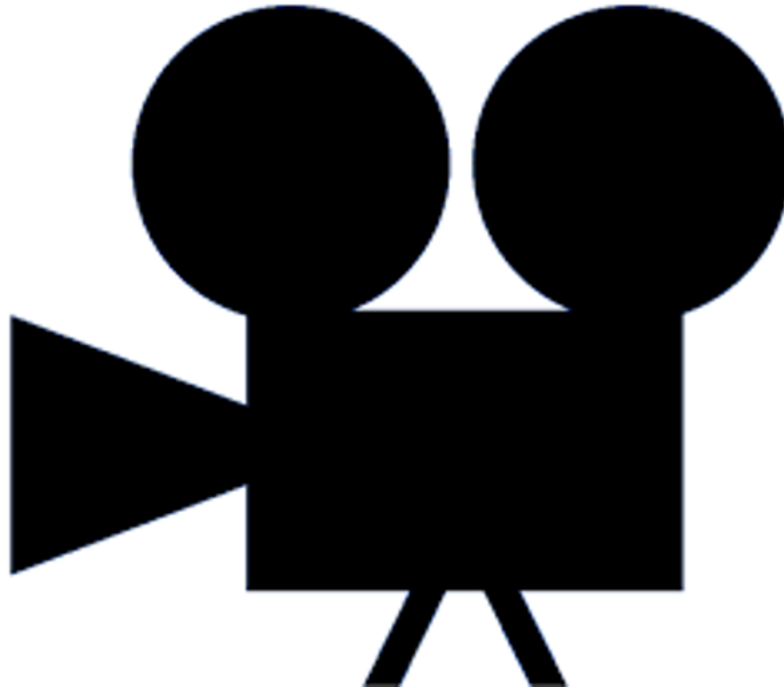
Let's see who is here today!

- How familiar are you with Practice-Based Coaching?

- How long have you been in a coaching role?

- How many classrooms do you currently support?

Effects of Quality Coaching

Teachers Use
Effective Practices

Collaborative Partnerships

Shared Goals and Action Planning

Focused Observation

Effective Practices

Reflection and Feedback

Coaches Use PBC

Positive Child Outcomes

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Connecting with Coaching

Coaching Matters!

Training Components	Knowledge	Skill Demonstration	Use in the classroom
Theory and Discussion	10%	5%	0%
+ Demonstration in Training	30%	20%	0%
+ Practice & Feedback in Training	60%	60%	5%
+ Coaching in Classroom	95%	95%	95%

Adapted from "Student Achievement Through Staff Development," by B. Joyce and B. Showers, 2002, p.78. Copyright 2002 by the American Society for Curriculum and Development.

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Coaching and Adult Learning

- Coaching is about supporting emotional, cognitive, and behavioral change in adults

- Need to know why they should learn something new before learning it

- Use their own life experiences to make sense of new information

- Learn better by applying new strategies immediately to a real-life situation

Practice-Based Coaching (PBC)

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

Coaching

Coaching Is:

- Collaborative

- Interactive

- Focused on skill-building

- Reliant on observation and feedback

- Goal-directed

- Outcomes-driven

Coaching Is Not:

- Only providing advice and tips

- Supervision

- Only Modeling

- Training with classroom observation

- Consultation

Practice-Based Coaching Model Components

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

- Goal Planning
- Observation
- Reflective conversations
- Supportive feedback
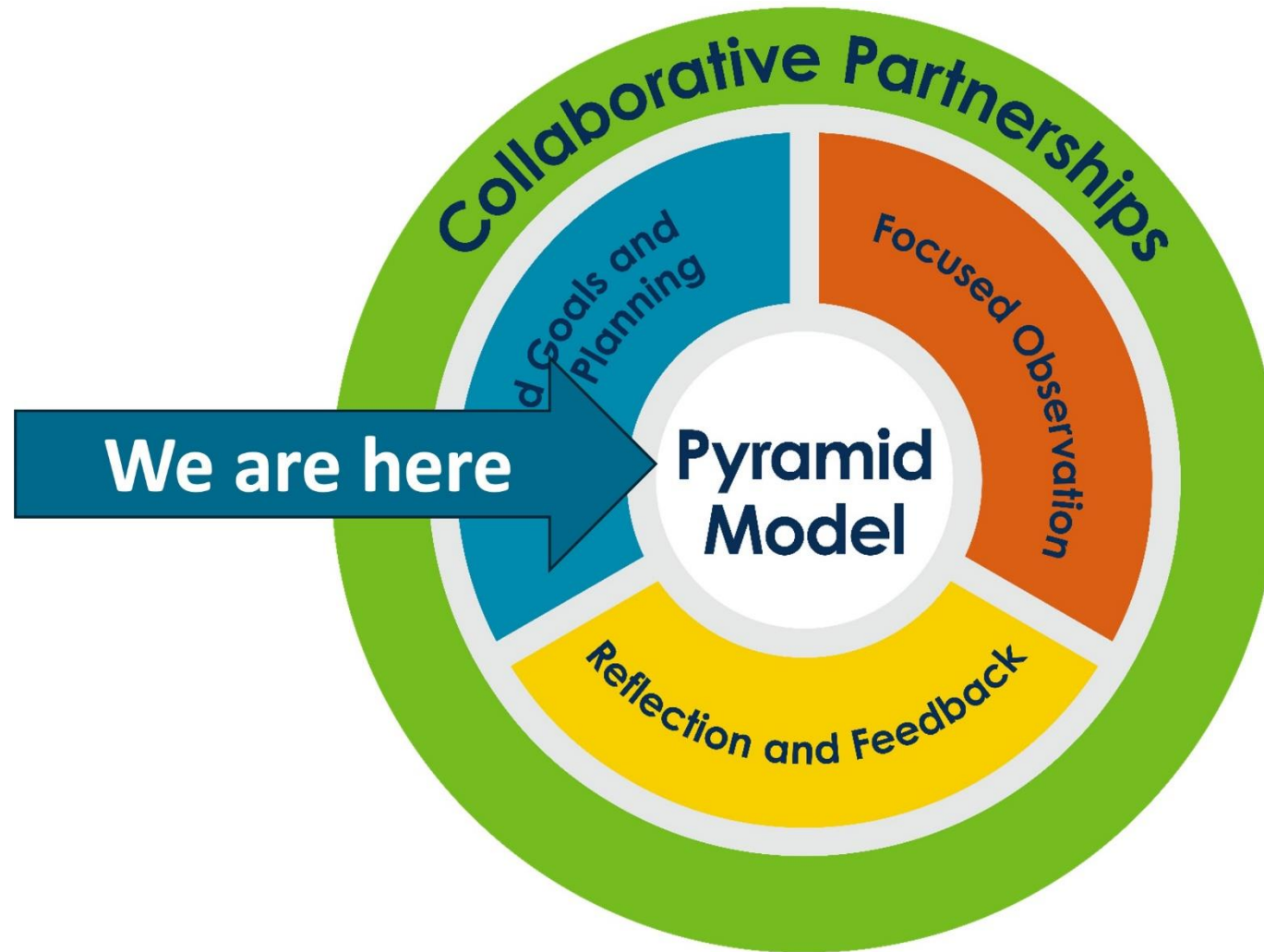- Constructive feedback
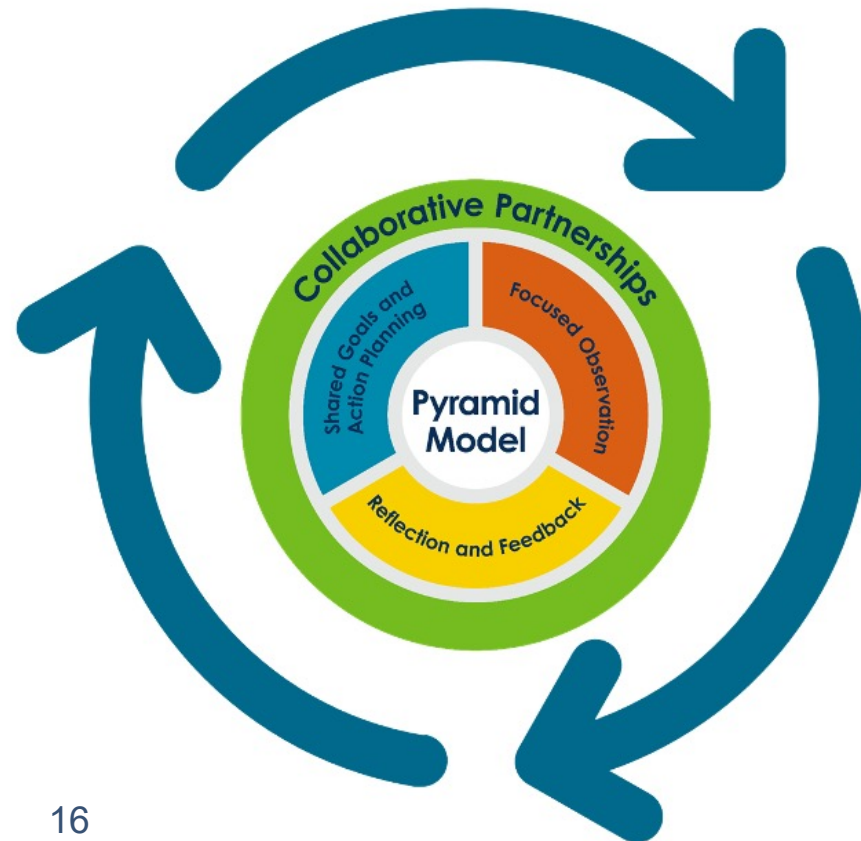
Resource: Coaching Guide
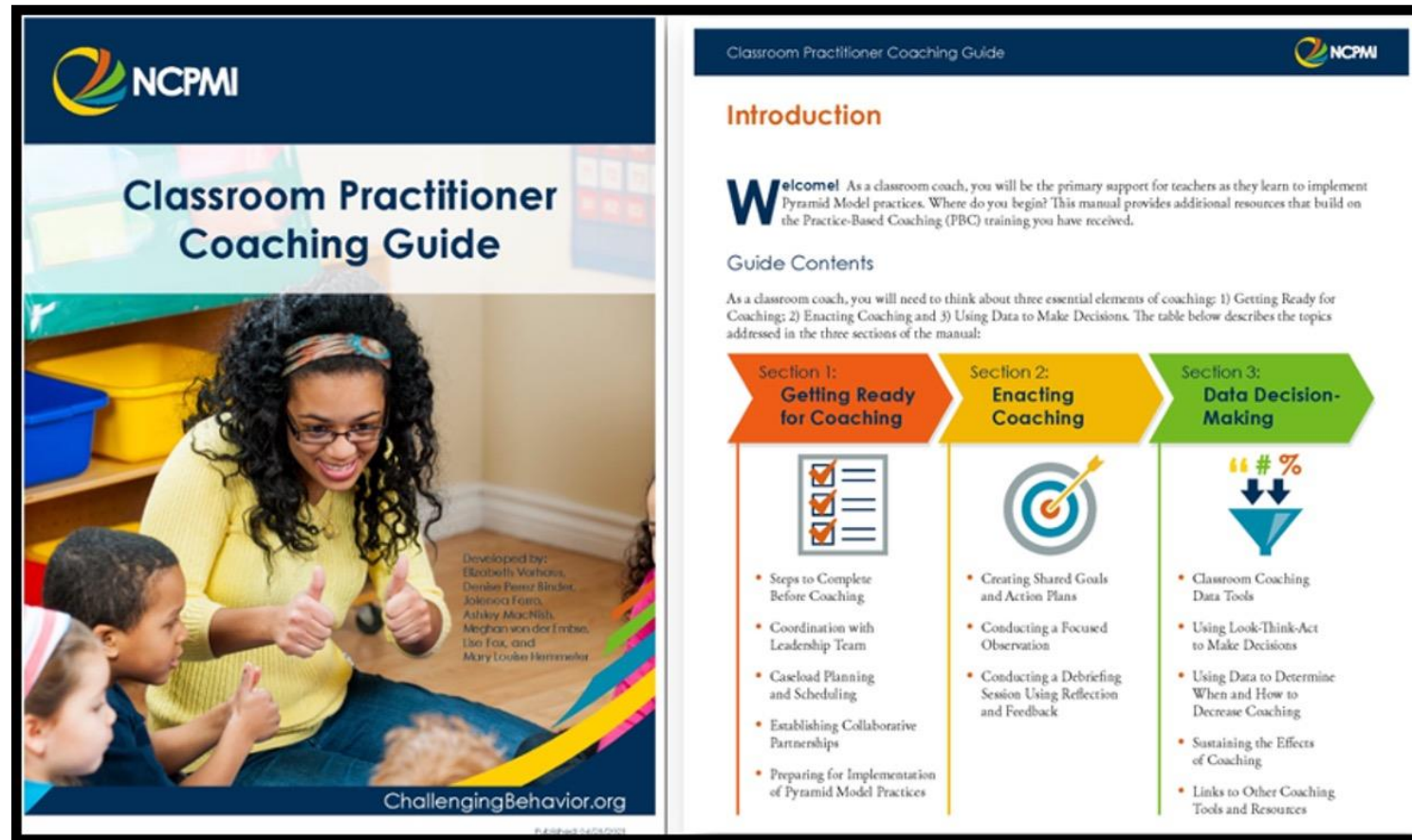
[Classroom Practitioner Coaching Guide](https://challengingbehavior.org/document/classroom-practitioner-coaching-guide/)
(https://challengingbehavior.org/document/classroom-practitioner-coaching-guide/)

Effective Practices = Content Ready

What is a Practice?

Practices are specific statements of **observable** and **measurable** actions and behaviors of teachers that support child learning

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Activity 1.2

Let's practice identifying observable and measurable practices teachers can do in the classroom!

- Answer the questions in the poll, and then we will review the answers together

Remember:

- **Observable:** can be seen or heard when the education staff member uses them.
- **Measurable:** can be counted or otherwise measured.

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Activity 1.3

As you go back to your program, it is important for you to be able to explain Practice-Based Coaching to teachers and leadership

- Take a moment to review the definition of Practice-Based Coaching and the components related to each coaching cycle.

- With the partners in your small group, take turns practicing reciting the definition and all of the components.

- Keep practicing until you have successfully recited each piece.

- Be ready to discuss how this activity helped your understanding of Practice-Based Coaching

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2.0 Establishing Collaborative Partnerships

It all begins here

Collaborative Partnerships

Shared Goals and Action Planning

Focused Observation

Reflection and Feedback

Pyramid Model

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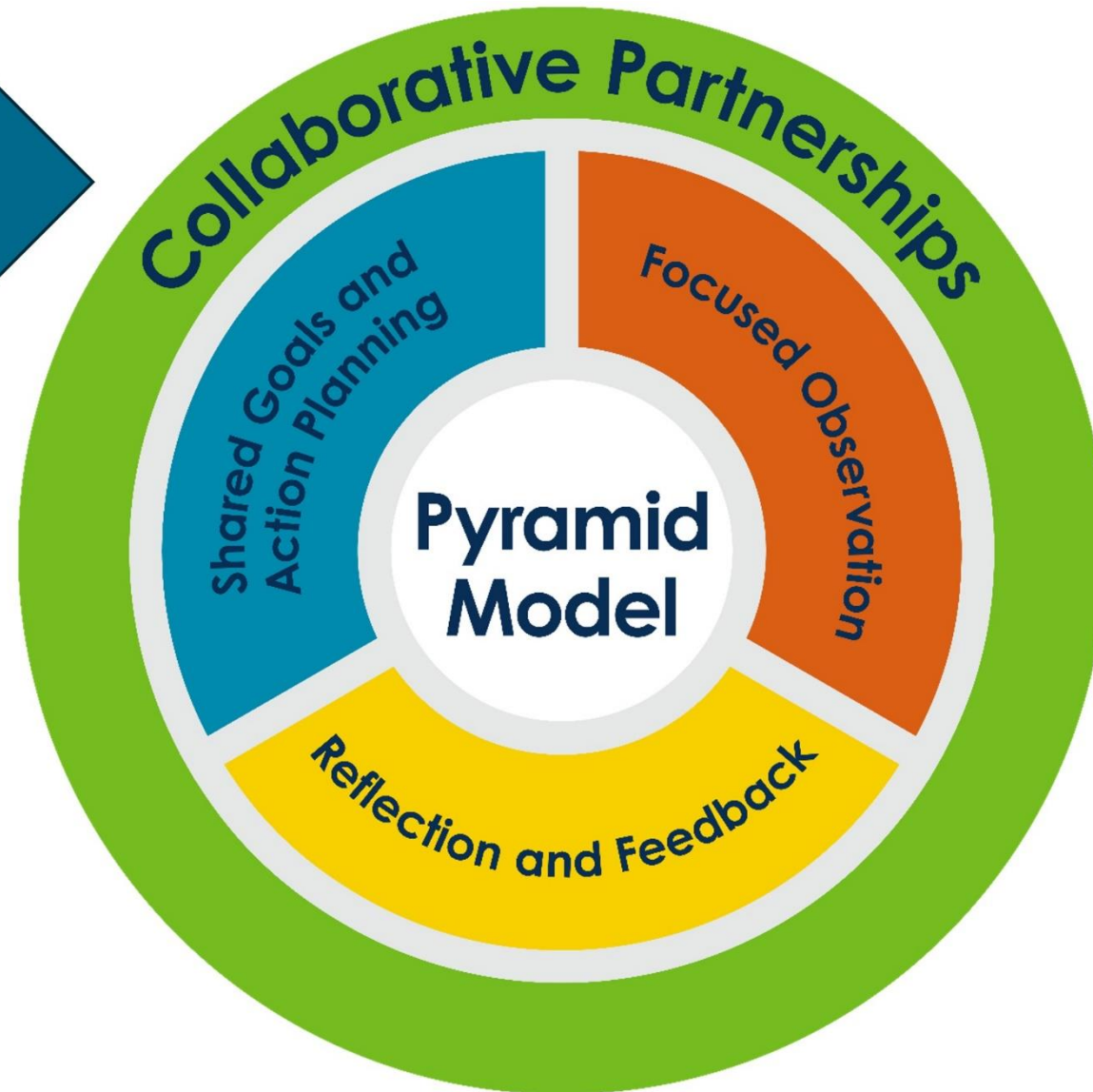
Characteristics of Collaborative Partnerships

Professional in nature and result in **meaningful support**, **trust**, and **positive outcomes** for **all children**.

- Shared understanding about the goals of coaching
- Shared focus on professional development
- Development of rapport and trust

- Choice and ownership
- Ongoing communication and support
- Celebrations around the coaching process

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Establish Coaching as a Safe Place

- Separate coaching from supervision

- Non-evaluative environment

- Clearly defined roles

- Transparent data collection

- Focus on capacity building

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Building a Strong Partnership

1. Get to know the teacher

2. Connect to other professional development experiences

3. Establish yourself as a support

4. Appreciate the teacher

Page 10
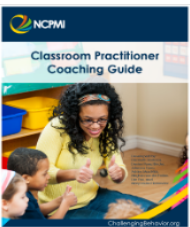
Reflecting on Coaching and Culturally Responsive Practices

- Practice cultural sensitivity
  - Engage in self-reflection of your own cultural beliefs and implicit biases
  - Use clear communication strategies
- Build trusting relationships
  - Observe, listen, reflect, and respond
- Address diversity issues
  - Learn about culture
  - Explore coach equity resources

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Culturally Responsive Coaching
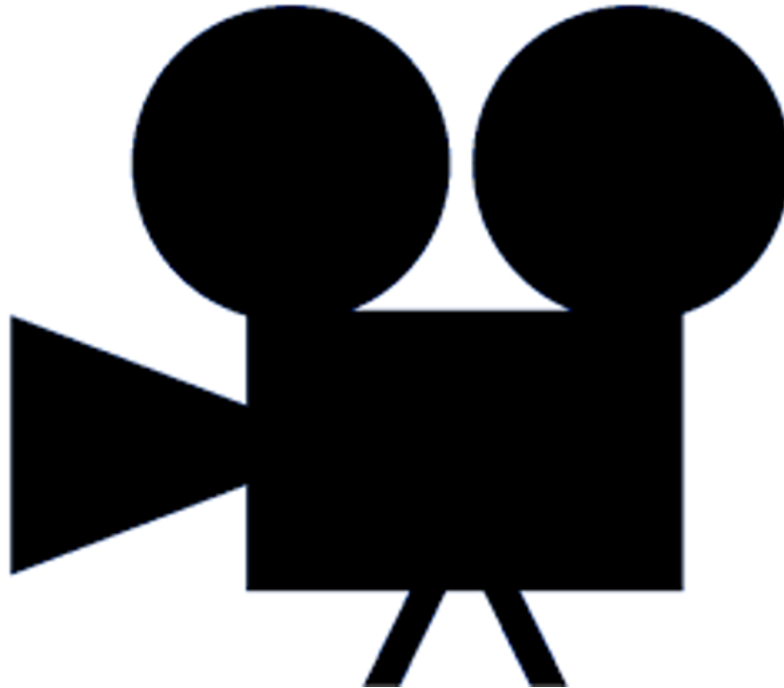
Reflecting on Equity and Diversity Through Coaching

Coaching encourages educators to:

- Acknowledge assumptions and implicit biases

- Recognize and support each child's strengths

- Engage in inclusive teaching practices

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Getting Ready for Coaching

- Clarify expectations

- Review PBC components

- Discuss scheduling

- Review Pyramid Model alignment to classroom initiatives

- Complete Coaching Agreement

- Allow time for questions
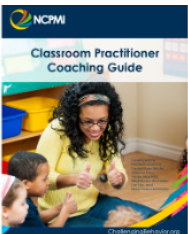
Pages 11,12

Tool: Coaching Agreement

- Supports the collaborative partnership
- Creates transparency and shared understanding
- Include equity, inclusion, and bias discussion in the document
- Shared as a discussion with the teacher
- Individualized to the needs of the coach and teacher
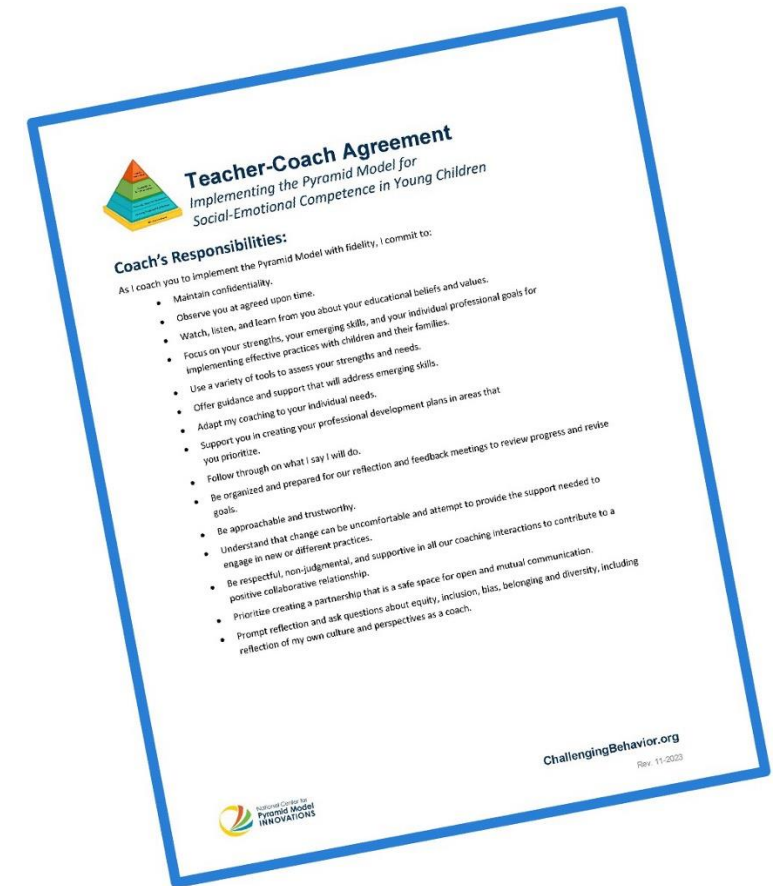
Coaching Agreement Components

Must Include

- Coach's roles and responsibilities

- Teachers' roles and responsibilities

Might Include

- Supervisor or other personnel responsibilities

- Communication and data-sharing expectations

- Signed and agreed on by all coaching partners

What else might you include in your coaching agreement?

Pages 13,14

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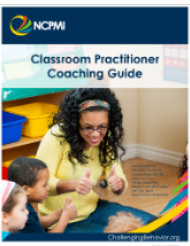
Activity 2.1

- Locate the **Sample Scenarios** document in your materials and independently read through both scenarios

- Identify attributes or characteristics of the teacher you think are important to consider as you establish rapport and begin the coaching partnership

- Generate two or three strategies you would use during the first few coaching sessions

- Record the attributes and strategies and be prepared to share and discuss them with the group

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Scenario 1

Jasmine has been teaching in early childhood for five years. She recently completed her bachelor's degree in early childhood after completing her CDA several years ago. She is confident about her knowledge base and skills and is clear about her core beliefs but is suspicious of newcomers to her classroom. She says, "I want my classroom to be a comfortable place for children. I want everyone to have a good time, succeed as learners, and be ready for kindergarten. I think I know how to make that happen."

Scenario 2

Jim is a first-year teacher. His previous job was with computer software development, but he felt he would be making more of a contribution if he worked with young children. Jim completed a teacher preparation program and became licensed in ECE, but he has had no practical classroom experience beyond student teaching. He has been surprised by the many behaviors in the classroom that challenge him. He felt frustrated and overwhelmed by not knowing how to respond or what to do. He is eager to learn and to try out new ideas.

Activity 2.2

- Identify 2-3 ways that you will begin establishing collaborative partnerships with your teachers/teaching teams

- Make sure you think about new relationships as well as those that are already established; the strategies might look different

- Be ready to share

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3.0 Wrap-up and Next Steps

Where Do We Start?

- Classroom Essentials were shared with your teaching staff during the Pyramid Practices training

- Develop a collaborative plan to use the document with your teaching teams

- Offer assistance to the teaching teams to get all the Classroom Essentials in place

- Use the form during future observations, as needed

Classroom Essentials

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

Activity 3.1

- Take a few minutes to look over the document titled **Preparing for the Pyramid: Classroom Essentials.**

- What questions do you have?

- What might be the best way to begin working on this at your site?

- How might your site's Leadership Team or administration support these efforts?

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What's Next?

- Session 2: Shared goals and action planning
- Please bring your Practice-Based Coaching materials from today's session