



Practice-Based Coaching

Session 1



mimtsstac.org

Acknowledgments

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

- National Center for Pyramid Model Innovations (website: challengingbehavior.org)
- Lise Fox
- Mary Louise Hemmeter
- Patricia Snyder

Thank you to all of our Michigan coaches who contributed examples to the content!

Group Expectations - Virtual

Be Responsible

- Return from breaks on time
- Active Participation
 - Use participant features of raise hand, thumbs up, etc.
 - Type short answer or questions in chat box
 - Respond to poll questions, if provided

Be Respectful

- Limit use of chat box to essential communication
- Please refrain from email and internet browsing
- Place your phone and other devices on mute and out-of-sight

Training Effectiveness

- At the end of the series, 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
- Trainers will provide a preview of the survey and provide you with the link at the end of this series

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

- 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

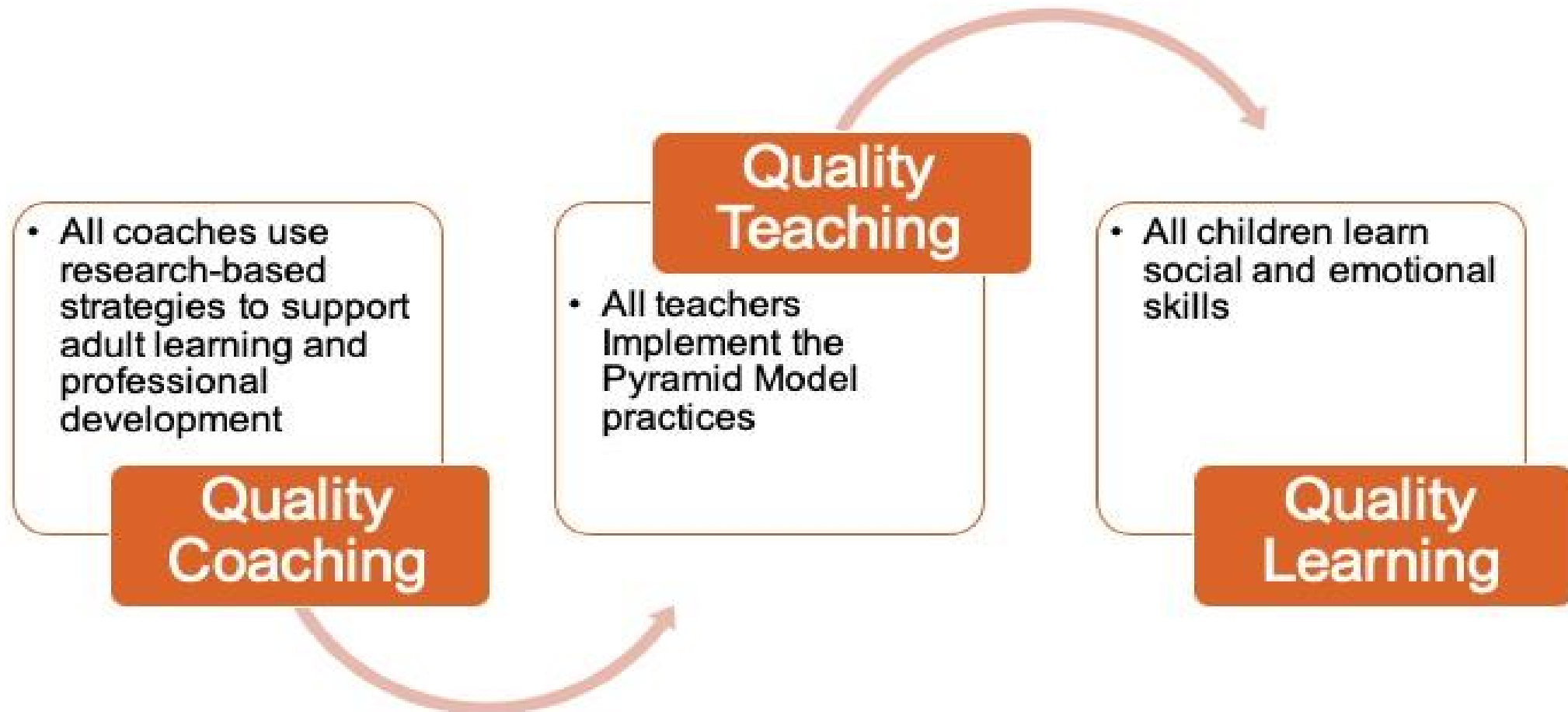
1.0 Introduction to Practice-Based Coaching

2.0 Establishing Collaborative Partnerships

3.0 Wrap-up and Next Steps

1.0 Introduction to Practice-Based Coaching (PBC)

Effects of Quality 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.



Activity 1.1

What do you think of when you hear the word “coach?”

- In the chat box, write down as many words or phrases as you can, but don't hit the enter key yet!
- Continue writing for 30 seconds, then hit the enter key when prompted.

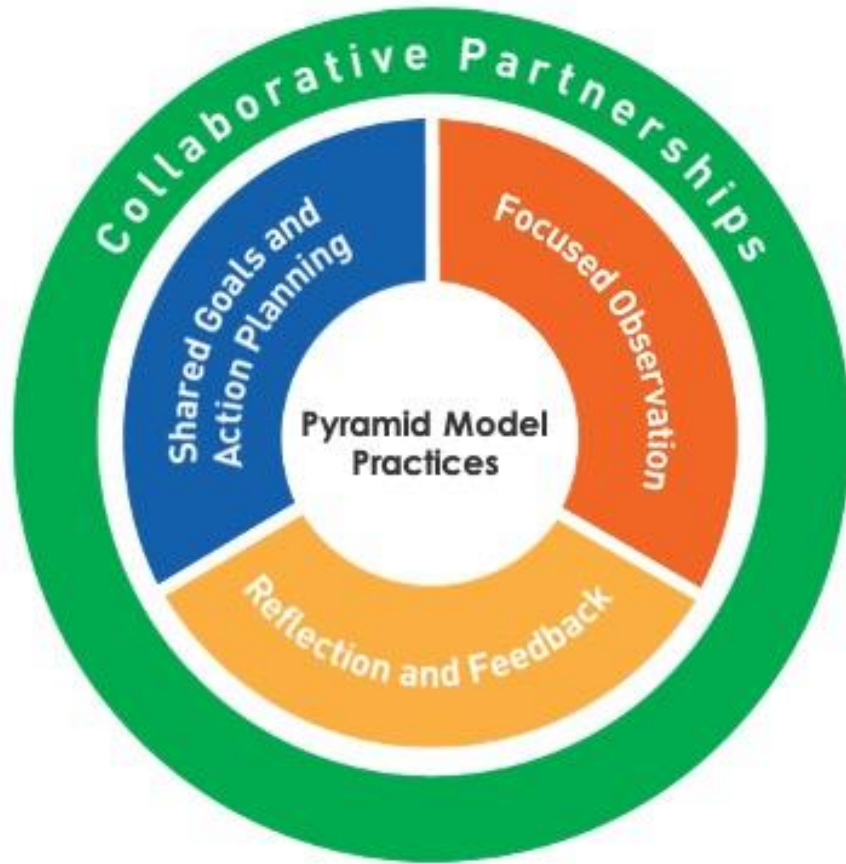
Practice-Based Coaching (PBC)

Practice-Based Coaching is a cyclical process for supporting teachers' use of effective teaching practices that lead to positive outcomes for children:

1. Planning goals and action steps
2. Engaging in focused observations
3. Reflecting on and sharing feedback about teaching practices

Practice-Based Coaching occurs within the context of a collaborative partnership.

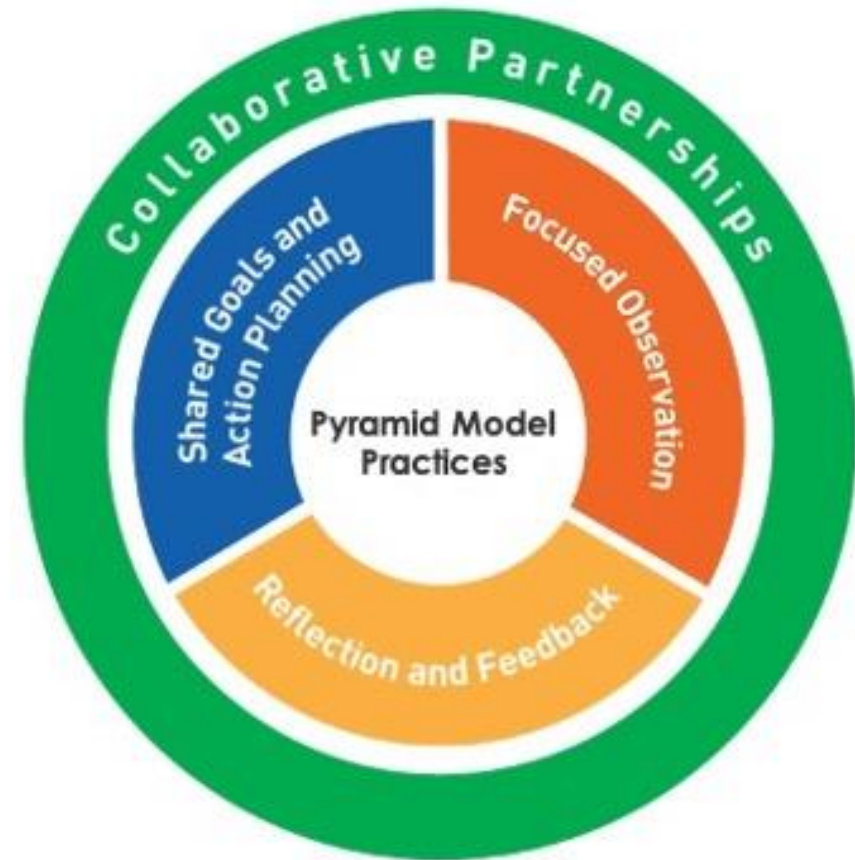
Practice-Based Coaching Framework



- 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 practitioner growth through reflection

When is PBC Effective?

- Action plans are completed
- Sufficient coaching cycles occur
- There is a focus on practice implementation
- Each component is in place
 - Collaborative relationships
 - Shared goals and action planning
 - Focused observation
 - Reflection and feedback

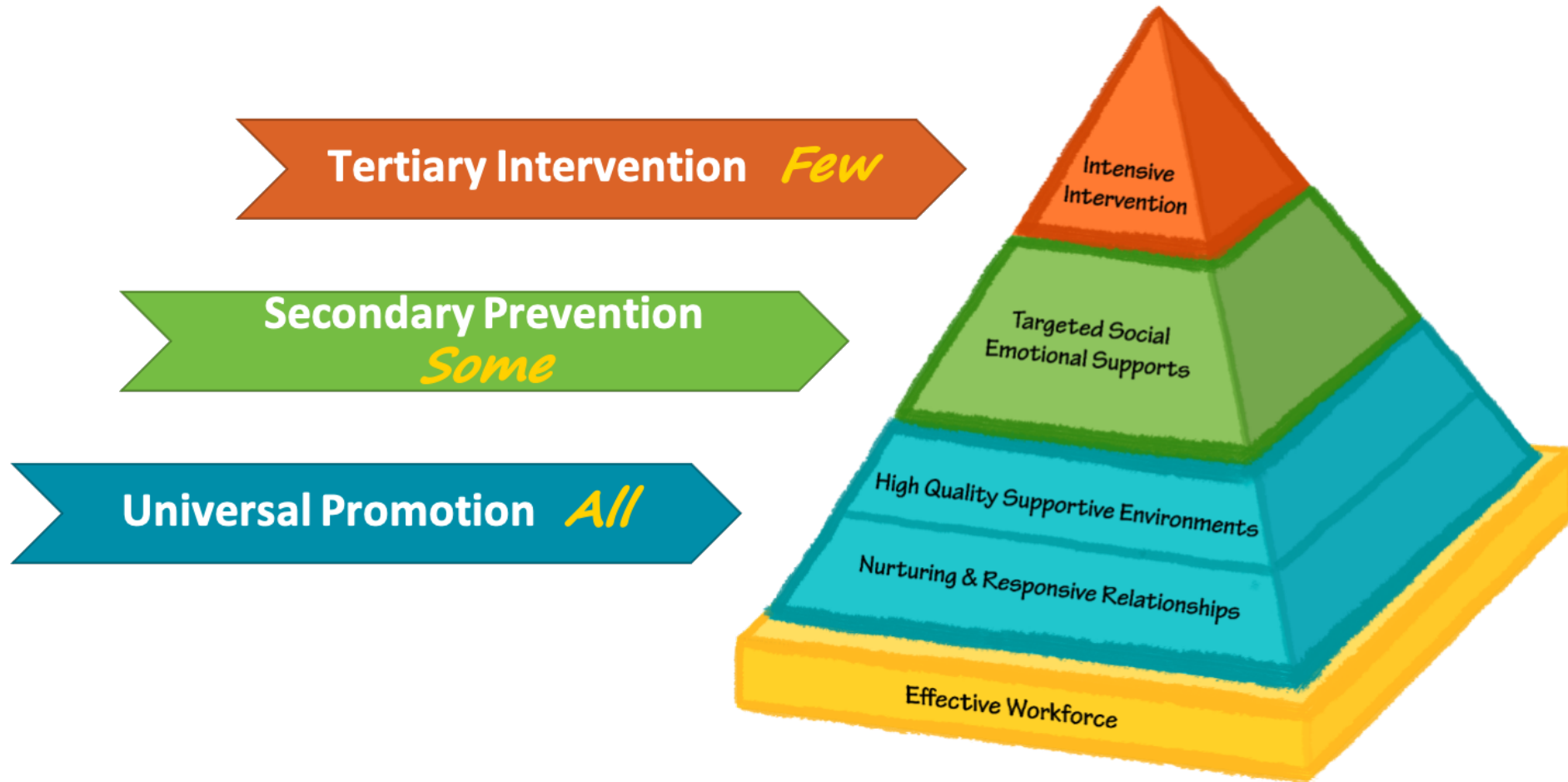


Coaching Teachers in Implementing the Pyramid



Practitioner Coaches are the bridge between teachers hearing about it in training and implementing it in daily practice.

A Framework of Evidence-Based Practices





Activity 1.2

- Take a minute to write out how you would describe Practice-Based Coaching to a teaching team.
- What key words or phrases would you include?
- Be ready to share your response with the group.

2.0 Establishing Collaborative Partnerships



Activity 2.1

- Take a moment to reflect on your perspective of coaching
- When the poll is opened, rate each item from strongly disagree to strongly agree

Perspective

1. The primary goal of coaching is to provide teachers with emotional support and opportunities for reflection about their work
2. Coaching works best if the person providing coaching support does not have a supervisory relationship with the teacher
3. Providing corrective feedback is not an appropriate coaching practice
4. Coaching works best if the person providing coaching lets the coaching agenda develop organically through the relationship with the teacher

Coaching

Coaching Is:

- Collaborative
- Interactive
- Focused on skill-building
- Reliant on observation and feedback
- Goal-directed
- Outcomes-driven

Coaching Is Not:

- Just providing advice and tips
- Supervision
- Modeling
- Training with classroom observation
- Consultation

Coaching Light: Necessary, But Insufficient

- Goal is to be appreciated, accepted, and liked
- Relationships more important than the outcome
- Might avoid challenging conversations
- Coach finds self assisting, providing resources, supporting
- Feedback linked to teacher actions only

Coaching Heavy: Moving Toward Child Outcomes

- Goal is change in practice that impacts child outcomes
- High stakes interactions focused on child learning
- Using data, stretching and working outside of comfort zone
- Holding high expectations for the teacher
- Conversations that include beliefs and actions



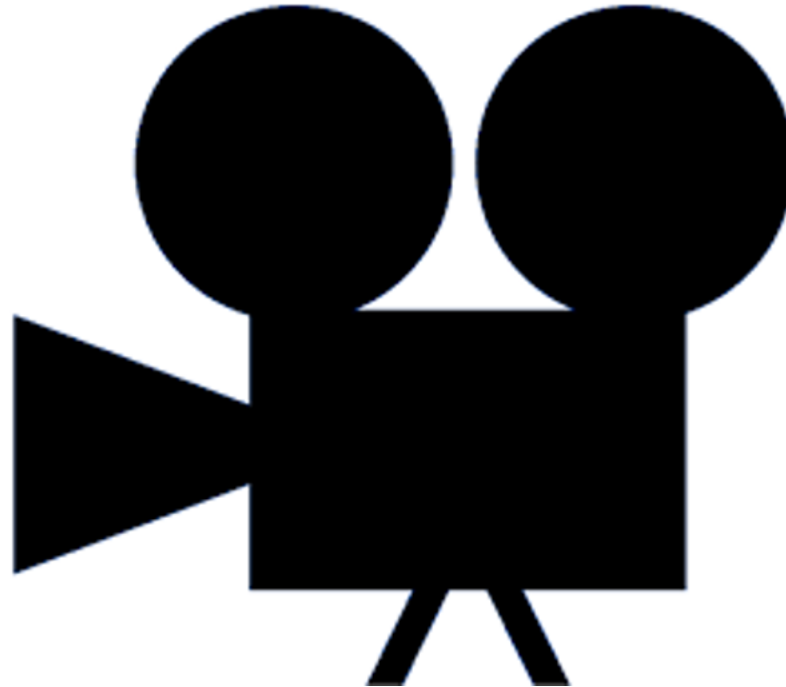
Activity 2.2

- Think about all the coaching skills and competencies that a coach needs to effectively support improved child outcomes
- Which do you think are most important?
- When prompted, enter your top 3 responses

It All Starts With Collaborative Partnerships!

- Collaborative partnership is the context for all other components to occur.
- It's a partnership! Collaborative partnerships are professional in nature while relationships take time to develop.
- You can establish a partnership with education staff and begin working toward change while you are getting to know each other.
- Although it's great to develop relationship with staff you work with, it's possible to have a partnership without having a close relationship with him/her.

Coaching Relationships



Characteristics of a Collaborative Partnership

- Shared understanding about the goals of coaching
- Shared focus on professional development
- Development of rapport and trust
- Choice
- Ongoing communication and support
- Celebrations around the coaching process

Coaching and Supervision

Establish coaching as a “safe place”

- Non-evaluative environment
- Strong collaborative partnership
- Clearly defined roles and boundaries
- Transparent data collection

Coaching and Cultural Responsiveness

- 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

Adapted from the PBC Training Institute, NCECDTL, 2020

we don't see things as they are
we see them as we are

anais nin



www.imagequotes.com

Developing a Strong Partnership

- Get to know the teacher
- Connect to other professional development experiences
- Establish yourself as a resource
- Jump in and help
- Appreciate teachers

Possible Discussion Topics to Build the Partnership

- Clear information on the purpose of coaching and what will happen during the coaching process
- Past coaching and career experiences
- Feedback/information sharing preferences

Provide an Orientation to Coaching

- Clarify expectations
- Review PBC components
- Discuss scheduling
- Review Pyramid Model alignment to classroom initiatives
- Complete Coaching Agreement
- Allow time for questions

Additional details are in the coaching manual

Consider a Coaching Agreement

- Supports the collaborative partnership
- Should be individualized to the needs of the coach and teacher
- Should spell out coach responsibilities and teacher responsibilities
- May also include supervisor responsibilities and expectations for communication and information sharing
- May choose to share it as an informational document or have all parties sign it
- Examples are provided in your materials



Activity 2.3

- Read the short scenario
- With your partner(s), 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 with the larger group

Scenario 1

Holly has been teaching in early childhood for five years. She has a Master's Degree in early childhood and a license in early childhood special education. She is confident about her knowledge base and skills and is clear about her core beliefs. 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 at risk. 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 challenging behaviors young children demonstrate. He felt frustrated and overwhelmed by their behaviors. He is eager to learn and to try out.



Activity 2.4


- 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

3.0 Wrap-up and Next Steps

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)

**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

- 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.



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?

What's Next?

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