



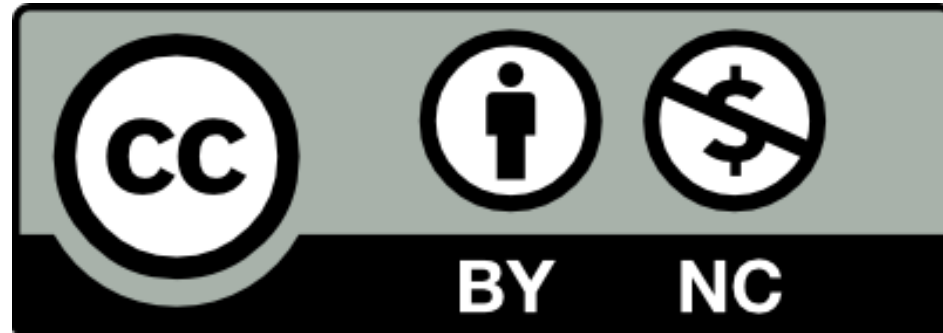
Practice Based Coaching

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.

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)

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?

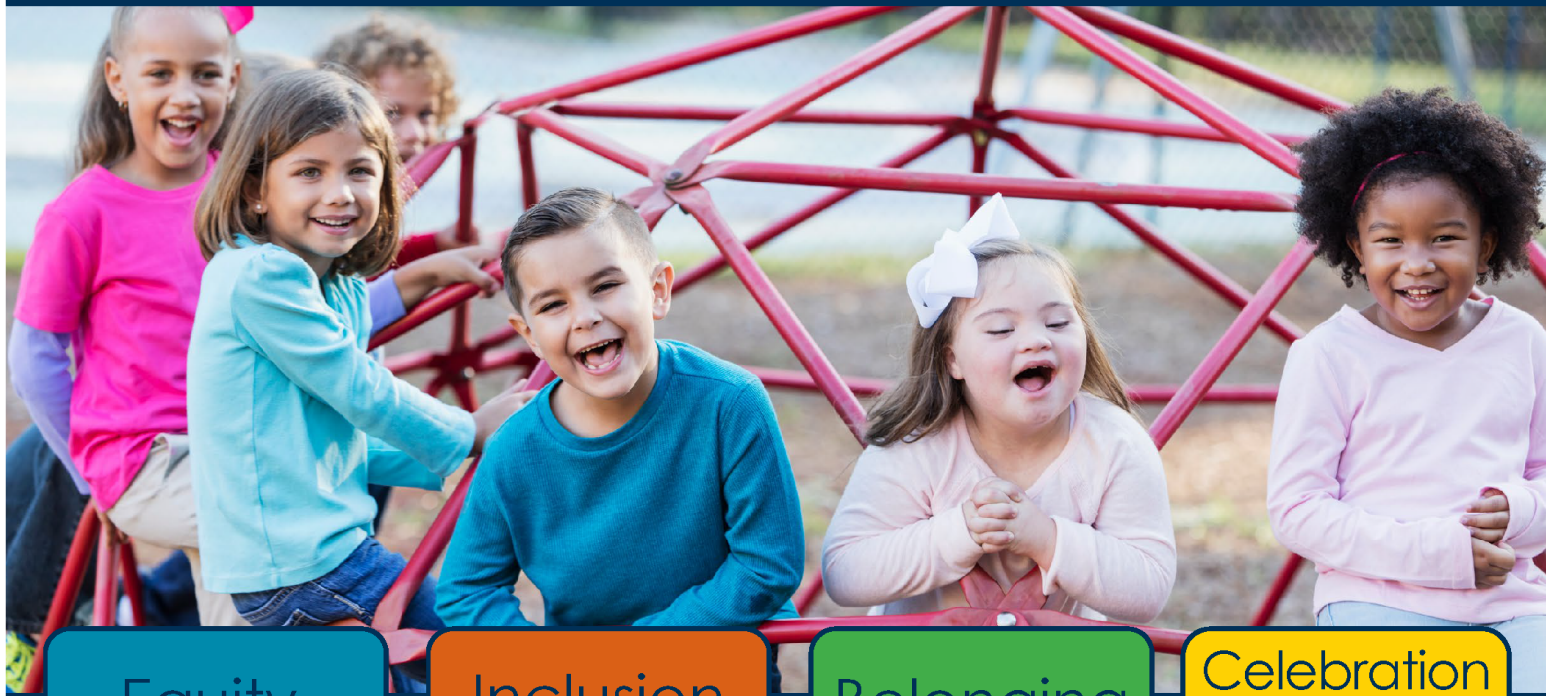


Effects of Quality Coaching



Coaching to Support Pyramid Model Practices

The Pyramid Model Commitments



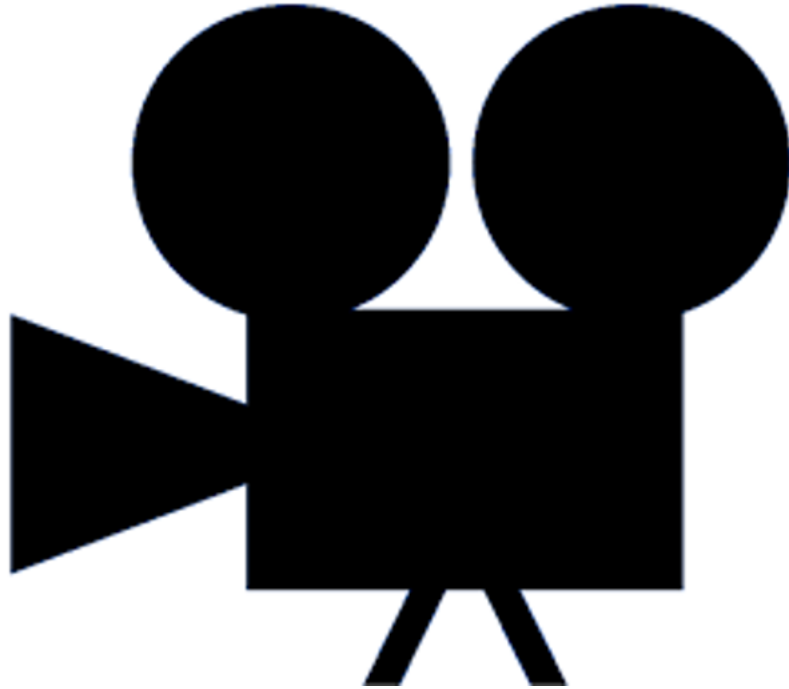
Equity

Inclusion

Belonging

Celebration
of Diversity

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%

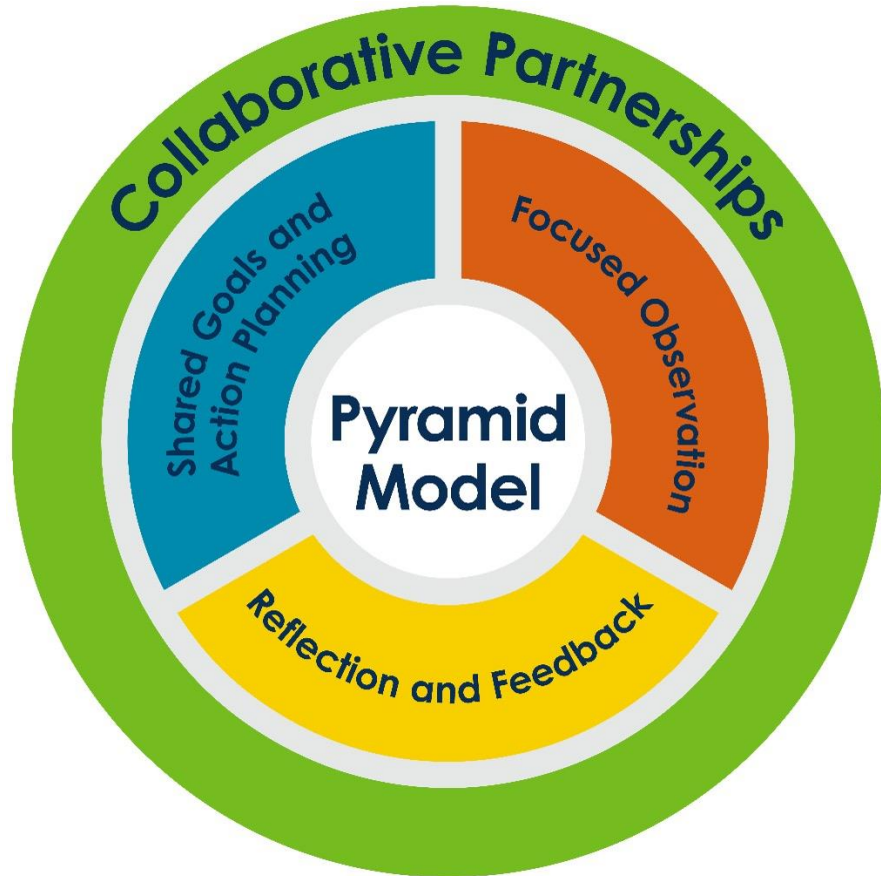
Adapted from "Student Achievement Through Staff Development," by B. Joyce and B. Showers, 2002, p.78. Copyright 2002 by the American Society for Curriculum and Development.

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

Delivery of PBC

Many factors determine which PBC delivery works best for each program. Our training will focus on **expert** coaching.

Coaching Partner

- Expert
- Peer
- Self

Delivery Method

- On-site
- Distance

Grouping

- Individual
- Group


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



Coaching Log: Capture the Coaching Cycle

 National Center for Pyramid Model INNOVATIONS													
Individual Coaching Log													
TEACHER ID:		T1		Focused Observation Strategies									
How many action plan goals have you initially written?		1											
Cycle Number	Dates	Observed	Videotaped	Modeled	Collected data	Verbal support	Side by side gestural support	Problem solving discussion	Reflective conversation	Helped with environmental arrangements	Other help in the classroom	Other	Total Observation Time for this Cycle
1	9/20/2018												
Debrief Strategies							Total Debriefing Time for this Cycle	Observations Complete? No	Action Plan Goals				
Goal setting/action planning	Supportive Feedback	Material provision	Demonstration	Individual child support	Other	Total Number of Action Plan Goals Completed			New Action Plan Goal(s)?				
	Y	Y				10	Debriefing complete? Yes	n/a	If Yes, how many?				
							Cycle Incomplete						

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

Resource: Coaching Guide

The image shows the cover and the first page of the 'Classroom Practitioner Coaching Guide'. The cover features the NCPMI logo, the title 'Classroom Practitioner Coaching Guide', and a photograph of a woman in a yellow shirt interacting with two young children. The introduction page includes a welcome message, a table of contents, and a diagram of the three sections: 'Getting Ready for Coaching', 'Enacting Coaching', and 'Data Decision-Making'. Each section has a list of key topics and icons representing them.

Classroom Practitioner Coaching Guide

Introduction

Welcome! As a classroom coach, you will be the primary support for teachers as they learn to implement Pyramid Model practices. Where do you begin? This manual provides additional resources that build on the Practice-Based Coaching (PBC) training you have received.

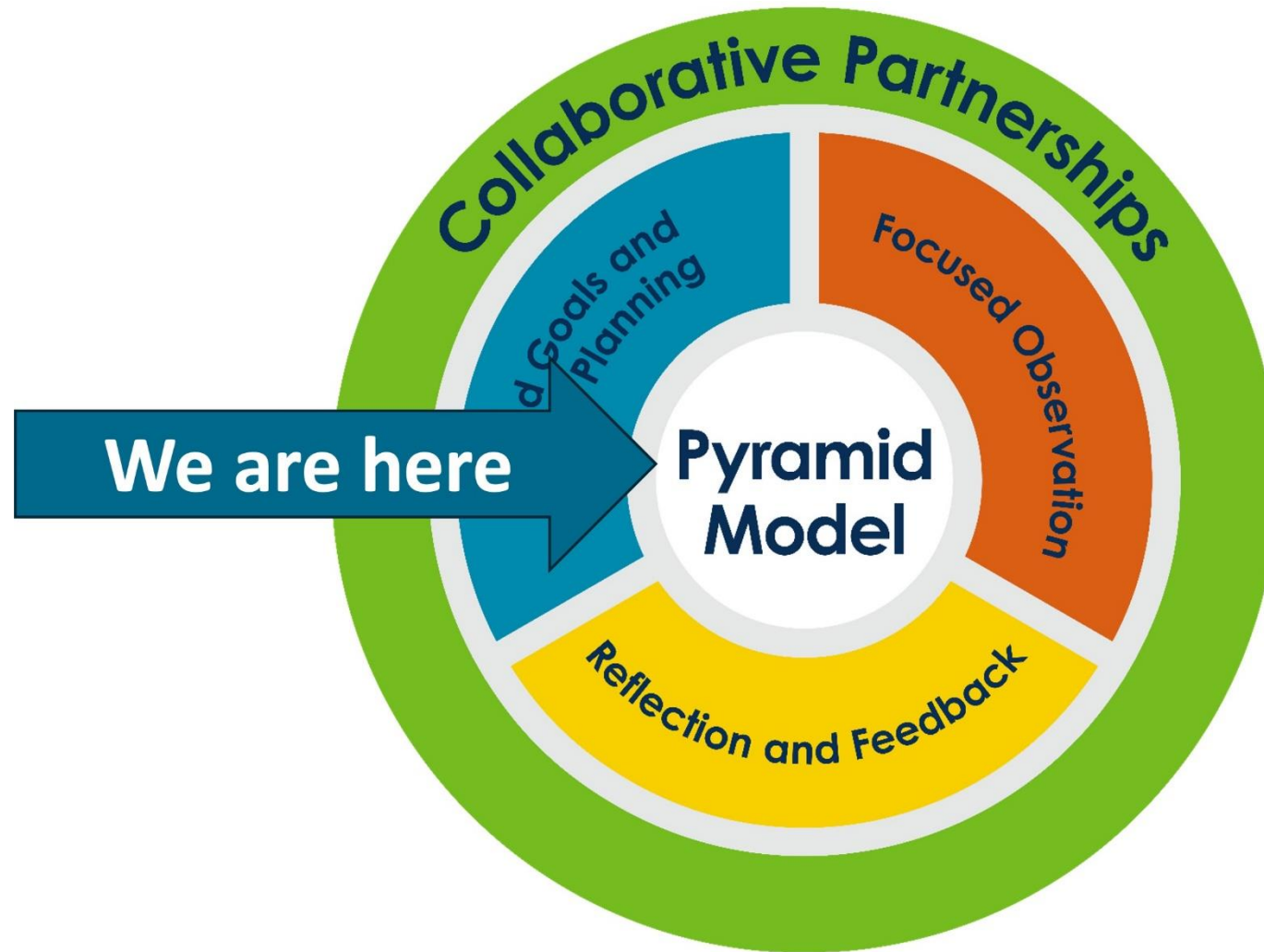
Guide Contents

As a classroom coach, you will need to think about three essential elements of coaching: 1) Getting Ready for Coaching; 2) Enacting Coaching and 3) Using Data to Make Decisions. The table below describes the topics addressed in the three sections of the manual:

Section 1: Getting Ready for Coaching	Section 2: Enacting Coaching	Section 3: Data Decision-Making
<ul style="list-style-type: none">Steps to Complete Before CoachingCoordination with Leadership TeamCaseload Planning and SchedulingEstablishing Collaborative PartnershipsPreparing for Implementation of Pyramid Model Practices	<ul style="list-style-type: none">Creating Shared Goals and Action PlansConducting a Focused ObservationConducting a Debriefing Session Using Reflection and Feedback	<ul style="list-style-type: none">Classroom Coaching Data ToolsUsing Look-Think-Act to Make DecisionsUsing Data to Determine When and How to Decrease CoachingSustaining the Effects of CoachingLinks to Other Coaching Tools and Resources

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

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



Activity 1.2

- Let's practice identifying objective and measurable practices teachers can do in the classroom!
- Answer the questions provided, and then we will review the answers together

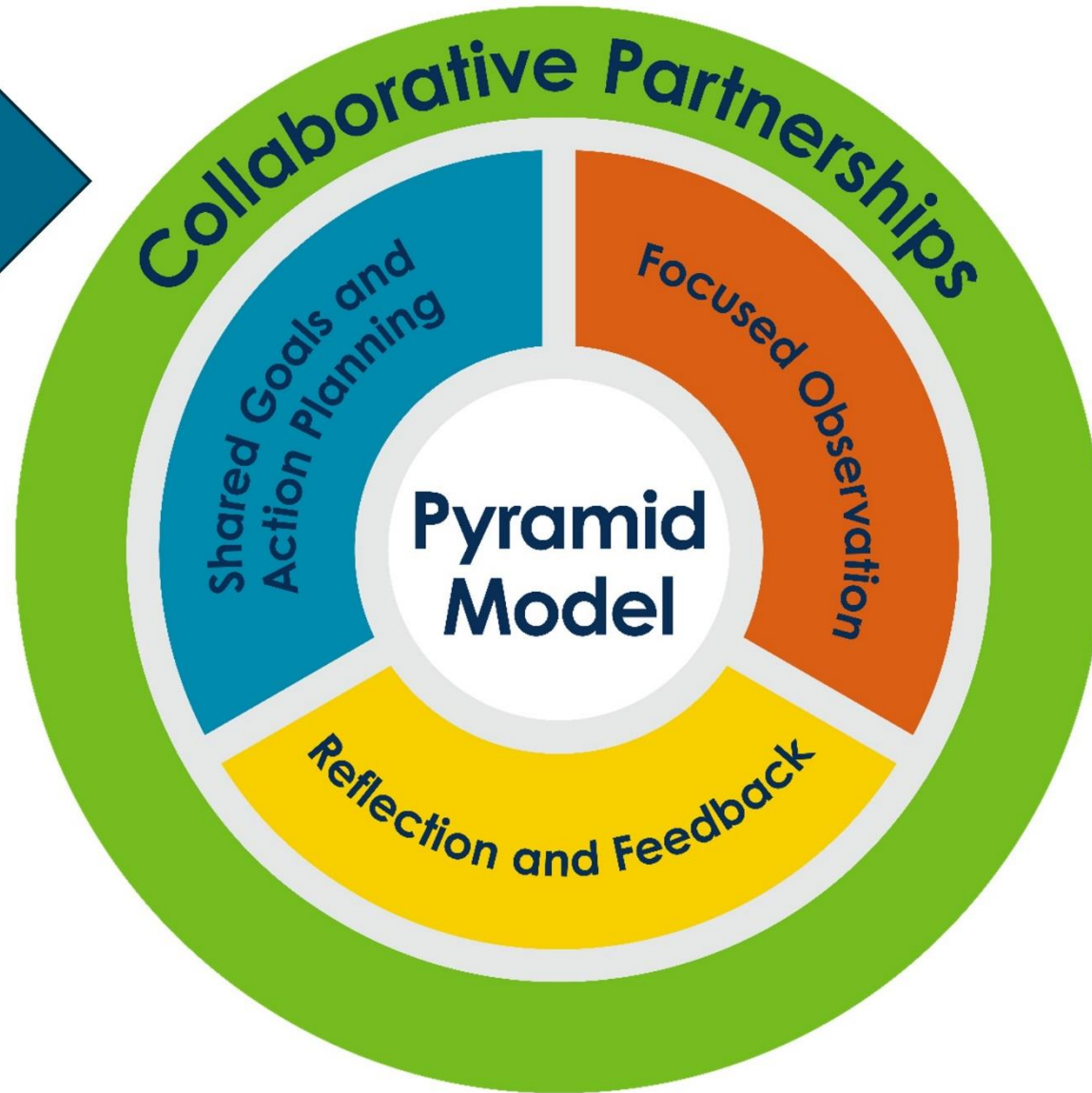


Activity 1.3

- 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

It all begins here



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

Establish Coaching as a Safe Place

- Separate coaching from supervision
- Non-evaluative environment
- Clearly defined roles
- Transparent data collection
- Focus on capacity building



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

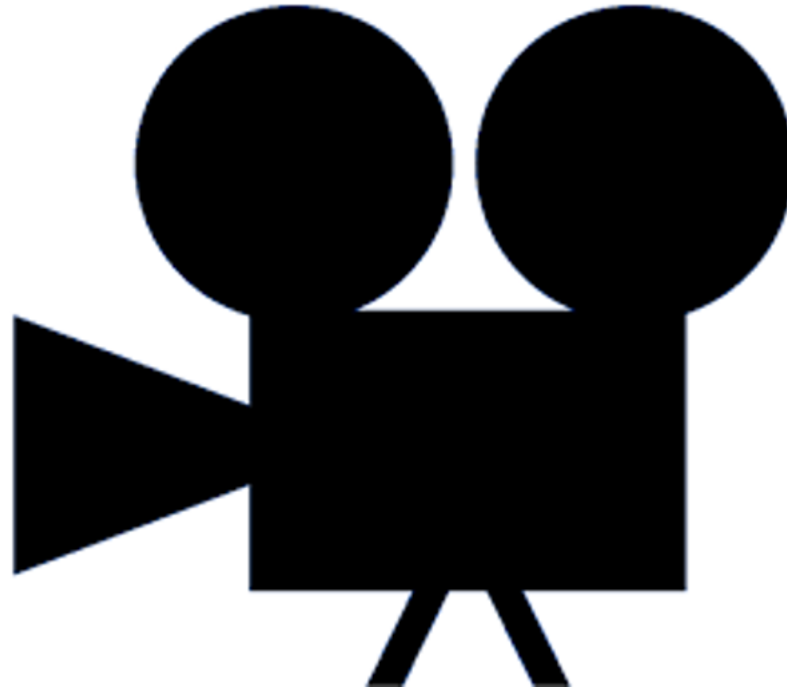


Reflecting on Coaching and Culturally Responsive Practices

- 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



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



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

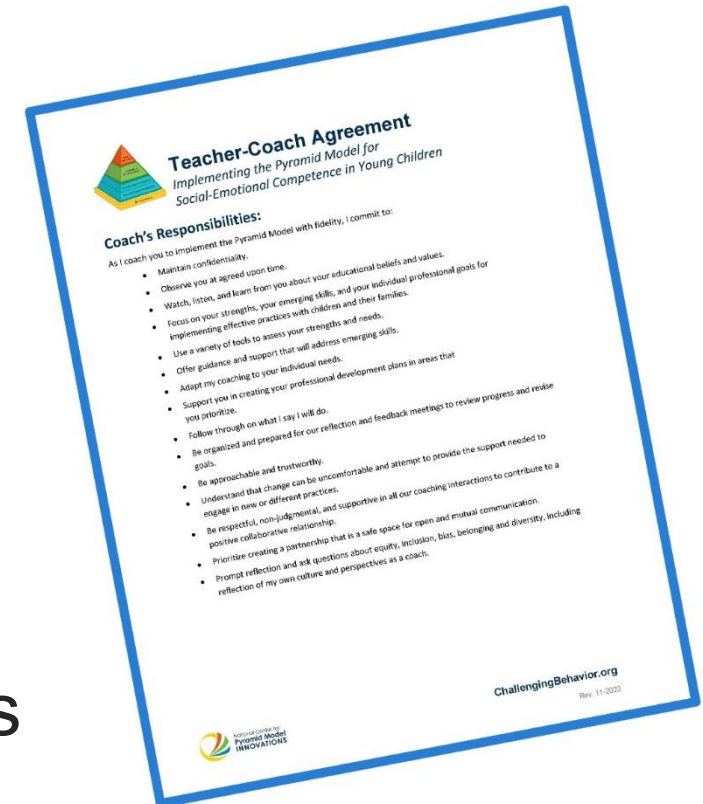
Coaching Agreement Components

Must Include

- Coach's responsibilities
- Teacher's responsibilities

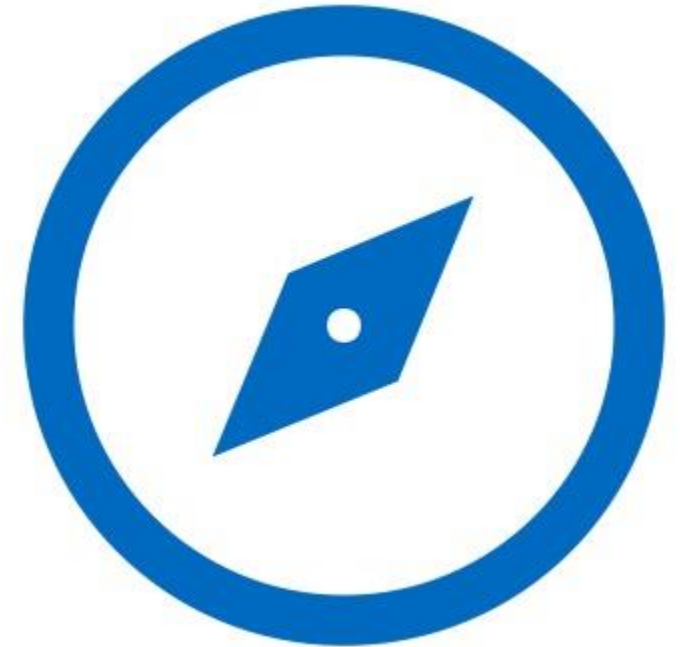
Might Include

- Supervisor or other personnel responsibilities
- Communication and data-sharing expectations
- Signed and agreed on by all coaching partners



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



Additional details are in the coaching manual



Activity 2.1

- 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

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

Classroom Coaching is Part of a System!

Decide with your Leadership Team:

- Will a coaching agreement be used?
- How will teachers be introduced to the coaching process?
- How will the program provide time for the coach and teacher to meet and build the partnership?



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