Practice-Based Coaching

Session 2

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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!

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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

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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 session.

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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

- Explain why shared goals are important and how they are developed.

- Use information from a strengths and needs assessment to develop goals.

- Develop a goal achievement statement and action plan.

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Agenda

1.0 Overview of Shared Goals and Action Planning

2.0 Strengths and Needs Assessment

3.0 Goal Setting

4.0 Action Planning

5.0 Wrap-Up and Next Steps
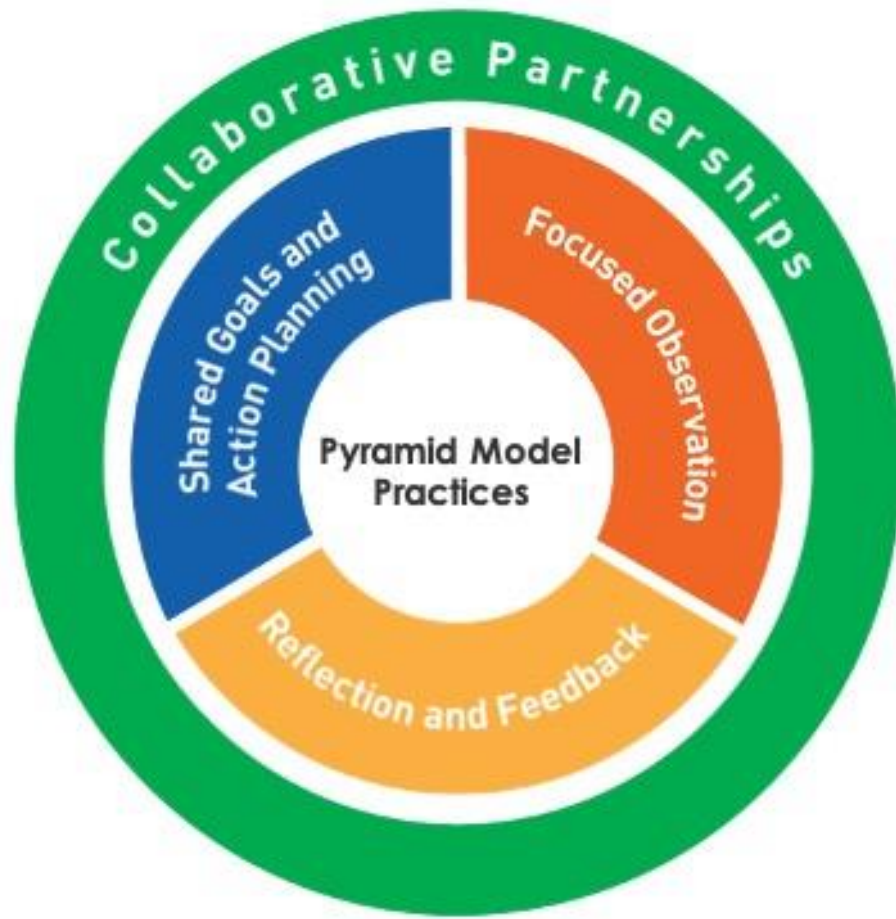
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Activity

- Take a moment to look through the Practice-Based Coaching graphic in your binder.

- Using the image and what was covered in Session 1, share a brief description of Practice-Based Coaching.

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1.0 Overview of Shared Goals and Action Planning

Shared Goals and Action Planning

- Using tools and other information to determine strengths and needs
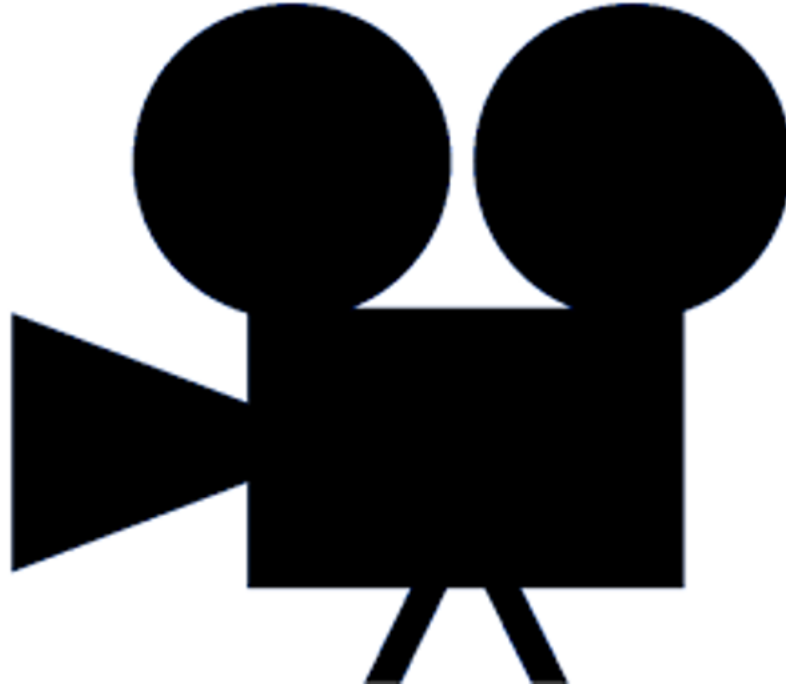- Setting shared goals
- Developing an action plan

Activity 1.1

Discussion

- Why are shared goals important?

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Video: Shared Goals and Action Planning

Shared Goals

- In practice-based coaching, shared goals should be focused on:

  - A practice that **builds the teacher's confidence and competence** to use practices that will support all children's learning (e.g., Pyramid Practices).

  - A practice or set of practices that **support child learning.**

  - Supporting the teacher's confidence and competence to use practices when **working with families and other professionals.**

*Shared goals help us identify, clarify, and verify the direction for coaching

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Steps to Developing Shared Goals

1. Strengths and Needs Assessment

- Coach
- Teacher

2. Shared Goal Setting

- Collaborative
- Choice
- Specific
- Observable
- Achievable

3. Action Planning

- Achievement statement
- Steps need to achieve goal
- Resources
- Timeline

2.0 Strengths and Needs Assessment

Why?

- Collecting and recording information about strengths and needs is necessary in Practice-Based Coaching.

- The goal is to build upon a teacher's strengths and address identified needs.

- Both the coach and teacher perspectives are necessary in order to "clarify and verify" strengths and needs from each person in the collaborative partnership.

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How are Goals Identified?

- Both formal and informal methods will be used to identify priorities
  - Program discussions
  - Training discussions
  - Support related to individual children/families
  - Needs assessment discussions
- Goals will focus on evidence-based practices, so the strengths and needs assessment provides an opportunity to gather perspective about implementation of this defined set of practices.

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Video: Needs Assessment
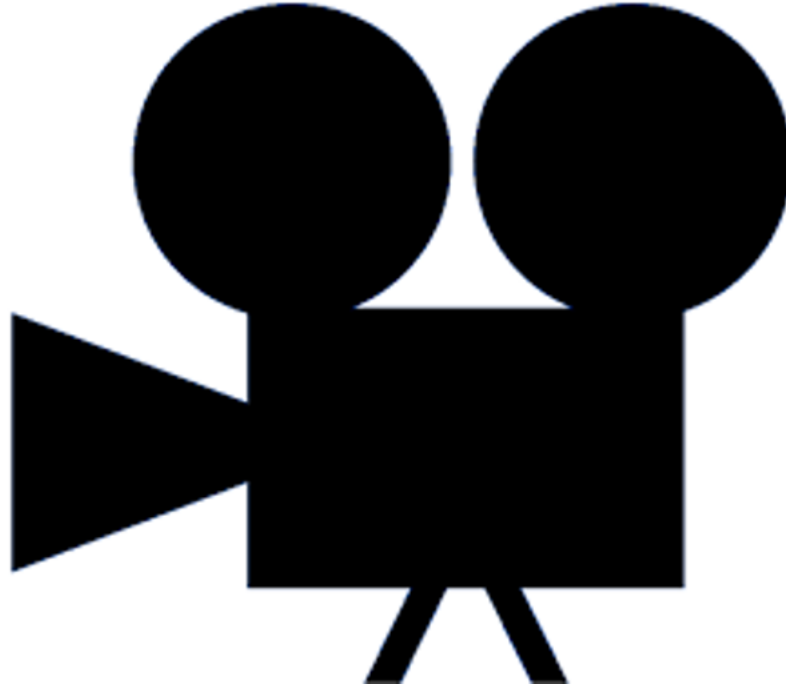
Teacher Input

- Teachers have been completing the Practices Implementation Checklists during the Pyramid Practices training sessions.

- They can use their completed Practices Checklist to help inform the goal-setting conversation.

NCPMI

Pyramid Model Practices Implementation Checklist

Responsive Relationships

Relationships with Children

- ☐ Greet children on arrival
- ☐ Call children by names throughout the day
- ☐ Communicate with children at eye level
- ☐ Use a calm, positive, and supportive tone of voice
- ☐ Show respect and warmth to all children
- ☐ Speak to children who are dual language learners with key words from their language
- ☐ Attend to children in positive ways at times when children are not engaging in challenging behavior
- ☐ Use a variety of strategies for building relationships with all families (e.g., send celebration notes home, make home visits, invite families to visit the classroom, visual displays of children's families in the classroom, phone calls to families)
- ☐ Create a classroom that is a place that children and families want to be (i.e., reflect children's home and cultures, feel comfortable, welcoming, and safe)

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Observational Input: Teaching Pyramid Observation Tool (TPOT)

- Initial assessment to develop action plan goals

- On-going assessment for progress monitoring

- TPOT is typically administered prior to the first coaching cycle and helps support the goal setting conversation

- Consists of:

  - Observation (2 hours)

  - Interview (15-20 minutes)

  - Observation of challenging behavior

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Possible Data Source: Equity Coaching Guide

- Provides reflection questions that a coach might reference during an observation, TPOT administration, after a particular incident, or following a meeting/professional learning session.

- Supports identifying areas of strengths/needs:
  - All cultures, languages, and interests of students reflected in classroom
  - Teaching strategies and materials relate to all children
  - Guidance, supports, positive descriptive feedback, and conversations distributed equitably across students of all identity markers
  - Positive strategies for addressing challenging behavior are applied equitably
  - Attempts to connect with families are equitable

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Summarizing Strengths and Needs:
Goal Planning Forms

- Completed by both the teacher and coach

- Brought to the goal setting meeting

- Coach Action Plan Goals Planning
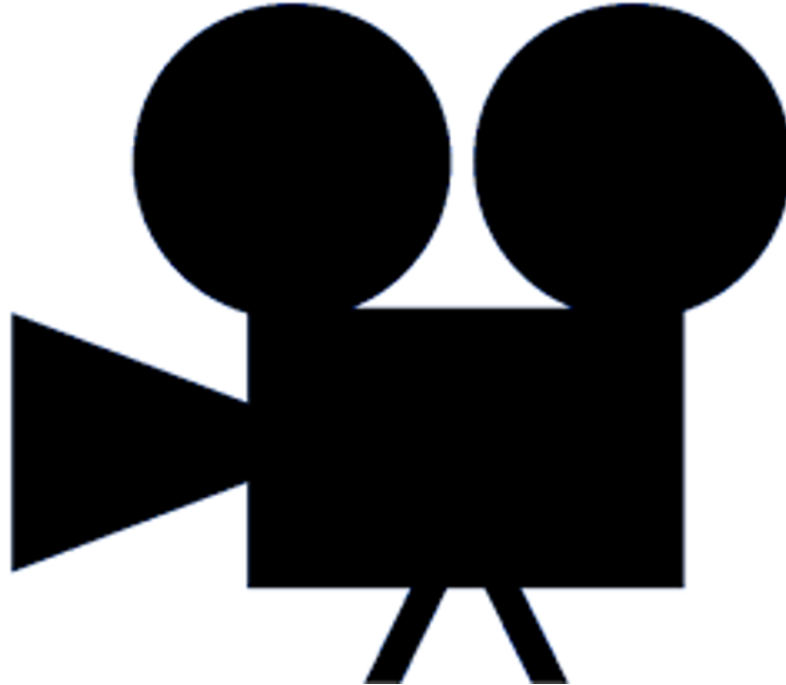
- Teacher Goal Planning Form

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Activity 2.1

- Take a moment to look through the examples of goal planning forms provided in your materials

  - How are these similar or different to what you might already use?

  - What parts do you like?

  - What parts might you adapt for your own context?

- Be ready to share

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3.0 Goal Setting

Video: Goal Setting

Activity 3.1

Discussion:

- How did the coach approach identifying the teacher's needs?

- How did the coach guide the teacher in identifying a goal to address?

- What was your impression of the teacher's comfort in interactions with the coach?

- What made this a collaborative process?

Goal Setting

- Goal setting refers to a **collaborative process** in which a teacher and coach select and write goals based on identified needs

- Goals should be **specific, observable, and achievable** within a defined time frame (typically 2-4 weeks)

- **Goals should clearly state:**

  - What specific practice the teacher will focus on

  - When the teacher will teach

  - How the teacher will teach the practice

Writing the Goal Statement

- **What specific practice to use:** Teach a daily, visual schedule

- **When to use:** Everyday during morning circle, before centers, after lunch, and before children go outside.

- **How to use:** Review each picture of the visual schedule of the beginning of every morning circle. Have a schedule helper remove pictures of completed activities after all major activities. Provide positive descriptive feedback when children are moving from activity to activity.

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Quality Checklist: Goal Setting

- Does the goal include one or more specific actions a teacher will do?

- Can the actions be counted or measured?

- Are there times of day, activities, routines, or transitions included to make it clear when the teacher should be implementing the practice(s)?

- Is the goal achievable within the next 2-3 coaching cycles?

Action Plan Quality Checklist

Activity 3.2

- Locate the handout titled **Coaching the Pyramid: Practice-Based Goals** in your materials

- Read through each goal and determine if it is a well-written goal based on the criteria provided

  - What parts are written well?

  - What changes would you suggest?

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Coaching Support: Goal Setting Reflective Questions

- Tell me what that looks like.

- Let's talk about a child you're most concerned about: what is not working for them? Which practice would help you address that?

- 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?

Remember – the goal is the teacher's goal, not the coach's

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Goal Setting Process

1. A collaborative, reflective conversation between the coach and teacher
   - Using the needs assessment, identify strengths and areas to grow
   - Determine priorities for goals
2. Develop priorities into one or more goal statements

Activity 3.3

Let's Practice!

- Find the **Coaching the Pyramid: Goal Writing Practice** document

- Read through the scenario

- Using the template provided, write a possible goal for that teacher

- Make sure you include the following information:

  - What

  - When

  - How

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4.0 Action Planning

What is an Action Plan?

An action plan is a "working" document that describes:

- Goal(s) that will be the immediate focus of coaching

- Explicit statement about when the goal will be achieved

- Planned actions or action steps for supporting the teaching team to use Pyramid Model practice(s)

- Any needed supports or resources and a timeframe for completion

Create as many or as few steps as you need

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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?

Activity 4.1

- Read through the **Coaching the Pyramid: Example Action Plan** provided in your materials

- Consider how this is similar or different to your current coaching practice

- Be ready to share

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Quality Checklist: Action Planning

- Are there two or more steps to break down how the goal will be achieved?

- Is there at least one action step that includes what support the coach will provide?

- Are materials or resources listed for all action steps?

- Is there a timeline for the next action step?

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
Goal	
• Does the goal include one or more specific actions a coachee will do?	Yes No
• Can the actions be counted or measured?	Yes No
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.	
• 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
Goal Achievement Statement	
• 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
Action Steps	
• 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

[Action Plan Quality Checklist](#)

Troubleshooting

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

  - Revisiting the goal – does it need to be re-written?

  - Breaking down action steps into smaller, achievable steps

  - Revisiting goal achievement statement – is it achievable the way it is written?

  - Some practices may take longer to achieve than others depending on level of difficulty; how can we work on this/write goals to make it achievable?

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5.0 Wrap-up and Next Steps

Activity 5.1

What are the three steps included in Shared Goals and Action Planning?

1. S_____ and N_____ A_____
2. G_____ S_____
3. A_____ P_____

What's Next?

- Session 3: Focused observation
- Please bring your Practice-Based Coaching materials from today's session