



# Practice-Based Coaching

## Session 3

[mimtssstac.org](http://mimtssstac.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 the 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

- Explain why focused observations are important within Practice-Based Coaching.
- Practice collecting data based on a goal and action plan within the context of a focused observation.

# Agenda

1.0 Focused Observation: Why

2.0 Focused Observation: How

3.0 Wrap-Up and Next Steps



# Activity

## Let's Review!

- A teacher wants to work on embedding more instructional opportunities into small group and circle time for identifying positive and negative emotions.
- Using the template provided, write a goal and an achievement statement, and create at least 2 action steps to meet the goal.
- Be ready to share.

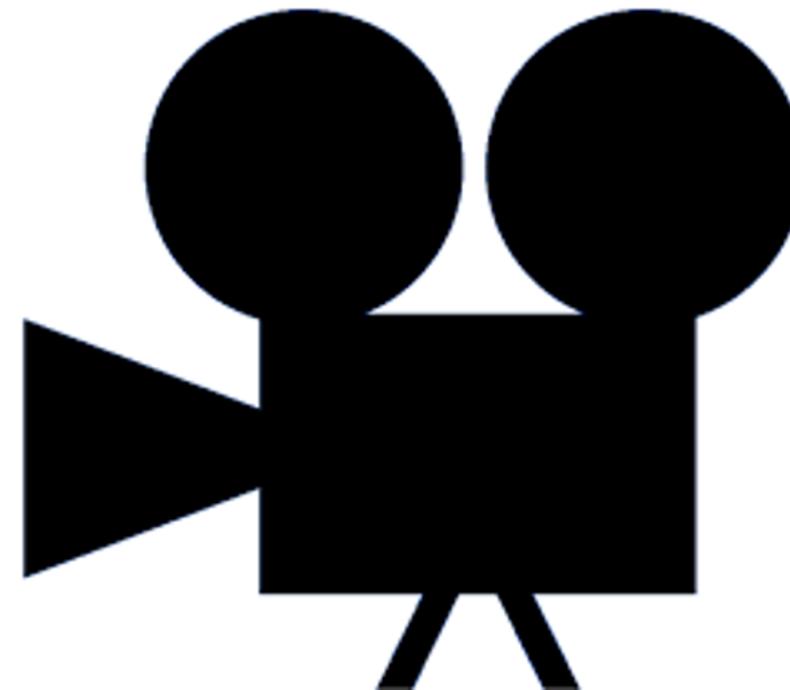
# 1.0 Focused Observation: Why



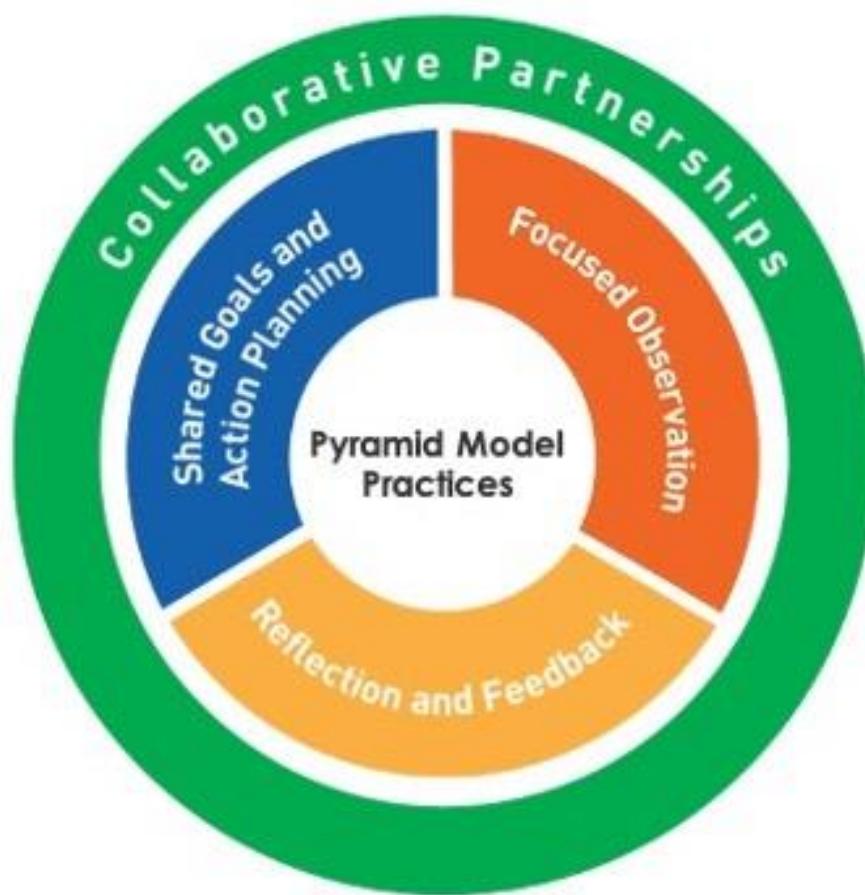
## Activity 1.1

- Locate the **Observation Notes** document in your materials.
- We will be using this document as you conduct a classroom observation.
- Imagine you are the coach for this classroom:
  - What would you write down about your observation?
  - Take notes on anything important you observe.

# Conducting Observations

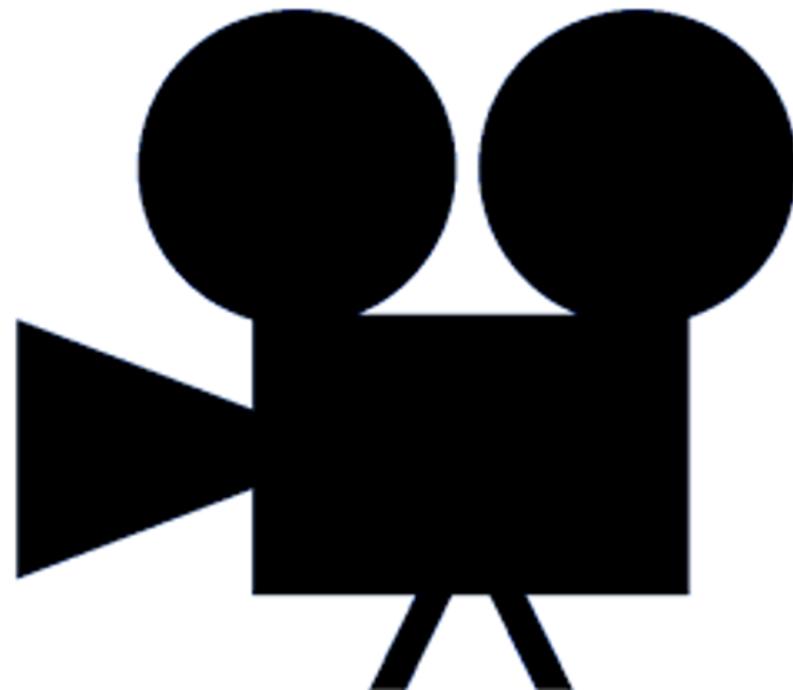


# Focused Observation



- Includes gathering and recording information.
- Observation focus is guided by current action plan.
- Might also include providing additional support as a result of the observation.

# Video: Focused Observations



# Why Focus the Observation?

- Helps the action plan “come alive” and become a vehicle for reflection and feedback.
- Help you provide richer, more detailed feedback on specific action plan goals.
- Goal is targeted behavior change
  - Small steps work best!

# What Makes an Observation “Focused?”

## Always Includes:

- Gathering information guided by current action plan goal.
- Recording information, being mindful about what you are seeing – take notes, reflect, begin to plan feedback.

## Might Include:

- Providing targeted, hands-on support or modeling during a live observation to help implement action plan goal by using other coaching strategies (e.g., prompting, gesturing, reflective conversation, problem-solving).

## 2.0 Focused Observations: How

# How: Conducting Focused Observations

1. Review the action plan prior to observing
  - Take note of what you plan to observe and the best format for collecting it
    - Tied to the action plan goal(s)
    - Specific requests from the practitioner that are tied to the goal or a child
2. Begin by gathering and recording observations
  - Be objective
  - Be specific

# Objective and Specific Observations

## Objective:

- Based on fact
- Focus on specific behaviors or actions
- Document what you see (avoid opinion)

## Specific:

- Describes discrete behaviors
- Includes teacher's or children's actions
- Provides description of facts

# Focused Observation Notes

- Time spent (observing and debriefing)
- Observation focus
- What I observed
- What I want to share
- Follow-up needed
- Template: [Focused Observation Notes](#)

 <b>NCPMI Focused Observation Notes</b>		
Teacher:	Coach:	
Date: _____ / _____ / _____	Time spent in observation: _____	Time spent in meeting: _____
Observation focus:		
What I observed:	What I want to share:	



# Activity 2.1

- Review the example of the narrative Focused Observation Notes as well as the additional data collection forms in your materials
  - Tally Data Collection Form
  - Duration Data Collection Form
  - Percentage of Target Practices Data Collection Form
- How are these similar to what you already do in your role?
- How might you adapt or combine these forms to meet your needs in your coaching role?

# Notes: What to Avoid

- “This is so cute! I like that every snowman is different.”
- “She is relying on too many worksheets.”
- “Great activity!”

# Example Notes - Narrative

- What you observe:
  - Teacher working at water table with Monica and Jerry – back to block area, children arguing over materials
  - T = “What a great problem solver you are. You wanted that block but so did X, and you went and got the timer. Great solution to the problem!”
- What you might want to share:
  - What else can you do to monitor more of the room?
  - Your use of positive descriptive feedback was great. I heard you say, “Anna, you were being a good friend by sharing the blocks with Devon.”

# Example Notes - Frequency

- What you observe:
  - Rule review tally:
    - Before large group – 3 reminders
    - Before centers – 2 reminders
    - Before playground – 0 reminders
- What you might want to share:
  - How do rules apply on the playground?

# Remember

Goals might address:

- How often a teaching practice is used (frequency)
- How well a teaching practice is implemented (quality)
- How confident a teacher is when using a teaching practice (self-efficacy)

**Make sure you have the information you need prior to observing (e.g., best time of day, anything specific to pay attention to, data to collect).**

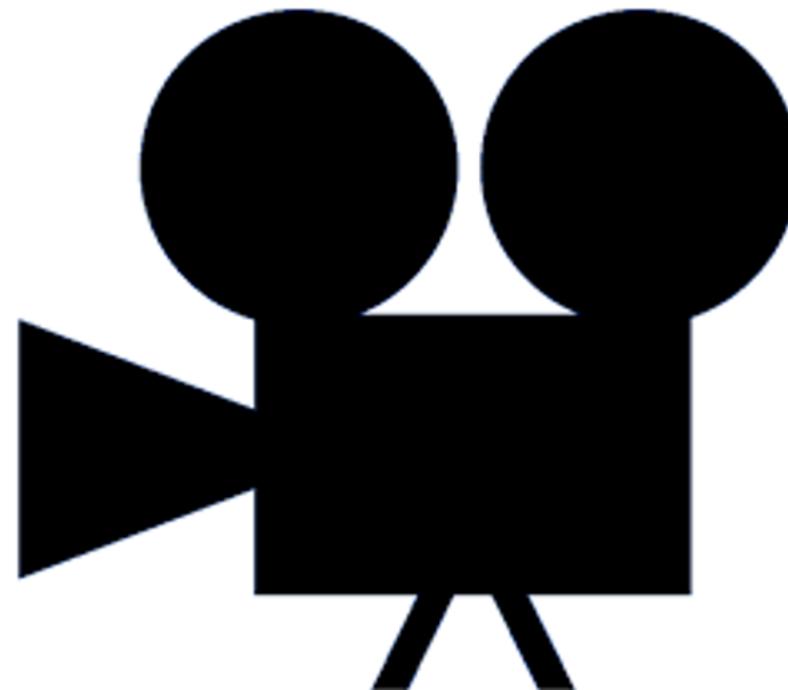


## Activity 2.2

Let's Practice!

- Read the **Focused Observation Activity** scenario and the **Action Planning Form** for Jen
- Locate the blank **Focused Observation Notes** in your materials
- Use the action plan to guide your observation and take notes as we watch the classroom observation again
- Be ready to share what

# Focused Observation Practice



# Observation Coaching Strategies

It's important to discuss support preferences with the teaching team BEFORE observing

- Watch teacher and take detailed notes (live or video recording)
- Collect data
- Verbal support
- Side-by-side gestural support
- Problem-solving discussion
- Problem-solving discussion
- Model target practices
- Videotape
- Assist with environmental arrangements
- Other help in the classroom



## Activity 2.3

- Look through the **Definitions of Classroom Coaching Strategies** document
- Which of these strategies do you already use regularly?
- Which of these strategies might you be interested in trying sometime?
- What questions do you have?

# 3.0 Wrap-up and Next Steps



## Activity 3.1

- Think about all of the information covered about Focused Observations during this session.
- In the chat box, record 2 key take-aways about observing during a PBC cycle.

# What's Next?

- Session 4: Reflection and Feedback
- Please bring your Practice-Based Coaching materials from this session