



Practice-Based Coaching

Session 3



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 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.

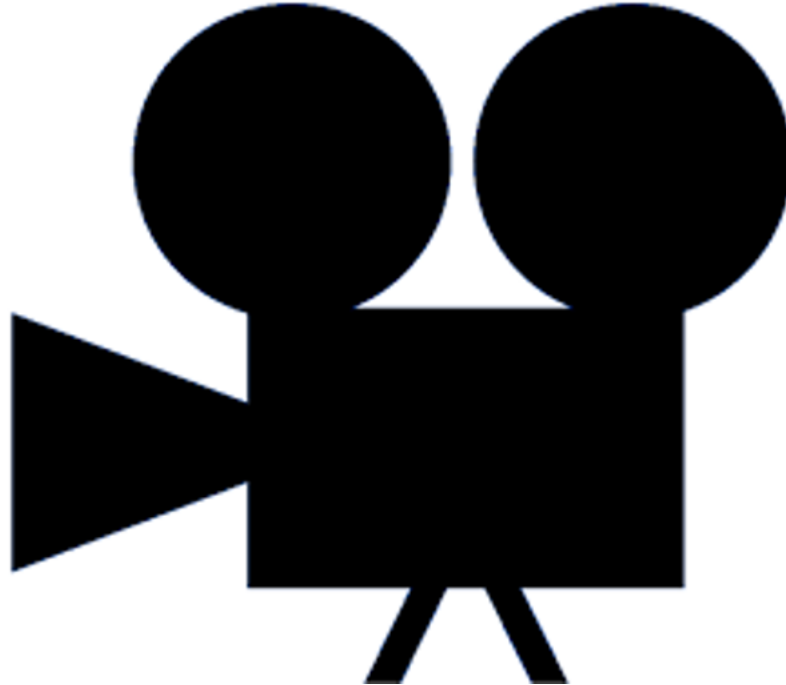
1.0 Focused Observation: Why



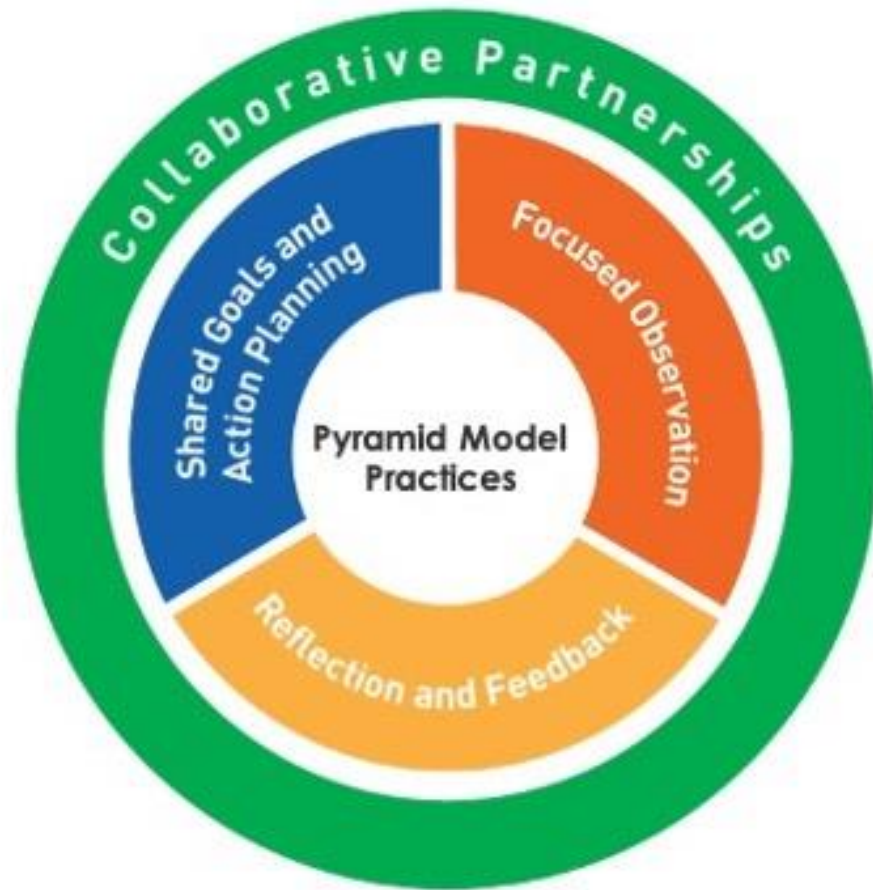
Activity 1.1

- 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

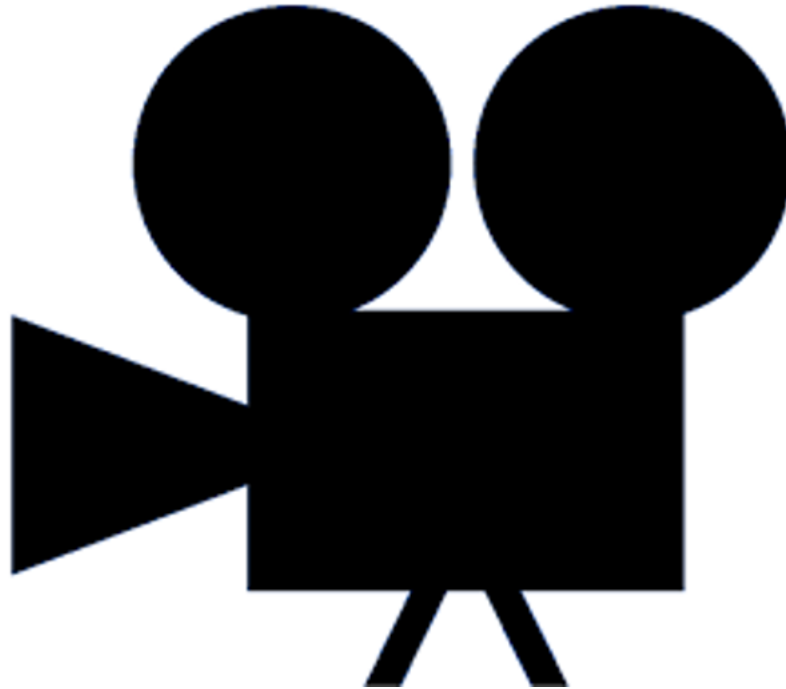


Focused Observation



- 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](#)

 NCPMI Focused Observation Notes	
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).

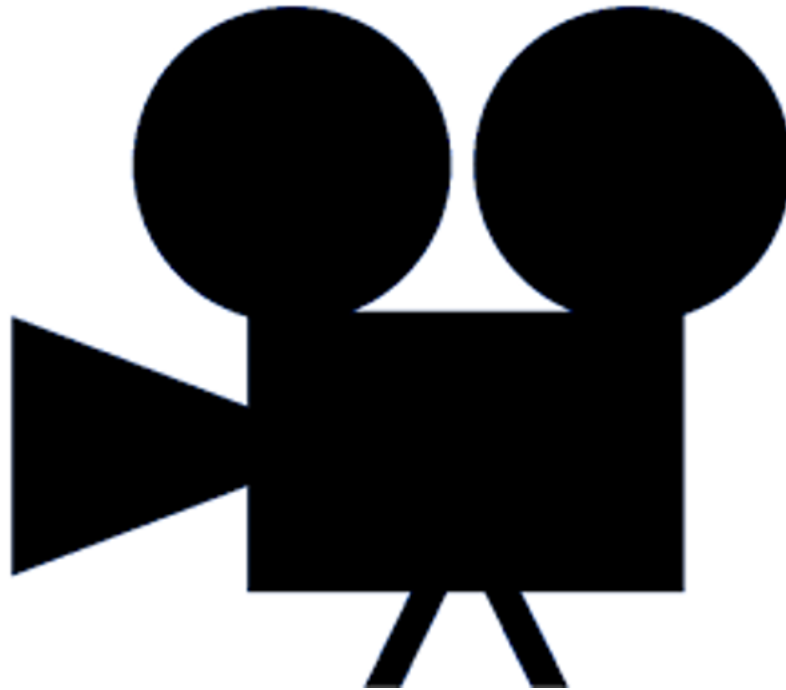


Activity 2.2

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