



# Practice-Based Coaching

## Session 4



[mimtsstac.org](http://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](http://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 session.

# 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

- Understand how to guide a reflection and feedback session
- Explore next steps for coaching

# Agenda

1.0 Facilitating Reflection

2.0 Providing Effective Feedback

3.0 Wrap-Up and Next Steps



# Activity

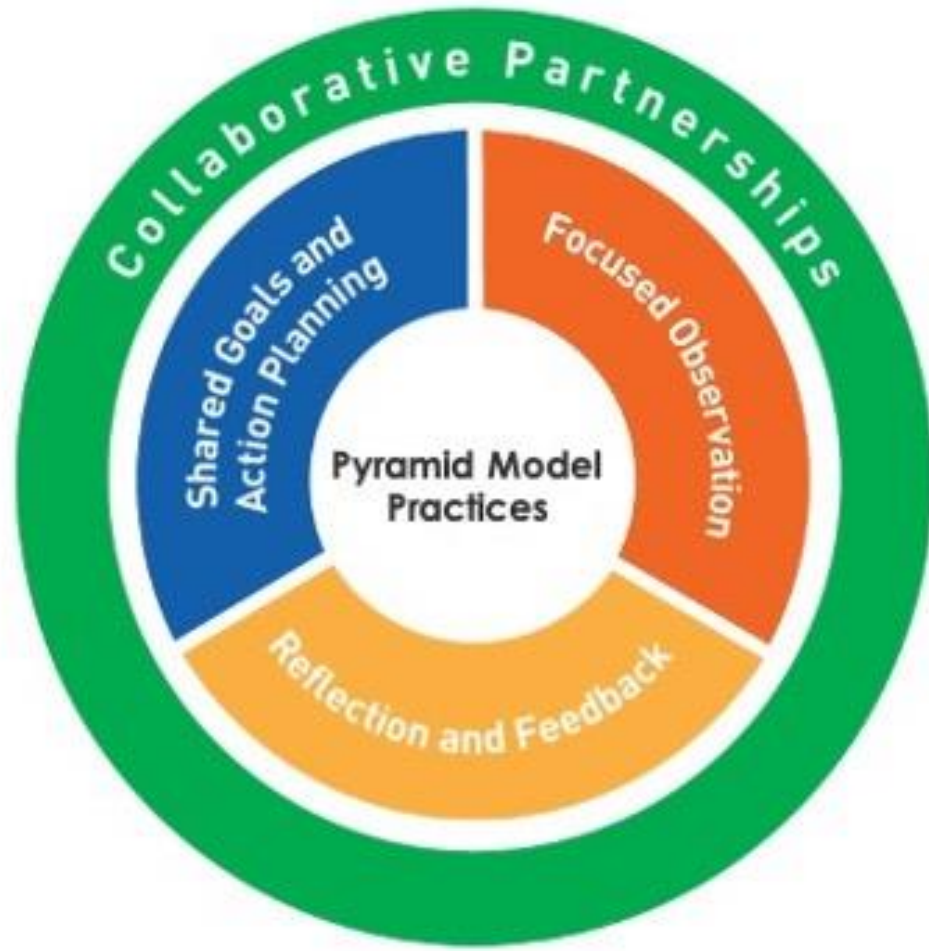
## Let's Review!

- For the next 60 seconds, write down everything you can remember about conducting a focused observation, including how it is similar or different than observations you have conducted in the past.



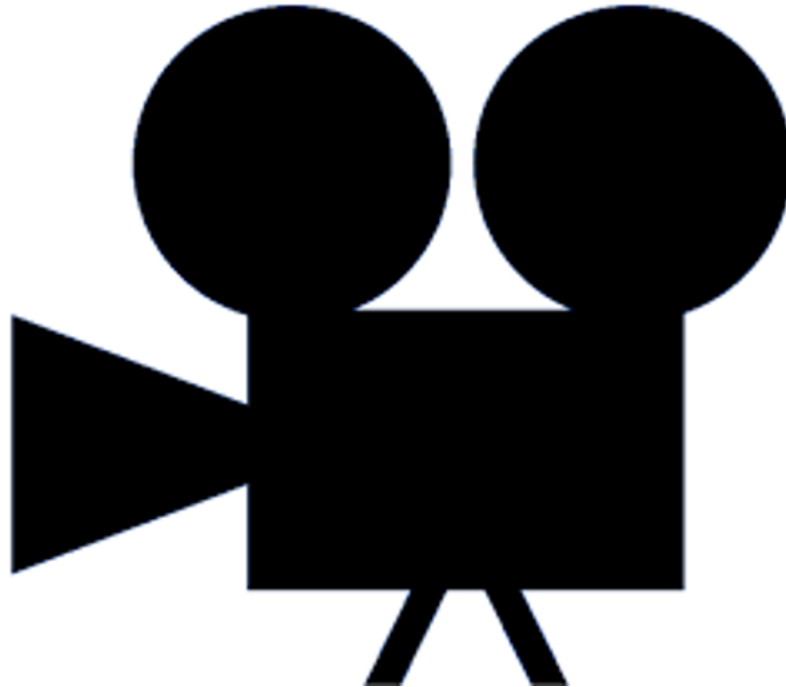
# 1.0 Facilitating Reflection

# Reflection and Feedback



- Reflect on observation and data
- Give and receive feedback
- Support and problem solve
- Identify additional supports and resources

# Video: Reflection and Feedback



# Format for Reflection and Feedback

1. Review current action plan
2. Facilitate reflection on the practices observed
3. Give supportive and constructive feedback related to the implementation of the goal
4. Offer targeted supports for the action plan goal
5. Facilitate a discussion about the next steps
6. Have the teacher select the next step
7. Schedule the next observation and debrief session

# Preparation

What does preparation look like?

- Prepare reflection questions AND back-up questions
- Prepare feedback that is meaningful

# Opening the Meeting

- Be positive and use social greetings
- Refer to the teacher's current action plan
  - Review the goal
  - Review the current action step(s)
  - Both partners should have an updated copy of the action plan
- Define the purpose of the meeting

# Start With Reflection

- Reflection provides the teachers with an opportunity to consider what is working well and what might need to be changed
- Teacher Reflection
  - Guided by the coach
  - Reflects on events, activities, efforts, child response, growth in practices, etc.
- Coach Reflection
  - Observation of teacher's effort, behavior, skills, activities, child response, etc.

# Reflection

- Strength-Based
  - Encourage, affirm, and acknowledge
- Conversational and Reciprocal
  - Open-ended prompts
  - Then provide structured feedback based on reflection
  - Grounded in data/observation
  - Connected to action plan
  - Combine challenges and support



# Reflection Pitfall

- Beware using reflection questions that are too broad – you may get general, non-specific responses.
- Ask specific questions or be prepared with follow-up questions.
- **Example:** “Tell me about how using a transition warning helped the children today.”
- **Non-example:** “How do you think it went today?”



# Activity 1.1

- Locate the **Asking Reflection Questions** document in your materials.
- Review the sentence starters and how reflection questions are used
  - Which of these questions do you already use in your coaching?
  - Which might you consider adding into your reflections with teachers this year?
- Be ready to share.

## 2.0 Providing Effective Feedback

# Effective Feedback

It is:

- Planned
- Focused (connected to action plan)
- Supportive
- Constructive
- Specific (grounded in data and observation)
- Conversational and reciprocal (reflective questions help)
- Encourages teachers
- Affirms practices
- Acknowledges effort

# Feedback Starter Phrases

- It was great to see how you supported the child by \_\_\_\_\_. The child responded by \_\_\_\_\_.
- I would love to share with others how you \_\_\_\_\_. It was effective in \_\_\_\_\_.
- Doing \_\_\_\_\_ was really effective. Did you notice how the child \_\_\_\_\_?

# Two Types of Feedback in PBC

## 1. Supportive feedback

- Related to implementation of coached practices or general positive aspects of teacher's behavior.
- Reference observation or action plan goal.

## 2. Constructive feedback

- Related to ways to improve implementation precision, fluency, or match to teacher/child need.

# 1. Supportive Feedback

- Based on correct or improved examples of the teacher's implementation of coached practices.
- Affirms teacher's strengths and accomplishments.
- Motivates continued efforts toward fidelity.
- **Example:** "You found just the right moment to offer Thomas that solution card. He was looking more frustrated, and you slid that card into his line of vision on the table. Then he asked for help."

# Supportive Feedback Starter Phrases

- You really got it when you \_\_\_\_\_.
- I noticed that you did \_\_\_\_\_. That really worked well for having the parent follow the child's lead.
- It was great to see \_\_\_\_\_.
- I saw you do \_\_\_\_\_. It was a perfect example of \_\_\_\_\_.



# Avoid Attributive Feedback

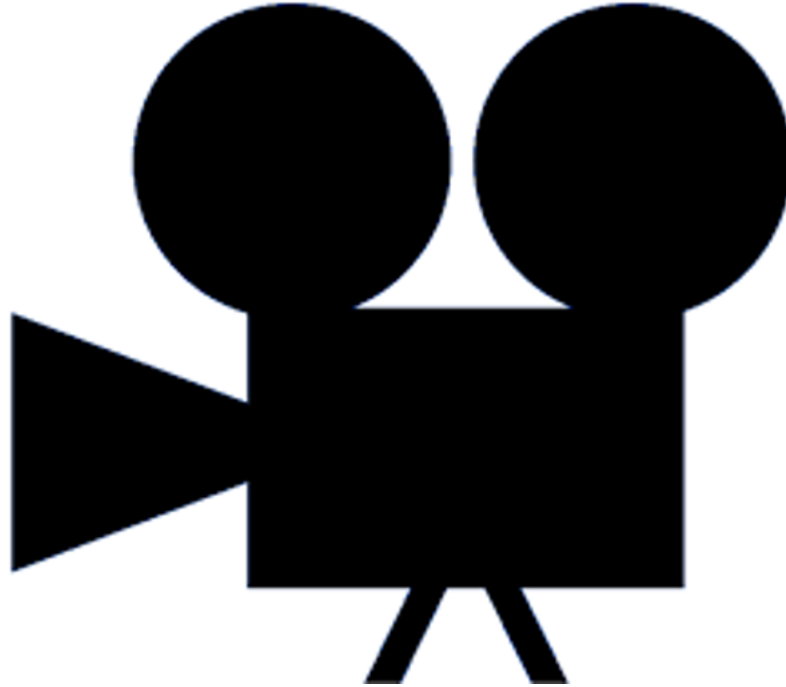
## Instead of...

- You are so patient.
- That transition took too long.

## Try this...

- You waited 10 seconds for Emily to get the purple piece in and when she did it, she was so proud.
- It took 3 minutes for the first 4 children to select a center.

# Video: Supportive Feedback



## 2. Constructive Feedback

- Based on incorrect examples of or missed opportunities for the teacher's implementation of coached practices.
- Helps teachers improve or enhance practices with actionable suggestions or supports.
- **Example:** “This morning you were supporting two girls to play together for a couple of minutes. Then you got up to answer the phone and remained by the door for three minutes while the children played in isolation. It's important to be close by to children as they are playing so you can encourage interactions between them.”

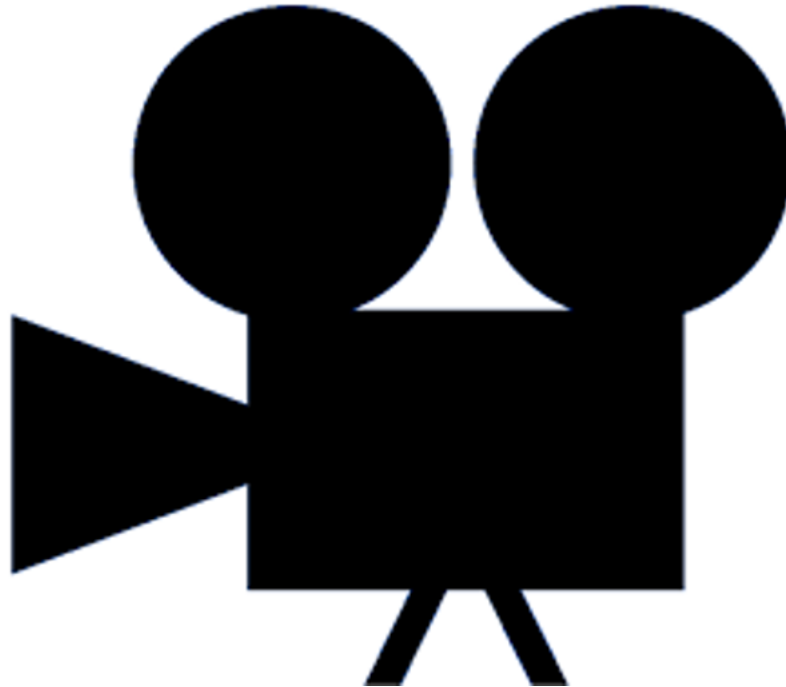
# Deliver a Constructive Message

- Provide opportunities for reflection first.
- Make sure the constructive intent is clear; should the teacher:
  - Do something differently?
  - Do something additional?
- Make connections to teacher/child behaviors.
- Provide resources to support implementation.

# Constructive Feedback Starter Phrases

- Tell me a little bit about...
  - What were you thinking when you...
  - What were you thinking when Micah...
- One way I've observed this handled effectively is when the teacher...
- Something that you might try...
- I once tried...

# Video: Constructive Feedback



# Constructing Your Constructive Feedback

- Planning
  - Determine focus of the feedback
  - Plan what you will say
- Delivering
  - Ask a reflective question
  - Acknowledge teacher perspective
  - State what was observed and the impact on the teacher or child outcomes
  - Recommend what to do differently or additionally
- Evaluating
  - Evaluate how it went

(Hardy, J. K., 2019)

# Activity 2.1

- With your small group, determine what feedback would you provide to the teacher in the following scenario:
  - Janice has been working on structuring transitions in the classroom and providing specific supportive feedback during them. Janice has been observed implementing the strategy across 4 different observations. The data shows Janice is implementing this strategy consistently within 2 of the transitions; however, she is still inconsistently providing specific supportive feedback during other transitions (more challenging transitions).
- Make sure you consider and include both supportive and constructive feedback.
- Be ready to share.

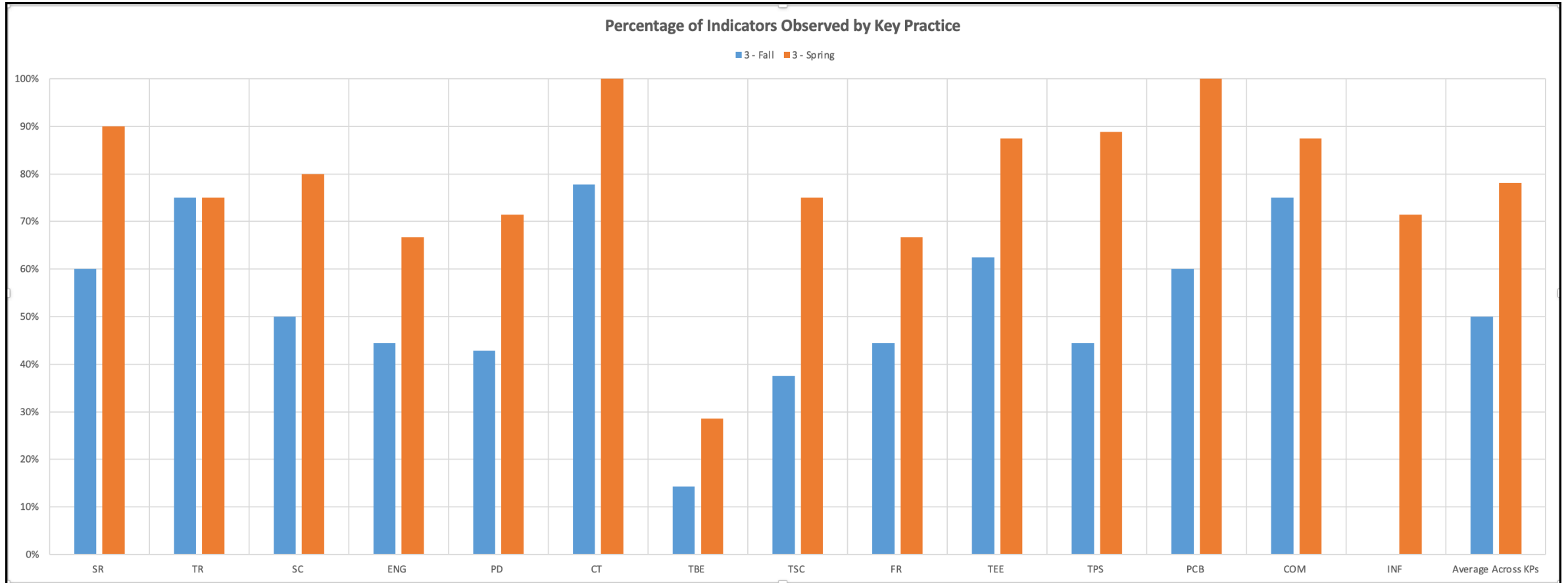


# Another Type of Feedback

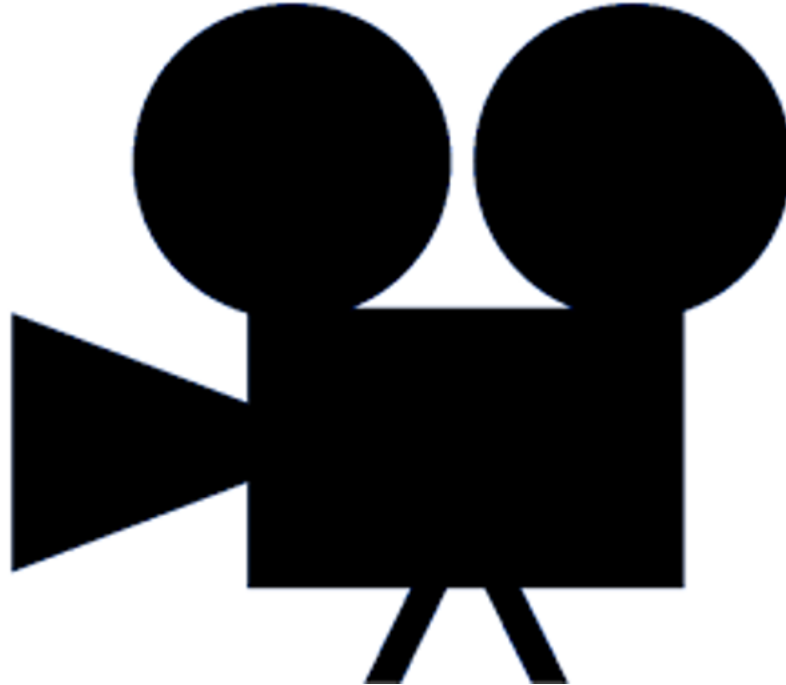
## Data-Based Feedback

- Provides feedback that is objective and anchored in the teacher's practice
- Provides a measure of growth
- Opens the door for a range of conversations

# TPOT Graph – Individual Teacher Summary



# Video: Data-Based Feedback



# Debriefing Coaching Strategies

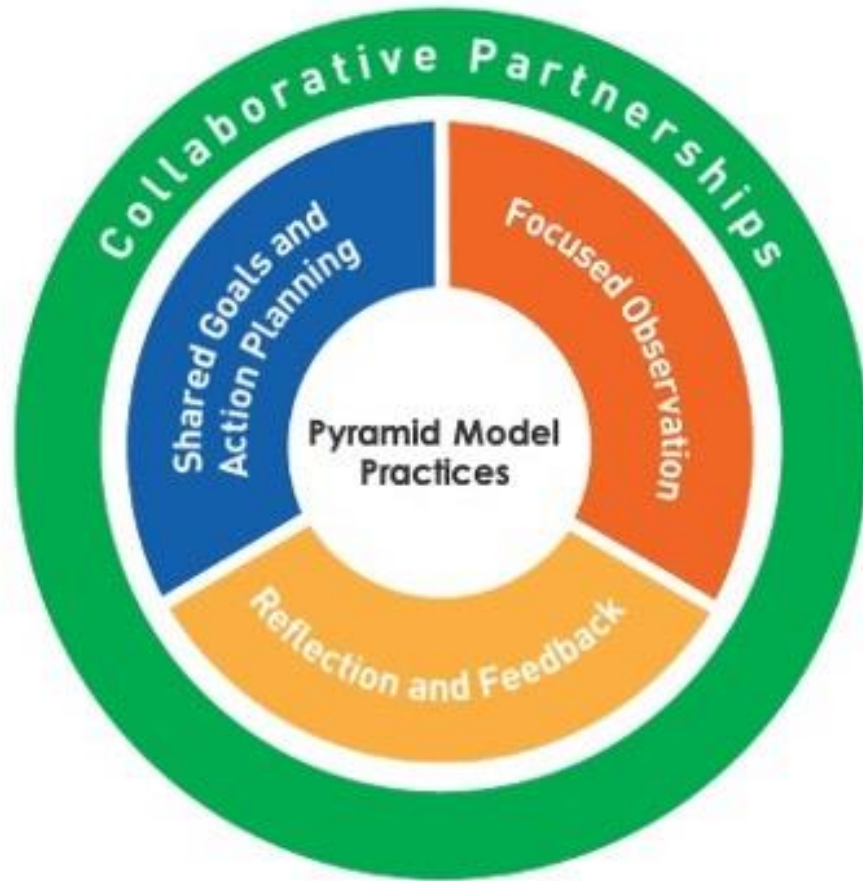
- Help arrange environment
- Demonstrate
- Role play
- Reflection
- Constructive feedback
- Review video tape
- Supportive feedback
- Set goals/action planning
- Materials provisions
- Problem solving
- Use/interpret data
- Individual child support



## Activity 2.2

- 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?
- What questions do you have?

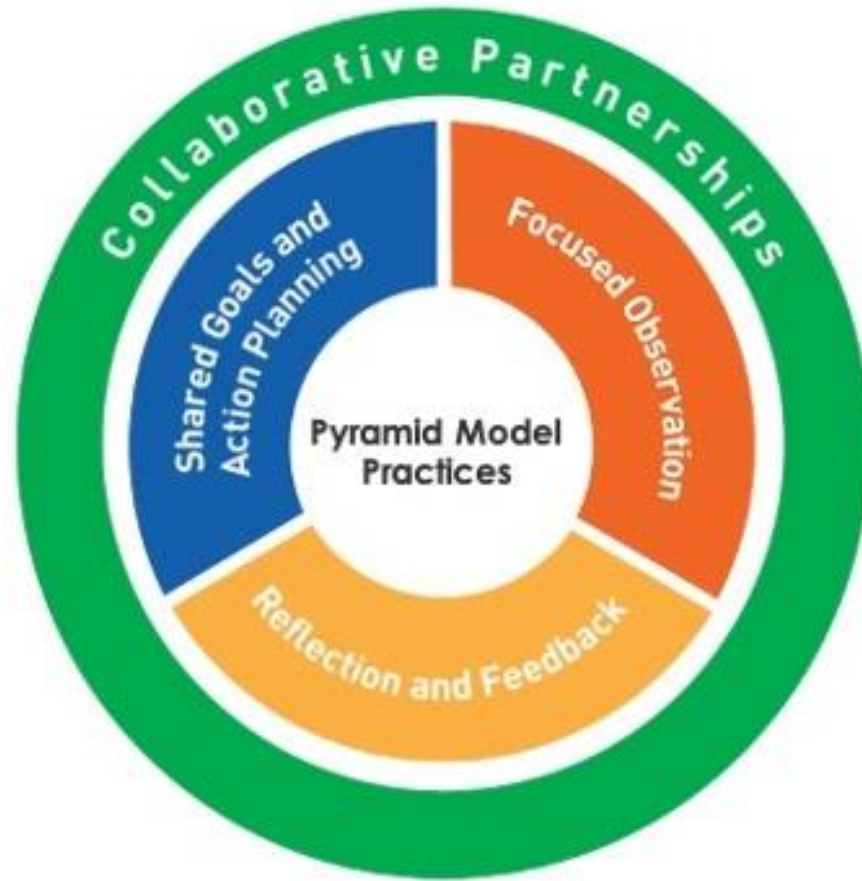
# Purpose: Reflection and Feedback



- Supports the implementation of new practices.
- Guides the precision of new practices.
- Provides encouragement and support for the adult learner in the movement toward fluency

## 3.0 Wrap-up and Next Steps

# Recall: 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



# Recall: Where Do We Start?

## Classroom Essentials

- Visual schedule
- Behavior expectations
- Rule
- 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

- Develop a collaborative plan for the checklist to be completed for each classroom.
- Offer assistance to the teacher to get classroom essentials in place.
- Use the form during future focused observation.



# Activity 3.1

- Locate the **Getting Started with Practice Based Coaching** document in your materials
- Read through the tasks listed
- What questions do you have?



## Activity 3.2

- Consider all of the components of Practice-Based Coaching that we've talked about in the last 4 sessions.
- In the chat box, record the following related to coaching:
  - One thing I will start doing
  - One thing I will continue doing
  - One thing I will stop doing

# Coaching Resources

- Classroom Practitioner Coaching Guide
- Coaching agreements, goal planning forms, action plan templates, focused observation notes, etc.
- Equity Coaching Guide
- Unpacking Coaching webinar series
- All resources are available on [the NCPMI website](#)

# References

Hardy, J. K. (2019). *Constructing your constructive feedback (adapted PowerPoint slide).*

Kintner-Duffy, V. (2017, February 15). A coaching guide to asking reflective questions. MYTEACHSTONE.  
Retrieved from <http://info.teachstone.com/blog/a-coaching-guide-to-asking-reflective-questions-part-1>