



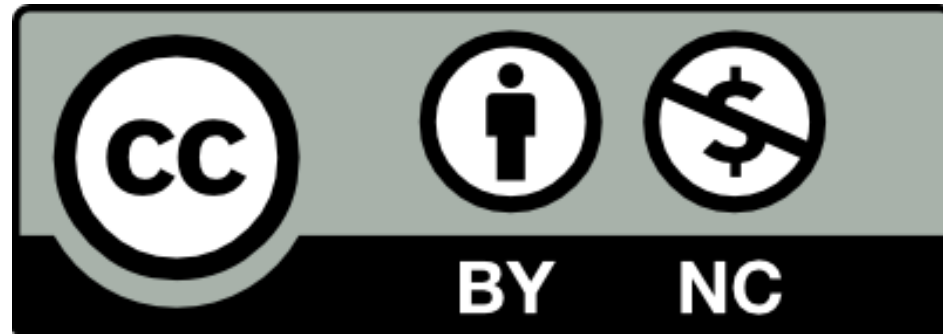
Practice Based Coaching

Session 3

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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

- 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 Before the Observation
- 2.0 During the Observation
- 3.0 Putting it all Together
- 4.0 Wrap-Up and Next Steps



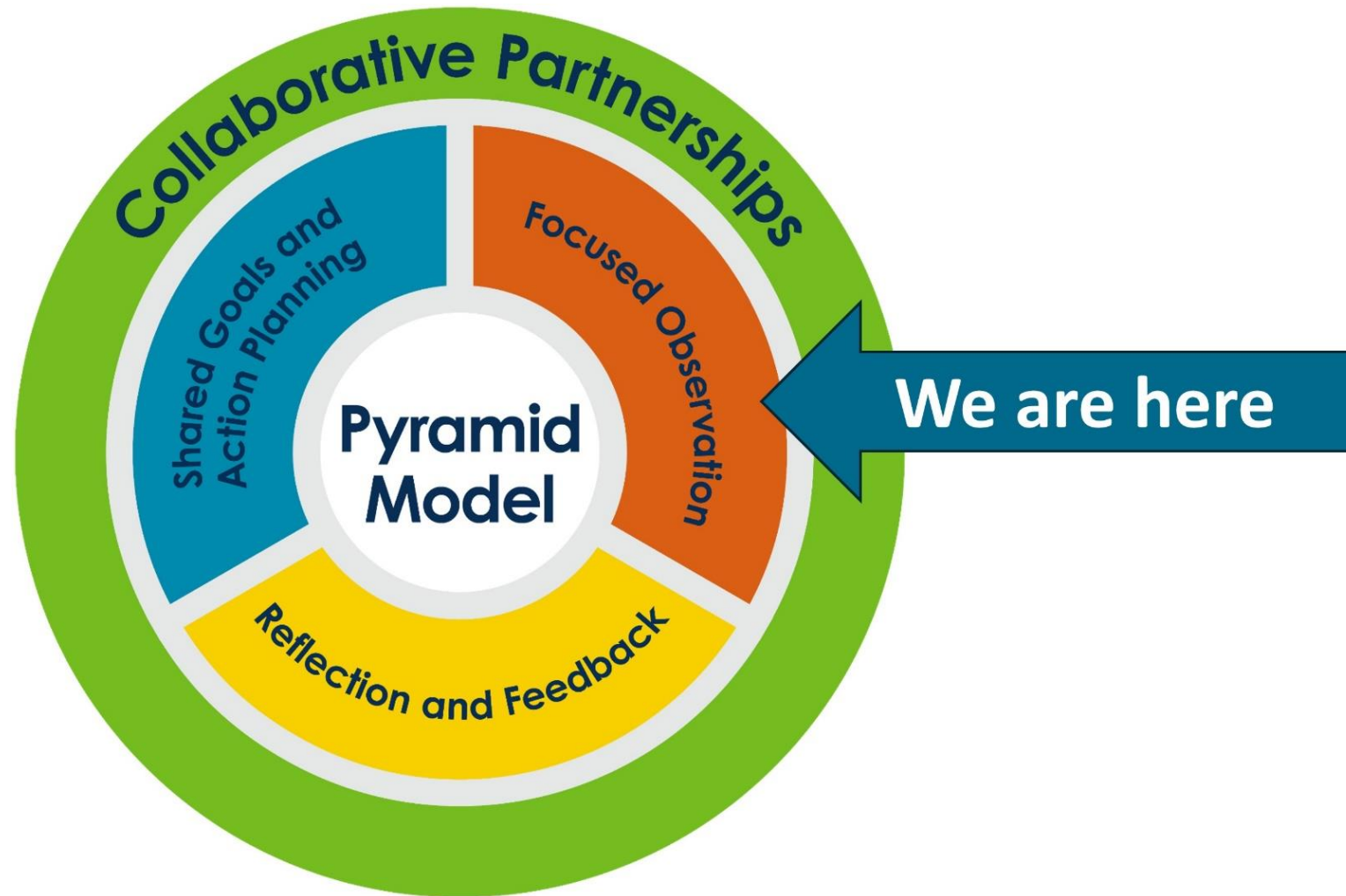
Activity

Let's Review!

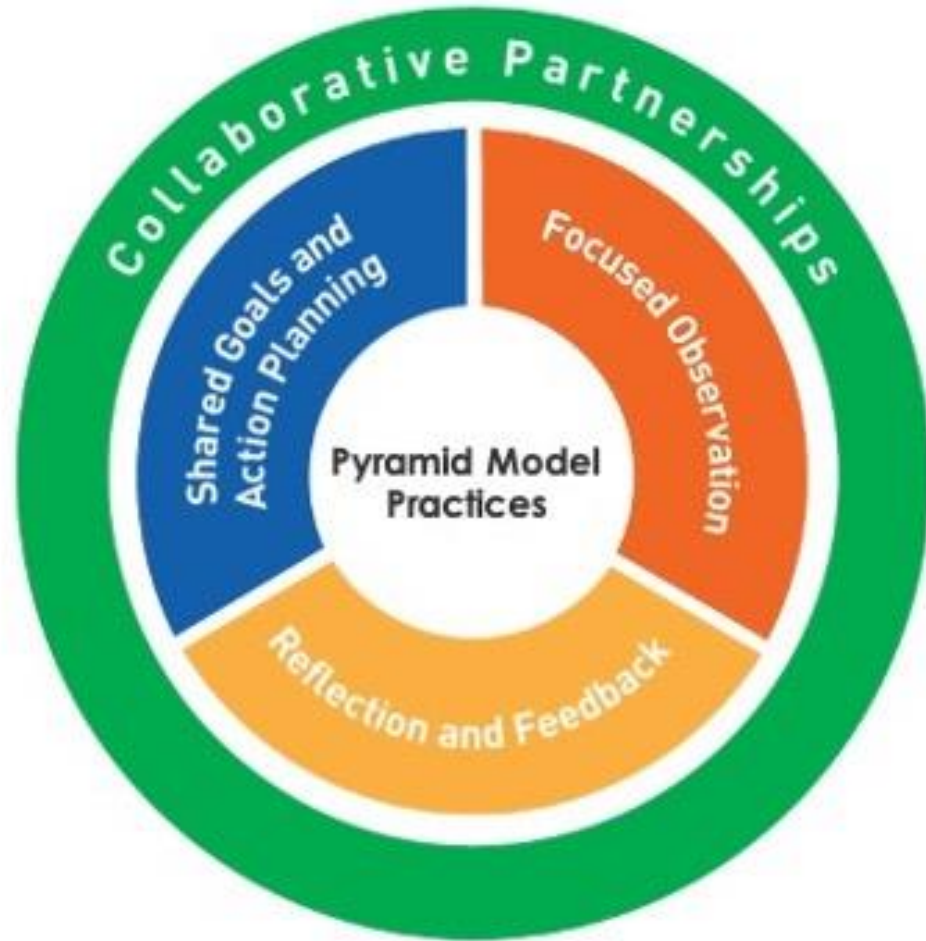
- A teacher wants to work on embedding more instructional opportunities into small group and circle time for identifying comfortable and uncomfortable emotions
- Using the template provided, write a goal and an achievement statement, and create at least two action steps to meet the goal
- Be ready to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

1.0 Before the Observation

Focused Observation



Key Ideas for Focused Observation



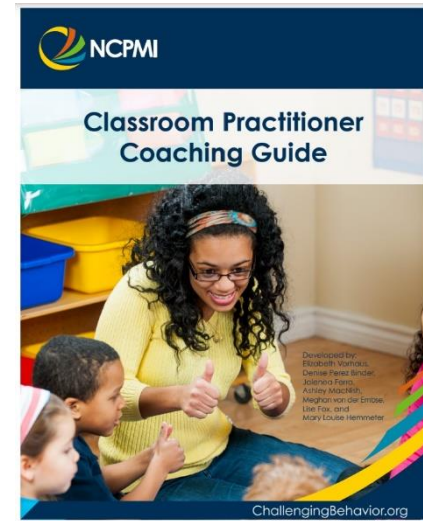
- Guided by the current action plan
- **Focused** on the teacher's goal
- Reflection and feedback related to **implementation of the action plan**

Before the Observation

- Review the **goal statement** and **action steps**
- Agree on a **time** to observe
- Determine **method** of observation (e.g., video, on-site)
- Agree on **coaching strategies**
- Prepare for **data collection**

Coaching Guide

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



Questions to Ask the Teacher Prior to Observing

- Is there anything specific you would like for me to pay extra attention to?
- Is there a specific time of day, routine you would like for me to observe?
- Which coaching supports are you most comfortable receiving during the observation?
- Are there any supports you are not comfortable with me using?
- What data would you like me to collect?

What are Coaching Strategies?

- **Actions** or behaviors used by coaches
- **How** coaches support teachers to participate in the PBC cycle





Activity 1.1

- Look at the Focused **Observation 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?

Clarify Use of Coaching Strategies

- When will problem-solving discussions occur?
- Can the coach help in the classroom?
- Does the teacher feel comfortable with the coach modeling?




2.0 During the Observation

During the Observation

- Plan for supportive and constructive feedback related to the action plan goal
 - Note the **activity**
 - **Count** specific behaviors the teacher says or does
 - Note the **quality** of the teacher's practices and how they support child learning

Coaching Resource: Focused Observation Notes

- Time spent
 - Observing
 - Debriefing
- Observation focus
- What I observed
- What I want to share
- Follow-up needed
- Template: [Focused Observation Notes](https://challengingbehavior.org/docs/Observation-Form_Focused.pdf)

 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:

https://challengingbehavior.org/docs/Observation-Form_Focused.pdf



Activity 2.1

- Locate the documentation of the narrative **Example Focused Observation Notes** form in your materials
- Review these components of the notes:
 - Observation Focus
 - What I observed
 - What I want to share
 - Follow up needed

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 or child actions and responses
- Provides description of facts

Record What You Observe

Count or Tally

- How often does the teacher use the practice?
- How often does the child respond to the practice?

Duration

- How much time does the teacher spend on this practice?

Checklist

- Does the teacher use each component of the practice(s) as outlined in the action plan?

Notes

- Examples of the interactions and reactions that occur as the teacher uses the practice.



Activity 2.2

- Review 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 use?
- How might you adapt or combine these forms to meet your needs in your coaching role?

3.0 Putting it all Together

Recall: Bella



- Before the action plan goal, Bella often told children to “just share”
- She would separate children who always wanted the same toy or remove the toys from centers that children argued over
- She spent her time during centers walking around “supervising” play

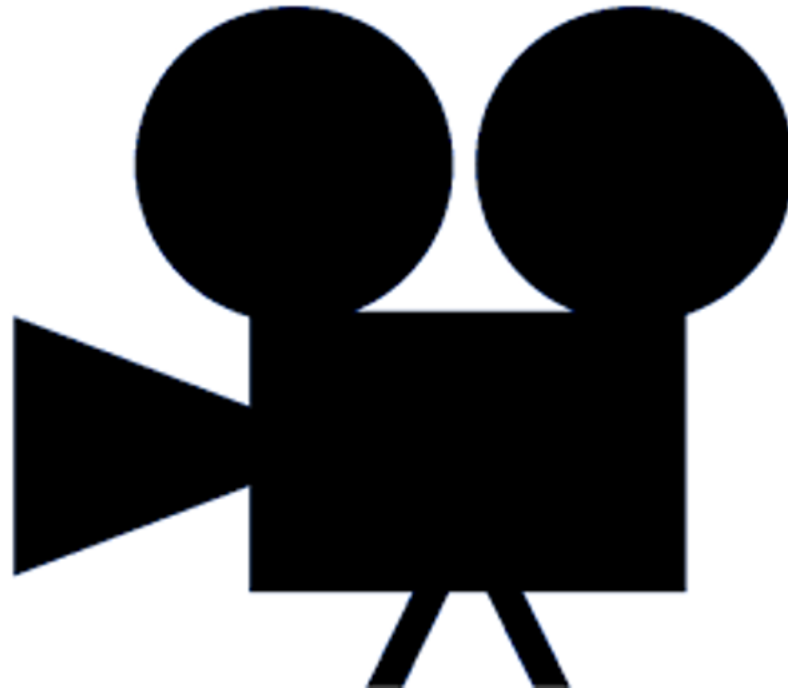


Activity 3.1

Let's Practice!

- Locate **Bella's Action Plan** and look at the highlighted section
- Read through this section on the plan for Bella; this is what we will be focused on during the observation
- 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 video
- Be ready to share

Video: Focused Observation



What Happens If ...

- Challenging behaviors occur?
- The observation is unexpectedly cut short?
- You do not observe the practice?



Activity 3.2

- Follow the link in the chat to download a **Coaching Log Spreadsheet**
- Take a few minutes to review the instructions tab and T1 (Teacher 1) tab
- As you review consider how this is similar or different to information you already collect about coaching
- Be ready to share

Let's Look at Kris's Data!

TEACHER ID:		Focused Observation Strategies											
How many action plan goals have you initially written?		Focused Observation Strategies											
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	9/5/2023	Y											32
2	9/12/2023	Y		Y	Y								25
3	9/20/2023	Y			Y	Y							28

Classroom Coaching is Part of a System!

Decide with your Leadership Team:

- Will there be live observations? Video? Both?
 - Do we have the proper equipment to support video observations?
- Do we need to create information sheets to share with families describing coaching and observations?
- Have we planned enough time for coaches and teachers to prepare for observations, review/share information, or prepare for a debrief?



4.0 Wrap-up and Next Steps



Activity 4.1

- Think about all of the information covered about Focused Observations during this session
- When prompted, record 2 key take-aways about observing during a Practice-Based Coaching cycle

What's Next?

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

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