

## Practice-Based Coaching Supports

This document outlines the Practice-Based Coaching supports that will be provided to practitioners by their classroom coach. This document can be adapted to be used as a Coaching Agreement.

### What to Expect from Practice-Based Coaching

Practice-Based Coaching (PBC) focuses on improving coaches' (teachers or teaching teams) use of evidence-based practices (Pyramid Model Practices) to support children's progress toward social and emotional competency.

#### The Classroom Coach Will:

- Maintain confidentiality.
- Support the teaching team to assess his/her strengths and needs in effective practices.
- Schedule, plan, and facilitate site visits and coaching sessions throughout the year.
- Visit classrooms at agreed upon, pre-scheduled times.
- Be on time and prepared for coaching sessions.
- Collaborate with the teaching team to set goals for improving Pyramid Practices implementation.
- Provide focused observations that are guided by the action plan and focused on the teaching team's goals.
- Provide teaching team with supportive and constructive feedback.
- Remain supportive rather than evaluative and maintain, to the maximum extent possible, a separation between coaching and performance evaluation.
- Revisit coaching regularly with the teaching team to determine if the coaching process needs to be adjusted to fit their needs better.
- Provide support and assistance with Pyramid Practices across tiers of the framework.
- Review coaching responsibilities that describe the commitment of coach and teaching team to establish the shared ownership of coaching.

**The Classroom Coach May:**

- Provide support in the forms of sharing resources and providing models of effective practices (e.g., model lessons or lesson segments in your classroom).
- Support the organization of the classroom environment to maximize implementation of Pyramid Practices.
- Support the development of rules for behavioral expectations.
- Utilize observational strategies such as of observation, videotaping, problem-solving discussion, reflective conversation, collecting data, role play, and verbal support.
- Debrief strategies through constructive feedback, side by side gestural support, goal setting/action planning, problem-solving discussion, supportive feedback, reflective conversation, material provision, and assistance with environmental arrangements.
- Engage in individual student problem-solving.
- Use child data to support decisions to intensify Pyramid Model Tier 2 & 3 instruction while honoring confidentiality.
- Share challenges or barriers related to Pyramid Model Practices implementation with your administrator or supervisor.
- Provide follow-up professional learning related to Pyramid Model Practices.
- Share anonymous, aggregate fidelity data from the Teaching Pyramid Observation Tool (TPOT) with a site Leadership Team or administration.

**The Classroom Coach Won't:**

- Evaluate the teaching team's performance within the context of the Practice-Based Coaching cycles.
- Share classroom fidelity data (e.g., TPOT) with teacher names identified.
- Create action goals and steps for the teaching team; shared goals and action plans should be developed collaboratively.

Michigan's MTSS Technical Assistance Center is funded by the Michigan Department of Education and the U.S. Department of Education, Office of Special Education Programs.