

The Components of Practice-Based Coaching (PBC)

This document will support the practice of defining Practice-Based coaching and describing each of its components. Your partner will review your PBC description and provide feedback using the following form.

Name:

Practice Feedback Sheet:

Steps	✓ 1	✓ 2	✓ 3	✓ 4
Practice-Based Coaching is a cyclical process for supporting teachers' use of effective practices that have been shown to lead to positive outcomes for children. Each component in the cycle is designed to inform the actions taken by a teacher and coach. These steps take place within the context of a collaborative partnership between the coach and teacher that develops over time and is critical to the success of the endeavor.				
Shared Goals and Action Planning: The teacher and coach develop goals based on a needs assessment and develop action plans with steps to achieve those goals.				
Focused Observation: The coach observes the teacher to gather information about the teacher's implementation of the practices that are specified in the action plan.				
Reflection and Feedback: The coach and teacher reflect on practice implementation (e.g., how did it go, what might they do differently), and the coach provides supportive and constructive feedback.				
Performance Criteria: 4/4 steps in 2 consecutive attempts				

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.