



Classroom SEBH Coach Series

Session 1

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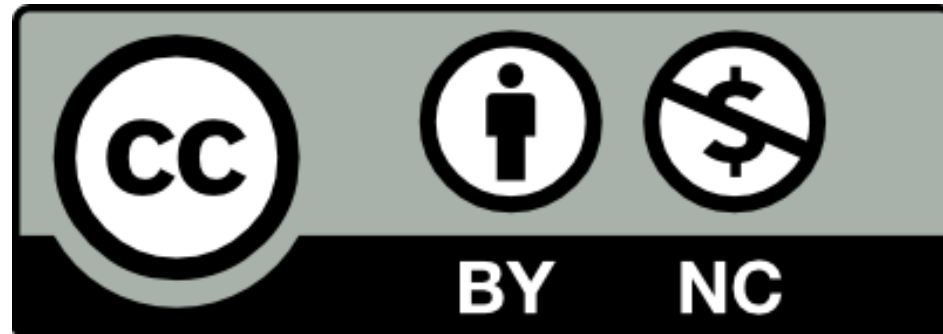


Acknowledgments

The content for this training day was developed based on the work of:

- National Center on PBIS
- Collaborative for Academic, Social, and Emotional Learning (CASEL)
- Brandi Simonsen, PhD

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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

Training Effectiveness

- At the end of the session, 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
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

Purpose of the Series

The SEBH Classroom Coaching sessions are designed to support individuals who coach classroom teachers. Participants will learn about SEBH coaching as a cyclical process for supporting teachers' use of effective teaching practices that lead to positive outcomes for students.

Intended Outcomes

- Summarize the components of collaborative coaching
- Identify ways to establish collaborative partnerships with teachers
- Make a plan to get started coaching the Classroom SEBH Instructional Practices Checklist

Agenda

- 1.0 Introduction to Collaborative Coaching
- 2.0 Establishing Collaborative Partnerships
- 3.0 Wrap Up and Next Steps

1.0 Introduction to Collaborative Coaching

Where Are We Now?

- Coach Self-assessment results
- Build your knowledge!
 - Take advantage of existing resources and trainings
 - Refer to the handout Example Activities and Resources for Classroom SEBH Supports



Activity 1.1

- In your breakout room, share the following:
 - Where do you work?
 - How long have you been in a coaching role?
 - What is something you love about coaching?
 - What is challenging for you as a coach?

Effects of Quality Coaching

**Teachers use
effective practices**



Positive student outcomes



**Coaches use
collaborative coaching**

Adapted from NCPMI; challengingbehavior.org

Coaching Matters!

Training Components	Knowledge	Skill Demonstration	Use in the classroom
Theory and Discussion	10%	5%	0%
+ Demonstration in Training	30%	20%	0%
+ Practice & Feedback in Training	60%	60%	5%
+ Coaching in Classroom	95%	95%	95%

Adapted from “Student Achievement Through Staff Development,” by B. Joyce and B. Showers, 2002, p.78. Copyright 2002 by the American Society for Curriculum and Development.

Coaching and Adult Learning

- Coaching is about supporting emotional, cognitive, and behavioral change in adults
- Need to know why they should learn something new before learning it
- Use their own life experiences to make sense of new information
- Learn better by applying new strategies immediately to a real-life situation



Coaching

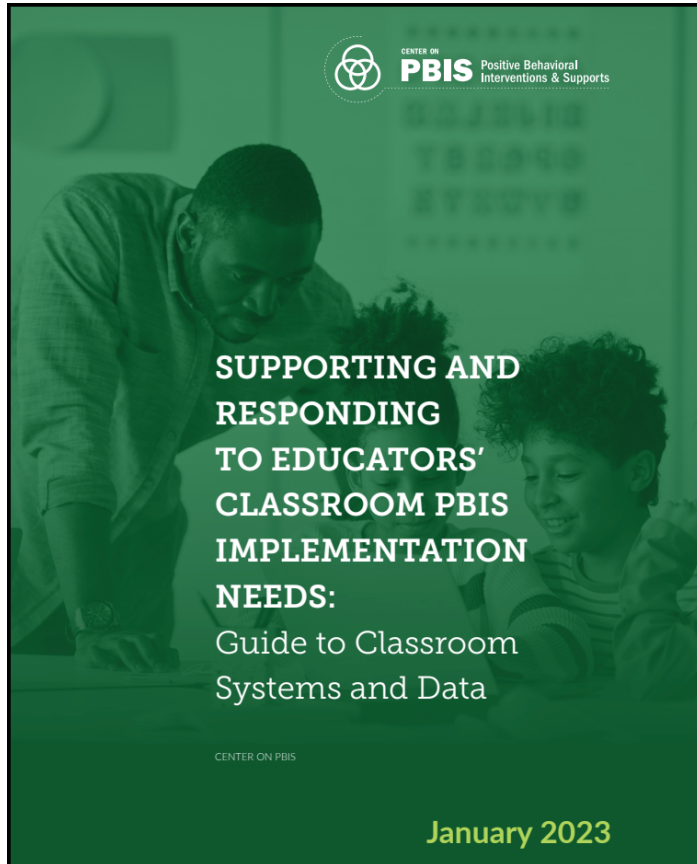
Coaching Is:

- Collaborative
- Interactive
- Focused on skill-building
- Reliant on observation and feedback
- Goal-directed
- Outcomes-driven

Coaching Is Not:

- Only providing advice and tips
- Supervision
- Only modeling
- Training with classroom observation
- Consultation

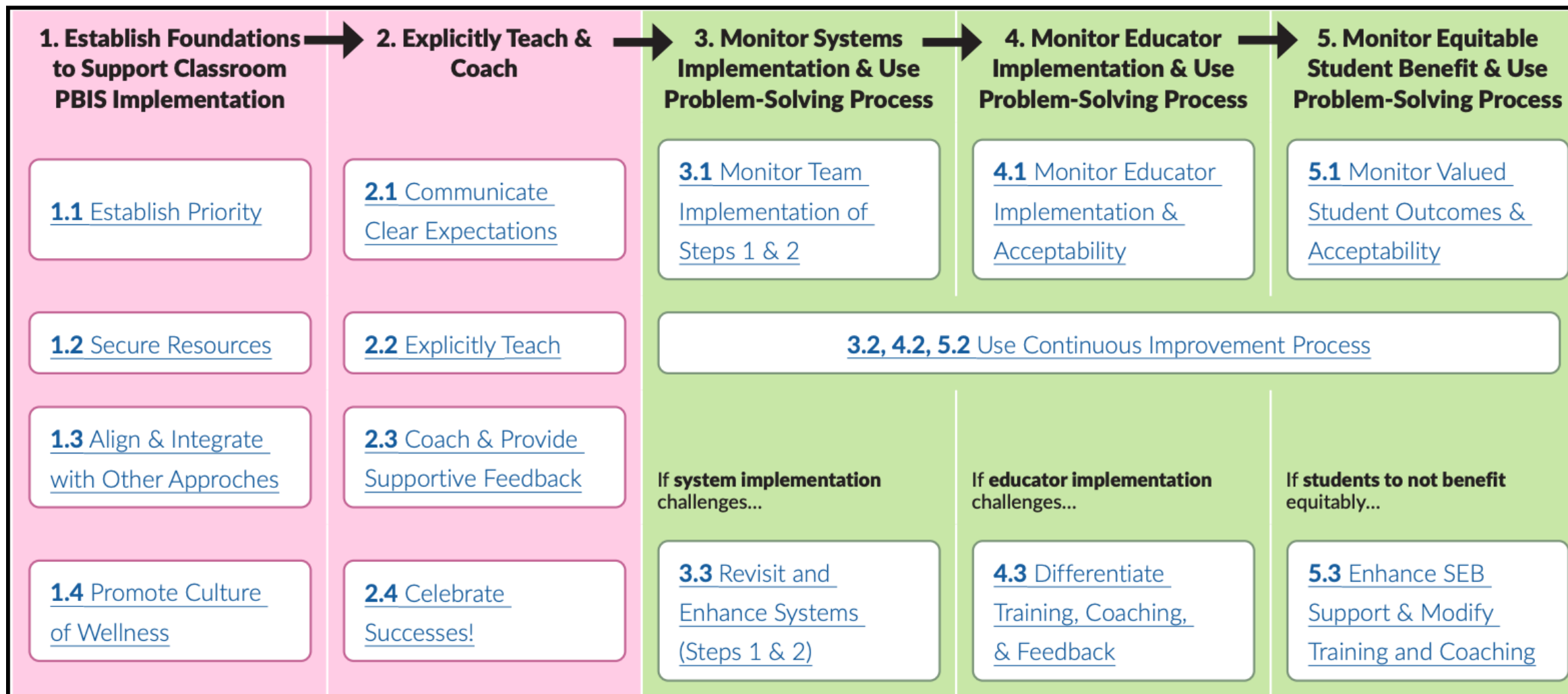
Steps to Support Educators



1. Establish foundations to support implementation
2. Explicitly teach and **coach**
3. Monitor system implementation
4. Monitor educator implementation
5. Monitor equitable student benefit

([National Center on PBIS, 2023](#))

Guide to Classroom and System Data





Activity 1.2

- Take a few moments to explore the sections in column 2 and 4.
 - Take note of what parts you feel confident in currently and which parts you might need more practice or information
 - Be prepared to share!

Have You Heard of Practice-Based Coaching?

A **coaching cycle** occurs each time the coach conducts a focused observation and debriefs with the teacher

- Goal Planning
- Observation
- Reflective conversations
- Supportive feedback
- Constructive feedback

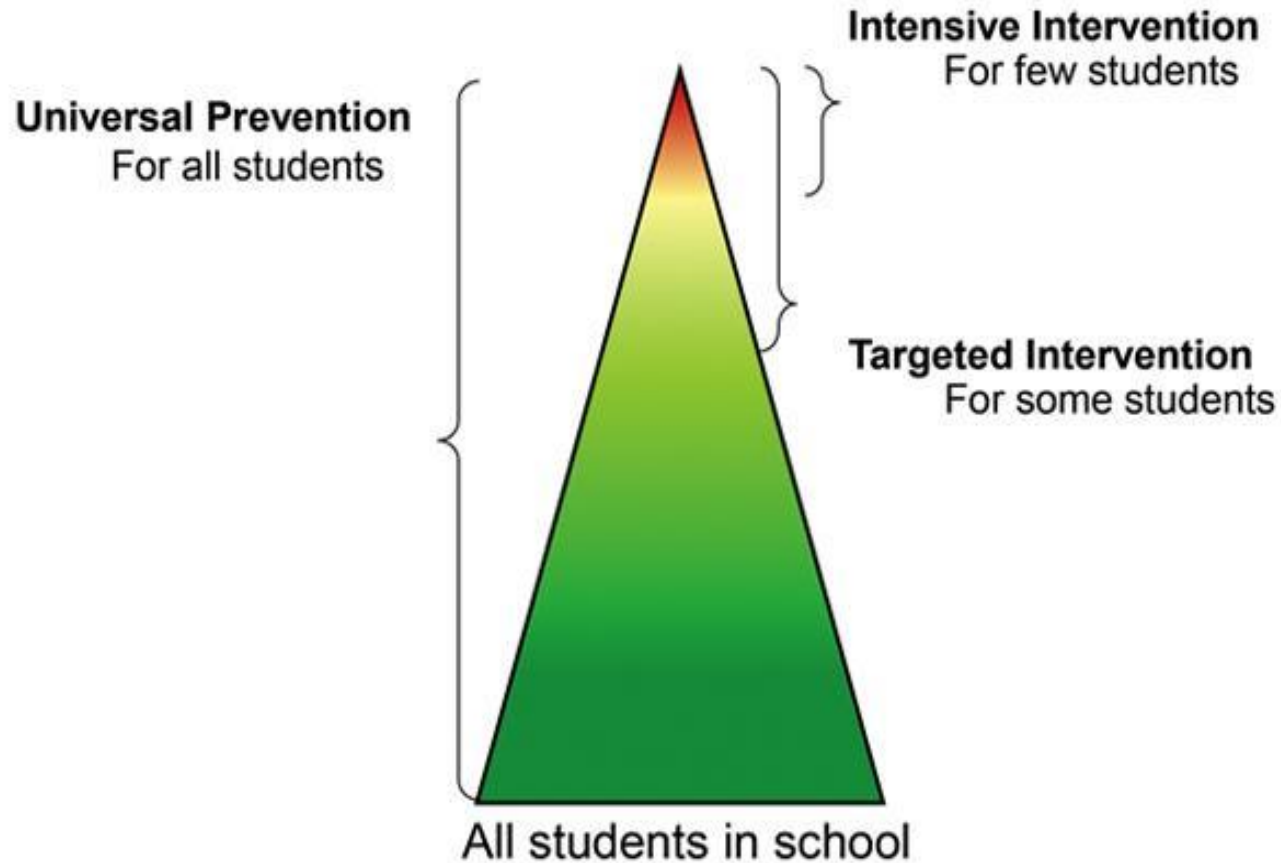


Adapted from the National Center for Quality Teaching and Learning, 2012. Practice-based coaching.
Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pbc-handout.pdf>

Process of Collaborative Coaching Classroom Practices

- Ensure Training
- Communicate the role of a coach
- Define goals of the teachers
- Conduct observations
- Provide feedback and ongoing support

What is a Practice?



Practices are specific statements of observable and measurable actions and behaviors of teachers that support child learning



Activity 1.3

- Let's practice identifying objective and measurable practices teachers can do in the classroom!
- Answer the questions provided, and then we will review the answers together

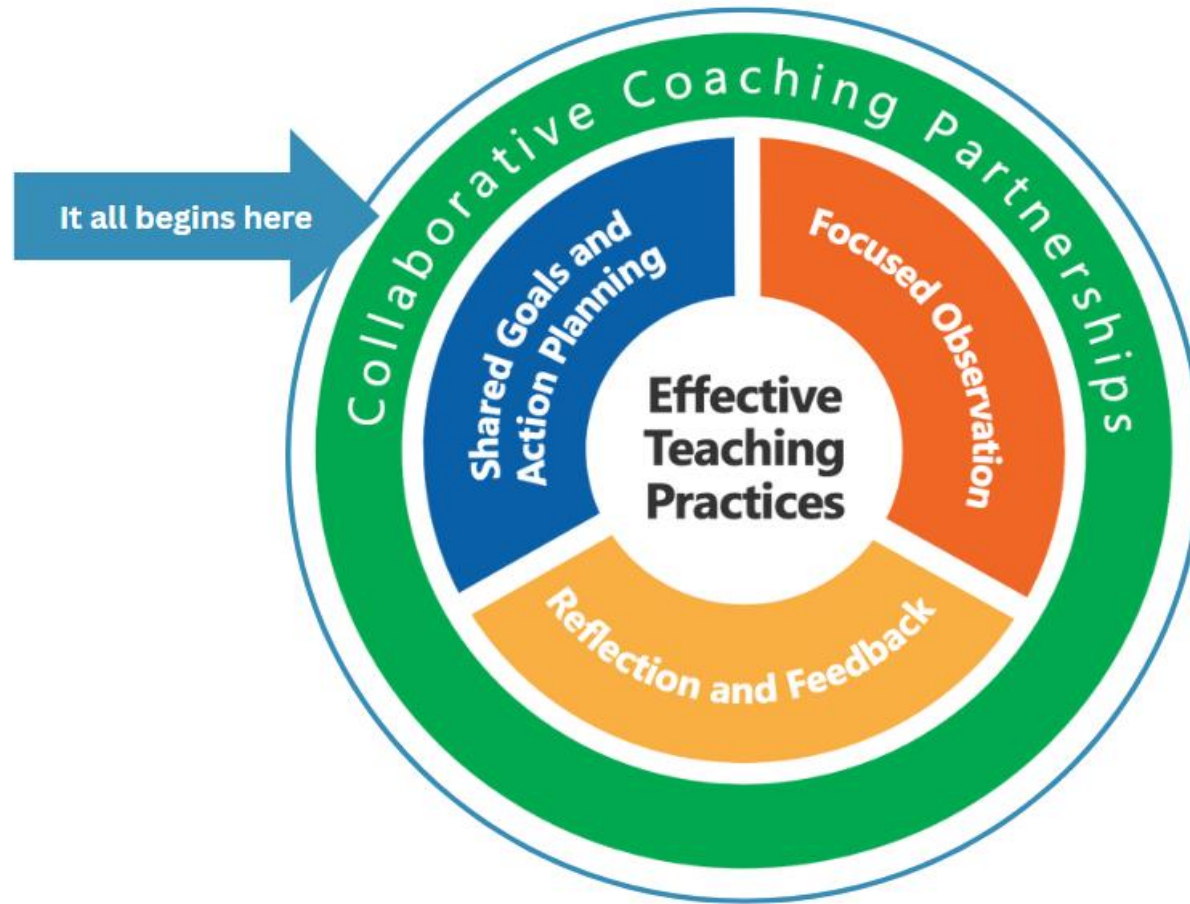


Activity 1.4

- Take a minute to write out how you would describe SEBH classroom coaching to teachers
- What key words or phrases would you include?
- Be ready to share your response with the group

2.0 Establishing Collaborative Partnerships

Collaborative Partnerships



Adapted from the National Center for Quality Teaching and Learning, 2012. Practice-based coaching.
Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pbc-handout.pdf>

Characteristics of Collaborative Partnerships

Professional in nature and result in **meaningful support, trust, and positive outcomes** for **all students**.

- Shared understanding about the goals of coaching
- Shared focus on professional development
- Development of rapport and trust
- Choice and ownership
- Ongoing communication and support
- Celebrations around the coaching process

Establish Coaching as a Safe Place

- Separate coaching from supervision
- Non-evaluative environment
- Clearly defined roles
- Transparent data collection
- Focus on capacity building



Classroom Coach Will

- Maintain confidentiality
- Support teachers in assessing strengths and needs related to SEBH practices
- Visit classrooms during preferred and agreed-upon times
- Provide focused observations
- Provide supportive and constructive feedback
- Provide ongoing support to teachers

Classroom Coach Will Not

- Evaluate the teacher's performance
- Share classroom teacher's fidelity data with the name identified
- Create action goals for the teacher; goals are developed collaboratively

Building a Strong Partnership

1. Get to know the teacher
2. Connect to other professional development experiences
3. Establish yourself as a support
4. Appreciate the teacher

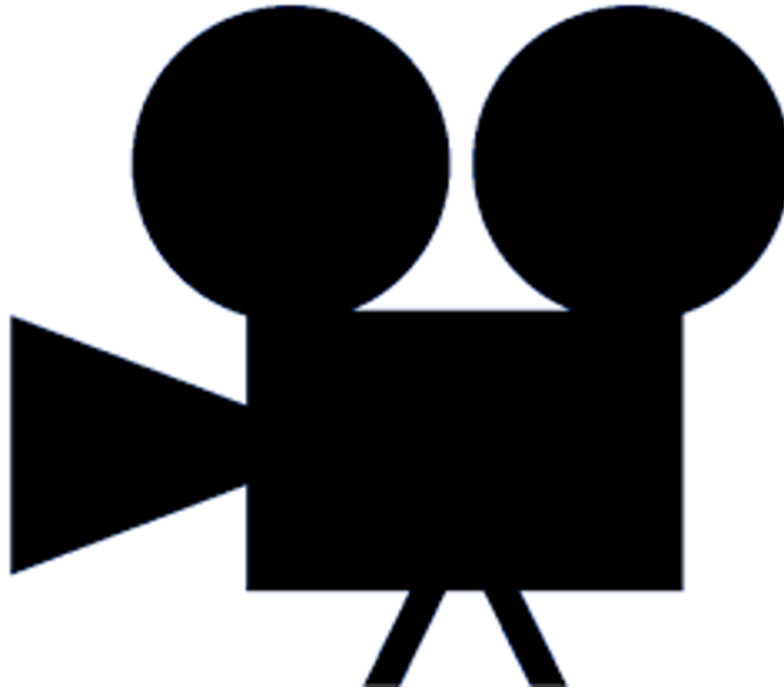


Reflecting on Coaching and Culturally Responsive Practices

- Practice cultural sensitivity
 - Engage in self-reflection of your own cultural beliefs and implicit biases
 - Use clear communication strategies
- Build trusting relationships
 - Observe, listen, reflect, and respond
- Address diversity issues
 - Learn about culture
 - Explore coach equity resources



Culturally Responsive Coaching



Reflecting on Equity and Diversity Through Coaching

Coaching encourages educators to:

- Acknowledge assumptions and implicit biases
- Recognize and support each student's strengths
- Engage in inclusive teaching practices





Activity 2.1

- Read the short scenarios
- With your partner(s), identify attributes or characteristics of the teacher you think are important to consider as you establish rapport and begin the coaching partnership
- Generate two or three strategies you would use during the first few coaching sessions
- Record the attributes and strategies and be prepared to share and discuss with the larger group

Scenario 1

Jasmine has been teaching 3rd grade for five years. She is confident about her knowledge base and skills and is clear about her core beliefs but is suspicious of newcomers to her classroom. She says, “I want my classroom to be a comfortable place for students. I want everyone to have a good time, succeed as learners, and be ready for 4th grade. I think I know how to make that happen.”

Scenario 2

Jim is a first-year teacher. His previous job was with computer software development, but he felt he would be making more of a contribution if he worked with students. Jim completed a teacher preparation program and earned a teaching certification, but he has had no practical classroom experience beyond student teaching. He has been surprised by the many behaviors in the classroom that challenge him. He felt frustrated and overwhelmed by not knowing how to respond or what to do. He is eager to learn and to try out new ideas.



Activity 2.2

- Identify 2-3 ways that you will begin establishing collaborative partnerships with your teachers
- Make sure you think about new relationships as well as those that are already established; the strategies might look different
- Be ready to share

3.0 Wrap Up and Next Steps

Checklist for Coaches and Teachers



Michigan's Multi-Tiered System of Supports Technical Assistance Center
April 2025 – Version 2.0

Classroom SEBH and Instructional Practices Checklist

Directions: Document practices in place and notes for improvement and monitoring progress.

Practices	Notes (plan for improvement, plan for monitoring)
Building Positive Relationships <ul style="list-style-type: none"> <input type="checkbox"/> Use Positive Greetings at the Door daily <ul style="list-style-type: none"> <input type="checkbox"/> Use their name <input type="checkbox"/> Positive interaction or statement <input type="checkbox"/> Direct to first activity <input type="checkbox"/> "Getting to Know You" activities are incorporated throughout the school year <input type="checkbox"/> Positive tone and body language is used <input type="checkbox"/> Each student receives more positive statements than corrective (goal - 5:1) <input type="checkbox"/> Welcoming and inclusion activities are used frequently to build peer and adult relationships 	
Expectations and Routines <ul style="list-style-type: none"> <input type="checkbox"/> Expectations are defined within the daily activities or procedures <input type="checkbox"/> Social, emotional, and behavioral skills are included <input type="checkbox"/> A row that indicates the teacher's expectations is included <input type="checkbox"/> Students are involved in defining expectations <input type="checkbox"/> Expectations and routines are displayed 	
Physical Environment <ul style="list-style-type: none"> <input type="checkbox"/> Designated areas for specific activities <input type="checkbox"/> Seating charts with easy access to students needing additional support <input type="checkbox"/> Students can move easily to different activities <input type="checkbox"/> Teacher can move easily without physical barriers and can see students when engaged in different types of instruction (i.e., small group) <input type="checkbox"/> Instructional materials are easy to access 	

- Practices outlined in the training series
- Supports implementation
- Can be used as a self-assessment and/or coaching tool

Checklist Sections



Michigan's Multi-Tiered System of Supports Technical Assistance Center
April 2025 – Version 2.0

Classroom SEBH and Instructional Practices Checklist

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- Positive Relationships
- Expectations and Routines
- Physical Arrangement
- Engaging Instruction
- Teaching SEBH skills
- Regulation Strategies
- Reinforcing Behavior
- Responding to Interfering Behavior

Using the Classroom Practices Checklist

- Ensure teachers have access to the Classroom SEBH Practices series
- Develop a collaborative plan to use the document with your teachers
- Offer assistance to the teachers to get all the Classroom SEBH Practices in place
- Use the form during future observations, as needed



Activity 3.1

- Take a few minutes to look over the document titled **Classroom SEBH and Instructional Practices Checklist**
- What questions do you have?
- What might be the best way to begin working on this at your site?
- How might your site's Leadership Team or administration support these efforts?

Closing Review

MVP

- Take 30 seconds to write down the “Most Valuable Point” from today’s session in the chat
- When prompted, hit enter to share

What's Next?

Session 2:

- (date)
- Shared goals and action planning

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