Practice-Based Coaching: Supporting Implementation of the Pyramid Model

Rob Corso, PhD
Introductions

• Name
• Number of years in early childhood
• Number of years coaching
• Your one BIG question about coaching
• Favorite hobby – life outside of coaching!
Objectives for Practice-Based Coach Training

- Identify the key components of PBC
- Describe the characteristics of collaborative partnerships.
- Create shared goals and prepare an action plan for achieving them.
- Conduct a focused observation based on an action plan.
- Prepare prompts for reflection, as well as constructive and supportive feedback, based on set goals, an action plan and focused observation.
## Coaching Impact

Joyce and Showers, 2002

<table>
<thead>
<tr>
<th>TRAINING COMPONENTS</th>
<th>Knowledge</th>
<th>Skill Demonstration</th>
<th>Use in the Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory and Discussion</td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>...+Demonstration in Training</td>
<td>30%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>...+ Practice &amp; Feedback in Training</td>
<td>60%</td>
<td>60%</td>
<td>5%</td>
</tr>
<tr>
<td>...+ Coaching in Classroom</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
</tbody>
</table>
This meeting is for you!

Ask questions
Share your experiences
Consider supports and challenges
All coaching is, is taking a person where he can’t take himself.

Bill McCartney
We could accomplish many more things if we did not think of them as impossible.

Vince Lombardi
Probably my best quality as a coach is that I ask a lot of questions and let the person come up with the answers.

Phil Dixon
A good coach will make people see what they can be rather than what they are.

Ara Parseghian
With partners at your table… draw a picture of the “Perfect Coach”
The Perfect Coach

- Good listening ears
- Powers of observation
-非判断性的
- 良好的问题
- 强支持（长袜）
- 稳定
- 长时间
- 平衡的人
- 走在老师鞋子里
Effects of Quality coaching

• All coaches use research-based strategies to support adult learning and professional development

Quality Coaching

• All teachers and staff use effective curricula and research-based teaching practices

Quality Teaching

• All children learn important skills and are ready for kindergarten

Quality Learning
Coaching Practices

Strengths and Needs Assessment
FOCUS ON COACHING
Practice-Based Coaching is...

- Based on collaborative partnerships.
- Guided by goals and a plan for refinement and action.
- Assessed through focused observation.
- Supportive of teacher growth and development through reflection and feedback.
Expert
Peer
Self

Individual
Group

Distance
Live

A 3D cube with labels Expert, Peer, Self, Individual, Group, Distance, and Live.
Objectives for Establishing Collaborative Partnerships

• Identify the characteristics of a collaborative partnership.

• Describe strategies for building and fostering collaborative partnerships.
Components of Practice Based Coaching

It all begins here
Characteristics of A collaborative Partnership

- Shared understanding about the goals of coaching
- Shared focus on Professional Development
- Posture of support
- Rapport and trust
- Choice
- Ongoing communication and support
- Celebrations
What is Culture?

• Shared understanding of talk, routines, roles, relationships, responsibilities, and ways of using particular artifacts.

• A dynamic process that influences every aspect of how we perceive and interact with others; includes beliefs, language(s), and behaviors valued in a community.

Frank, C., 2011. Ethnographic Interviewing for Teacher Preparation and Staff Development
Multiple Interpretations
Culture and Coaching

• Practice cultural sensitivity
  - Examine own cultural beliefs and biases
  - Use clear communication strategies

• Build trusting relationships
  - Observe, listen, reflect, and respond

• Address diversity issues
  - Learn about culture
Role Play

- Example of what NOT to do
- Example of how to establish a collaborative partnership
Now You Try it!

Read each of the scenarios and discuss with your group:

1. How would you begin building the collaborative coaching partnership with this teacher?
2. How would you foster the partnership across the year?
3. If you were delivering coaching via distance, how would you build/foster the partnership?
What does it look like? (Video)

Collaborative Partnership: Building Rapport by Gathering Information About Teacher and Classroom

UF Center for Excellence in Early Childhood Studies
UNIVERSITY of FLORIDA
Ideas for Building a Strong Foundation

1. Get to know the teacher

2. Connect to other PD experiences.

3. Establish yourself as a resource.


5. Let teachers know they are appreciated, recognize their effort and their strengths.
SUPPORTING EFFECTIVE TEACHING PRACTICES

COLLABORATIVE

SHARED GOALS AND ACTION PLANNING

COACHING

SUPPORTING EFFECTIVE TEACHING PRACTICES

PARTNERSHIPS

REFLECTION AND FEEDBACK

FOCUSED OBSERVATION

Center on the Social and Emotional Foundations for Early Learning
Objectives for Shared Goals and Action Planning

- Review and utilize tools for identifying, clarifying and verifying goals that help guide practice-based coaching.
- Describe and create a well-written, clearly stated goal.
- Describe and develop an action plan for achieving a goal(s).
CLASSROOM ASSESSMENT SCORING SYSTEM™ MANUAL PRE-K

Robert C. Pianta
Karen M. La Paro
Bridget K. Hamre

EARLY CHILDHOOD ENVIRONMENT RATING SCALE
REVISED EDITION

Thelma Harms  Richard M. Clifford  Debby Cryer
Information Might Be Gathered about

1. **How often** a teaching practice is used (frequency)
2. **How well** a teaching practice is implemented (quality)
3. **How confident** a teacher is when using a teaching practice (self-efficacy)
4. What a teacher **believes** about how a practice impacts children’s learning (teacher beliefs)
Why are shared goals important?

• Give teacher and coach a common starting point

• Create shared expectations

• Identify teaching practices that are the focus of coaching
What is the focus of our goals?

• Teaching practice(s)

• Teacher’s confidence and competence
What is Goal Setting?

- Process for improvement
- Taken from needs assessment
- Facilitates coaching
How should goals be written?

S = Specific
M = Measurable
A = Action-oriented
R = Realistic
T = Time bound
Let’s Compare

I will use a visual schedule to remind children of daily activities.

I will promote peer interactions during daily routines.

I will use the visual schedule to remind children of daily activities during morning circle, before centers, after lunch, and before we go outside.

I will promote peer interactions during snack, lunch, art, and center time by grouping children who are more outgoing with Jason, Chandra and Keith.
PBC: A Guide to Goal Setting

• Learn more about the practice and try it out?

• Do it more often?

• Do it better?

• Do it differently?
# Examples of Goals

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I will learn how to make a visual schedule for specific classroom activities and routines and will help children use these types of schedules to complete activities and tasks.</strong></td>
<td><strong>Learn more and try it out</strong></td>
<td></td>
</tr>
<tr>
<td><strong>I will use a visual schedule to remind children of daily activities during morning circle, before centers, after lunch, and before we go outside.</strong></td>
<td><strong>Do it more often</strong></td>
<td></td>
</tr>
<tr>
<td><strong>I will go over the daily schedule at the beginning of the day and briefly review the schedule periodically to show the children what we are about to do and what we will do next so children will know what to expect.</strong></td>
<td><strong>Do it better</strong></td>
<td></td>
</tr>
<tr>
<td><strong>I will make a visual schedule that can be changed as needed so that activities can be removed or turned over when they are finished. (My current visual schedule has pictures and words but is fixed.)</strong></td>
<td><strong>Do it differently</strong></td>
<td></td>
</tr>
</tbody>
</table>
Let’s try writing a goal!

Teaching Practice: Teacher uses clear, descriptive positive feedback so children know exactly what is expected and what they are doing well.

• Example Goal: I will identify behaviors that I would like to see occur during center time and will write down descriptive praise statements to use when I see these behaviors occur.

• Example Goal: During center time activities, I will provide immediate, descriptive positive feedback to children when I see them sharing with their friends.

• Example Goal: During transitions, I will provide descriptive positive feedback to children who are following the instructions for transitions.

• Example Goal: I will provide descriptive praise to Vana and Lucy when I see them interacting with others appropriately.
After goals are set, an action plan is developed to support the achievement of goals throughout the coaching process.
What is in an Action Plan?

• Goal(s)
• Action steps
• Goal achievement statement
• Timeframe
• Supports or resources
Action Plan Review Activity

• What kind of planning form do you currently use with teachers?

• How might you adapt this form to best meet your needs based on how you anticipate planning with teachers?
Let’s See how this Works for Tanya and Sandra

1. Read the case example

2. Review the completed needs assessment

3. Work with a partner to
   - Decide which practice you think Tanya and Sandra should target
   - Write a goal for that practice to guide coaching
   - Write an action plan for your goal
SUPPORTING EFFECTIVE TEACHING PRACTICES

- SHARED GOALS AND ACTION PLANNING
- FOCUSED OBSERVATION
- REFLECTION AND FEEDBACK
- COLLABORATIVE PARTNERSHIPS
- COACHING
OBJECTIVES FOR FOCUSED OBSERVATION

• Explain the purpose(s) of focused observation.
• Identify what makes an observation focused.
• Conduct a focused observation.
MAKING OBSERVATIONS
WHAT MAKES AN OBSERVATION “FOCUSED”?  

• Always includes:  
  • Gathering information guided by current action plan goal  
  • Recording information, being mindful about what you are seeing – take notes, reflect, begin to plan feedback
Recording Observations

• Ways to gather and record
• Content to gather and record
• Purpose of gathering and recording
How could you make these statements more objective?

1. The snowmen are so cute!

2. She is relying on too many worksheets.

3. This is too hard for the kids.
NOTES

What you observe

• Positive feedback was given 5 times when children were engaged in the 1st center-time transition

• No positive feedback was given during the other 2 center-time transitions.

What to share

• It helps to have a reminder. What could you do to help you remember to provide positive feedback during each transition?
TRY WATCHING WITH FOCUS...
What happens if…

1. Something else “pops” up during the observation?

2. Teacher talks to coach off topic through the observation?

3. What other challenges might coaches face during an observation?
SUPPORTING EFFECTIVE TEACHING PRACTICES

Collaborative Coaching

Shared Goals and Action Planning

Focused Observation

Reflection and Feedback

Partnerships
Objectives for Reflection and Feedback

• Practice asking open-ended Questions for teacher reflection.

• Identify and describe the two (2) types of feedback in coaching.

• Practice giving supportive and constructive feedback.
Feedback STARTER Phrases

• You really got it when you ______

• I noticed that you did _____, that really worked well for keeping the children engaged.

• It was great to see _____.

• I saw you do ______, it was a perfect example of ______________.
Feedback is…

- Planned
- Focused
- Supportive
- Constructive
- Intentional
- Specific
Types of feedback

• Supportive Feedback

• Constructive Feedback
Supportive Feedback
Teacher talk!

It felt like coaching was more “We’re going to enhance the great jobs that you’re already doing,” instead of “We’re going to fix you because you’re not good.”
Constructive 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
Example: Data-based Feedback
Data-based Feedback
Email Feedback

- Positive statement about observation
- Supportive feedback for teacher’s implementation based on observation
- Suggestions for improving implementation
- Provide ideas and resources
- Close with encouraging statement
Practice-Based Coaching

- Collaborative Coaching
- Partnerships
- Supporting Effective Teaching Practices
- Shared Goals and Action Planning
- Reflection and Feedback
- Focused Observation
Components of Practice Based Coaching

- Shared Goals and Action Planning
- Supporting Effective Teaching Practices
- Reflection and Feedback
- Focused Observation

It all begins here
Coaching Session

• Engage in a problem-solving discussion
• Engage in a reflective conversation
• Review goals
• Update action plan progress
• Share a video demonstration
• Provide materials or resources