



Practice-Based Coaching: An Evidence Based Approach to Job Embedded Professional Development

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National Center for
Pyramid Model
INNOVATIONS
ChallengingBehavior.org

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Purpose

- Introduce Practice Based Coaching
- Review Coaching Strategies
- Review Coaching Data Tools
- Use Data-Based Decisions for Coaching



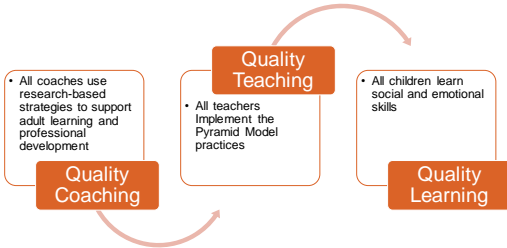
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Early Childhood Positive Behavior Supports



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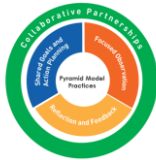
Effects of Quality Coaching



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Evidence-Based Professional Development

- High Quality Training
- Practice-Based Coaching
 - Collaborative partnership with coachee
 - Focused on a defined set of practices
 - Delivered in complete cycles
 - Shared Goals and Action Plan
 - Focused Observation
 - Reflection and Feedback

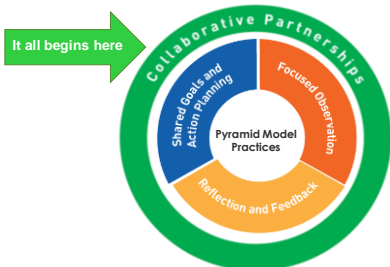


Snyder, Hemmeter, & Fox, 2016



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Practice-Based Coaching



*Adapted from the National Center for Quality Teaching and Learning, 2012
<http://eclic.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/development/coaching.html>



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Collaborative Partnerships

Refers to the reciprocal, working interactions between the practitioner coach and teacher

Supported by clear definitions of each partners' role in the PBC process

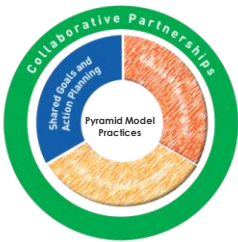
On-going and strengthened over time

Buy-in strengthened by a coach that has "been there."



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Shared Goals and Action Planning

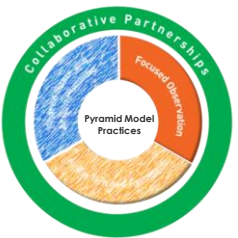


- Using tools and other information to determine needs
- Setting shared goals
- Developing an Action Plan



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Focused Observation

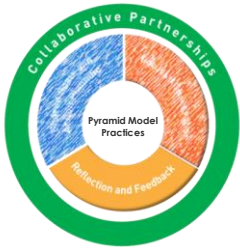


- Gather and record information objectively
- **Guided by** current action plan
- Provide additional support as needed
- Target behavior change and completed goals



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Reflection and Feedback



- Reflect on observation & data
- Address quantity and/or quality of practice use
- Give & receive feedback
- Support & problem-solve
- Identify additional supports & resources



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Observation Coaching Strategies

- Watch teacher and take detailed notes *(live or video recording)
- Collect data
- Verbal Support
- Side by side gestural support
- Videotape
- Problem solving discussion
- Reflective conversation
- Model target practices
- Assist with environmental arrangements
- Other help in the classroom



Definitions of coaching strategies: https://challengingbehavior.cbcs.usf.edu/docs/coaching_strategies.pdf



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Debriefing Strategies

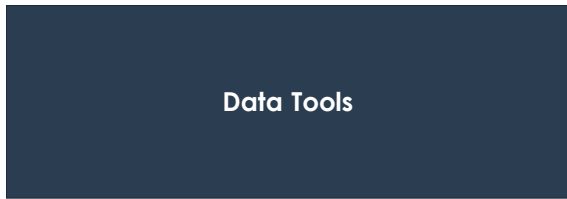
- Help Arrange Environment
- Demonstrate
- Role Play
- Reflection
- Constructive Feedback
- Review Video Tape
- Supportive Feedback
- Set Goals/Action Planning
- Materials Provisions
- Problem-Solving
- Use/Interpret Data
- Individual Child Support



Definitions of coaching strategies: https://challengingbehavior.cbcs.usf.edu/docs/coaching_strategies.pdf



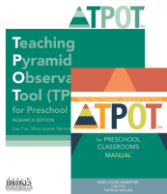
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Teaching Pyramid Observation Tool

- Initial assessment to develop action plan goals
- "Running TPOT" to track teacher progress
- Year end assessment to show growth in implementation



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Classroom Coaching Log



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Documenting Coaching Strategies

https://challengingbehavior.cbcs.usf.edu/docs/coaching_log.pdf



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- Observation Time
- Cycle #
- Action Plan Goals
 - Total #
 - # Action Plan Goals Completed
- Notes
- Choice of paper log/excel/both

Teacher ID: 2		Coach ID: 2		Program ID: 2		Cycle #: 2		Focused Observation Strategies									
Cycle Number	Date	Observed	Video/Audiotape	Student	Collected data	Verbal support	Side by side general support	Problem solving strategies	Behavioral intervention	Helped with implementation of strategies	Other help in the classroom	Notes	Total Observation Time for this Cycle				
1	3/23/18	Y								Y			30				
2	3/26/18 3/27/18	Y					Y				Y		40				
3	3/28/18	Y											20				
4	3/27/18 3/28/18	Y		Y	Y								35				

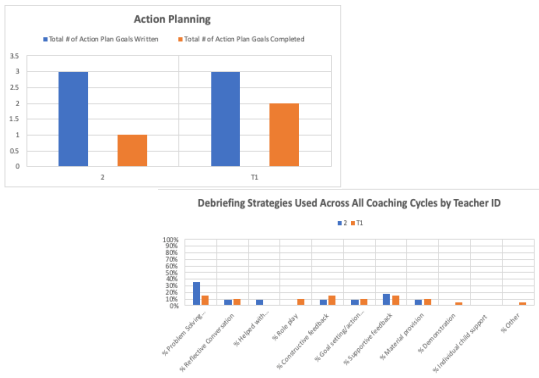
Teacher ID: 2		Coach ID: 2		Program ID: 2		Cycle #: 2		Detailed Strategies										Action Plan Goals	
Cycle Number	Date	Observed	Video/Audiotape	Student	Collected data	Verbal support	Side by side general support	Problem solving strategies	Behavioral intervention	Helped with implementation of strategies	Other help in the classroom	Notes	Total Observation Time for this Cycle	Number of Action Plan Goals Completed	Number of Action Plan Goals				
1	3/23/18	Y											30	0	10				
2	3/26/18 3/27/18	Y					Y						40	0	10				
3	3/28/18	Y											20	0	10				
4	3/27/18 3/28/18	Y		Y	Y								35	0	10				

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Attempted Coaching Cycles

Completed Coaching Cycles

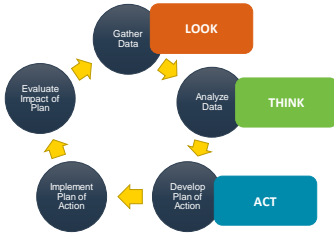
Duration

Teacher ID	# of Attempted Cycles	# of Completed Cycles	% Cycles Completed	Total Duration Across Focused Observations	Average Duration Across Focused Observations	Total Debriefing Duration	Average Debriefing Duration
T2	5	4	80%	145	29.0	115	28.8
T1	5	5	100%	185	37.0	90	18.0



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Data-Based Decision-Making Cycle



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Using Your Data

Look • View your data using meaningful visual displays that can guide decision making

Think • Analyze your data using key questions that lead to decision-making

Act • Create action plan based on data analysis



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Look-Think-Act



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Look	Think	Act
<ul style="list-style-type: none"> • Complete coaching cycles • Average duration • Patterns of strategies used • Action plan goals completed (number and percent) 	<ul style="list-style-type: none"> • Were the expected number of cycles and goals completed? • Are there differences across teachers? • Is more time correlated with more goals completed? • Too many or too few goals? 	<ul style="list-style-type: none"> • Identify the reason for too few completed cycles • Consider need for more coaching time • Dig deeper review other data • Provide additional resources for coaches • Review quality of goals




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Case Study




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Ms. Rita has been coaching two teachers for approximately 6 months.



Teacher A

- Brand new teacher
- Eager and excited for coaching
- Initial low levels of implementation



Teacher B

- Veteran teacher of 12 years
- Feels reluctant; New to coaching
- Initial high level of implementation



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Coach Reflection

Ms. Rita has started to notice that there are differences between Teacher A's and Teacher B's classrooms.



- Teacher A seems to be trying new things in her classroom.
- Teacher B seems to take longer to put new ideas and practices in place.



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LOOK at Rita's Coach Log

Attempted Coaching Cycles
Completed Coaching Cycles
Duration

Teacher ID	# of Attempted Cycles	# of Completed Cycles	% Cycles Completed	Total Duration Across Observations	Average Duration Across Focused Observations	Total Debriefing Duration	Average Debriefing Duration
A	11	11	100%	405	36.8	375	34.1
B	9	8	89%	225	25.0	175	21.9



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THINK about the data

- Ms. Rita has spent twice as much time with teacher A compared to teacher B.
- Teacher A has more completed coaching cycles.



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LOOK at Rita's Coach Log

Patterns of Strategies Across Observation Sessions

Observation Strategy	Teacher ID	
	A	B
% Observed	33%	64%
% Videotaped	6%	0%
% Modeled	11%	0%
% Collected Data	17%	21%
% Verbal Support	8%	0%
% Side by Side Gestural Support	6%	0%
% Problem Solving Discussion	3%	7%
% Reflective Conversation	14%	0%
% Helped w/ Environmental Arrangements	0%	7%
% Other Help in the Classroom	3%	0%
% Other	0%	0%

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THINK about the data

- Variety of observation strategies used with Teacher A. Opportunities for in-the-moment coaching and use of video recording.
- Limited range of strategies used with Teacher B. Mainly observation and data collection.

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LOOK at Rita's Coach Log

Patterns of Strategies Across Debriefing Sessions

Debriefing Strategy	Teacher ID	
	A	B
% Problem Solving Discussion	9%	10%
% Reflective Conversation	14%	30%
% Helped with environmental arrangements	5%	0%
% Role play	5%	0%
% Constructive feedback	18%	5%
% Goal setting/action planning	14%	15%
% Supportive feedback	25%	35%
% Material provision	2%	5%
% Demonstration	5%	0%
% Individual child support	5%	0%
% Other	0%	0%

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THINK about the data

- Providing supportive and constructive feedback to Teacher A.
- Very little use of constructive feedback with Teacher B.
- More variety of reflection and feedback strategies used with Teacher A.



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THINK about the data

Are there differences in the collaborative partnerships?

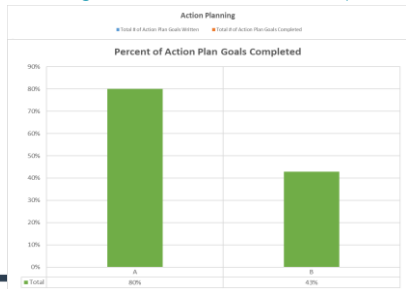
- Does Rita spend more time coaching Teacher A because that teacher is excited or open to coaching or does she really have an identified need for more coaching support?
- Is Rita using more strategies with Teacher A because she is more comfortable interacting with Teacher A?
- Is she feeling uncomfortable providing feedback because Teacher B is a veteran teacher?



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LOOK at Rita's Coach Log

Number of Action Plan Goals
Percentage of Action Plan Goals Completed





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THINK about the data

- Teacher B started with 3 goals. She has met 3 out of 7 total goals.
- Teacher A started with 2 goals. She has met 4 out of 5 total goals.

Was 3 too many goals for Teacher B to have at once?

Due to initial higher implementation, Teacher B wanted to target all her areas of need at once.



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Coaching ACTIONS

- Review coaching log data monthly to ensure she's following her plan.
- Use data to determine if changes in coaching make a difference in teacher acquisition of new skills.



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Actions: Teacher A

- Continue to provide the same level of coaching support to Teacher A, as it seems to be working.
- Evaluate coaching supports (duration and coaching cycles) once spring TPOT is completed.



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Actions: Teacher B

- Spend additional time connecting with Teacher B to build a stronger collaborative partnership.
- Reduce total number of current goals so Teacher B is only working on one or two goals at a time.
- Increase coaching time with Teacher B to see her about once every two weeks.
- Include constructive feedback during reflection and feedback.



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Resources



<https://challengingbehavior.cbcs.usf.edu/implementation/coach.html>



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Questions

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