



THE NATIONAL CENTER ON
Quality Teaching
and Learning



COACHING TO SUPPORT SCHOOL READINESS



NCQTL

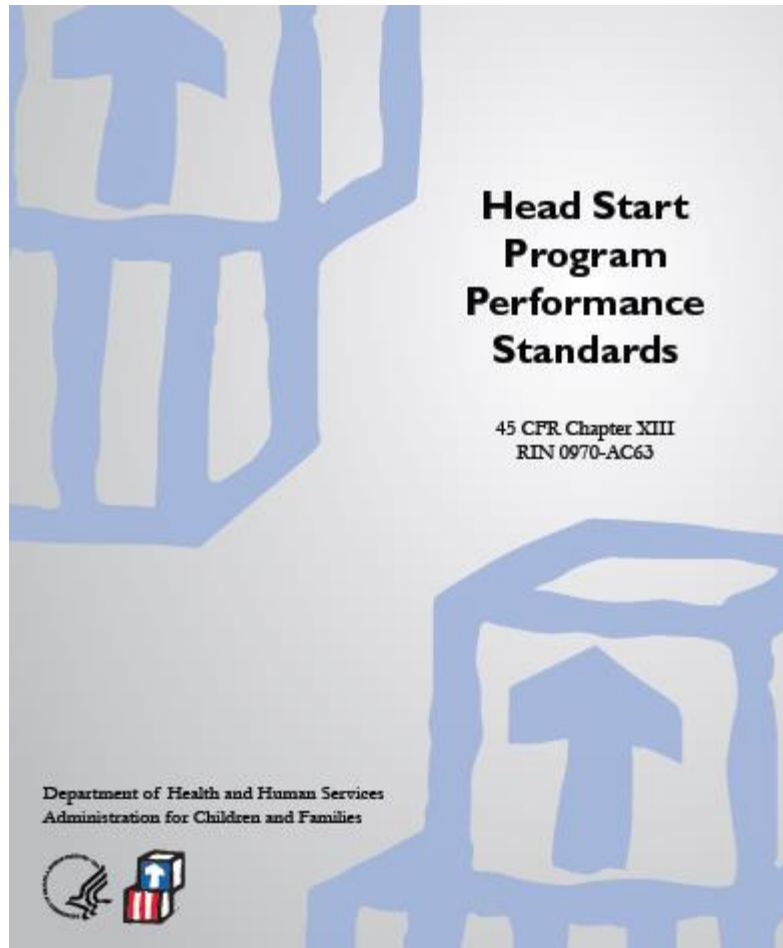
GOALS FOR THE MEETING



Participants will:

- Learn about Practice Based Coaching and its components
- Discuss the requirements to implementing a coaching model with fidelity
- Work on action plans for implementing a coaching model in their program

HSPPS



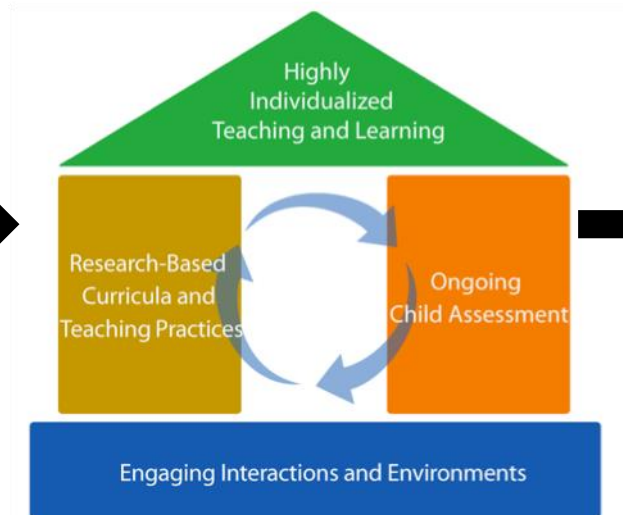
1302.92 (c) A program must implement a **research-based,** coordinated coaching strategy for education staff

COACHING AS PD

PD w/Coaching



USE OF EFFECTIVE TEACHING PRACTICES



CHILD LEARNING

	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication Literacy	Mathematics Development Scientific Reasoning	Perceptual, Motor, and Physical Development

COACHING: WHERE ARE IS YOUR PROGRAM CURRENTLY?

Do you currently offer coaching as PD to your staff?



PRACTICE BASED COACHING

Practice-based coaching is a cyclical process for **supporting** teachers' use of **effective teaching practices** that lead to **positive outcomes for children**

COMPONENTS OF PRACTICE BASED COACHING



Practice-Based Coaching Cycle

COLLABORATIVE



Practice-based coaching occurs
in the context of a **collaborative
partnership**

CHARACTERISTICS OF A COLLABORATIVE PARTNERSHIP

- Shared understanding about the goals of coaching
- Posture of support
- Rapport and trust
- Choice
- Ongoing communication and support
- Celebrations



Practice-Based Coaching Cycle

SHARED GOALS AND ACTION PLANNING



- Assess current practices and needs
- Set goals for coaching
- Create an road map for coaching
 - Content
 - Strategies



Practice-Based Coaching Cycle

FOCUSED OBSERVATION



- Gather information through observation
 - Video
 - Live observations
- Goal is to understand the teacher's classroom and practice
- Implement coaching strategies during observation as appropriate and in agreement with teacher



Practice-Based Coaching Cycle

REFLECTION AND FEEDBACK

- Focused on shared goals and action plan steps
- Discuss and reflect on observation and progress
- Share and consider feedback
- Use support strategies (e.g., problem solving conversations, review video examples)

CYCLICAL PROCESS



Practice-Based Coaching Cycle

IN REVIEW

PBC COMPONENTS AT-A-GLANCE



Component 1: Planning Goals and Action Steps	Component 2: Engaging in Focused Observations	Component 3: Reflecting on and Sharing Feedback about Teaching Practices
<ul style="list-style-type: none">• Assess needs• Set goals for coaching• Create an action plan to guide coaching• Review and update goals and action plan throughout coaching partnership	<ul style="list-style-type: none">• Gather information through observation• Record information about the observation• Use support strategies for improving or refining teaching practices (e.g., models, prompts)	<ul style="list-style-type: none">• Discuss and reflect on observation and progress• Share and consider feedback• Use support strategies for improving or refining teaching practices (e.g., problem-solving conversations, creating materials)

HOW

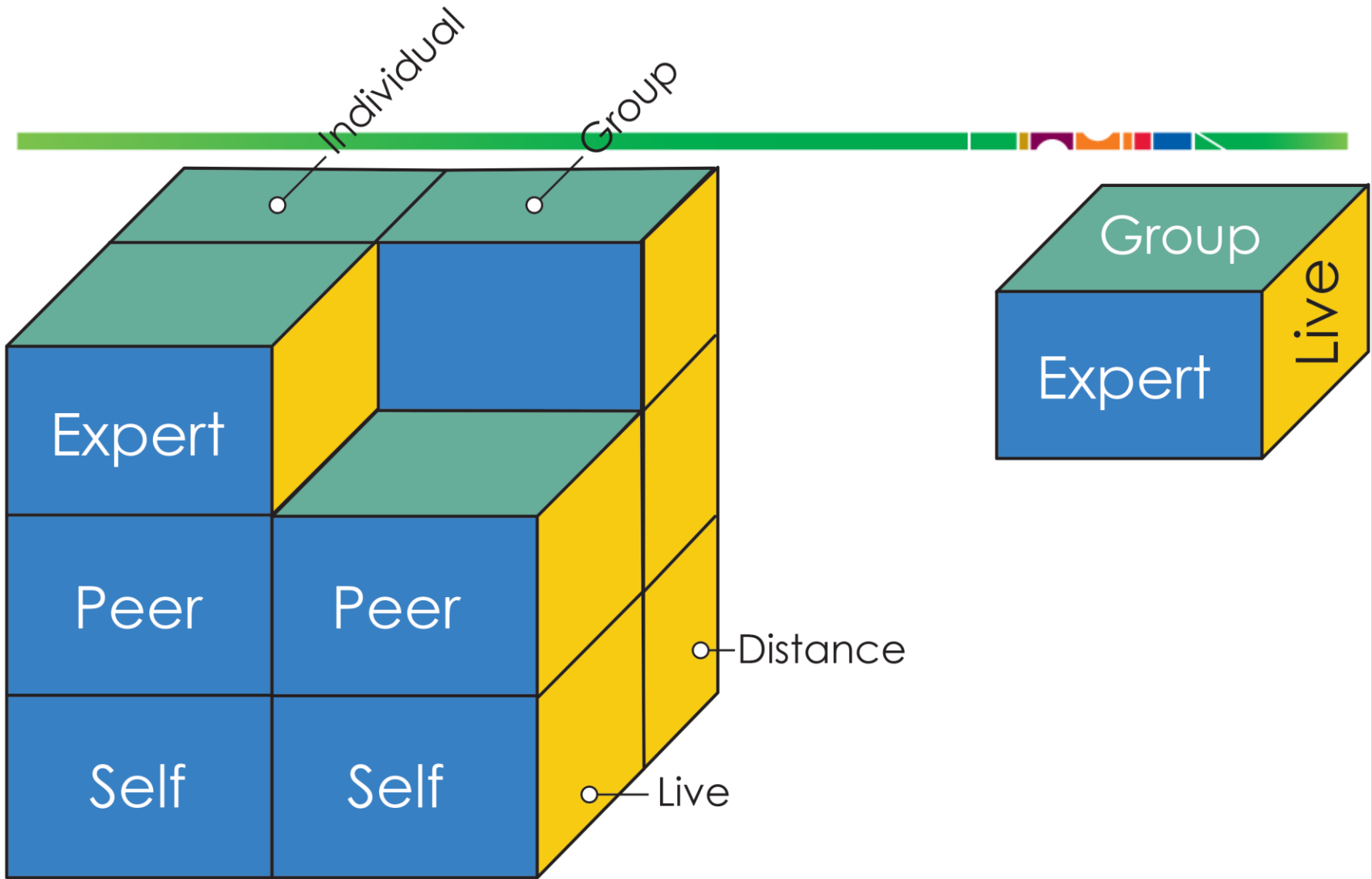
How does this compare to any other coaching model/s being used?

What delivery options do other coaching models use? (In-person, distance etc.)



DELIVERING PBC

How					
		Live	Distance	Group	Individual
Who	Expert	<ul style="list-style-type: none"> Expert comes into the classroom to watch an activity. 	<ul style="list-style-type: none"> Expert watches video of classroom activity that teacher uploaded. Expert uploads written feedback to shared website and has a conference call to provide specific prompts for reflection. 	<ul style="list-style-type: none"> Expert meets with group of teachers to share resources, provide guidance on individual action plans, and guide discussion on shared areas of focus. 	<ul style="list-style-type: none"> Expert and teacher arrange a time to have a face-to-face meeting.
	Peer	<ul style="list-style-type: none"> Peer comes into the classroom to watch an activity. 	<ul style="list-style-type: none"> Peer and teacher arrange a time to discuss observation via Skype. Peer reviews a video of classroom activity the teacher has posted to a discussion board. 	<ul style="list-style-type: none"> Peer coaching dyads meet in teacher workroom to share resources and discuss implementation of teaching practices from action plans. 	<ul style="list-style-type: none"> A peer coaching dyad observe each others' classrooms and meet to discuss teaching practices based on individually developed action plans.
	Self	<ul style="list-style-type: none"> Teacher uses self-guided materials to structure an observation of her teaching practices. Teacher uses a checklist to examine own videotaped teaching practices. 	<ul style="list-style-type: none"> Teacher uses online tutorial to plan an activity to videotape. 	<ul style="list-style-type: none"> Multiple teachers who are participating in self coaching join an online chat to share resources and discuss progress towards goals 	<ul style="list-style-type: none"> Teacher journals about experiences using a structured online self-coaching tool.



WHAT WORKS FOR YOU?



Consider PBC delivery methods:

- What method(s) fits for your coaching work?
- Will you use one method of coaching or multiple methods?
- What resources do you need for delivery of PBC?

STEPS TO IMPLEMENTATION

Program Leadership team works with EC Specialist to develop a plan to support implementation and evaluation of PBC in the program



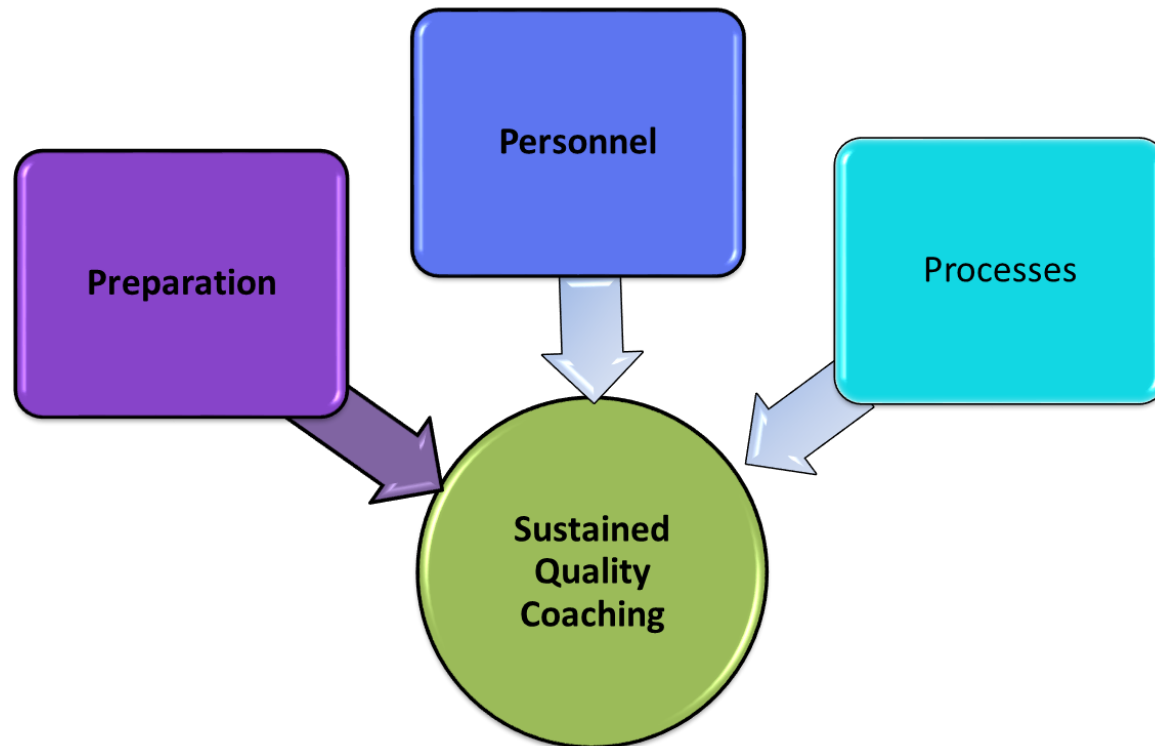
Prepare Coaches: Share plan with Coaches. Coaches receive Coach Training



Begin Implementation of Plan

THE 3 PS OF SUCCESSFUL COACHING IMPLEMENTATION

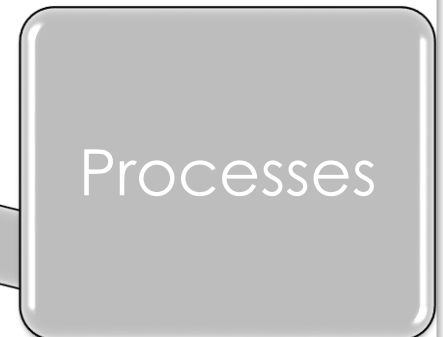
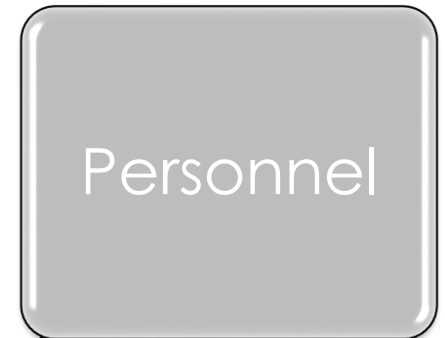
Program leaders must support coaching for it to be successful and sustained.



PREPARATION

Preparation

- Determine how coaching is integrated into the PD plan
- Determine how coaching will support achievement of school readiness goals.
- Establish guidelines that create an environment for successful implementation of PBC



WHAT (ARE WE TO COACH ON?)

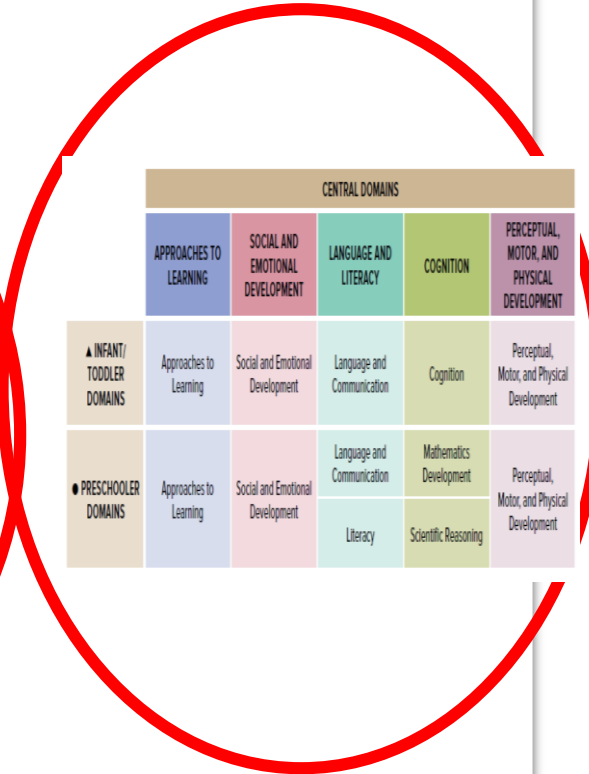
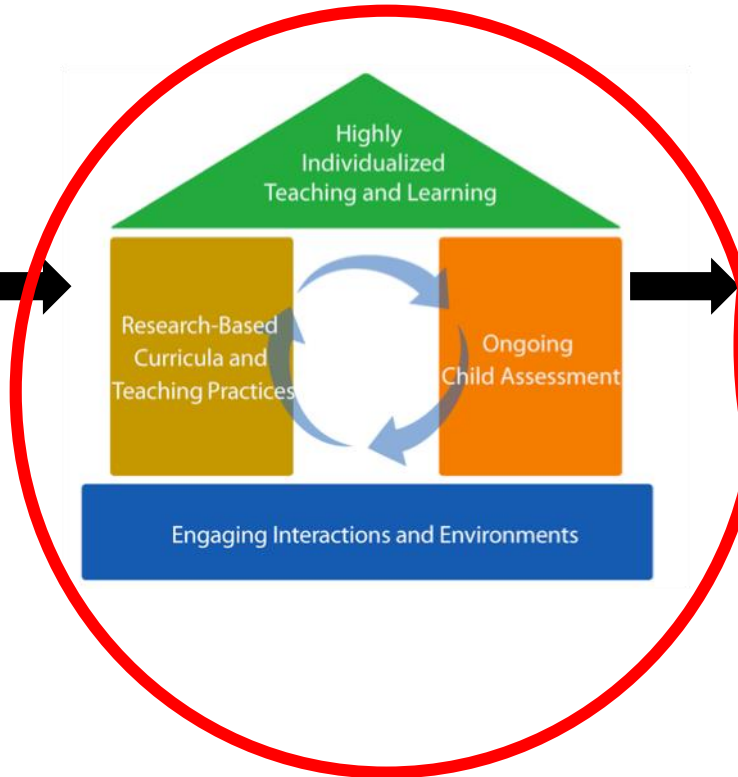
PD w/Coaching



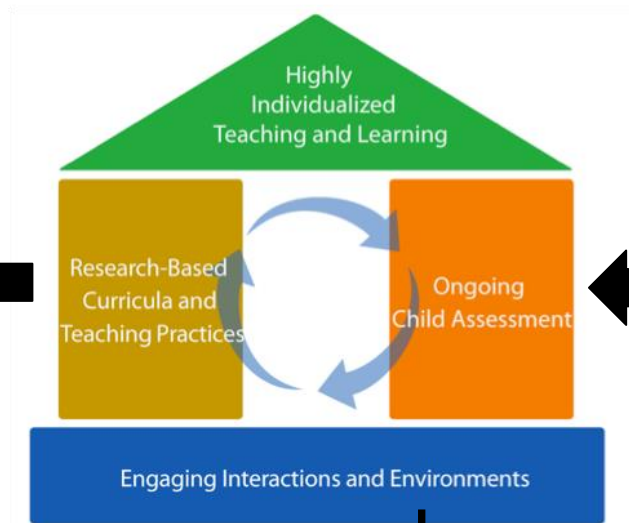
USE OF EFFECTIVE
TEACHING PRACTICES



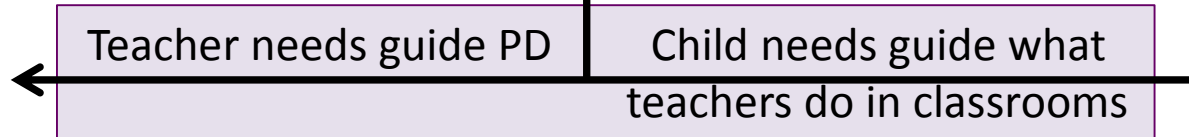
CHILD LEARNING



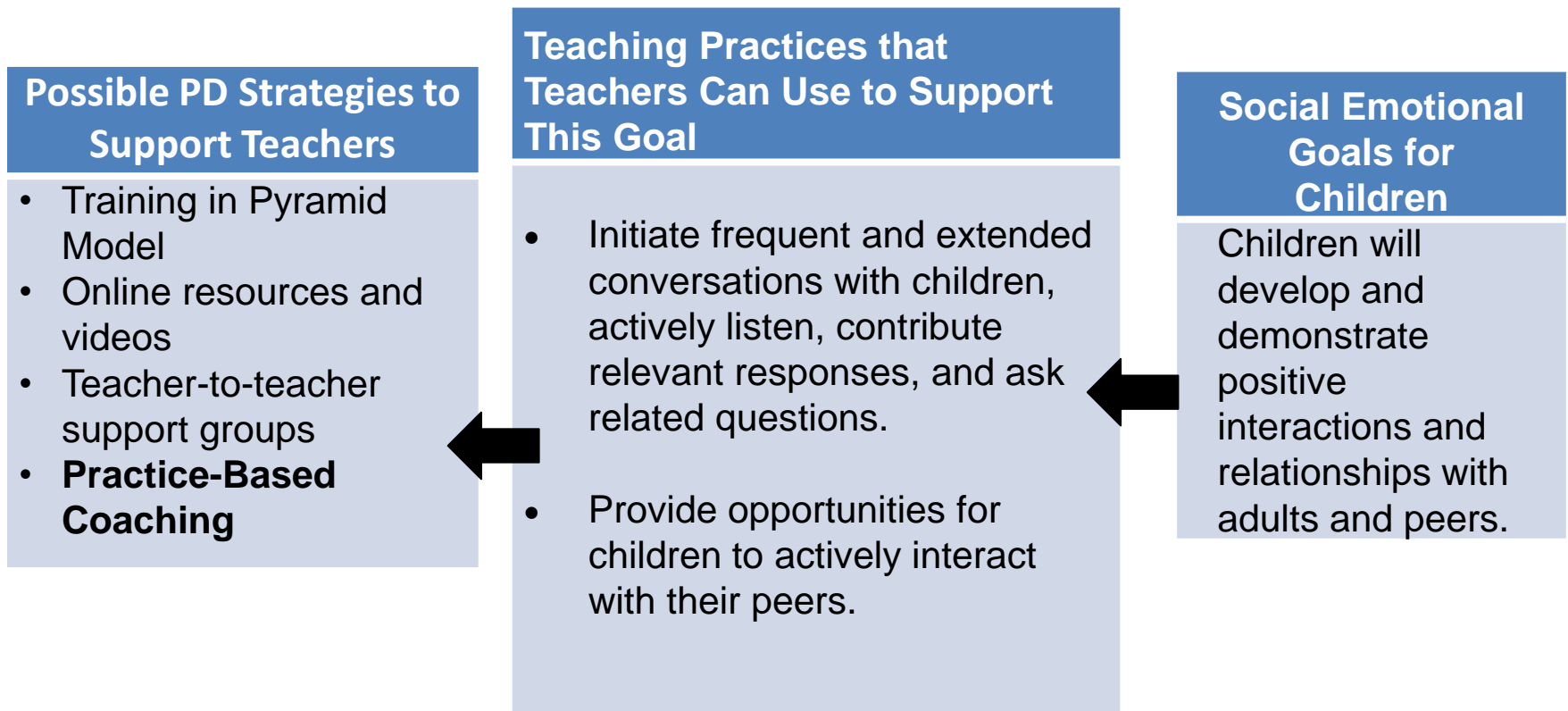
WORK BACKWARDS



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AN EXAMPLE



COACHING AND SUPERVISION

Establish coaching as a “Safe Place”

- Non-evaluative environment
- Strong collaborative partnership
- Clearly defined roles
- Transparent data collection



ALLOCATION OF TIME

- Coaches' and teachers' time
- Reasonable caseloads



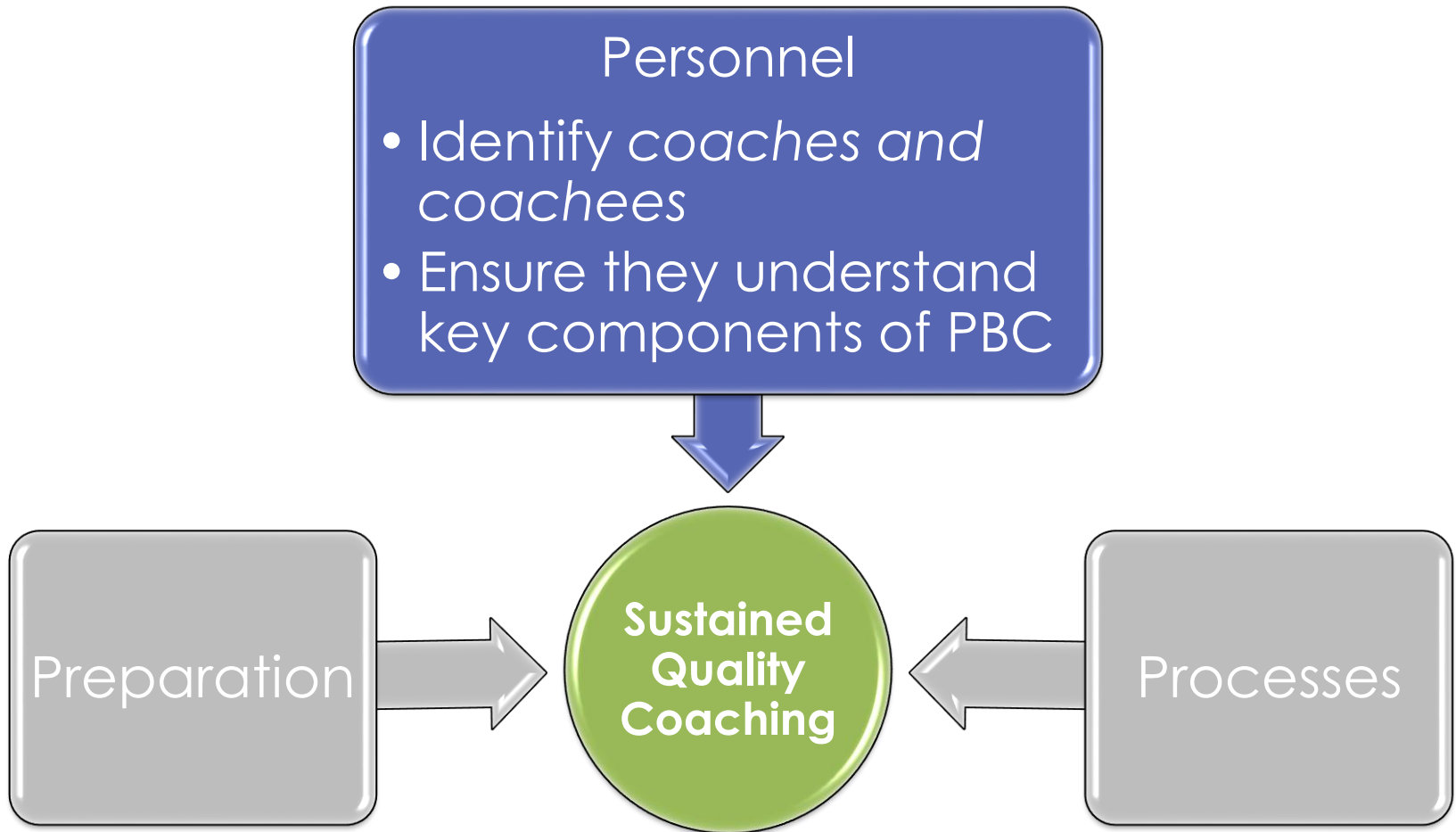
ALLOCATION OF RESOURCES



Consider:

- Reallocating funds including current TTA funds
- Reallocating people
- Obtaining additional funds

PERSONNEL



IDENTIFYING COACHES

- Staff that can coach
- Coaching competencies
 - Adult learning principles
 - Coaching experience
 - Coaching knowledge
 - Interpersonal skills

COACH TRAINING AND SUPPORT



- Train coaches in coaching, content, and tasks
- Establish a community of coaches
- Provide expert support

IDENTIFYING COACHEES



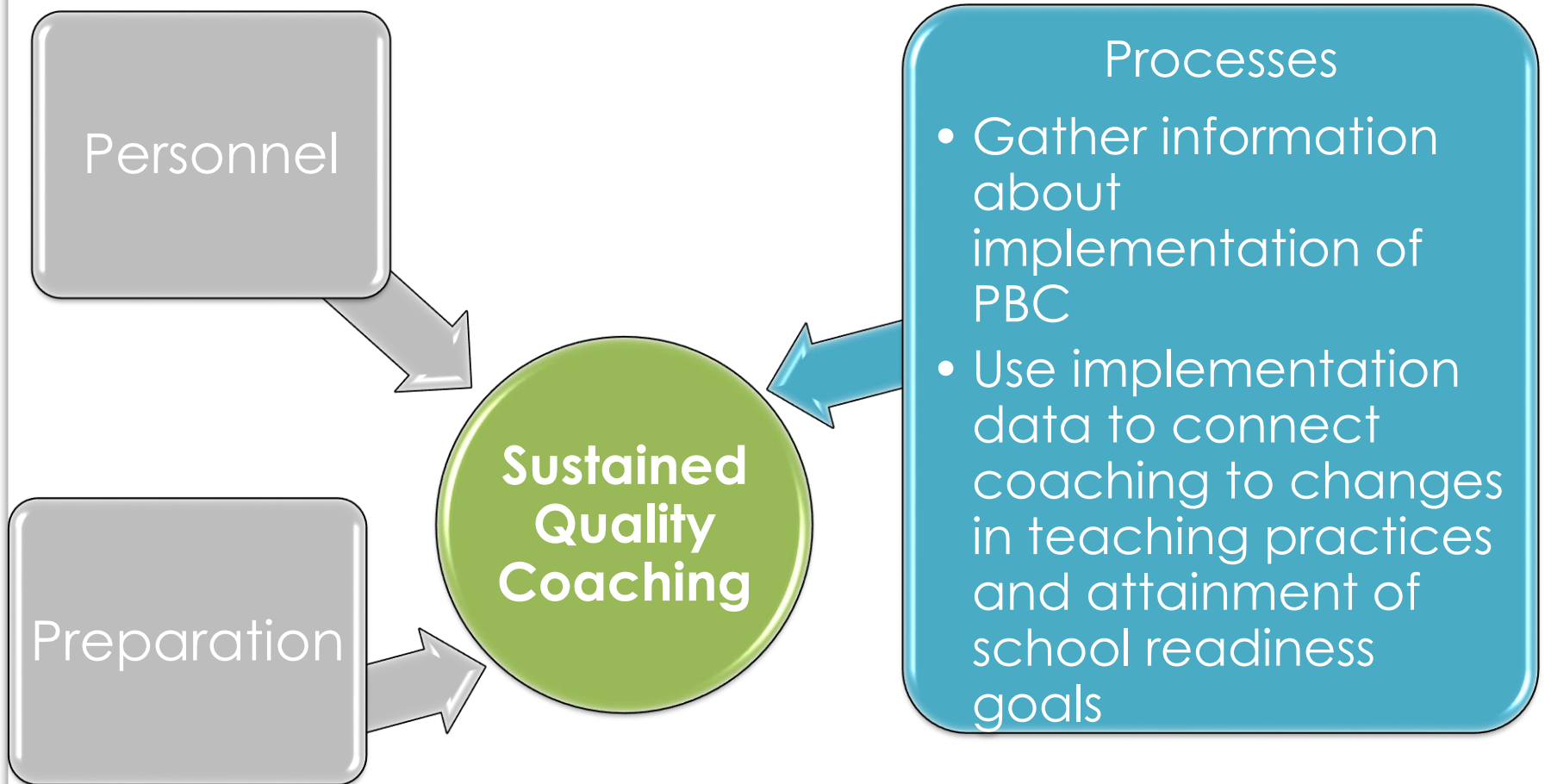
- Teacher may request or be referred for coaching when:
 - Is interested
 - Needs support
 - Has concerns about child outcomes

PREPARING COACHEES

- Provide training for teachers and other participants
 - Expectations for coaching
 - Coaching procedures and purpose
 - Equipment or documentation



PROCESSES



PROCESSES



Consider the following questions:

- Impacts: Is implementation of PBC occurring as intended?
 - Are teachers achieving their PBC goals?
 - Is coaching having measurable impacts on teaching and instructional practices?
- Outcomes: Can impacts on teaching and instructional practices be linked to attainment of school readiness goals?
- Should the PBC program continue as planned, or are adjustments needed?
- What additional PD supports might be needed?

SLIDE HOLDER FOR JANICE AND LINDA'S SECTION



PBC MATERIALS ON ECLKC

The screenshot shows the ECLKC website interface. At the top, there is a navigation bar with the Head Start logo and the text "An Office of the Administration for Children and Families Early Childhood Learning & Knowledge Center (ECLKC)". A search bar and a "Subscribe" link are also present. Below the navigation bar, the main content area is titled "Early Childhood Development, Teaching, and Learning". A sidebar on the left lists various categories such as "T/TA System", "Infants and Toddlers", and "Practice-Based Coaching". The main content area features a large green banner with the text "Practice-Based Coaching Collaborative Partnerships" and a circular logo. Below the banner, there is a paragraph of text describing PBC as a professional development strategy. At the bottom of the page, there is a video player with a play button and a transcript download link.

HEAD START
An Office of the Administration for Children and Families
Early Childhood Learning & Knowledge Center (ECLKC)

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Search this website

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Early Childhood Development, Teaching, and Learning

ECLKC Home » T/TA Resources » Early Childhood Development, Teaching, and Learning » Practice-Based Coaching

Effective Practice | Transition to Kindergarten | Practice-Based Coaching

Practice-Based Coaching Collaborative Partnerships

Practice-Based Coaching (PBC) is a professional development strategy that uses a cyclical process. This process supports teachers' use of effective teaching practices that lead to positive outcomes for children. PBC occurs in the context of collaborative partnerships. View the video below to learn more about PBC. Also, select the "PBC Key Resources" and "PBC Roles" links below for more resources.

Download the video [MP4, 135MB] | Download the transcript [PDF, 199KB]







PBC Key Resources





PBC Roles

PBC KEY RESOURCES

Fact Sheets

- **PBC at a Glance**  [PDF, 379KB]
- **Practice-Based Coaching**  [PDF, 224KB]
- **What Do We Know About Coaching?**  [PDF, 200KB]
- **Teachers Learning & Collaborating**  [PDF, 143KB]

Guides

- **Program Leaders' Guide to Practice-Based Coaching**  [ZIP, 1.6MB]
- **Using Video to Improve Teaching and Learning**  [ZIP, 71MB]

Tools

- **Coaching Corner Webinars**
- **Coaching Companion**

PBC VIDEOS

Videos



Practice-Based Coaching: Collaborative Partners

Download the video [📄](#) [MP4, 135MB]

Download the transcript [📄](#) [PDF, 199KB]



Shared Goals and Action Planning

Download the video [📄](#) [MP4, 120MB]

Download the transcript [📄](#) [PDF, 68KB]



Focused Observation

Download the video [📄](#) [MP4, 116MB]

Download the transcript [📄](#) [PDF, 267KB]



Reflection and Feedback

Download the video [📄](#) [MP4, 149MB]

Download the transcript [📄](#) [PDF, 195KB]

PBC ROLES



Trainers & Technical Support



Leadership Teams








Coaches





Teachers

Fact Sheets

- [PBC at a Glance](#)  [PDF, 379KB]
- [Practice-Based Coaching](#)  [PDF, 224KB]
- [What Do We Know About Coaching?](#)  [PDF, 200KB]
- [Teachers Learning & Collaborating](#)  [PDF, 143KB]
- [Implementing Practice-Based Coaching: Considering Systems Implications](#)  [PDF, 112KB]

Guides

- [Program Leaders' Guide to Practice-Based Coaching](#)  [ZIP, 1.6MB]
- [Using Video to Improve Teaching and Learning](#)  [ZIP, 71MB]

COACHING IMPLEMENTATION PLAN



Work individually or in teams to complete the Implementation notes for the Coaching model of choice for your program

QUESTIONS?



CONTACT

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