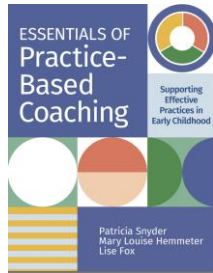


Keys to Effective Practice-Based Coaching

November 10, 2021 Webinar



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Overview of Today's Session

- Describe PBC framework and rationale for its use
- Explore key elements of the framework and example implementation resources



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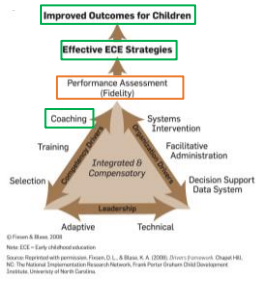
PBC Framework

Snyder, P. A., Hemmeter, M. L., & Fox, L. (2015). Supporting implementation of evidence-based practices through practice-based coaching. *Topics in Early Childhood Special Education, 35*(3), 133-143. <https://doi.org/10.1177/0271121415594925>

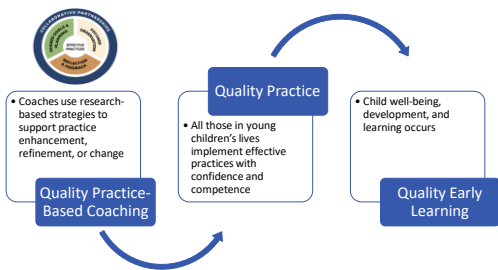


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Rationale for Use of PBC



4



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Implementation Tip:
 Getting Started with PBC –
 Focus on Effective Practices



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Practice =

Observable and measurable action or behavior of a "coachee"

Affects physical, temporal, interactional, or instructional environment to support child well-being, development, and learning



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Examples of Practices

<p>Holds child's hands when walking</p>	<p>Points to pictures in book and names them</p>	<p>Listens and responds to children's questions</p>	<p>Greets each child by name</p>
<p>Uses materials that represent children's homes and communities</p>	<p>Asks child questions to check understanding</p>	<p>Shows child how to do an action or behavior</p>	<p>Models a vocabulary word during shared reading</p>

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Implementation Tip: Practice-Focused Strengths and Needs Assessments



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Options for Strengths and Needs Assessment

Options for Strengths and Needs Assessment

1. I know about this practice. I want to do this.

2. I believe this is important for children. I am motivated to try new things.

3. I have confidence in my ability to do this. I have the resources I need to do this.

4. I have the time to do this. I have the support I need to do this.

5. I have the skills to do this. I have the information I need to do this.

6. I have the motivation to do this. I have the energy to do this.

7. I have the resources I need to do this. I have the information I need to do this.

8. I have the time to do this. I have the support I need to do this.

9. I have the skills to do this. I have the information I need to do this.

10. I have the motivation to do this. I have the energy to do this.

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Key Considerations for Designing Strengths and Needs Assessments

Key Considerations for Strengths and Needs Assessments

Program or Practice Setting	Date	NAME of Children in Program or Practice Setting		
Instructions: Circle "Yes" and key questions to consider when designing a needs strength and needs assessment for use in PBC. For each indicator, check "Yes" or "Not Yes." Use the Notes column to record changes needed to enhance the strength and needs assessment.				
Key Considerations	Yes	Not Yes	Notes	
1. Are the practice aligned with state education standards and needs?				
2. Are the practice evidence and linked to research? Have they been translated into high-quality practice on research-based strength and needs assessment documents of more than 15 questions and identified?				
3. Are the practice a good "fit" for the practice context?				
4. Are the practice strengths identified?				
5. Are the practice needs identified?				
6. Is there practice alignment between the vision and needs strengths and needs assessment items?				
7. Will the design of the strengths and needs assessment items, including response options and anchors, elicit the type of information you want to collect (e.g., one knowledge, self-efficacy)?				
8. Will the information gathered from the strengths and needs assessment be helpful for identifying and implementing practice changes?				

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Coaching Strategies
Supporting PBC Implementation

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Essential & Enhancement Coaching Strategies

Essential



Enhancement

- Side-by-side support cues
- Other help in practice setting
- Problem solving
- Role play
- Video examples
- Modeling
- Environmental arrangements
- Graphing

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Implementation Tip:
Coaching Log

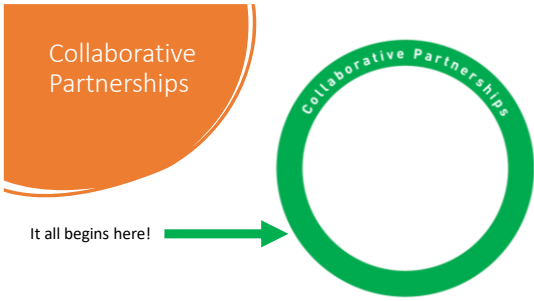


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Example PBC Coaching Log

The image shows two pages of a PBC Coaching Log. The left page is the front cover with a title and introductory text. The right page is the main log, featuring a table with columns for 'Date', 'Time', 'Coach', 'Player', and 'Notes'. The table contains several rows of data, including names like 'J. Smith' and 'M. Jones', and dates like '11/10/21'. The notes column contains detailed observations of coaching sessions.

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It all begins here!

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Characteristics of Effective PBC Collaborative Partnership

-  Shared vision of professional development
-  Shared understanding about the goals of coaching
-  Shared focus on specific effective practices
-  Choices about effective practices and coaching strategies
-  Commitment to the partnership
-  Ongoing communication and support
-  Celebrations of successful implementation and outcomes

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Goal Setting and Action Planning



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Using Practice-Focused Strengths and Needs Assessments to Inform Goal Setting and Action Planning

Coach: JAMES Date: OCTOBER 15

COACHES STRENGTHS AND NEEDS ASSESSMENT

Practice	Rating	Strengths	Need of the Coach	Change needed	Priority (1-5)	Notes
1. Ask for evidence through the data-driven process. Do not over-rely.	3	3	3	0	1	
2. Ask for evidence through the data-driven process. Do not over-rely.	3	3	3	0	1	
3. Have data and facts on hand to support the data-driven process. Do not over-rely.	3	3	3	0	1	
4. Ask about ways different people might see things. Do not over-rely.	3	3	3	0	1	
5. Have a clear understanding of the data-driven process. Do not over-rely.	3	3	3	0	1	
6. Have a clear understanding of the data-driven process. Do not over-rely.	3	3	3	0	1	
7. Have a clear understanding of the data-driven process. Do not over-rely.	3	3	3	0	1	
8. Have a clear understanding of the data-driven process. Do not over-rely.	3	3	3	0	1	
9. Have a clear understanding of the data-driven process. Do not over-rely.	3	3	3	0	1	
10. Have a clear understanding of the data-driven process. Do not over-rely.	3	3	3	0	1	

Key Insights:

1. I have a clear understanding of the data-driven process. Do not over-rely.

2. I have a clear understanding of the data-driven process. Do not over-rely.

3. I have a clear understanding of the data-driven process. Do not over-rely.

4. I have a clear understanding of the data-driven process. Do not over-rely.

5. I have a clear understanding of the data-driven process. Do not over-rely.

6. I have a clear understanding of the data-driven process. Do not over-rely.

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9. I have a clear understanding of the data-driven process. Do not over-rely.

10. I have a clear understanding of the data-driven process. Do not over-rely.

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Implementation Tip: Writing Practice-Focused Goals



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Focused Observation



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Implementation Tip: Focused Observation

Practice-Based Coaching Focused Observation Notes

Coach/Coachee		Coach	
Name	Observation Focus	Observation Tool	Notes (if applicable)

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Reflection and Feedback



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Implementation Tip: Reflection Prompts

Type of Prompt	Definition	Example	Nonexample
Objective	Prompts the coachee to reflect on what happened during practice implementation	<ul style="list-style-type: none"> "I noticed that you..." "Tell me about what happened when..." "What did you notice about the children when...?" 	"How did you think it went today?"
Interpretive	Encourages coachee to reflect on and form hypotheses or draw conclusions about practice implementation	<ul style="list-style-type: none"> "Tell me how you felt about..." "What were your thoughts when...?" "How did the children respond when...?" "Why do you think [] worked?" "Would there be a different way you could...?" "How was this different from when you did...?" "What do you think went well today compared to...?" 	"Was doing (name practice) effective?"
Comparative	Assists coachee in evaluating events and interactions and comparing to other current or future alternatives	<ul style="list-style-type: none"> "Did this work better than how you were doing it previously?" 	

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Supportive and Constructive Feedback: Two Essential Strategies

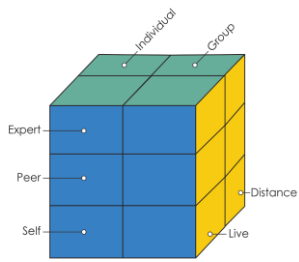
Type of feedback	Purpose	Definition	Example	Nonexample
Supportive feedback	Acknowledge efforts to implement practices related to goals and action steps; motivate future implementation	Provision of positive descriptive information, verbal or written, about the coachee's actions related to practice implementation as specified in the goal and action plan	"Today I saw you introduce the circle-time expectations at the beginning of circle. I also counted four times that you gave positive descriptive feedback to children who were following the expectations during the activity."	"The new circle-time expectations poster looks great; it's so colorful."
Constructive feedback	Support motivation to implement new practices, enhance current practices, or modify practice implementation.	Provision of data-informed or performance-based suggestions or supports for enhancing the fidelity of practice implementation as specified in the goal and action plan	"Today at the beginning of circle time, you told the children the expectations, but some children were not engaged. Tomorrow morning, could you use the poster with visuals when you talk about the expectations? Having the visual might help more children engage and understand your review of the expectations."	"Today at circle time, you did not review the expectations and you spent the entire activity redirecting children's off-task behavior."

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PBC Forms and Delivery Formats

Consistency of Framework and Key Elements

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From: Head Start National Center for Quality Teaching and Learning. (2014). *Leadership in practice: Applying practice-based coaching*. (PowerPoint slides).

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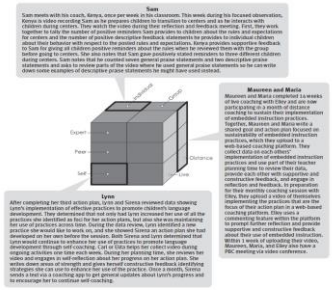


Figure 19.3. Practice-Based Coaching (PBC) delivery formats and evidence of technology within and across PBC delivery formats. Examples of Practice-Based Coaching Supporting Effective Practices in Early Childhood by Patricia Swiler, Ph.D., Mary Louie Howarth, Ph.D., and Lisa Fox, Ph.D. Copyright © 2020 by Paul H. Brookes Publishing Co., Inc. All rights reserved.

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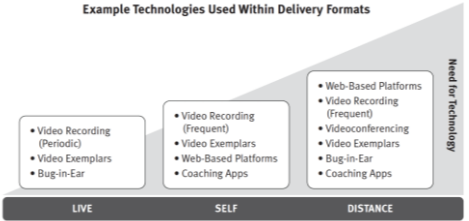


Figure 19.3. Example technologies and recommended technologies to support live, self, and distance practice-based coaching.

Examples of Practice-Based Coaching Supporting Effective Practices in Early Childhood by Patricia Swiler, Ph.D., Mary Louie Howarth, Ph.D., and Lisa Fox, Ph.D. Copyright © 2020 by Paul H. Brookes Publishing Co., Inc. All rights reserved.

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Additional Implementation Recommendations



Initial and Ongoing Professional Development for Coaches



Coaching Agreements



Coaching Manuals



Data-Informed Decisions about Coaching Efforts and Coaching Effects

Fidelity of Coaching (coaching log) and Practices Implementation (practice checklists or instruments)



Continuous Improvement Cycles

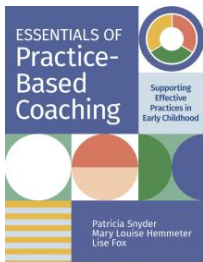


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Thank you!

<https://products.brookespublishing.com/Essentials-of-Practice-Based-Coaching-P1288.aspx>

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