

 Building Coaching Capacity

# Finding the Right Fit:


Using the Coaching Match Tool to Strengthen Inclusive Practices

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## AGENDA FOR TODAY



- **Warm Up**  
What's a coaching match for you right now?
- **Coaching Match Tool**  
Tools and decision-frameworks
- **Active Learning Practice**  
Scenarios and hands-on time
- **Action Planning and Reflection**  
Plan for how this applies back home on Monday

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## WARM-UP

Discuss one or more of these questions with a partner:

- What does a "coaching match" mean to you right now?
- How do you make decisions about coaching in your program right now?
- Can you think of a time when a teacher needed more or less coaching than you could give?



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## A TIERED APPROACH TO PBC

Aligned with Pyramid Model Professional Development Activities

Flexible Delivery Format  
Individual  
Group  
Self

Developed through two federally-funded grants

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### HOW IT STARTED...

Level 3: Individualized Coaching

Level 2: Small Group Coaching

Level 1: Self-Guided Coaching

Universal PD for ALL Teachers

Match was based on:  
Teaching Pyramid Observation Tool  
Teacher Survey  
Coach Discussion about Logistics

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### How it evolved...

**Self-Guided Coaching (Monthly)**

- Monthly newsletters
- Monthly check-in with teacher
- Self-guided action planning and goal setting

**Small Group Coaching (Bi-Weekly)**

- Monthly newsletters
- Bi-weekly in person/online meetings with teachers (guided action planning, reflection, and planning with group)

**Individualized Coaching (Weekly)**

- Monthly newsletters
- Weekly meetings with teacher following individualized coaching cycle (observation, live coaching, reflection and feedback).

**Universal PD for ALL Teachers:** Monthly newsletters & resources to support implementation of Pyramid Model practices

The Coaches' Alliance

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### How it was tested & refined...

Washington

Oregon

South Carolina

Refined based on work with:  
+3 states: Washington, Oregon, South Carolina  
+11 partner sites across public & private preschool programs, consultative EI agencies, ECSE classrooms, Head Start, Childcare

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### WHAT WE LEARNED

Programs all need flexible tools that they can adapt!

Teachers needed a stronger voice in the "match"

Conversations about resources, priorities, and teacher preference helps a match feel successful

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### WHY A COACHING MATCH MATTERS

Coaching is resource intensive.

The amount of coaching a teacher wants (and a coach can give) varies over time and classroom context.

A systematic matching process helps teachers and coaches make good decisions about the kinds and amounts of coaching that may be right for them.



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### PRIORITIES IN THE COACHING MATCH TOOL

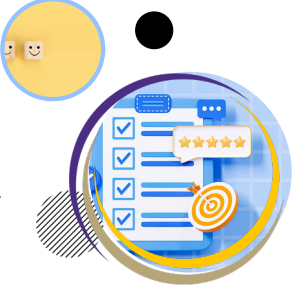
- **Self-reflection**  
Educators identify their own priorities
- **Collaboration**  
Educators learn what to ask for from a coaching partner
- **Practice-Based**  
Informs action planning across coaching formats
- **Equal Partnerships**  
Educators come to conversations with data and clarity



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### HOW IT WORKS

- Teachers answer 8 questions (English or Spanish)
- Feedback is based on their responses
- Recommends talking to a coach about individual, group, or self coaching depending on responses
- Asks teachers to identify coaching moves they like
- Generates a PDF they can save, print, or share



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### COACHING MATCH TOUR: MARIA

Toddler Classroom in a Childcare Program

**Experience & Strengths**

- 6 months in classroom; first early childhood job
- Warm interactions; strong family communication

**Focus:** Supporting emotional regulation in toddlers

**Context Factors**

- Frequent transitions; part-day schedules
- Feels overwhelmed during routines

**Coaching Need Snapshot**

- Wants modeling and practice opportunities



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Think about the last time you found a child's behavior challenging. Which of these statements best describes how you felt?

Help! I am not sure what to do.

I've got ideas, but I'm not sure what will work best.

I've got this! We have figured out difficult situations before, and we will again.

When it comes to making important decisions in your classroom (like changing the daily schedule, moving furniture, or trying a new strategy), which statement best matches your experiences?

I'm not allowed to make changes, or it's not my job to make those kinds of decisions!

If I really want to try something new, I can...but I could use some help getting started

If I believe a change is important, I give it a try!

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Which statement best describes how you feel at work?

I'm unhappy and thinking about getting a new job.

I'm generally pretty happy at work, but there are good days and bad days.

I love what I do.

Think about the professional development you have had over the last year (workshops, training, coaching, etc.). Which statement best matches how you feel about those experiences?

I didn't like it or it was a waste of my time.

It was OK.

I really learned a lot and enjoyed it.

In the last month, how often did you feel very stressed?

Nearly every day

A few times a week

Hardly or never

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How much do you like collaborating with other teachers or working in small groups?

I don't like it or prefer not to

I don't have a strong opinion

I usually like it

There are specific skills or practices I'd like to work on or learn, or I need help with a specific situation or child.

Disagree

Neither agree nor disagree

Agree

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The next set of questions help you prepare for a conversation with a coach. What worked well in past coaching relationship? What aspects would you like to change? Consider the following coaching supports and identify which you would like to experience:

My coach model practices for me

My coach shares video resources I can watch on my own

My coach assists me in setting up my classroom or gives me feedback on classroom setup

My coach connects with colleagues who have similar interests

My coach problem-solves student or classroom challenges with me

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**WHAT KIND OF COACHING FORMATS DO YOU THINK WOULD SUPPORT MARIA?**



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## Maria's Match:

Based on your responses, individual coaching might be a good fit for you! This means you meet regularly with a coach to focus on your own individual goals and classroom practices. Coaching may help you feel less stress, build confidence, or learn new strategies.

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**LET'S TOUR THE TOOL!**

*Reminder: Tool is still in development, so we'll keep fixing issues*




<https://coachingcapacity.org>

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**LET'S TRY SOME SCENARIOS**

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Read the scenarios on your table

➤ **Partner Talk**      ➤ **Try out the Tool**

What do you think this teacher needs from a coach?      Each partner choose a different teacher and complete the tool as if you are that teacher .



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**Practice a Coaching Conversation**

➤ **Partner Turns**

Take turns talking through your survey results as the scenario teacher and their "coach."

Think about:

- What do you feel comfortable sharing as the "teacher"?
- Where can you probe for more information as a "coach" to help you make recommendations?
- What is easy and/or what feels clunky?

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**Which sections feel intuitive?**

**Where do you foresee needing more information as a coach?**

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**When to Use the Coaching Match Tool**

- We used it in fall & mid-year to help inform changes to coaching match
- We used it every time we did a TPOT

**How to Bring in TPOT**

- Inform Shared Goals & Action Plans
- Suggest more targeted coaching supports

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**Next Steps for Tool:**

- Broaden language for different roles (home visitor, etc.)
- Incorporate info about TPOT and/or conversation guides for coach about using TPOT
- Keep testing and refining match recommendations

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**PLANNING YOUR NEXT STEPS**

- How could you use this tool in your own work?
- What additional training, resources, or conversations would you need before you could get started?
- How would you introduce the tool to teachers?
- What problems do you anticipate?



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Share Out & Questions

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Thank you!

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