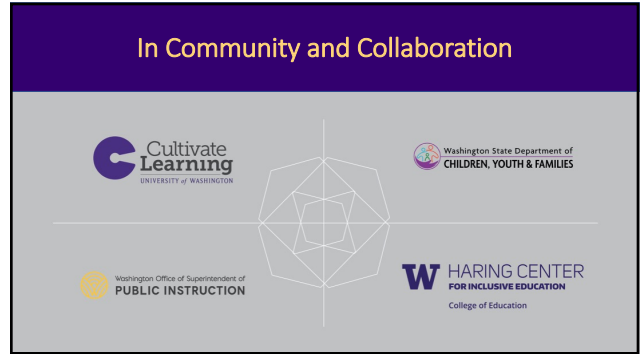
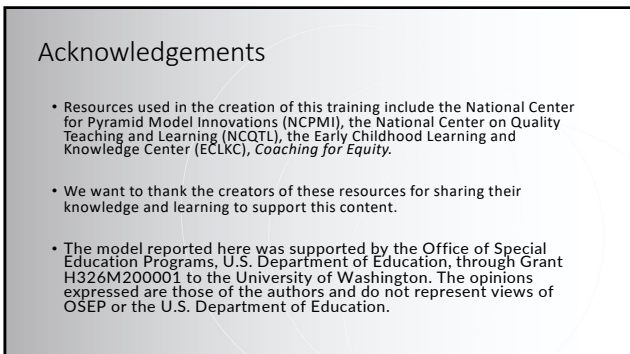




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4

The Power of Language

There is power in language and who decides what language is used to talk about people. We encourage communities to have discussions around language use and the terms they identify as strengths-based, empowering, and supportive.

In this training, we use the term “*teachers*” to talk about any adults working directly to educate children. We will use the term “*coach*” to talk about anyone engaging in a cyclical process to support teachers’ use of effective teaching practices that lead to positive outcomes for children. Finally, we will use the term “*classroom*” to refer to the environment where children are learning.

5

Each of us has a different path to coaching. Tell the story of your path to someone from outside your agency. When you have shared your stories, discuss these questions and make note of your responses:

- What shared **values** did you hear in each other's stories?
- What shared **goals** do you have in what you each hoped to become?
- What shared **challenges** did you hear that made it hard for you to get here?
- What shared **obstacles** do you have to becoming what you hoped to become?

Adapted from McTamanev, C. (2022). *Wise Teacher, New Spirit*. PD Companion Text.

6

Now, in small groups, use the elements you just shared to tell or draw a “fairy tale” inspired by your coaching journey. Your task is to tell a story of adventure in which your main character is challenged in a great quest...

- Shared **values** describe the hero
- Shared **goals** become the quest
- Shared **challenges** describe the life context of the hero
- Shared **obstacles** help describe the “villain”
- Have fun! Be as playful and mythic as you like.
- Be sure to include at least one plot twist or surprise (*gasp!*), one dastardly deed (*boo!*), and an heroic action (*cheer!*)

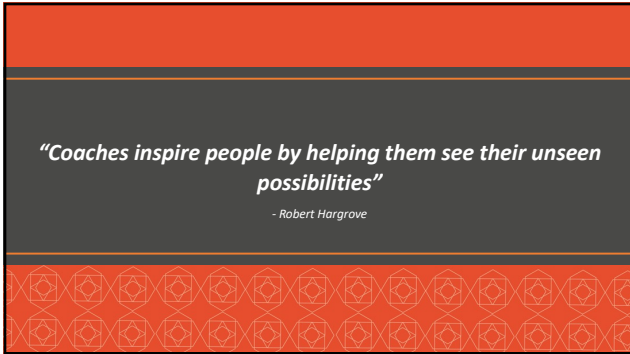
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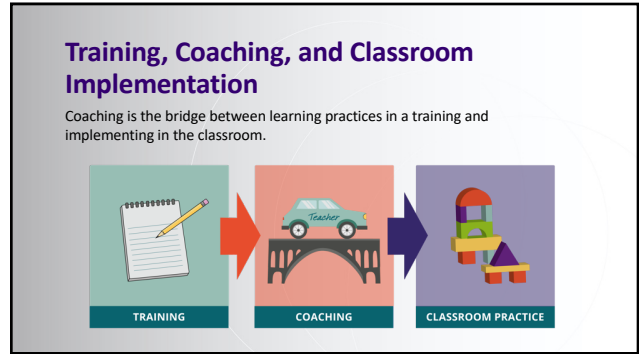
Agenda

- Introduction to the Tiered Coaching Model and foundations of Practice-based Coaching
- Universal Professional Development
- Making the Coaching Match
- Tips and Strategies for Self-Coaching
- Making the Most of Small Group Coaching
- Break around 10:30am

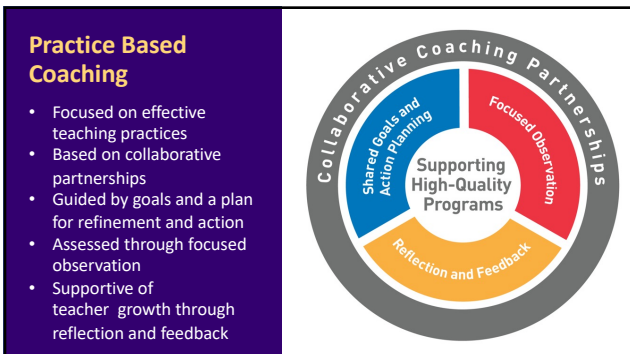
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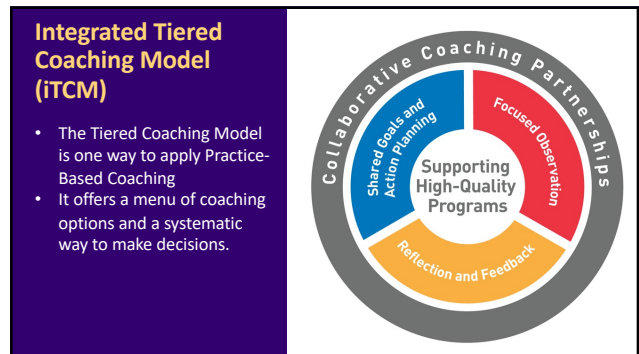
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12

Tiered Coaching Menu

Individualized Coaching ("Weekly Coaching")

- Weekly meetings with teacher following PBC cycle

Self-Guided Coaching ("Monthly Coaching")

- Monthly check-in with teacher
- Self-guided PBC cycles

Small Group Coaching ("Bi-monthly Coaching")

- Bi-weekly in person/online meetings with teachers following PBC cycle

Universal PD for ALL Teachers: Monthly Newsletters and action planning resources to support implementation of Pyramid Model practices via email

13

Tiered Coaching Menu: Universal

Universal PD for ALL Teachers: Monthly Newsletters and action planning resources to support implementation of Pyramid Model practices via email

14

Universal PD for All Teachers

What is it?

- Universal professional development provides ongoing support & resources to ALL teachers to support implementation of Pyramid Model practices in their classroom.

What is the process?

- In Universal PD, coaches provide ALL teachers with:
 - At least 1 email per month with a [newsletter](#) & any corresponding [newsletter resources](#).
 - Support around action planning
 - Track [newsletter distribution](#) and identify newsletter topic for next month

Universal PD for ALL Teachers: Monthly Newsletters and action planning resources to support implementation of Pyramid Model practices via email

15

Universal PD

Schedules and Routines

Tips for teaching children your daily classroom routines:

- Post your daily schedule (with pictures) at the children's eye level.
- Spend time reviewing the posted schedule—make the beginning or end of your circle a designated time to review the schedule each day.
- Use a physical cue to help children understand when an activity is over and a new one has begun (for example, move a clothes pin down to the next activity picture when you transition from one activity to the next).
- Refer to the posted schedule frequently throughout the day as your transition from one activity to the next.
- Give kids a heads-up when there is a change in the schedule such as a field trip or special activity.

Additional Resources

- [Resource List](#)
- [Editable newsletter template](#)

UW-ITCM Pyramid Model Newsletter

An important part of creating high-quality, supportive classroom environments is establishing clear and consistent schedules and routines. Creating consistent routines and schedules can help to promote child engagement and prevent challenging behavior. When you have a consistent and predictable schedule in your classroom, children feel more secure because they understand what will come next in the day.

16

Tiered Coaching Menu: Self

Self-Guided Coaching ("Monthly Coaching")

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

Universal PD for ALL Teachers: Monthly Newsletters and resources to support implementation of Pyramid Model practices via email

17

Self-Guided Coaching

What is it?

- Process of action planning completed and self-monitored by a teacher
- Monthly check-ins by the coach
- Teachers still receive Universal PD

18

Self-Guided Coaching in Action

What does it look like?

Hugo is matched to **self-guided coaching**. You are preparing to send out this month's newsletter focusing on *Schedules and Routines* when Hugo sends you his action plan focused on transitions in the classroom.

- You supplement the monthly newsletter to support Hugo with his self-coaching cycle around transitions. You offer Hugo resources (transition materials) or focused observation ideas (data to collect) in addition to the newsletter
- You offer to observe or brainstorm upon request
- You send an email check-in later in the month to see how Hugo's plan is going

19

Tiered Coaching Menu: Small Group

Small Group Coaching ("Bi-monthly Coaching")

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


Self-Guided Coaching ("Monthly Coaching")

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

Universal PD for ALL Teachers: Monthly Newsletters and resources to support implementation of Pyramid Model practices via email

20

Small Group or Bi-Monthly Coaching



- More intensive support to matched groups of teachers.
- Bi-monthly small group meetings OR bi-monthly individual coaching cycles
- New practices introduced to teachers
- Teachers set goals, practice, and share experiences
- Coaches use a detailed coaching cycle for guiding the small group coaching process

21

Small Group Coaching Follows a Learning “Arc”

- Initial topics
 - Classroom observation scores or practice checklists
 - Teacher preferences
 - Your level of experience/knowledge about practices
- Developing the “arc” of ongoing topics
 - Foundational practices → Individualized topics
- Communicating topics to teachers
 - Provide rationale
 - Solicit feedback
 - Modify topics based on teacher feedback!

22

Small Group Coaching: What does it look like?

Eamon, Fran, and Garrett are matched to small group coaching in the ABC Program. They each fill out their goal setting form during the first small group meeting. With the information from the next slide that includes observation information and their goals, the coach develops a topic “arc” for the first 3 small group sessions...

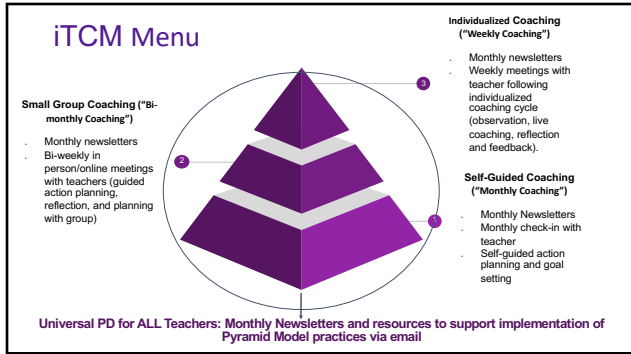
Let’s try it out. Remember that part of the decision about building the topic “arc” is your own comfort and expertise, so your recommendations may be different from each other!

23

Small Group Coaching Learning “Arc” Practice

Eamon	Fran	Garrett
<p>Observed area for growth: -Schedules, routines & activities</p> <p>Wants to work on: -Creating more effective classroom routines. -Stopping one particular student from hitting. -Teaching children how to problem-solve independently.</p>	<p>Observed area for growth: -Schedules, routines & activities -Promoting children’s engagement</p> <p>Wants to work on: -Creating effective visual schedules -Promoting child engagement -Using AAC with an individual child</p>	<p>Observed area for growth: -Schedules, routines & activities -Teaching friendship skills -Teaching social skills & emotional competencies</p> <p>Wants to work on: -Helping kids engage in the classroom routine -Helping children build friendship skills -Helping children be problem-solvers</p>

24



25

Individual Weekly Coaching

- Coach and teacher meet weekly to focus on specific practices
- Guided by action plan
- May be short-term on specific practices and then move to less intensive coaching options

26

Coaching Format

Format	Group Coaching		Individual Coaching		Self Coaching	
Ratio of coach to teachers	6:1 to 8:1		1:1		15:1	
Coach time allocation	12 to 15 hours per meeting		1 to 1.5 hours per PBC cycle		1 to 2 hours per month	
Teacher time allocation	2 to 3 hours per meeting		1 hour per cycle		30 minutes per month	
Other activities	Preparing materials for group session	1-2 hours per meeting	Preparing for individual session	Variable time	Preparing newsletters	1-2 hours per month
	Facilitating group PBC	90 minutes (minimum) per bi-weekly group meeting	Focused Observation	15-40 minutes per teacher per cycle	Sending check-in messages	15 minutes per teacher
	Individual Meetings and/or Observations	60 minutes per teacher per meeting	Debriefing Meeting (i.e., reflection, feedback, action planning)	15-30 minutes per teacher per cycle	On-request coaching cycles	60 minutes per teacher request

27

Coaching Time Outside Coaching Sessions

- Reviewing strengths and needs assessment data
- Preparing for observations and debriefing meetings
- Travel
- Reviewing video
- Locating resources, developing materials, or designing activities to support action planning goals
- Completing documentation (e.g., coach logs, schedules)
- Sending follow-up emails
- Reviewing coaching log data
- Preparing and sharing data with the leadership team

28



Time Management and Scheduling Tips

- Plan for more time for goal setting and action planning
- Schedule observations and debrief sessions ahead of time
- Block off time to observe when the teacher is most likely to use the practice they are working on
- Adjust your schedule as you get to know teachers
- Understand the coaching frequency and duration for each teacher
- Plan to minimize time traveling between locations
- Consider the use of video and video calls

29

Sample Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Admin Duties	Cover Class	Admin Duties	Preparation	M-Lynn
9:00		FO-Akari	Material Provisions	Preparation	
1:00	FO-Samantha	Organization/Notes	Material Provisions	FO-Kathryn	
11:00	FO-Devon	M-Devon	FO-Chantel	FO-Lynn	Lunch/Travel
12:00	Lunch	Preparation	Lunch	Lunch	Leadership Team Meeting
1:00	Organization/Notes	Lunch/Travel	M-Akari	Preparation	Cover Class
2:00	Material Provision	FO-Chan	Cover Class		Organization Notes
3:00	M-Samantha	Preparation	M-Chantel	M-Kathryn	
4:00	Admin Duties	M-Chan	Admin Duties	Admin Duties	Documentation

FO = Focused Observation M = Debrief Meeting

30




31

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.



32

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

33

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

34

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



35

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 these 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!

36

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.

Rarely or never.

37

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.

38

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

39

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



40

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.

41

LET'S TOUR THE TOOL!

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



➔ <https://coachingcapacity.org>

42

Questions?

43

Thank you!

• For more info, you can contact Kathleen Artman Meeker (kameeker@uw.edu)



44

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