



# Practice-Based Coaching: Components and Implementation Strategies

## *Handout: Coaching Strategies*

### Objective

The purpose of this handout is to describe the strategies a coach can use to provide coaching to educators during a focused observation.

### Strategies Coaches Use During an Observation

A basic strategy for coaches is to observe and take notes about the educator's implementation of action plan goals or teaching practices. The coach may also use other coaching strategies listed below during an observation. The educator and coach must have agreed beforehand for the coach to use a specific strategy.

### Modeling

The coach demonstrates how to implement specific strategies or instructional practices.

#### Examples:

- The coach demonstrates how to use an individualized direction or visual schedule by working with a child during an activity.
- The coach demonstrates how to ask questions of varying difficulty during story time.
- The educator and coach notice a group of children having a difficult time during an activity. The coach makes eye contact with the educator to confirm that she can go ahead and model and then prompts the children to use materials to solve the problem (e.g., "Why don't we see if the solution kit might help?").

## Side-by-Side Verbal or Gestural Support

The coach delivers verbal prompts or cues or non-verbal gestures or visual cues to remind the educator to use specific strategies. The coach also can use these cues to acknowledge when the educator uses the strategy well.

### Examples:

- The educator is beginning to use a 5-minute countdown glove for transitions. The coach says to educator, “Let Caleb pull off one of the minute cards from the glove.”
- The coach nods to confirm the educator successfully used open-ended questions during small group time.
- The coach might tap a watch to indicate that 20 minutes have passed since the start of literacy groups.

## Other Help in the Classroom

The coach helps with activities that are not directly related to the implementation of the action plan goals. This is a strategy that should be used infrequently and only for the purpose of strengthening the coach-educator relationship or providing needed assistance in an emergency.

### Examples:

- The coach might help serve a snack.
- The coach might facilitate the play of a group of children while the educator responds to a child in distress.