

A FACILITATOR'S GUIDE TO THE PBC ONLINE MODULES

THE BASICS

What are the Practice-Based Coaching (PBC) Online Modules?

- The PBC Online Modules introduce the PBC coaching model. There are multiple modules that provide an overview of the components of PBC and provide activities that help participants increase their knowledge and awareness of PBC.

Who would benefit from completing the PBC Online Modules?

- The following staff may benefit from completing the online modules
 - New coaches
 - The PBC Online Modules can provide an introduction to the PBC model and opportunities to assess a coach's knowledge and skills in implementing PBC.
 - Education staff (coachees)
 - The PBC Online Modules can provide an overview of the PBC process for those who will be coachees for intensive or non-intensive coaching.
 - Supervisors or program leadership
 - The PBC Online Modules can provide an overview of PBC for those who are working with coaches or coachees in some capacity and need to understand the process.

TERMS TO KNOW

Throughout this guide, the following terms are used:

Coach refers to the staff member completing the modules

Supervisor/support person refers to the person who is supporting the coach to process the content of the modules.

HOW CAN THIS GUIDE BE USED?

- This guide is intended for those who support or supervise coaches or others who are using the online modules.
- The guide provides information about what the support person or supervisor can do **BEFORE**, **DURING**, and **AFTER** the coach completes the modules to support knowledge and application of PBC components.
- Appendix A includes supplementary materials that may be used to support the coach as s/he completes the modules.
- Appendix B includes the Coaching Strengths and Needs Assessment and a sample case study to demonstrate use of the Coaching Strengths and Needs Assessment.

BEFORE the new coach begins the PBC Online Modules, the supervisor/support person should:

- 1) Complete the modules to become familiar with the format and content.
 - a. In each module, there are items to “Look For” throughout the module. These are points for the coach to attend to when completing the modules and are often what coaches are asked to reflect on as they navigate the module.
 - b. In Module 1: Introduction, coaches are asked to download a **Reflection Journal** that will be used across modules to record responses to prompts. Ensure the coach has the journal accessible (either electronically or hard copy) to complete as s/he navigates the modules.

- c. In each module, coaches are asked to set an intention for the module. For more information about setting an intention, see Module 1: Introduction. An intention is a statement about how you want to be or what you want to get out of this learning experience. Your intention will describe a goal for how you might think, feel, or engage in your learning.
 - d. Beginning in Module 2: Collaborative Coaching Partnerships, coaches are prompted to complete sections of the Coaching Strengths and Needs Assessment (See Appendix A).
- 2) Share with the coach information about the program’s coaching plan. This may include:
- a. What is your coaching focus? What are the teaching practices you are focusing with coaching? How does this fit with your coordinated approach to PD?
 - b. How are coachees identified for intensive coaching?
 - c. What are the expectations for length of coaching cycles, caseloads, and delivery of coaching?
 - d. How are coachees and coaches prepared for coaching?
- 3) Share coaching agreements with the coach

NOTE: For more information about planning, implementing, and monitoring coaching as a part of a coordinated approach to professional development, see the Program Leader’s Guide to Practice-Based Coaching and/or request more information or support from your Regional Training and Technical Assistance (TTA) support staff.

DURING the coach’s completion of the online modules, the supervisor/support person should:

- 1) Debrief the coach’s responses to reflection questions following the completion of each module.
 - In each module, multiple reflection prompts are provided. Sample responses to reflections are also included. Review these sample responses or reflection notes prior to debriefing with the coach.
 - For example, see the Reflection in Module 1: Introduction:

REFLECTION PROMPT

REFLECTION

Many words or ideas come to mind when we hear the term “coaching.” Before we begin discussing Practice-Based Coaching, please take a minute to explore what coaching means to you and write down any words that you think of.

Enter your reflection in the Online Modules Learning Journal.

Note: You should use the same journal you downloaded previously.

REFLECTION RESPONSE EXAMPLES OR NOTES

I HAVE COMPLETED MY REFLECTION

COMPARE YOUR WORDS

Now compare your list with the list captured below ... Did you identify any other words? What were the terms you did not include in your list?

▪ mentoring	▪ goals	▪ group
▪ instructing	▪ shaping	▪ training
▪ teaching	▪ knowledge	▪ enabling
▪ directing	▪ individual	▪ guiding

2) While the coach is completing modules, you may choose to share additional resources or activities with the coach. Below are possible activities or materials that you may want to share and with your coach. Handouts are included in Appendix A. All webinars are located at

<https://eclkc.ohs.acf.hhs.gov/professional-development/article/coaching-corner-series>

- Module 1: Introduction
 - PBC Overview document
 - Webinar: Back to Basics: Revisiting the Practice-Based Coaching Cycle
 - Webinar: A Day in the Life of a Coach
- Module 2: Collaborative Partnerships
 - Collaborative Partnerships Role Play
 - Webinar: It All Starts with a Collaborative Partnership
- Module 3: Shared Goals and Action Planning
 - Practices vs Activities sort
 - Webinar: Data: What Does it Mean for Coaches?
- Module 4: Focused Observation
 - Focused Observation log
- Module 5: Reflection and Feedback
 - Sample Reflection and Feedback starters
 - Webinar: PBC Reflection and Feedback: Strategies for Success

3) Review the coach's completion of the Coaching Strengths and Needs Assessment items for each module.

AFTER the coach completes all modules, the supervisor/support person should:

- 1) Review the coach's completed Coaching Strengths and Needs Assessment
 - a. Share the sample Coaching Strengths and Needs Assessment case study materials with the coach. (See Appendix B.)
 - b. Discuss what the coach would like to focus on for continued skill development from the Needs Assessment.
 - c. Support the coach to develop an action plan based on the Needs Assessment data and discuss how you or others in the program can support the coach to implement the action plan.
 - i. Coaches could use self-coaching or peer coaching with other coaches in the program to support implementation.
 - ii. The supervisor/support person could serve as an expert coach to support the coach to achieve his/her goal.
- 2) Review the PBC components with the coach as needed. Examples include:
 - a. Use the PBC sorting activity (see Appendix A) to review at coach meetings
 - b. Link coaches to the Coaching Corner Webinar Back to Basics: Revisiting the Practice-Based Coaching Cycle at <https://eclkc.ohs.acf.hhs.gov/video/back-basics-revisiting-practice-based-coaching-cycle>
 - c. PBC Overview: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pbc-handout.pdf>
 - d. *What do we know about Coaching?* <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pbc-what-do-we-know.pdf>

HELPFUL RESOURCES

APPENDIX A:

PBC OVERVIEW DOCUMENT

Practice-Based Coaching

Collaborative Partnerships

PRACTICE-BASED COACHING

Head Start has a long tradition of providing professional development to support education staff as they implement effective practices that lead to positive outcomes for children and families. Coaching is one form of professional development that has shown promise for supporting practitioners as they implement effective practices.

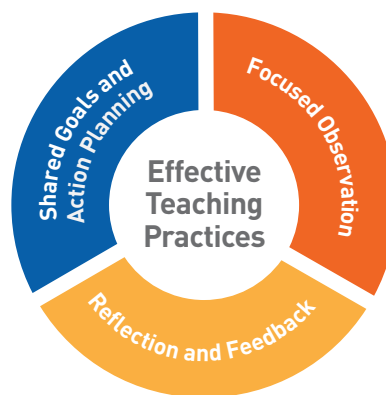
The purpose of this document is to provide an over view of the Practice-Based Coaching Model. This model has both a research base* and an experience base. We refer to this coaching model as *Practice-Based Coaching*. Practice-Based Coaching is a model of coaching that includes three components (described below) which are associated with change in education staffs' practices and associated changes in child and family outcomes. While the components are all necessary, the way in which they are implemented may vary. This document will define *Practice-Based Coaching* and discuss formats in which *Practice-Based Coaching* can be implemented, and it will highlight and explain the components of *Practice-Based Coaching*.

What Is Practice-Based Coaching?

PBC is a cyclical process for supporting practitioners' use of effective practices that lead to positive outcomes for children and families. The coaching cycle components are:

1. Planning goals and action steps
2. Engaging in focused observation
3. Reflecting on and sharing feedback about teaching practices

PBC occurs within the context of a collaborative partnership. Each component in the cycle is designed to inform the actions taken by a coach or coachee during the subsequent component (or throughout the coaching process). The cyclical nature of PBC emphasizes that expectations and desired outcomes of coaching are regularly reviewed and updated. The figure below shows the PBC cycle and illustrates the relationships among the components.



Practice-Based Coaching Cycle

For the purposes of this document, it is helpful to define several key terms. A *coach* can refer to an expert, a peer, or the coachee (self). Here, an *expert* is someone who has knowledge and experience in the teaching practices being coached. *Practitioner, education staff, and coachee* are terms used to describe the recipient of coaching. Practice-based coaching can be used with individuals who work with young children and their families, such as classroom teachers, home visitors, family child care providers. *Effective practice(s)* refers to the process of teaching that supports child or caregiver learning. Examples of effective practices may include setting up the classroom environment to support learning, designing and implementing developmentally appropriate activities, or providing cues to parents to respond to child language attempts. Supporting child development and learning also includes the use of specific instructional practices that are used to teach within Head Start Child Development and Early Learning Framework outcome domains (e.g., shared book reading for literacy, active exploration for science, peer buddies for social-emotional development) and instructional practices (e.g., wait-time, prompting, reinforcement, fading cues) that teachers use across outcome domains. *Practice-Based Coaching* can be used to support, improve, or refine effective practices across all domains delineated in the Head Start Child Development and Early Learning Framework.

In what formats can Practice-Based Coaching be provided?

PBC can be implemented in different delivery formats. Coaches can be experts, peers, or the practitioners themselves. Programs can deliver coaching on-site or from a distance using technology, and they can also deliver coaching in multiple formats. For example, an expert might view a videotaped activity that was uploaded to a website and then arrange for a face-to-face debriefing meeting. We show these options in the following table. We also refer to a specific model of delivering Practice-Based Coaching called Together Learning & Collaborating (TLC), which incorporates expert, peer-reciprocal, and self-coaching in a well-defined process.

Options for Delivering Practice-Based Coaching

		Coach		
		Expert	Peer	Self
FORMAT	On-Site	Expert comes into the practice setting to observe an activity. Expert meets with coachee to provide feedback on practices. Coachees meet in work group with facilitator/coach to discuss their practice.	Peer comes into the practice setting to watch an activity. Peers meet to reflect on observations and provide feedback to each other.	Practitioner uses self-guided materials to structure an observation of his or her effective practices, including videotaping during practice implementation. Practitioner examines data on his/her effective practices to evaluate progress.
	Distance	Expert watches video of practice implementation that coachee uploaded. Expert uploads written feedback to shared website and conducts a conference call to provide specific prompts for reflection.	Peer reviews a video of practice implementation which the other coachee has posted to a discussion board. Peers arrange a time to discuss observation via Skype.	Practitioner uses online tutorial to plan an activity to videotape. Practitioner records experiences using a structured online self-coaching tool.



What Is Meant by Collaborative Coaching Partnerships?

Practice-Based Coaching occurs within the context of a collaborative partnership. A collaborative partnership refers to the working interactions between a coach and coachee, group facilitator and coachees, or peers, that provide a safe space for coachees to ask questions, discuss problems, get support, gather feedback, reflect on practice, and try new ideas. Coaching is neither evaluative nor judgmental. PBC is a supportive way to help adults grow professionally.

Developing a collaborative coaching partnership is an on-going process that develops over time. Collaborative partnerships are begun and developed by establishing rapport and shared understandings. This might be done through sharing of professional experiences and backgrounds; establishing a set of shared expectations for time commitments and outcomes; or discussing and reaching a mutual understanding of the coaching process and purpose. The coaching cycle is designed to strengthen collaboration and should be used systematically. The coaching components require reciprocity, or two-way interactions. Each coaching partnership is individualized to the unique strengths, needs, shared understandings, and desired outcomes of the coach and coachee.

How Is Each Component of Practice-Based Coaching Implemented?

Each component of the PBC model is described in the following table. Taken together, all components help a coachee achieve desired outcomes for improvement or refinement of effective practices. A summary of the processes involved in each component is provided in the table below.

Practice-Based Coaching Components At-a-Glance

Component 1: Shared Goals and Action Planning	Component 2: Focused Observations	Component 3: Reflecting on and Sharing Feedback about Teaching Practices
Assess needs. Set goals for coaching. Create an action plan to guide coaching. Review and update goals and action plan throughout coaching partnership.	Gather information through observation. Record information about the observation. Use support strategies to learn more about the practice or to improve or refine effective practices (coach models or prompts).	Discuss and reflect on observation and progress. Share and consider feedback. Use support strategies to learn more about the practice or to improve or refine teaching practices (problem-solving conversations, creating materials, etc.).

Component 1: Planning Goals and Action Steps

This component of the *Practice-Based Coaching* model includes processes for *initial* goal setting and action planning and processes for *ongoing* goal setting and action planning. For initial goal setting and action planning, a needs assessment should be conducted. A needs assessment involves gathering data about current practices and determining priorities for enhancement or refinement (Snyder & Wolfe, 2008). The selection of an appropriate needs assessment instrument will depend on the focus of coaching. An important feature of the needs assessment instrument is the clear delineation of the teaching practices to be examined.

Based on needs assessment information, a set of goals is developed that guides the creation of an action plan. Goals should be clearly defined, measurable, and achievable within a defined time frame. Goals provide accountability and allow opportunities to celebrate progress.



During action planning, the steps, resources, and supports needed to reach a goal are specified. The action plan also includes a time frame to review progress on goals. The steps included on an action plan are small, observable tasks or strategies that support accomplishment of the goal. The goals and action plan provide a “roadmap” for the support and feedback that occurs as part of the other components in the coaching cycle.

Component 2: Engaging in Focused Observations

The second component in the *Practice-Based Coaching* model is engaging in focused observations. The term “observation” refers to the process of gathering and recording information about implementation of desired teaching practices during on-going classroom activities, routines, and transitions. Focused observations are guided by the goals and action plan steps described above. Observations are focused, because the information the coach is gathering is specific to the shared goals and action plan steps rather than a more general observation of the class. For example, if the teacher and coach agreed on a goal of improving transitions with an action plan step of the teacher providing specific reminders of expectations prior to transitions and providing positive feedback for children who are meeting expectations, the coach would observe and record information on these targeted actions by the teacher. There are many different ways to engage in focused observations, including live observation by the coach, reviewing videotape of the teacher in the classroom, or self-monitoring on the part of the teacher. Focused observations may include the coach providing support to improve and refine teaching practices. This support might include strategies such as the coach modeling an instructional practice, providing a verbal prompt, or offering quick suggestions. Coaches, whether expert, peer, or self, use a range of strategies that support using effective teaching practices during on-going classroom activities, routines, and transitions. The strategies are selected based on the action plan steps and discussion between the coach and the teacher.

Component 3: Reflecting on and Sharing Feedback about Teaching Practices

The third component of the Practice-Based Coaching model focuses on (a) mutual consideration of the support strategies used and information gathered about effective practices to identify successes, challenges, and areas for additional improvement or refinement (i.e., reflecting on teaching practices); and (b) sharing feedback about implementation of support strategies and implementation of effective practices. This component happens in the context of a debriefing “meeting”. A debriefing meeting is a time to communicate about progress and challenges, and make plans for future meetings and observations.

Reflecting on practice involves taking time to think about what was effective and what was a barrier to improving or refining implementation of effective practices. Reflection encompasses consideration both of the feedback and the support experiences.

Sharing feedback about practice involves providing information about performance that is both supportive and corrective, and is intended to help achieve identified goals and improve or refine practice. Supportive feedback is used to recognize and encourage successful implementation of effective practices. Supportive feedback connects information from the observation with the goals and action plan steps to illustrate progress toward desired outcomes. Corrective feedback is used to help recognize opportunities for improving or refining effective practices. Corrective feedback should be specific and constructive. Feedback is informed by experiences from examining and supporting effective practice, and might also be informed by reflection.

There are different ways to reflect on and share feedback about teaching effective practices. For example, reflection might occur through journaling, while watching a video of practice, or in conversation. Feedback could take the form of written notes or emails, graphical representation of progress, or discussion. As in the previous component, support strategies are also used during reflection and feedback to improve or refine effective practices. Examples of support strategies include role-playing, problem solving conversations, or provision of materials and resources.



How Does the Coaching Cycle Continue?

As part of the debriefing meeting, information from the processes associated with reflection and feedback lead the way to engaging in ongoing goal setting and action planning, associated with Component 1.

For ongoing goal setting and action planning, the existing goals and action plan are reviewed and updated. Updating the goals and action plans might include continuing with the same goals and revising the action plan, revising the selected goals and updating the action plan, or identifying new goals and creating a new action plan. At some point during the ongoing process, the original needs assessment might be reviewed or updated to determine new priorities.

Resources

Conroy, M. A., Sutherland, K. S., Vo, A., & Whalon, K. (n.d.). *BEST in CLASS Coaching Manual*. Unpublished document, University of Florida, Gainesville, FL (Project Number R324A110173).

Hemmeter, M. L., Fox, L., & Snyder, P. (n.d.). *Coaching manual for implementing teaching pyramid practices in preschool classrooms*. Unpublished document, Vanderbilt University, Nashville, TN (Project Number R324A070212).

Snyder, P., McLaughlin, T., Hemmeter, M. L., Sandall, S., McLean, M., & Rakap, S., Embedded Instruction for Early Learning Project. (n.d.). *Coaching preschool teachers to use embedded instruction practices. [Manual and Coaching Protocols]*. Unpublished instrument. College of Education, University of Florida, Gainesville, FL (Project Number R324A070008).

Snyder, P., & Wolfe, B. (2008). The big three process components of effective professional development: Needs assessment, evaluation, and follow-up. In P. J. Winton, J. A. McCollum, & C. Catlett (Eds.), *Practical approaches to early childhood professional development: Evidence, strategies, and resources* (pp. 13–51). Washington, DC: Zero to Three Press.

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COLLABORATIVE PARTNERSHIPS ROLE PLAY (PBCTI)



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Early Childhood Development, Teaching and Learning

 LEARNING ACTIVITY
 PBC COACH TRAINING
 COLLABORATIVE PARTNERSHIPS

ROLE PLAY

What NOT to do when establishing a collaborative partnership.

Coach: I'm afraid we're going to have to make this quick. My child got caught smoking today at school and I've got an appointment with the high school principal. Can you believe it?

Coachee: Oh, O.K. Maybe you'd like to reschedule our meeting.

Coach: No, no. I don't want to have to drive all the way out here again this week. Let's just do it. So, what is it we're supposed to be meeting about?

Coachee: We were going to come up with an action plan for Language Modeling because you said my CLASS score was low in that dimension. You said I should focus on asking "Why" and "How" questions to get kids to talk more.

Coach: Oh, that's right. I heard you have some problems with that.

Coachee: (tentatively) Okaaay...What exactly did you hear?

Coach: You know if you don't ask good open-ended questions kids aren't going to develop good expressive language, especially your DLL and younger kids. Now, I want to assure you that I've had a lot of experience with language development. I've done a lot of training on it. Why don't I give you copies of some of my presentations?

Coachee: OK.

Coach: Now I know you're new at this. You haven't worked with young children before. Have you? What exactly is it you need to know about modeling language for little ones?

Coachee: Well, I'm new to Head Start; I was a 3rd grade teacher last year. I'm not sure what children this age are capable of understanding and what I should be doing in the early learning setting to help them.

Coach: I see. Well, the first thing you should do is get to know 1302 and the Framework. You can check them out on ECLKC. There's a bunch of other good stuff on there too. That ought to keep you busy for a while. Well, I see it's about time for me to be leaving. Let's plan to meet next week, same time. No, wait a minute. I've got an appointment with my neurologist next week. Gotta run. I'll have my secretary call and set something up. Don't worry about a thing. You're in good hands with me!

How to establish a collaborative partnership.

Coach: So, your goal this week was to read to the children daily. How have your story times been going?

Coachee: Well, I'm doing it, but it's harder than I expected. Actually, I'm really feeling overwhelmed right now. This is a tough group! You saw today how antsy they get. They won't even sit still to listen to a book at circle time.

Coach: Oh yeah, I've been there! Circle time can be tricky. All the kids in one place at one time can feel like crowd control! Ariel and D'Angelo had an especially hard time focusing.

Coachee: Yeah, they can never sit still and listen for the whole time. That's why I wasn't reading to them every day before I started working on this plan.

Coach: I noticed that story time lasted about 30 minutes and they were ready to go play after about 10 minutes.

Coachee: I didn't know it was that long. Maybe I should have just read one book instead of three.

Coach: That's a good idea. You can also stretch their attention by letting them guess what's going to happen next or asking them questions. Like when you said, "Oh look, there's a dog. How do you think he got up in the tree?"

Coachee: (smiles) Yeah, wasn't Terrell's answer cute? He said, "It bounced up there!" We talked about "bouncing" last week when we read about Tigger in Winnie the Pooh.

Coach: (laughs) Yes that was adorable! How cool that he used a new word you taught him! Books are a great way to introduce and reinforce new vocabulary. So you are definitely on the right track. Let's just keep building on what you're already doing well.

Coachee: I think I met the goal of reading to the children daily. What do you think I should work on next?

Coach: I agree that you've really stuck with reading to the children every day! Let's look at your needs assessment...There are several practices here that might make story time feel easier and smoother for you.

Coachee: I marked that I need more support with "preparing questions and comments that foster children's interest and comprehension" and "encouraging children's contributions and using them to build their understanding of the book and their thinking."

Coach: Those two practices are related, and they could help keep the children engaged while you are reading. Should we set our next goal and action steps based on one of those needs?

Coachee: That would be great!

PRACTICES VS ACTIVITIES SORT (PBCTI)



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LEARNING ACTIVITY
PBC COACH TRAINING
SHARED GOALS AND ACTION PLANNING

PRACTICES VS. ACTIVITIES SORT

I will greet each child with a smile and his or her name.	I will respond within 20 seconds when a child is crying.	I will play Number Bingo with the children.
I will help each child make the first letter of his or her name with playdough	I will read a story about emotions to the children at circle time.	I will help the children use the solution kit when they need help sharing.
I will notice children's emotions and label them.	I will put a microscope at the science center, so children can look at items they found outside.	I will get down on the same level as the children when I am talking with them.
I will provide opportunities for the children to compare quantities and sizes.	Home visit: I will share developmental information with parents.	I will have the children draw pictures using triangles and squares.
Home visit: I will show parents how to make a shape sorter and use it with their child.	I will make the dramatic play area into a pretend doctor's office.	I will set out glitter, glue, and daubers for the children to use with construction paper.
Home visit: I will notice and acknowledge parenting strengths.	I will tell the children when I am about to pick them up.	I will sing "If You're Happy and You Know It" with the children.
I will put more books in the class library.	I will invite the children to describe what they see.	I will ask questions and wait for the children to answer.
I will make a plan to minimize the time children spend in transitions.	I will talk to the children during routines such as feeding and diaper changing.	I will show the children the correct way to hold scissors and let them practice cutting.



For more information, contact us at: ecdfl@ecetta.info or 844-261-3752
Practice-Based Coaching materials were originally developed under Grant #90HC0002 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National Center on Quality Teaching and Learning



PRACTICES VS. ACTIVITIES SORT

I will greet each child with a smile and his or her name. PRACTICE	I will respond within 20 seconds when a child is crying. PRACTICE	I will play Number Bingo with the children. ACTIVITY
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PRACTICES VS. ACTIVITIES SORT

I will provide opportunities for the children to compare quantities and sizes. PRACTICE*

Some home visitors do plan activities to share developmental information with parents, or bring handouts and spend a specific part of the home visit talking about development. This might lead us to call this an activity. However, it can also be a practice, as the home visitor naturally weaves information about development into the conversation about the child and his/her interactions throughout the visit.

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FOCUSED OBSERVATION LOG (PBCTI)



PBC COACH TRAINING
FOCUSED OBSERVATION

Observation Log and Reflection Sheet

Write notes from your observation in the cells below.

Observation Log		
Coachee:	Coach:	
Date:	Time spent preparing:	Time spent in observation:
Time for reflection and feedback:	Time spent in follow up:	
Focus:		
What I observed:	What I want to share:	

Coach: Fill in the checkboxes below to be sure you conducted a thorough reflection and feedback session.

Coaching Components and Reflection Sheet				
Coaching Components	Yes	No	N/A	Notes
Reflection				
I encouraged the coachee to consider his or her actions by asking reflective questions.				
Feedback				
I reviewed the current action plan goal.				
I shared data on the relevant action plan goal.				
I provided supportive feedback on coachee's use of strategies related to the relevant action plan goal.				
Feedback was positive and highlighted coachee's strengths.				
I provided constructive feedback which was non-judgmental and included suggestions for improvement related to the relevant action plan goals.				
Planned Actions				
I directed coachee to examples or materials that might help the coachee address the relevant action plan goal.				
Scheduling				
Together, the coachee and I determined days/times to conduct next observations.				
Together, the coachee and I determined days/times to conduct next coaching session.				
Checking In				
I asked the coachee if he or she had any questions or concerns.				
I answered any questions.				
Notes				

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SAMPLE REFLECTION AND FEEDBACK STARTERS (PBCTI)



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PBC COACH TRAINING
REFLECTION AND FEEDBACK

Starter Phrases

Reflection Starter Phrases

- Objective questions
 - » What happened when _____?
 - » What have you tried with _____?
- Interpretive questions
 - » Why do you think _____?
 - » What do you think would happen if _____?
- Comparative questions
 - » Knowing that, what would you do next time...?
 - » How did that compare to _____?

Supportive Feedback Starter Phrases

- "You really got it when you _____."
- "I noticed that you did _____.
That really worked well for keeping the children engaged."
- "It was great to see _____."
- "I saw you do _____. It was a perfect example of _____."

Constructive Feedback Starter Phrase

- Tell me a little bit about
 - » What you were thinking when you ...
 - » What you were thinking when Mikel ...
- One way I've observed this handled effectively is when another teacher or home visitor...
- Something that you might try...

NCECDTL

For more information, contact us at: ecdctl@ecetta.info or 844-261-3752
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COACHING STRENGTHS AND NEEDS ASSESSMENT (PBCTI)



PBC COACH TRAINING
NEEDS ASSESSMENT

COACHING PRACTICES STRENGTHS AND NEEDS ASSESSMENT

Coach's name _____ Date _____

Instructions: Read each statement and consider how often you use this practice. Once you have circled a number to indicate how often you use it, consider if you would like to use this practice more often. When you have done this for each practice, identify the top 5 coaching practices you would like to use more.

Coaching Practice	How Often?					Change needed?	Priority (Top 5)	Notes
	Never	Seldom	Sometimes	Usually	Always			
COLLABORATIVE PARTNERSHIPS								
1. I maintain professionalism by being on time, organized and prepared for each coaching session.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Yes <input type="radio"/> No <input type="radio"/>		
2. My coachees and I share an understanding of the goals and process of coaching.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Yes <input type="radio"/> No <input type="radio"/>		
3. I am clear and articulate when I communicate with coachees.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Yes <input type="radio"/> No <input type="radio"/>		
4. I model openness to learning and taking risks.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Yes <input type="radio"/> No <input type="radio"/>		
5. I foster an environment in which coachees will feel comfortable trying new things, reflecting on their practice, and receiving feedback.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Yes <input type="radio"/> No <input type="radio"/>		

Coaching Practice	How Often?					Change needed?	Priority (Top 5)	Notes
	Never	Seldom	Sometimes	Usually	Always			
6. I focus on and celebrate the strengths of each coachee.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Yes <input type="radio"/> No <input type="radio"/>		
7. I seek out knowledge of the cultures and populations in the communities I am working with, and integrate this into my practice.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Yes <input type="radio"/> No <input type="radio"/>		
8. I individualize my coaching to the strengths, needs, and goals of each coachee	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Yes <input type="radio"/> No <input type="radio"/>		
9. I engage in continual self-reflection of my professional practices and how my practices influence the coachees' performance and outcomes.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Yes <input type="radio"/> No <input type="radio"/>		
SHARED GOALS AND ACTION PLANNING								
10. I work with coachees to assess and identify their strengths and areas for growth, based on needs assessment and other sources of data.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Yes <input type="radio"/> No <input type="radio"/>		
11. I support coachees in prioritizing goals for improvement/refinement of practices.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Yes <input type="radio"/> No <input type="radio"/>		
12. I write goals with coachees that are specific, observable, and can be completed within a specified amount of time.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Yes <input type="radio"/> No <input type="radio"/>		
13. I develop action plans with coachees that provide step-by-step procedures for meeting the coachee's goal.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Yes <input type="radio"/> No <input type="radio"/>		

Coaching Practice	How Often?					Change needed?	Priority (Top 5)	Notes
	Never	Seldom	Sometimes	Usually	Always			
FOCUSED OBSERVATION								
14. During observations of coachees, I focus on specific practices related to the goal and action plan.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Yes <input type="radio"/> No <input type="radio"/>		
15. During observations of coachees, I gather data on the coachee's use of specific practices or child behaviors related to those practices.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Yes <input type="radio"/> No <input type="radio"/>		
16. I feel comfortable using support strategies (e.g., modeling practices, providing cues, role playing). I use these strategies only with the agreement of my coachees.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Yes <input type="radio"/> No <input type="radio"/>		
REFLECTION AND FEEDBACK								
17. I support coachees' ongoing reflection about progress on implementation of teaching practices.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Yes <input type="radio"/> No <input type="radio"/>		
18. I provide supportive feedback to coachees about their implementation of practices.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Yes <input type="radio"/> No <input type="radio"/>		
19. I provide constructive feedback to coachees that supports refining or expanding implementation of practices	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Yes <input type="radio"/> No <input type="radio"/>		
20. I ask questions that provide information and stimulate thinking in support of the coachee's learning and goals.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	Yes <input type="radio"/> No <input type="radio"/>		

HELPFUL RESOURCES

APPENDIX B:

SAMPLE COMPLETED PAGE OF CSNA AND SAMPLE ACTION PLAN

Coaching Practice	How Often?					Change needed?	Priority (Top 5)	Notes
	Never			Always				
6. I focus on and celebrate the strengths of each coachee.	1	2	3	4	5	Yes No		
7. I seek out knowledge of the cultures and populations in the communities I am working with, and integrate this into my practice.	1	2	3	4	5	Yes No		
8. I individualize my coaching to the strengths, needs, and goals of each coachee	1	2	3	4	5	Yes No	2	I do focus on the strengths and needs, but do not seek input from the coachee.
9. I engage in continual self-reflection of my professional practices and how my practices influence the coachees' performance and outcomes.	1	2	3	4	5	Yes No		
SHARED GOALS AND ACTION PLANNING								
10. I work with coachees to assess and identify their strengths and areas for growth, based on needs assessment and other sources of data.	1	2	3	4	5	Yes No		I use only my observational data and CLASS scores to determine goals for the coachee.
11. I support coachees in prioritizing goals for improvement/refinement of practices.	1	2	3	4	5	Yes No		I determine goals
12. I write goals with coachees that are specific, observable, and can be completed within a specified amount of time.	1	2	3	4	5	Yes No		Goals are written that are measurable and observable, but not with the coachee's input.
13. I develop action plans with coachees that provide step-by-step procedures for meeting the coachee's goal.	1	2	3	4	5	Yes No		Action plans are written in step by step format, but not with the coachee.

Action Plan Form

Coach: Alex Smith

Date: 12/5/2019



Action plan goal:			
I will collaborate with coachees to identify and write goals and action plans.			
Steps to achieve this goal:	Resources needed:	By when:	Completed:
I will provide a needs assessment and ask each coachee to complete it prior to our planning meeting.	Identify practices and create needs assessment	12/1	<input type="checkbox"/>
I will gather data on the use of the practices in the needs assessment	Check on observational data that may have already been collected	12/1	<input type="checkbox"/>
Prior to meeting with the coachee, I will review my data for priority areas	Observational data that has been collected	Prior to coachee meetings the weeks of 12/9 and 12/16	<input type="checkbox"/>
During the meeting, I will ask the coachee to describe his/her strengths based on the needs assessment she/he completed.	Remind coachee to complete the needs assessment prior to the meeting and bring to the meeting		<input type="checkbox"/>
We will discuss shared priority areas and agree on a focus for coaching.			<input type="checkbox"/>
During the goal setting and action planning, I will ask reflective questions and listen to the coachee's responses to determine goals and action plan steps.			<input type="checkbox"/>

Review				
Date:	Date:	Date:	Date:	Date:
<input type="checkbox"/> Goal is achieved.	<input type="checkbox"/> Goal is achieved.	<input type="checkbox"/> Goal is achieved.	<input type="checkbox"/> Goal is achieved.	<input type="checkbox"/> Goal is achieved.
<input type="checkbox"/> Goal is in progress.	<input type="checkbox"/> Goal is in progress.	<input type="checkbox"/> Goal is in progress.	<input type="checkbox"/> Goal is in progress.	<input type="checkbox"/> Goal is in progress.
<input type="checkbox"/> Changes are needed.	<input type="checkbox"/> Changes are needed.	<input type="checkbox"/> Changes are needed.	<input type="checkbox"/> Changes are needed.	<input type="checkbox"/> Changes are needed.