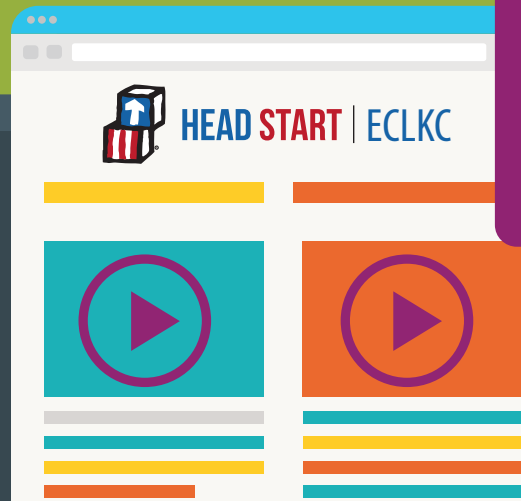
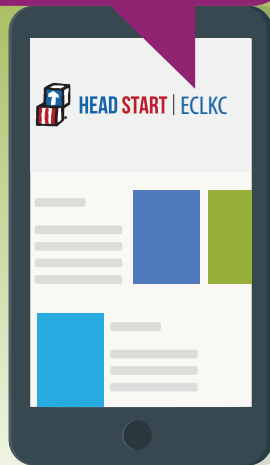


USING PRACTICE-BASED COACHING TO SUPPORT EFFECTIVE TEACHING PRACTICES



Range of resources to meet various needs:

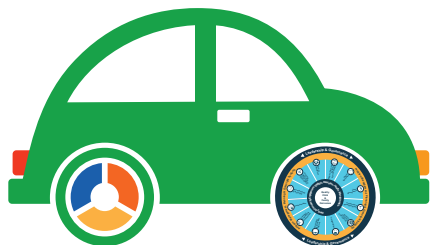
- Provide introductory information
- Expand on prior knowledge
- Support change in practice























Quick access to information, teaching practices, and resources



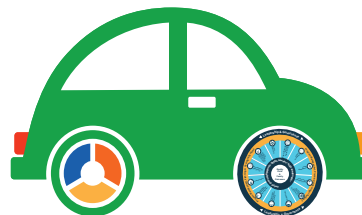
Ideas on how to use resources in your role



For **EARLY CHILDHOOD COACHES**

What is Practice-Based Coaching (PBC)?	PBC Component: Collaborative Coaching Partnership	PBC Component: Shared Goals and Action Planning	PBC Component: Focused Observation	PBC Component: Reflection and Feedback
<p> PBC Overview</p>	<p> Collaborative Partnership</p>	<p> Shared Goals and Action Planning</p>	<p> Focused Observation</p>	<p> Reflection and Feedback</p>
<p>  What is PBC?</p>	<p>  Collaborative Coaching Partnerships</p>	<p>  Component 1: Shared Goals and Action Planning</p>	<p>  Component 2: Focused Observation</p>	<p>  Component 3: Reflection and Feedback</p>
<p>  What Do We Know About Coaching?</p>	<p> Collaborative Partnerships Tips for Coaches</p>	<p> Practice-Based Coaching: Components and Implementation</p>	<p> Observation Coaching Strategies</p>	<p> Reflection and Feedback Coaching Strategies</p>
<p> Practice-Based Coaching Modules on the iPD</p>	<p> Strategies to Support Culturally Responsive Coaching</p>	<p> Coaching Corner Webinar: Action Plans: The Road Map of Practice-Based Coaching</p>	<p> Coaching Corner Webinar: Using Coaching Strategies to Support Coachees</p>	<p> Coaching Corner: Reflection and Feedback: Strategies for Success</p>
<p> PBC: Components and Implementation Strategies</p>	<p> NCPMI Coaching Equity Guide</p>		<p> Definitions of Classroom Coaching Strategies</p>	<p> Constructive Feedback Examples</p>
			<p> Definitions of Early Intervention Practitioner Coaching Strategies</p>	<p> Reflection and Feedback Starter Phrases Strategies</p>

KEY:  Audio  VIDEO  WEBSITE  PDF





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This resource family provides coaches with selected tools to support their knowledge and use of Practice-Based Coaching (PBC). The resources provide information about PBC as a coaching model, delivery of PBC to support coachees, and specific information and materials for the components of PBC: Collaborative Partnerships, Shared Goals and Action Planning, Focused Observation, and Reflection and Feedback. Depending on your needs as a coach, you may start

with materials that introduce PBC, materials that support your implementation of PBC components, or materials that help you enhance your coaching skills. Use the subtopic pages to learn more about each resource, find ideas for using the resources, and learn how they can fit together to help you and your coaches meet your goals.




WHAT IS PRACTICE-BASED COACHING (PBC)?


PBC is a professional development strategy that uses a cyclical process. This process supports education staff’s use of effective teaching and home visiting practices that lead to positive outcomes for children and families. If you are new to coaching, new to PBC, or would like to introduce others in your program to PBC, then the following resources are for you! Resources in this subtopic introduce the PBC components and the research-base for PBC.

OBJECTIVES:

- Identify the key components of PBC
- Describe the research basis for the components of PBC
- Discuss ways that PBC can be delivered to support effective practice use by education staff

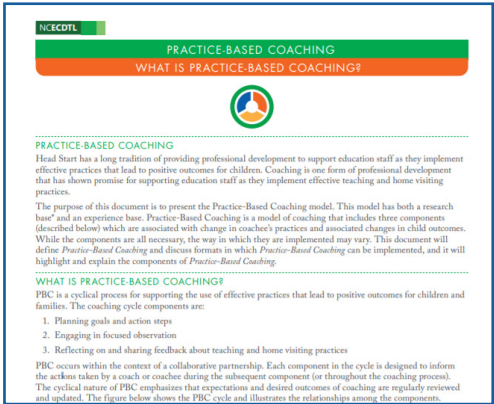
KEY

-  **Beginner:** Provides introductory information to create awareness and build basic understanding.
-  **Intermediate:** Expands on prior knowledge to inform practice.
-  **Advanced:** Offers intensive engagement to support change in practice.

Resource Name and Type	Brief Description	Ideas for Using this Resource
<p>PBC Overview</p> 	<p>This video provides an overview of PBC and its components. Along with the video, there are fact sheets, guides, and other PBC resources.</p>	<p>Share or watch this video with coachee(s) and others in your program who are new to PBC. Discuss how each component is structured in your program.</p> <p>Reflect on the alignment of your program’s implementation of PBC with the description in the video.</p>

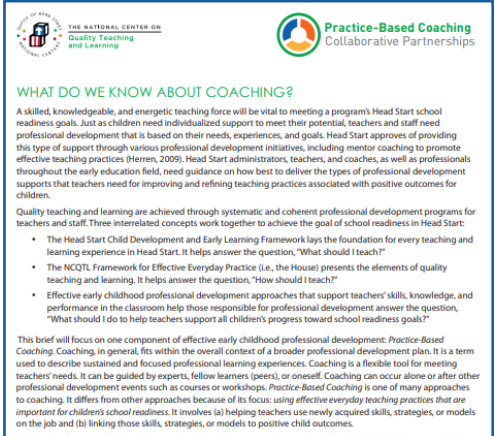


Use this resource to introduce PBC for coaches, education staff, or other stakeholders.

Resource Name and Type	Brief Description	Ideas for Using this Resource
<p>What is PBC?</p>  <p>The thumbnail shows the title 'What is PBC?' in blue. Below it is a green and orange header with 'PRACTICE-BASED COACHING' and 'WHAT IS PRACTICE-BASED COACHING?'. A circular logo with a person and a lightbulb is visible. The text below discusses the purpose of the document and lists three coaching cycle components: 1. Planning goals and action steps, 2. Engaging in focused observation, and 3. Reflecting on and sharing feedback about teaching and home visiting practices.</p>	<p>This 3-page fact sheet defines PBC and discusses formats in which PBC can be implemented. The document highlights and explains each component of PBC.</p>	<p>Review this resource and identify the different ways PBC can be delivered. Reflect on how PBC is structured in your program and delivered to your coachees.</p> <p>Share with coachee(s) and others in your program that are new to PBC. Discuss how PBC is structured in your program.</p>







Use this resource to increase knowledge of the components of PBC and how they can be delivered.

<p>What Do We Know About Coaching?</p>  <p>The thumbnail features logos for 'THE NATIONAL CENTER ON Quality Teaching and Learning' and 'Practice-Based Coaching Collaborative Partnerships'. The title 'WHAT DO WE KNOW ABOUT COACHING?' is in green. The text discusses the importance of a skilled teaching force and lists three interrelated concepts for school readiness: 1. The Head Start Child Development and Early Learning Framework, 2. The NCECDTL Framework for Effective Everyday Practice, and 3. Effective early childhood professional development approaches.</p>	<p>This fact sheet highlights the research on the effects of PBC as a component of a professional development system.</p>	<p>Review the research basis for PBC. Consider what information would be useful to share with coachees to support their understanding of and engagement in PBC.</p> <p>Consider what information would be useful to share with program stakeholders that may have questions about the research basis for coaching.</p>
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Use this resource to increase your knowledge of PBC and the research basis for PBC.

Resource Name and Type	Brief Description	Ideas for Using this Resource
<p>iPD PBC Modules</p> 	<p>These five modules provide an overview of the PBC cycle and its components. After completing these modules, participants will be ready to complete a PBC training to learn how to become a coach.</p>	<p>Explore all five modules to learn about PBC and complete the embedded learning activities to apply your knowledge of PBC concepts.</p> <p>Discuss the reflections completed during the modules with your supervisor or other coaches who have completed the modules.</p>
 Use this resource to engage in an interactive opportunity to enhance your knowledge of PBC.		
<p>PBC: Components and Implementation Strategies (Early Ed U module)</p> 	<p>This module introduces PBC and its components as well as describes strategies for effective implementation and benefits of using video in PBC.</p>	<p>Review materials with fellow coaches. Discuss the questions about your coaching from slide 15 (Discussion 1: Coaching and Adult Learning). Share experiences and ideas about building collaborative partnerships using slide 19 (Discussion 2: Effective Partnerships).</p> <p>Review slide 33 (Video: Writing Goals) then reflect independently or with other coaches on what you noticed in the video. Share your own experience with writing PBC goals with your coachees.</p> <p>Review the slide 62 (Video: Reflection and Feedback Examples) and complete the Reflection and Feedback: Video Viewing Form to record examples of reflective statements and supportive and constructive feedback.</p>
 Use this resource to support your implementation of PBC and engagement with coachees.		

Selected Other Related Resources:**[Coaching Corner Webinars Series](#)**

This series of webinars is focused on coaches in Head Start programs. It provides a chance to connect, share ideas, and develop strategies for coaching teachers and home visitors using the PBC model. The following are some of the previously recorded webinars accessible on this page, that provide more information about what PBC is and using it in practice.

- [Starting Strong with PBC](#)
- [Day in the Life of a Coach](#)
- [Back to the Basics Revisiting PBC](#)
- [Culturally Responsive Practices in Coaching](#)
- [Culture of Coaching](#)
- [Home-Based Coaching Considerations](#)

[MyPeers: A Collaborative Platform for the Early Care and Education Community](#)

MyPeers is a virtual learning network where you can brainstorm, exchange ideas, and share resources with early childhood colleagues from across the country. It was created by the Office of Head Start (OHS) to help you connect and learn with people who share your interests and program responsibilities. These informal connections can be a great source of encouragement and insight.

There MyPeers PBC Community is an active space where you can ask questions and get resources for coaching.

The Coaching Corner Webinar series provided a tour of the community: [Coaching Corner Webinar: A Tour of the MyPeers PBC Community](#)




PBC COACHING COMPONENT: COLLABORATIVE COACHING PARTNERSHIP


Definition: Practice-Based Coaching (PBC) occurs within the context of a collaborative partnership. A collaborative partnership refers to the working interactions between a coach and coachee, group facilitator and coachee, or with peers, that provide a safe space for coachees to ask questions, discuss problems, get support, gather feedback, reflect on practice, and try new ideas. As a coach, you may be just starting to coach and need strategies for building these partnerships or you may have existing partnerships that you want to strengthen. Resources in this subtopic provide information about collaborative partnerships, resources for building collaborative partnerships, and resources for enhancing your partnerships with coachees.

OBJECTIVES:

- Describe the collaborative partnership component of PBC
- Identify ways to build a collaborative partnership with coachees

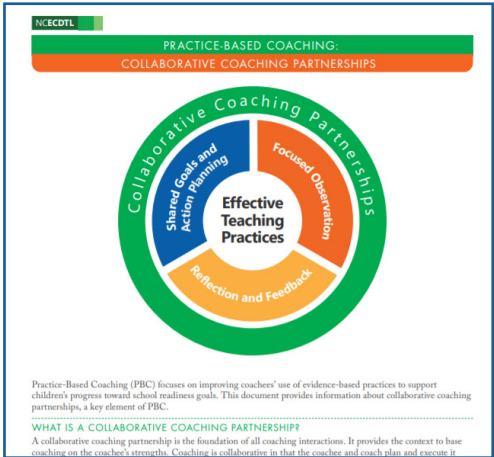



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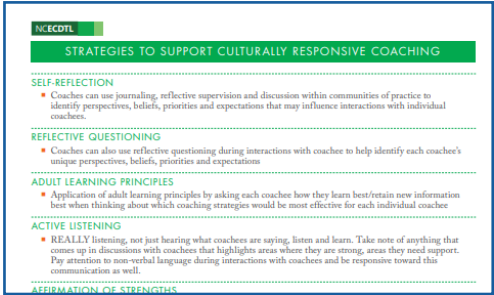
-  **Beginner:** Provides introductory information to create awareness and build basic understanding.
-  **Intermediate:** Expands on prior knowledge to inform practice.
-  **Advanced:** Offers intensive engagement to support change in practice.

Resource Name and Type	Brief Description	Ideas for Using this Resource
<p>Collaborative Partnership</p> 	<p>The PBC model starts with creating a strong partnership between the coach and education staff. This video clip provides reflections from a coach and teacher forming a collaborative partnership. Learn about what collaborative coaching partnerships look like in action and how it paves the way for the steps that follow in the PBC cycle: shared goals and action planning, focused observation, and reflection and feedback.</p>	<p>Share or watch this video with coachee(s) to provide an overview of collaborative partnerships. Discuss with coachee(s) the collaborative partnership you share and how to continue to build and foster this partnership.</p> <p>Review the video and reflect on your coaching partnerships. Identify which elements of the partnership are effective and where there may be opportunities to strengthen it.</p>



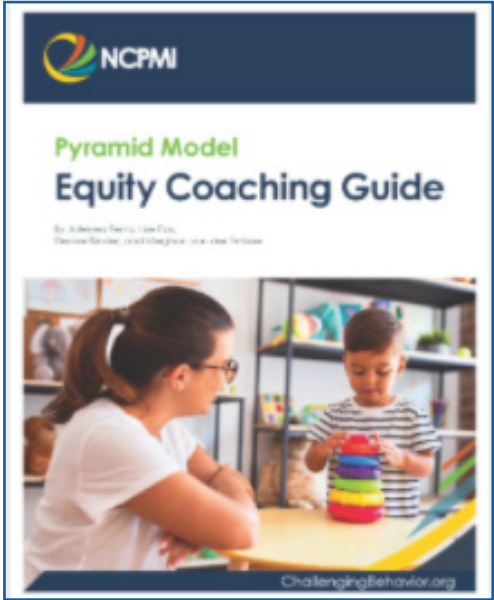
Use this resource to provide an introduction to the Collaborative Partnership component of the PBC Cycle for yourself, coaches, education staff, or other stakeholders.

Resource Name and Type	Brief Description	Ideas for Using this Resource
<p>Collaborative Coaching Partnerships</p>  <p>Practice-Based Coaching (PBC) focuses on improving coaches' use of evidence-based practices to support children's progress toward school readiness goals. This document provides information about collaborative coaching partnerships, a key element of PBC.</p> <p>WHAT IS A COLLABORATIVE COACHING PARTNERSHIP? A collaborative coaching partnership is the foundation of all coaching interactions. It provides the context to base coaching on the coachee's strengths. Coaching is collaborative in that the coachee and coach plan and execute it</p>	<p>This document provides information about collaborative coaching partnerships, a key element of PBC.</p>	<p>Consider your coaching partnerships while reviewing the <i>Collaborative Coaching Partnerships with Different Partners</i> table on page 3. Reflect on how your partnerships look and feel in comparison with the descriptions on the table.</p> <p>Discuss strategies with fellow coaches for building collaborative partnerships.</p>
 <p>Use this resource to increase your knowledge of the Collaborative Partnership component of the cycle and gather tips/strategies for implementation.</p>		
<p>Collaborative Partnership Tips for Coaches</p>  <p>COLLABORATIVE PARTNERSHIPS</p> <p>Get to know the coachee. Showing interest in the coachee and the learning environment is an important way to build the collaborative partnership. Think about:</p> <ul style="list-style-type: none"> • What is the coachee's schedule? Coaching should fit into the coachee's schedule, not be an inconvenience. For example, one coachee said she preferred to meet at lunchtime because she needed to leave immediately after school to be home when her children got out of school. • What is the coachee's style in their learning environment? It's good to observe prior to beginning coaching to become familiar with how the coachee interacts with the children, how their learning environment is organized, etc. Be sure to let the coachee know if and when you plan to visit/ Be clear that this visit is not to evaluate. Rather, it is for you to become acclimated to her environment. • What is the coachee's coaching history? Has this coachee had a coach before? If so, how was that experience? What worked well? What would have made it better? As we've discussed, there are many types of coaches and many methods for coaching, so be sure to clearly explain what your role as coach will be and how Practice-Based Coaching differs from past coaching experiences the coachee may have had. • What is going on in the coachee's life outside of work? Learn about personal "stories" (new babies, family events, etc.). Tell the coachee about yourself and ask about her. This develops connections and helps you better understand one another. Finding common ground is the basis for all relationships. Trust starts with knowing the other person and caring about who they are as a person—not just their work. <p>Connect to other Professional Development experiences. Coaching is one type of professional development. It should fit within and support other less intensive professional development experiences. For example, coaching often follows an in-service or workshop event. This helps the coachee understand the principles from the workshop and apply them in her environment. For example, if the coachee attends a workshop or views the 15-Minute In-Service on the scientific method for preschoolers, the coach can reflect on that content with the coachee and point out ways he/she has observed</p>	<p>This handout provides tips for coaches on establishing and maintaining collaborative partnerships.</p>	<p>Identify one "tip" that you would like to implement or improve. List three ways that you can build your skill related to this Collaborative Partnerships tip.</p> <p>Discuss the tips shared in the resource with fellow coaches and gather ideas for building collaborative partnerships.</p>
 <p>Use this resource to explore the Collaborative Partnership component of the cycle and brainstorm with ideas for implementation.</p>		

Resource Name and Type	Brief Description	Ideas for Using this Resource
<p>Strategies to Support Culturally Responsive Coaching</p> 	<p>This resource outlines seven strategies for coaches to support culturally responsive practices as part of the collaborative coaching partnership.</p>	<p>Consider which strategies you are currently using consistently, which you would like to strengthen, and which you would like to try. Identify ways that you may strengthen a strategy or try a new strategy.</p> <p>Choose one new strategy that you would like to strengthen or try in your collaborative partnerships. Develop a coaching goal for yourself related to this strategy.</p>



Use this resource to enhance your knowledge of building collaborative partnerships and develop strategies to support your coaching efforts.

<p>NCPMI Coaching Equity Guide</p> 	<p>The Pyramid Model Equity Coaching Guide provides a reflection tool to examine the implementation of Pyramid Model practices through the lens of culturally responsive practices and identification of implicit bias. The guide is used within the collaborative coaching partnership and ongoing coaching activities to identify when there are potential equity concerns related to practice implementation.</p>	<p>Complete the Coach Reflection Questions (in step 1) to identify potential needs related to culturally responsive practices and implicit bias.</p> <p>Use the Issue Identification worksheet (in step 2) to summarize data and reflect on potential culturally responsive practices, equity, and implicit bias concerns.</p> <p>Review the resources (in Step 3) to identify materials that would aid coaching in support of culturally responsive and equitable practices.</p> <p>Use the Reflection and Feedback suggestions (in step 4) to support a reflective conversation with the coachee on implementation of culturally responsive and equitable practices.</p>
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Use this resource to increase your knowledge and application of culturally responsive coaching practices.

Selected Other Related Resources:

Sample Coaching Agreements – These links provide examples of sample coaching agreements. The first agreement includes the coach, coachee, and supervisor, while the second includes the coach and coachee only.

- [Sample Coaching Agreement](#)
- [Teacher Coach Agreement](#)

Coaching Corner Webinars Series

This series of webinars is focused on coaches in Head Start programs. It provides a chance to connect, share ideas, and develop strategies for coaching teachers and home visitors using the PBC model. The following is a previously recorded webinar accessible on this page, that provide more information about Collaborative Partnerships:

- [Coaching Starts with a Collaborative Partnership](#)


PBC COACHING COMPONENT: SHARED GOALS AND ACTION PLANNING


Definition: The Shared Goals and Action Planning component of Practice-Based Coaching (PBC) includes using needs assessments to gather data to guide coaching, collaborating with coachees to develop a specific, measurable goal, and developing an action plan to meet that goal. As a coach, you may be new to using a needs assessment to gather or analyze data or new to writing goals and action plans or you may want to share resources with your coachees to introduce the purpose and process of developing shared goals and action plans. You may also be interested in refining your skills in developing targeted goals and specific action plans. If you are interested in learning more about developing shared goals and action plans, you will find great resources in this subtopic!


OBJECTIVES:


- Describe the processes of developing shared goals and action plans
- Discuss process of using needs assessment data to identify goals for coaching
- Identify and develop high-quality shared goals and action plans to support implementation of shared goals

KEY

 **Beginner:** Provides introductory information to create awareness and build basic understanding.


 **Intermediate:** Expands on prior knowledge to inform practice.

 **Advanced:** Offers intensive engagement to support change in practice.

Resource Name and Type	Brief Description	Ideas for Using this Resource
<p>Shared Goals and Action Planning</p> 	<p>The shared goals and action planning process in the PBC cycle takes place when education staff and coaches identify and write specific, observable, and achievable goals that guide coaching. This video shows how coaches and teachers collaborate to develop goals and action plans specific to the teachers' strengths and needs to support achieving their goals.</p>	<p>Review the video and reflect on your development of goals and action plans with coachees.</p> <p>Share or watch this video with coachee(s) to provide an overview of the Shared Goals and Action Planning. Discuss with coachee(s) the collaborative process for developing goals and action plans within your partnership.</p>

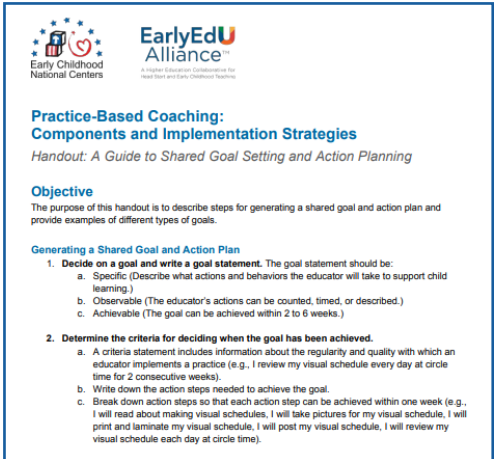


Use this resource to provide an introduction to the Shared Goals and Action Planning component of the PBC Cycle for yourself, coaches, education staff, or other stakeholders.

Resource Name and Type	Brief Description	Ideas for Using this Resource
<p>Component 1: Shared Goals and Action Planning</p> 	<p>This document provides information about the Shared Goals and Action Planning component of PBC.</p>	<p>Read the document and reflect on your process for identifying strengths and needs and developing goals and action plans.</p> <p>Review the Needs Assessments sample form on page 4-5. Reflect on the similarities and/or differences with how your program collects data on coachees' use of practices. Identify any elements that you would like to include in your needs assessment process.</p> <p>Reflect on the action plan example on page 6-7. Reflect on the similarities and/or differences with how your program develops action plans with coachees. Identify any elements that you would like to include in your action planning process.</p>

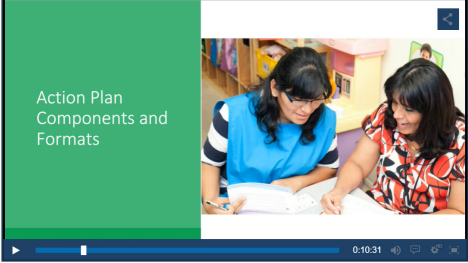



Use this resource to increase your knowledge the Shared Goals and Action Planning component of the cycle and reflect on your process with coachees.

<p>PBC: Components and Implementation Strategies Handout: A Guide to Shared Goal Setting and Action Planning</p> 	<p>This handout describes steps for generating a shared goal and action plan and provides examples of different types of goals.</p>	<p>Select a goal you have written with a coachee recently. Analyze the goal based on the guidance in this document. Reflect on which components in the handout are included in your coachee's goal and which components may need to be included.</p> <p>Review the <i>Examples of Types of Goals Based on Educator's Knowledge and Skill with Practice</i> table. Reflect on the goals you have written recently with coachees, including the types of goals you have written and the types of goals you might collaborate on in the future.</p>
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Use this resource to increase enhance your knowledge of goal writing and identify opportunities to strength your process.

Resource Name and Type	Brief Description	Ideas for Using this Resource
<p>Coaching Corner Webinar: Action Plans: The Road Map of PBC</p> 	<p>An effective action plan is the road map to successful coaching. In this video, explore various action plan formats and their components. Learn how to compare sample action plans and decide if they are specific, observable, and measurable.</p>	<p>While watching the webinar recording, complete the Action Plans: The Road Map of PBC Handout to identify strategies you want to try and supports you may need to improve writing action plans.</p> <p>Review the webinar and related materials. Use the Action Plan Quality Checklist to review a recent goal you have written with a coachee. Identify which items are included and which items you would like to include in the future.</p>
<div style="display: flex; align-items: center;">  <p>Use this resource to identify and develop quality action plans with coachees.</p> </div>		

Selected Other Related Resources:

Action Plan Examples: These links provide three different action plan templates to support developing goals and action plans in the collaborative coaching process.

- [Action Plan A](#)
- [Action Plan B](#)
- [Action Plan C](#)

[Ready, Set, Go: Writing Action Plans to Facilitate the PBC Process](#)

In this webinar, learn about shared goals and action planning. Presenters walk participants through the steps of collecting needs assessment data to write classroom goals that can be used to implement action research.

NCPMI Unpacking Coaching Webinar Series – This series of webinars from the National Center for Pyramid Model Innovations (NCPMI) covers topics related to PBC. The following link is of a previously recorded webinar, that provide more information about Shared Goals and Action Planning.

- [Making Coaching Come Alive: Creating Action Plans to Promote Practitioner Buy-In](#)

[Action Plan Quality Checklist](#)

Coaches can use this Action Plan Quality Checklist to evaluate the quality of the action plan they are developing within the collaborative coaching partnership.

PBC COACHING COMPONENT: FOCUSED OBSERVATION

Definition: During the Focused Observation component of Practice-Based Coaching (PBC), the coach observes the coachee implementing the steps of the action plan. The coach collects data during this focused observation to support reflection and provide feedback on progress towards the goal in the next component. You may be learning about how to effectively plan for and conduct a focused observation or you may want to share introductory information about focused observations with your coachee. If you have some experience and knowledge of PBC, you may be interested in resources that help you plan for conducting focused observations that better support your coachee to implement practices and/or support you to provide targeted feedback to your coachee. This subtopic provides you with a selection of materials that you can use to enhance your knowledge of focused observations and support your work with coachees.

OBJECTIVES:

- Discuss the processes of a focused observation
- Describe data collection strategies during a focused observation
- Identify coaching strategies that can be used during a focused observation

KEY




Beginner: Provides introductory information to create awareness and build basic understanding.



Intermediate: Expands on prior knowledge to inform practice.

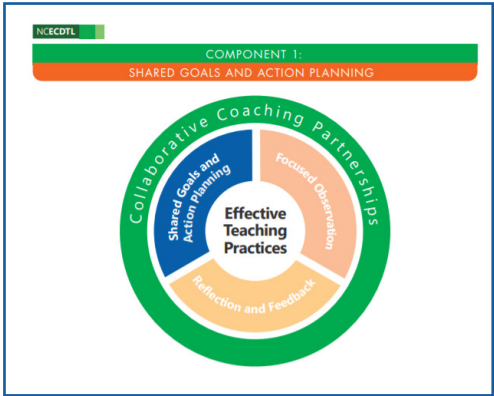


Advanced: Offers intensive engagement to support change in practice.

Resource Name and Type	Brief Description	Ideas for Using this Resource
<p>Focused Observation</p> 	<p>Focused observations are based on the goal and action plan created by the coach and coachee. Various strategies used during the observations help support progress toward the goal. In this video, learn how these observations provide a supportive lens for educators to see their practices and prepare for reflection and feedback.</p>	<p>Review the video and reflect on the focused observations of your coachees. Consider your strengths and needs with conducting quality focused observations.</p> <p>Share or watch this video with coachee(s) to provide an overview of focused observations. Discuss with coachee(s) how you will conduct focused observations.</p>

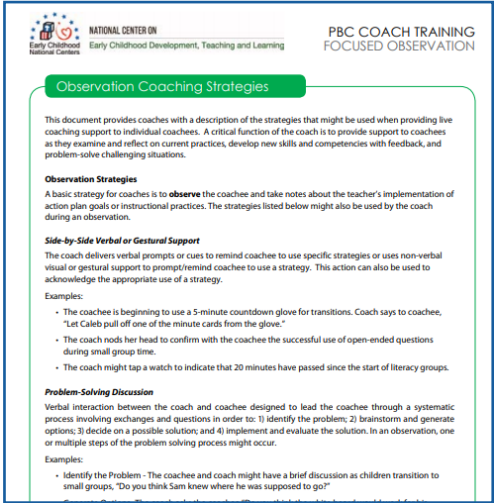


Use this resource to provide an introduction to the Focused Observation component of the PBC cycle for yourself, coaches, education staff, or other stakeholders.

Resource Name and Type	Brief Description	Ideas for Using this Resource
<p>Component 2: Focused Observation</p> 	<p>This document provides information about the Focused Observation component of PBC.</p>	<p>Read the document and reflect on your process of preparing for and conducting focused observations.</p> <p><i>Review Table 1. Conducting a Focused Observation on page 3. Create a similar table with goals you have with coachee(s).</i></p>

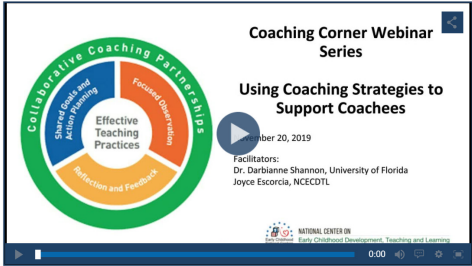


Use this resource to increase your knowledge about the Focused Observation component of the cycle and gather tips/strategies for implementation.

<p>Observation Coaching Strategies</p> 	<p>A critical function of the coach is to provide support to coachees as they examine and reflect on current practices, develop new skills and competencies with feedback, and problem-solve challenging situations. This document, located in MyPeers PBC Community, provides coaches with a description of the strategies that might be used when providing live coaching support to individual coachees.</p>	<p>Consider which strategies you are currently using consistently, which you would like to strengthen, and which you would like to try. Identify ways that you may strengthen a strategy and/or try a strategy.</p> <p>Choose one new strategy that you would like to strength or try in your focused observations. Develop a coaching goal for yourself related to this strategy.</p>
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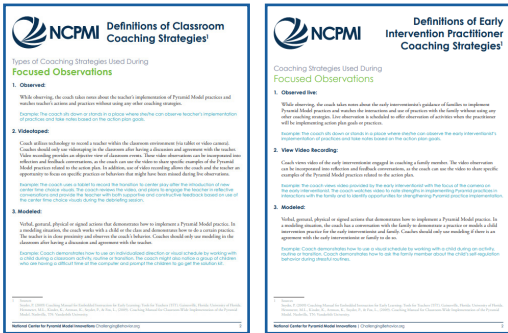


Use this resource to explore ways to provide live coaching support during focused observations and strengthen ongoing support to coachees.

Resource Name and Type	Brief Description	Ideas for Using this Resource
<p>Coaching Corner Webinar: Using Coaching Strategies to Support Coachees</p> 	<p>Coaches may feel comfortable action planning, observing, reflecting, and providing feedback to coachees. However, they might feel uncertain about when or how to use specific coaching strategies, like side-by-side support or role playing. In this presentation, explore the use of coaching strategies to support coachees' use of effective practices. In this webinar, an expert coach, Darbianne Shannon, from the University of Florida, shares specific coaching strategies and offers tips for when and how to use them with coachees.</p>	<p>While watching the webinar recording, reflect on which coaching strategies shared are most comfortable for you to use.</p> <p>Choose one new strategy that you would like to implement. Develop a coaching goal for yourself related to this strategy.</p>



Use this resource to improve your implementation of focused observation strategies in the PBC cycle.

<p>Definitions of Classroom Coaching Strategies & Definitions of Early Intervention Practitioner Coaching Strategies</p> 	<p>These two documents from the National Center for Pyramid Model Innovations (NCPMI) share coaching strategies to use during focused observations and debrief meetings. The first link is for classroom coaching strategies and the second link is for early intervention practitioner coaching strategies.</p>	<p>Consider which strategies you are currently using consistently, which you would like to strengthen, and which you would like to try. Identify ways that you may strengthen a strategy and/or try a strategy.</p> <p>Choose one new strategy that you would like to strength or try in your focused observations and/or debrief meetings. Develop a coaching goal for yourself related to this strategy.</p>
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Use this resource to enhance your focused observation efforts and identify strategies to use in your work with coachees.

Selected Other Related Resources:

Coaching Logs – These are two examples of coaching logs to document focused observations and the coaching process.

- [Observation Log and Reflection Sheet](#)
- [Classroom Coaching Log and Strategies](#)




PBC COACHING COMPONENT: REFLECTION AND FEEDBACK


Definition: During the Reflection and Feedback component of Practice-Based Coaching (PBC), the coach uses data from the focused observation to support the coachee to reflect on progress towards the shared goal. The coach also provides supportive and constructive feedback to support further progress towards the shared goal. If you are new to coaching and want to learn about the processes of supporting reflection and providing feedback or if you are a coach that wants to hone your skills in guiding coachees to reflect on practices or providing supportive or constructive feedback, there are a variety of resources in this subtopic.

OBJECTIVES:

- Discuss the processes of supporting reflection and providing feedback to coachees
- Describe strategies for supporting coachees’ reflections
- Identify strategies for providing supportive and constructive feedback to coachees

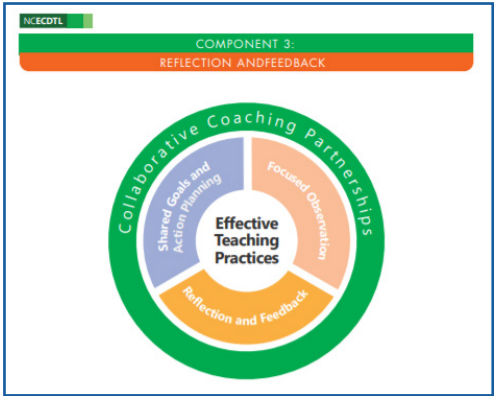

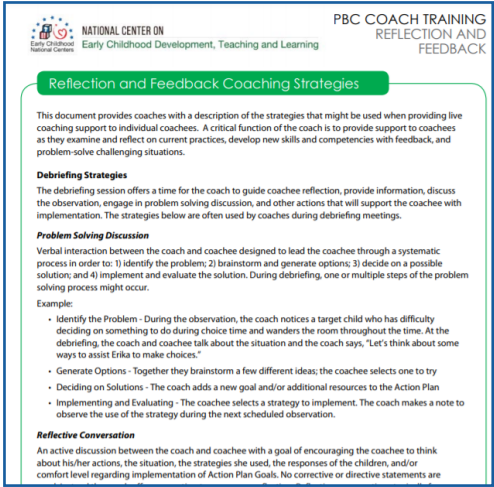

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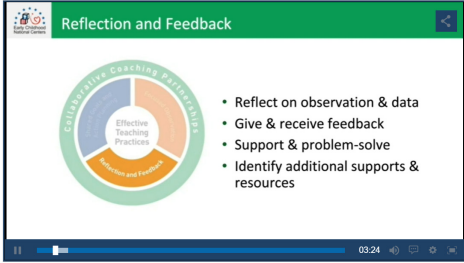

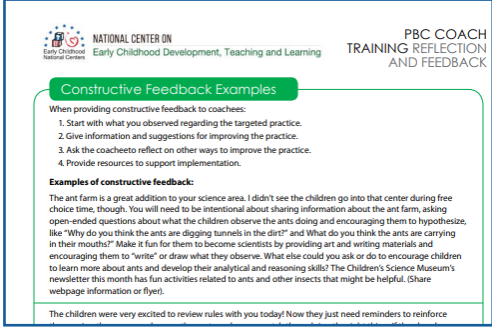

-  **Beginner:** Provides introductory information to create awareness and build basic understanding.
-  **Intermediate:** Expands on prior knowledge to inform practice.
-  **Advanced:** Offers intensive engagement to support change in practice.

Resource Name and Type	Brief Description	Ideas for Using this Resource
<p>Reflection and Feedback</p> 	<p>Reflection and feedback allow the coach and coachee to identify progress toward the action plan goal based on the focused observation. In this video, learn the benefits of reflection for a coach and teacher. Find out about the two types of feedback coaches offer to support education staff as they learn to implement teaching practices.</p>	<p>Review the video and reflect on reflection and feedback meetings with your coachees. Consider your strengths and needs with supporting reflection and providing feedback.</p> <p>Share or watch this video with coachee(s) to provide an overview of Reflection and Feedback. Discuss with coachee(s) how reflection and feedback occur within your coaching partnership.</p>



Use this resource to provide an introduction to the Reflection and Feedback component of the PBC Cycle for yourself, coaches, education staff, or other stakeholders.

Resource Name and Type	Brief Description	Ideas for Using this Resource
<p>Component 3: Reflection and Feedback</p> 	<p>This document provides information about the Reflection and Feedback component of PBC.</p>	<p>Read the document and reflect on your reflection and feedback discussions with coachees.</p> <p>Consider a recent reflection and feedback meeting you conducted. Reflect on what questions you used to support coachee reflection and the feedback you provided. Identify areas of strength and opportunities for growth.</p>
<div style="display: flex; align-items: center;">  <p>Use this resource to increase your knowledge about the Reflection and Feedback component of the cycle and gather tips/strategies for implementation.</p> </div>		
<p>Reflection and Feedback Coaching Strategies</p> 	<p>This resource provides coaches with a description of the strategies that might be used when supporting reflection and providing feedback to coachees.</p>	<p>Consider which strategies you are currently using consistently, which you would like to strengthen, and which you would like to try. Identify ways that you may strengthen a strategy and/or try a strategy.</p> <p>Choose one new strategy that you would like to strength or try in supporting reflection and/or providing feedback. Develop a coaching goal for yourself related to this strategy.</p>
<div style="display: flex; align-items: center;">  <p>Use this resource to explore strategies for supporting reflection and providing feedback to coachees during the coaching process.</p> </div>		

Resource Name and Type	Brief Description	Ideas for Using this Resource
<p>Coaching Corner: Reflection and Feedback: Strategies for Success</p> 	<p>In this presentation, learn more about the third component of the PBC cycle, Reflection and Feedback. Discover ways to strengthen and prompt reflection through effective questioning. Explore how to deliver feedback in a way that promotes change in practice. Examine coaching strategies that can be used to support reflection and feedback.</p>	<p>Watch the webinar and complete the Note Taking Sheet to identify strategies you want to try and supports you may need to enhance how you promote reflection and provide feedback.</p> <p>Review the video example on slide 8: Let's Chat. Identify which questions you would ask your coachees to prompt reflection.</p> <p>Identify one resource shared in the webinar that you would like to use to improve your reflection and feedback practices.</p>
 <p>Use this resource to support your implementation of reflection and feedback strategies within the PBC cycle.</p>		
<p>Constructive Feedback Examples</p> 	<p>This handout describes the process of providing constructive feedback to coachees and provides feedback examples.</p>	<p>Review the document and reflect on a recent meeting with a coachee. Identify if the feedback provided aligns with the steps in the handout and ways that you could enhance your interaction with the coachee.</p> <p>Write a sample constructive feedback statement for a coachee you have recently observed. Discuss the statement with a fellow coach for feedback and suggestions.</p>
 <p>Use this resource to support your productive discussions with coachees that support reflection and growth.</p>		

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 Mikiel ...
- One way I've observed this handled effectively is when another teacher or home visitor...
- Something that you might try...

This document provides starter phrases for reflecting about the focused observation, supportive feedback and constructive feedback as part of the reflection and feedback component of PBC.

Consider which types of reflective phrases you consistently use with coachees and which types you may want to improve. Identify at least one phrase to try in your next feedback meeting.

Using the starter phrases, write supportive and constructive feedback statements for a coachee that you are scheduled to meet with for a reflection and feedback meeting.



Use this resource to support your productive discussions with coachees that support reflection and growth.

Selected Other Related Resources:

NCPMI Unpacking Coaching Webinar Series – This series of webinars from the National Center for Pyramid Model Innovations (NCPMI) covers topics related to PBC. The following link is of a previously recorded webinar, that provide more information about Reflection and Feedback.

- [Coaching Conversations: Using Constructive and Supportive Feedback to Build Practitioners' Confidence and Competence](#)