

Enhancement Strategies for Facilitating Adult Learning Within the Practice-Based Coaching Framework



Practice-based coaching is a cyclical coaching framework. At the center of the framework are effective teaching practices. The three components of PBC are shared goals and action planning, focused observation, and reflection and feedback. As shown in the figure, these three components, along with a specified set of effective teaching practices, are implemented in the context of a collaborative partnership between a coach and coachee.

Snyder, P. A., Hemmeter, M. L., & Fox, L. (2015). Supporting implementation of evidence-based practices through practice-based coaching. *Topics in Early Childhood Special Education, 35*(3), 133-143.

Essential Strategies for Every Coaching Session	Enhancement Strategies for Use When Appropriate for the Action Plan Goal or Coachees Preferences for Learning
Observation	Graphing data
Supportive and constructive feedback	Helping with environmental arrangements
Providing materials and resources	Modeling
Reflective conversation	Role play
	Other help in the setting
	Problem solving discussion
	Video recording/video review
	Side-by-side verbal or gestural support
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Enhancement Strategy Notes for Today's Coaching Corner Webinar

Coaching Strategy	Definition	My Notes
Graphic Feedback¹	Providing a visual display of data and specific verbal information to the coachee about her/his implementation. Graphic performance feedback always includes <u>helping to interpret and analyze</u> a graph with the coachee and <u>providing both supportive and constructive feedback.</u>	

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Adapted with permission from:

Snyder, P. (2009) Coaching Manual for Embedded Instruction for Early Learning: Tools for Teachers (TFT). Gainesville, Florida: University of Florida.

Hemmeter, M.L., Kinder, K., Artman, K., Snyder, P., & Fox, L., (2009). Coaching Manual for Classroom-Wide Implementation of the Pyramid Model. Nashville, TN: Vanderbilt University.

Coaching Strategy	Definition	My Notes
Modeling	<p>Modeling can be verbal, gestural, physical or signed actions that demonstrates how to implement a teaching or home visiting practice. In a modeling situation, <u>the coach works with a child/children and/or family and demonstrates how to do a teaching practice.</u></p>	
Role-Play	<p>In a role-playing situation, both individuals take on a defined role and implement a practice or respond to the implementation.</p> <p>The coachee might take on the role of the child while the coach demonstrates a practice, or the coach might take on the role of the child while the coachee implements a practice. Role play can be particularly helpful to try out the practice before implementing in the classroom or in the home.</p>	
Environmental Arrangement	<p>When the coach assists the coachee with creating and/or adapting the environment to support the use of practice identified in the action plan.</p> <p>This might include engaging the coachee in discussions in the environment, assisting the coachee in making changes to the environment, or rearranging the physical space.</p>	

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Coaching Strategy	Definition	My Notes
<p>Side-by-Side Gestural Support</p>	<p>Gestural support provided by the coach to the coachee about implementation of teaching/home visiting practices while the coachee is implementing practices. The coach delivers verbal prompts or cues to reminds them to use a specific practice/practices.</p> <p>Verbal support differs from modeling in that the coach’s comment is directed to the coachee not the child. Modeling involves the coach interacting directly with the child and/or family to provide a model for the coachee.</p>	
<p>Side-by-Side Gestural Support</p>	<p>Nonverbal or visual actions used by the coach to guide the coachee’s implementation of teaching and home visiting practices. The action might be used to acknowledge the appropriate implementation of a practice or to prompt/ remind a coachee to use a particular practice.</p> <p>Gestural support differs from gestural modeling in that the coach’s gesture is directed to the coachee. Modeling involves the coach interacting directly with the child and/or family to provide a model for the coachee.</p>	
<p>Video</p>	<p>Video can be used to (1) demonstrate how to implement a practice by watching another teacher or home-visitor engage in the practice (2) help the coachee observe and reflect on their implementation of a practice.</p>	

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