Before We Begin…

Before the webinar begins, we encourage you to print the following documents from the Resource Widget:

- PowerPoint slides handout

- Notetaker handout

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1

Coaching Corner Webinar Series

Using Coaching Strategies to Support Coachees

November 20, 2019

Facilitators:
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Joyce Escorcia, NCECDTL

Effective Teaching Practices

Collaborative Coaching Partnerships
- Shared Goals and Action Planning
- Focused Observation
- Reflection and Feedback

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1

2

Webinar Features

| Slide Deck | Question & Answers | Ideas | Closed Captioning (English & Spanish) |

? | Q&A | CC | CC

| Help | Media Player | Resource List | Webinar Tips (English & Spanish) |

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Session Objectives

At the end of this presentation, you should be able to:

- Define and describe coaching strategies
- Discuss when and how to use coaching strategies
- Identify resources that support the use of coaching strategies with coachees

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MyPeers Feedback

Which coaching enhancement strategies are you most comfortable using?
- 44% Video Recording and Review
- 38% Modeling
- 9% Vertebral/Gestural
- 9% Side-by-Side Support

MyPeers

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5

2

What are Effective Teaching Practices?

Specific statements of the actions and behaviors of teachers or home visitors that support child learning.

Collaborative Partnerships
Shared Goals and Planning
Focused Observation
Effective Teaching Practices
Reflection and Feedback

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What are Coaching Strategies?

Collaborative Partnerships
Shared Goals and Action Planning
Focused Observation
Effective Teaching Practices
Reflection and Feedback

Coaching strategies are how the coach interacts with the coachee and the children during the observation and reflection and feedback meeting

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Coaching Strategies

Essential	Enhancement
Observation	Graphing data
Reflective conversation	Helping with environmental arrangements
Supportive feedback	Modeling
Constructive feedback	Role play
Providing materials and resources	Other help in the setting
	Problem solving discussion
	Video recording/video review
	Side-by-side verbal or gestural support

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8

3

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9

Coaching Strategies

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10

Voices From the Field

When can I start using coaching strategies?

11

4

Which Coaching Strategies Should I Use?

12

Feedback Statement Example

Your action plan is focused on providing behavior specific praise.

Today, I heard 5 behavior specific praise statements (e.g., "Layla, you put the blocks on the shelf, what a helper!") that let children know what they were doing well at centers!

"I also heard 15 general praise statements" (e.g., Good job!)

13

Poll

Which coaching strategy could I use with my coachee?
- A. Graphic feedback
- B. Role play
- C. Modeling
- D. All of the above

14

5

Graphic Feedback
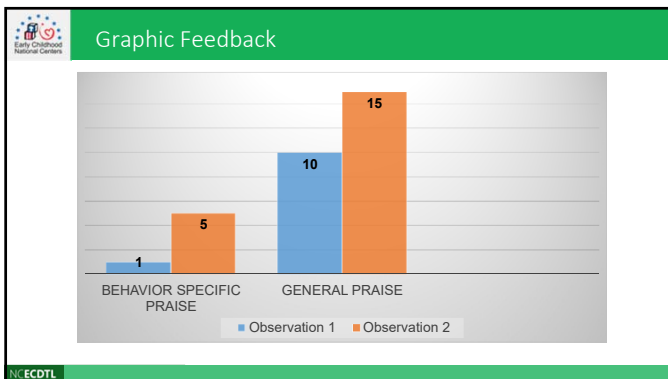
15

Graphic Feedback – Tips for Coaches

Orient the coachee to the parts of the graph

Only show graphs when they provide opportunities for supportive feedback in addition to constructive feedback

Invite the coachee to reflect first

If the coachee focuses on constructive feedback, help him/her identify strengths

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Modeling and Role Play

MODELING

ROLE PLAY

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17

6

Modeling

• Demonstrating how to do a teaching practice

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18

Modeling – Tips for Coaches

Give the coachee a strategy for identifying key actions being modeled (e.g., take data)

Ensure the coachee has an opportunity to use the practice with feedback immediately after the coach models

Be sure the modeled action is just beyond what the coachee is currently able to do (i.e., zone of proximal development)

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Role Play

- Defined roles
- Coach and coachee act out the practice

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20

7

Role Play – Tips for Coaches

Role play often occurs with other coaching strategies like reflection and problem-solving

For example:
Today when you asked Jamarie to walk safely to the carpet and he did you said, "Good job!"

If I were Jamarie, how might you change that "Good job" into a behavior specific praise statement to let me know what I did that was good?

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Voices From the Field

How often should I use enhancement coaching strategies with my coachee?

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Environmental Arrangement

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Environmental Arrangement – Tips for Coaches

Use materials from the home or classroom environment

Ensure the coachee knows when and how to use the environmental arrangement again in the future

Confirm the arrangement will work for the coachee's daily activities in the environment

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Side-by-Side Verbal Support

- "In the moment" verbal prompts or cues

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Gestural Support

- Nonverbal or visual
- Acknowledge
- Prompt or remind

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26

9

Side-by-Side Verbal and Gestural Support – Tips for Coaches

Used during the observation

Should be elaborated on in the reflection and feedback meeting

Effective for building the coachee's confidence

Should be quick and non-intrusive to the flow of the activity

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Voices From the Field

How do I become more confident using coaching strategies?

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Coaching Strategies

NCPMI Definitions of Classroom Coaching Strategies[1]

Types of Coaching Strategies Used During
Focused Observations

1. Observed

While observing, the coach takes notes about the teacher's implementation of Pyramid Model practices and watches teacher's actions and practices without using any other coaching strategies.

Example: The coach sits down or stands in a place where she/he can observe teacher's implementation of practices and take notes based on the action plan goals.

2. Videotaped

Coach utilizes technology to record a teacher within the classroom environment (via tablet or video camera). Coaches should only use videotaping in the classroom after having a discussion and agreement with the teacher. Video recording provides an objective view of classroom events. These video observations can be incorporated into reflection and feedback conversations, as the coach can use the video to share specific examples of the Pyramid Model practices related to the action plan. In addition, use of video recording allows the coach and the teacher an opportunity to focus on specific practices or behaviors that might have been missed during the observation.

Example: The coach uses a tablet to record the transition to center play after the introduction of new center time choice visuals. The coach reviews the video, and plans to engage the teacher in reflective conversations and provide the teacher with both supportive and constructive feedback based on use of the center time choice visuals during the teardown of the depending session.

3. Modeled

Verbal, gestural, physical or signal actions that demonstrate how to implement a Pyramid Model practice. In a modeling situation, the coach works with a child or the class and demonstrates how to do a certain practice. The teacher is in close proximity and observes the coach's behavior. Coaches should only use modeling in the classroom after having a discussion and agreement with the teacher.

Example: Coach demonstrates how to use an individualized direction or voice schedule by working with a child during a classroom activity, routine or transition. The coach might also notice a group of children who are having a difficult time at the computer and prompts the children to go get the timer set.

https://challengingbehavior.cbcs.usf.edu/docs/coaching_strategies.pdf

29

NCPMI Classroom Coaching Log

Coach ID: _____ Program ID: _____

Teacher ID:							
Total # of Action Plan Goals:				Cycle #:			

Activities/Strategies - check all that occurred during session(s)

Observation Strategies					Debrief Strategies				
Dates:					Dates:				
Observed					Problem solving discussion				
Videotaped					Reflective conversation				
Modeled					Helped with environmental arrangements				
Collected data					Role play				
Verbal support					Constructive feedback				
Side by side gestural support					Goal setting/action planning				
Problem solving discussion					Supportive Feedback				
Reflective conversation					Material provision				
Helped with environmental arrangements					Demonstration				
Other help in the classroom					Individual child support				
Other					Other				
Total Observation Time:					Total Debriefing Time:				
Action Plan Goals Completed:					New Action Plan Goals:				
Notes:									

https://challengingbehavior.cbcs.usf.edu/docs/coaching_log.pdf

30

31

Coaching Corner Q & A

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32

Voices From the Field

Is it possible to use too many coaching strategies during a coaching cycle?
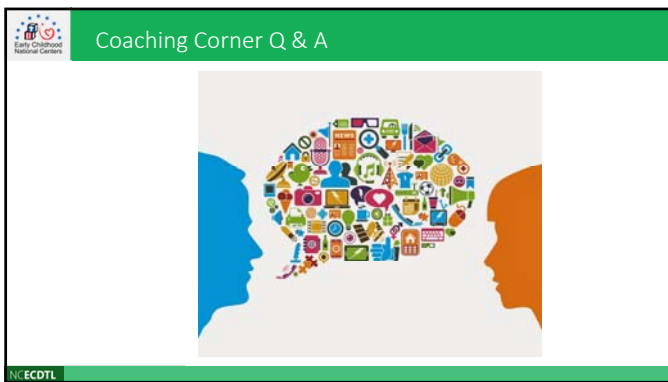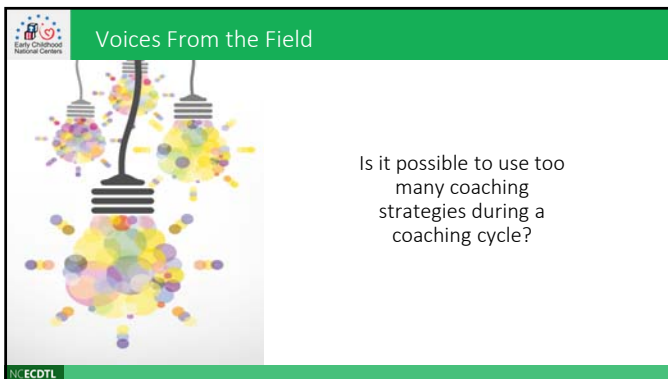
33

Voices From the Field

What can you do if a coachee is not open to using certain coaching strategies, but you know that they would help them implement their goal?

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34

Thank You!

For more information, contact:
ecdtl@ecetta.info
or call (toll-free) 1-844-261-3752

Please complete our Survey!

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12

35