PRACTICE-BASED COACHING AND INCLUSION

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Today we will…

- Learn about Practice-Based Coaching (PBC), its origins, and evidence supporting it

- Describe and watch key components of PBC

- Analyze how PBC can be used to support fidelity of implementation of interactional and instructional practices that support inclusion
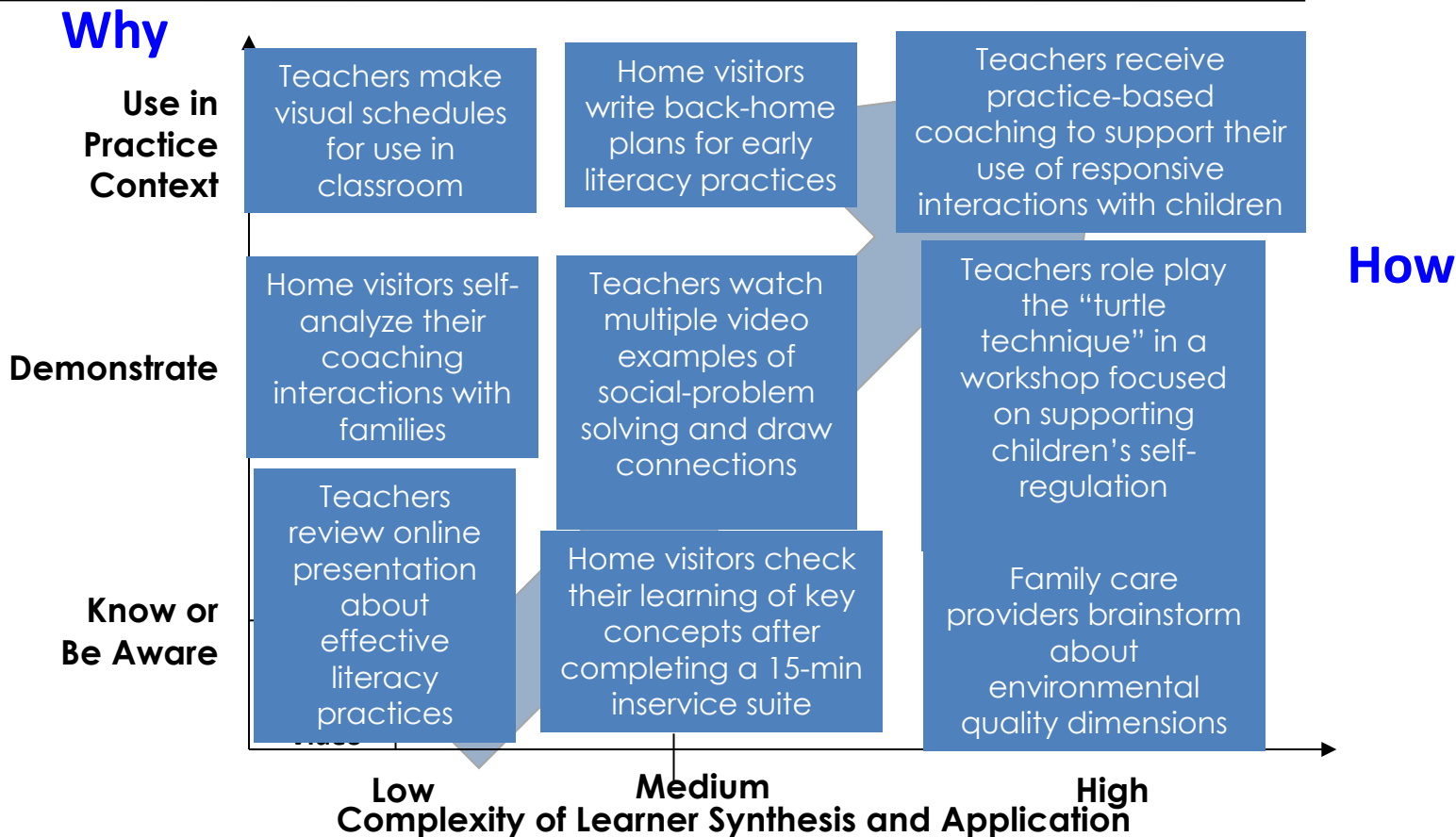
ACKNOWLEDGEMENTS

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Practice-Based Coaching is a Form of Professional Development

"…facilitated teaching and learning experiences that are transactional and designed to support the acquisition of professional knowledge, skills, and dispositions as well as the application of this knowledge in practice."

From: National Professional Development Center on Inclusion. (2008). *What do we mean by professional development in the early childhood field?* Chapel Hill: The University of North Carolina, FPG Child Development Institute, Author. Available at http://npdci.fpg.unc.edu

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Model for Aligning "WHY" of PD to "HOW" of PD

Why

How

Use in Practice Context

Teachers make visual schedules for use in classroom	Home visitors write back-home plans for early literacy practices	Teachers receive practice-based coaching to support their use of responsive interactions with children

Demonstrate

Home visitors self-analyze their coaching interactions with families	Teachers watch multiple video examples of social-problem solving and draw connections	Teachers role play the "turtle technique" in a workshop focused on supporting children's self-regulation

Know or Be Aware

Teachers review online presentation about effective literacy practices	Home visitors check their learning of key concepts after completing a 15-min inservice suite	Family care providers brainstorm about environmental quality dimensions

Low   **Medium**   **High**

Complexity of Learner Synthesis and Application

What is a Practice in Practice-Based Coaching?

- Observable action or behavior of a practitioner or family member

- When implemented with fidelity, has been demonstrated through research to be positively associated with child engagement, development, or learning <u>or</u> desired family outcomes

- Explicitly defined and illustrated

Examples of a Practice

- Teacher greets each child in the class by name every morning.
- Caregiver models a word following a child's gestural request for an object (e.g., you want ["object"].
- Teacher provides three embedded learning opportunities for a child's learning target focused on counting using 1-to-1 correspondence during a child-initiated activity.
- Caregiver engages in two back-and-forth conversational exchanges with a child during a play routine.
- Teacher gives an initial clean-up prompt at least 1-min before the whole-class direction to "clean up" is given.

Practice-Based Coaching

A <u>cyclical process</u>

*for supporting practitioners' use of effective **practices** that lead to* positive outcomes for children or families.
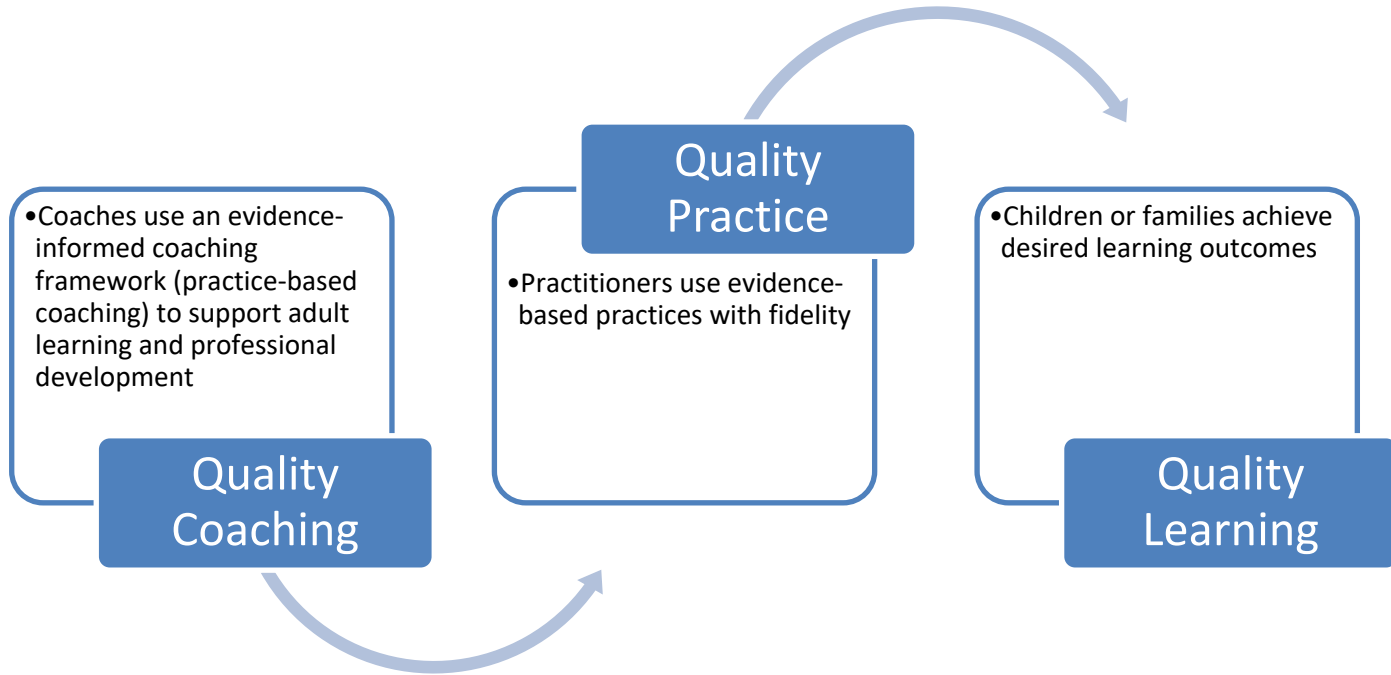
The coaching-cycle components are:

(1) <u>Strengths & needs assessment, goal setting, & action planning</u>,

(2) <u>Focused observation</u>,

(3) <u>Reflection and Feedback</u>

Practice-Based Coaching occurs within the context of a <u>collaborative partnership</u>.

Effects of Quality Coaching

Quality Practice

Quality Coaching

- Coaches use an evidence-informed coaching framework (practice-based coaching) to support adult learning and professional development

- Practitioners use evidence-based practices with fidelity

Quality Learning

- Children or families achieve desired learning outcomes

Adapted from: National Center on Quality Teaching and Learning. (2013). *Practice-based coaching leadership academy – Region IX.* San Francisco, CA.

PBC is an Evidence-Based Coaching Framework

- Impact of Professional Development on Preschool Teachers' Use of Embedded Instruction Practices: An Efficacy Trial of Tools for Teachers (IES Project Number R324A070008, R324A150076)
- CA Embedded Instruction Pilot Project

- Examining the potential efficacy/efficacy of a classroom-wide model for promoting social-emotional development and addressing challenging behavior in preschool children with and without disabilities (IES Project Number R324A07212, R324A120178)

- *National Head Start Center for Quality Teaching and Learning* (OHS Project Number 90HC000202)
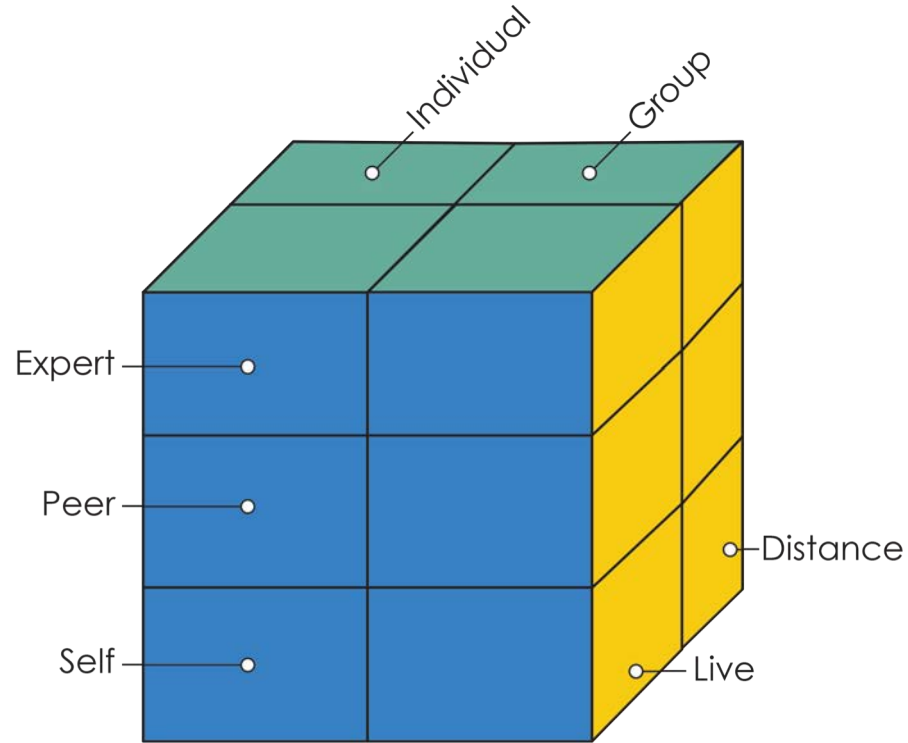
Promising Evidence for PBC

Research has shown PBC:

- Enhances or refines **practitioner implementation** of evidence-based practices

- Is associated with desired **child learning outcomes**

- Is **acceptable, feasible,** and **beneficial** by those who coach and are coached (socially valid)

Development and Refinement of PBC Framework
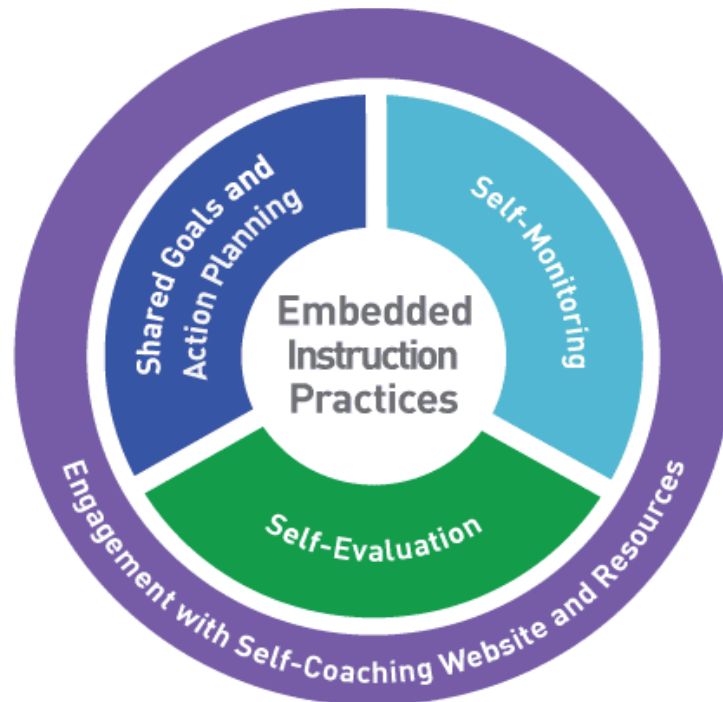
PBC Delivery Formats

Adapted from: National Center on Quality Teaching and Learning. (n.d.). *Practice-based coaching*. Retrieved from eclkc.acf.hhs.gov/hslc/tta-system/teaching/docs/pbc-handout.pdf

Examples from Embedded Instruction Project

On-Site Coaching

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

Self-Coaching

Engagement with Self-Coaching Website and Resources
- Shared Goals and Action Planning
- Self-Monitoring
- Self-Evaluation
- Embedded Instruction Practices

COACHING FORMAT:
COMPLEXITY OF PRACTICE "FIT"

From: National Center for Quality Teaching and Learning. (2014). *Making decisions about implementing practice-based coaching*.
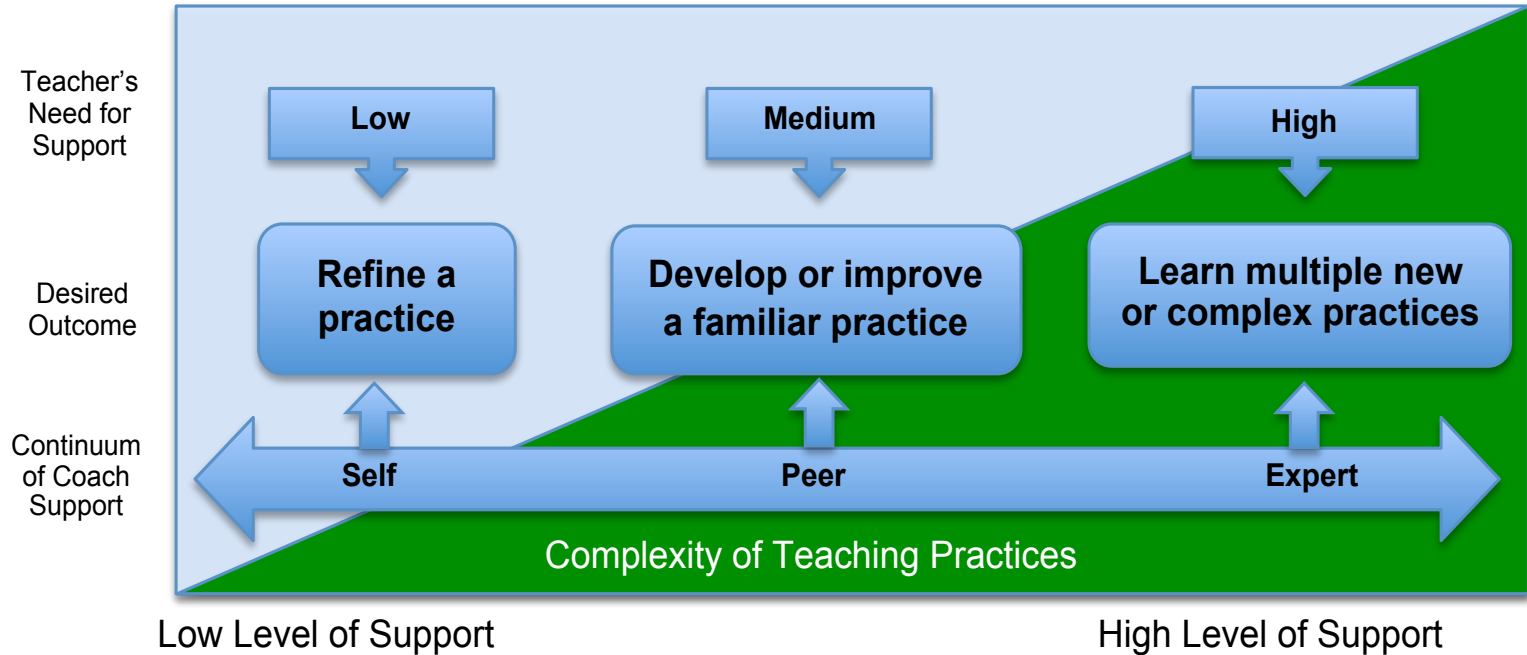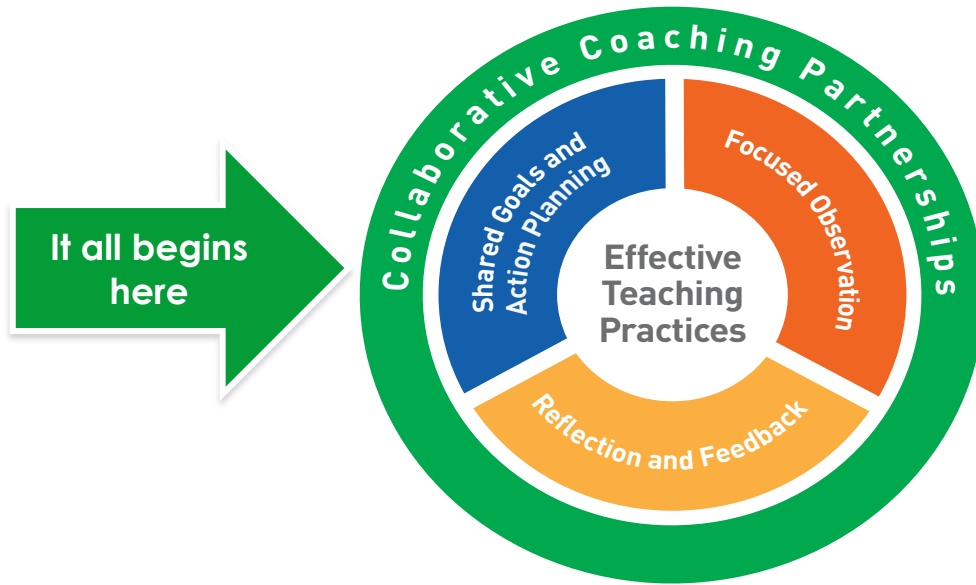
Key Components of PBC
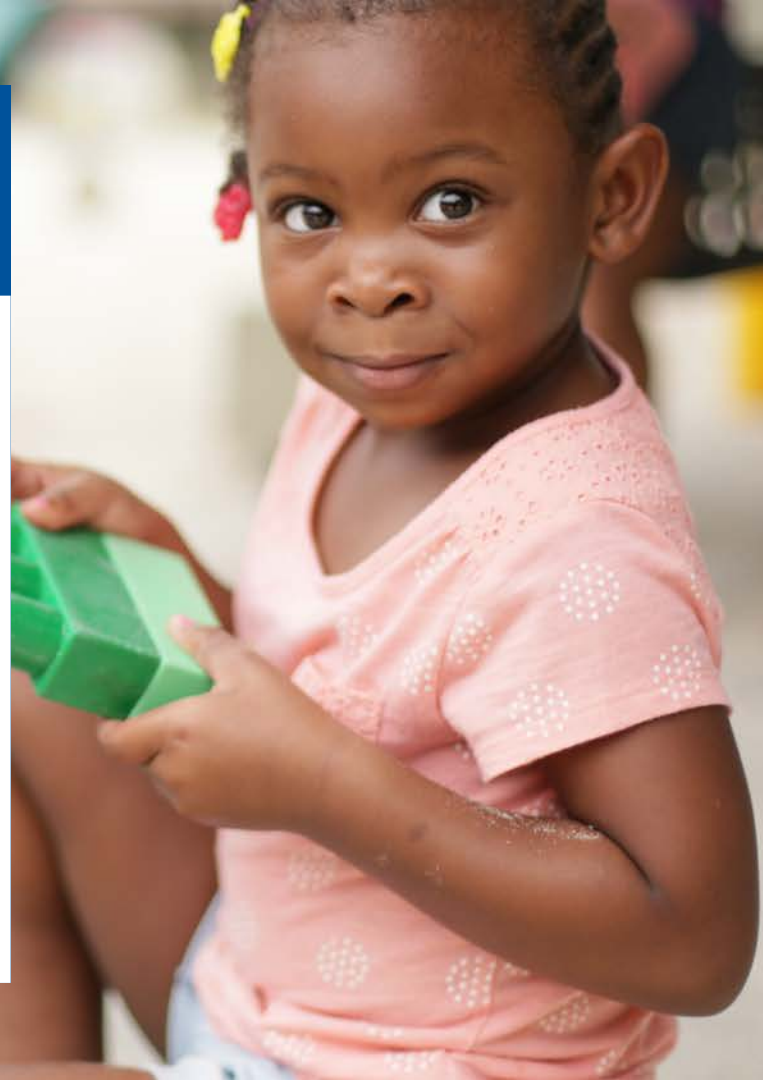
Collaborative Partnerships

Practice-Based Coaching

Let's talk about it….

- Think of a partnership you enjoy being part of in your profession, community or home

    – *What makes the partnership a positive experience?*

    – *What does it look like or sound like when you collaborate*?

Characteristics of a Collaborative Partnership in PBC

- Shared understanding about the goals of coaching
- Shared focus on Professional Development
- Rapport
- Choice
- Ongoing communication and support
- Celebrations!

Collaborative Partnership

Collaborative Partnership:
Building Rapport by
Gathering Information About
Teacher and Classroom

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- *What did you observe the coach doing that helped to build rapport?*

- *How did the strategies facilitate a collaborative partnership?*

Shared Goals and Action Planning Using the Strengths and Needs Assessment

Example Strengths and Needs Assessment

	I am doing this now...		I want to do this...		Difference between current use and desired use
	Not at all All the time		Not at all All the time		
Behavior Management					
1. I clearly teach, explain, and review the classroom rules and behavior expectations with children.	1 2 3 4 5		1 2 3 4 5		
2. I use clear descriptive positive feedback, more than statements that provide general praise, so children know exactly what is expected and what they are doing well.	1 2 3 4 5		1 2 3 4 5		
3. I identify potential problem situations and redirect behavior or help children problem solve before problem behaviors occur.	1 2 3 4 5		1 2 3 4 5		
Productivity					
4. I structure activities so that children are actively engaged, ensuring that children always have something productive to do (e.g., such as by providing an alternative activity for children who complete a task early).	1 2 3 4 5		1 2 3 4 5		

Set Goals to Specify Priorities

- Based on strengths and needs assessment
  - select practice(s) for coaching
  - write a goal related to the practice

- Goals should be *specific*, *observable*, & *achievable* within a defined time frame

- Goals should clearly state
  - What a practitioner will do (the observable teaching practice)
  - When the practice will be implemented or with whom it will be implemented
  - How much or how often the practice will be seen or heard

GOALS LINKED TO ACTION PLAN

- Action plan is a "roadmap" to guide coaching

- Provides a "focus" for the coaching

- Developed by the teacher and coach

Example Action Plan

Action Plan		
Goal: *I will provide additional help when the children do not demonstrate the target behavior following my antecedent. I will do this across daily activities.*		
Criterion Statement: *I will know I have met this goal when I am providing additional help for 80% of learning trials across the day when the children do not demonstrate the target behavior following my antecedent.*		
Action Steps	***Resources***	***Timeline***
1. I will read about additional help prompts in Module 3 and I will watch videos of systematic instructional procedures.	*Module 3, p. XX Website Practice 8*	*8/8*
2. I will review my priority learning targets and I will select one target for each child to develop an instructional plan. I will ask my coach for feedback on my plans.	*PLTs, Instructional Plan, Coach*	*8/10*
3. I will carry my instructional plans with me on a clip board and I will practice implementing throughout the day.	*Instructional Plan*	
4. My coach will film during her observation and I will review the video with my coach.	*Video camera, Coach*	
5. My coach and I will graph my data to determine if I am providing additional help and we will make changes if needed.	*Data, Coach*	

Focused Observation

What makes an observation focused?

- Guided by *__current__* action plan

- Aligned with practice(s) that are the focus of the plan

- Helps the coach to support reflection and provide performance feedback

Let's Try An Observation

- What did you observe the teacher do?

- What practice do you think the teacher was focused on implementing?

- How do you know?

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Let's Try A _Focused_ Observation

Teacher's practice goal on her action plan:

I will give at least 2 positive, descriptive feedback statements to children during circle time and during small group time when they are engaged or meeting expectations

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What was different?

- You were focused on the practice related to the teacher's goal on her action plan

- You were able to observe and record how many times you saw her implement the practice with fidelity

- You have data you and the teacher can use to reflect and provide feedback

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Reflection and Feedback

What occurs in reflection and feedback [debriefing] meeting?

- Review the Action Plan

- Reflect on the observation

- Provide supportive and constructive feedback

- Provide materials and resources

- Use enhancement strategies to support teacher learning and practice implementation

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What resources does the coach bring to the debrief?

- Action Plan
- Focused observation data (i.e., observation notes, CLT form) and any coach notes about feedback you want to provide
- Resources and materials to share with the teacher
- Coaching log

Critical Aspects of Reflection

- Conversational and reciprocal
  - Connected to the Action Plan
- Grounded in the observation
- Informed by teacher and child data
- Addresses practice implementation successes and challenges and provides support

Characteristics of Performance Feedback

- Specific
  - Connected to the action plan goals and steps and the embedded instruction practices

- Objective
  - Grounded in data from the observation
  - **Non-attributive**
- Two types
  - **Supportive**
  - **Constructive**

Non-Attributive Feedback: Specific and Objective

Attributive

- You are so patient.

- The art activity was great.

Non-Attributive

- You waited 10 seconds for Emily to get the purple piece in and when she did it, she was so proud.

- The art activity really engaged all the children and provided a logical opportunity to embed Jose's math target related to 1:1 correspondence when he counted the crayons.

Supportive Feedback

Providing descriptive and specific comments about the teacher's implementation of practice(s). Supportive feedback should emphasize teacher strengths that support practice implementation.

Supportive Feedback Example

You used descriptive praise as a consequence with Carlie when you said, 'You helped your friends by picking up toys and putting them away.' This was great because you helped Carlie to know what the expectations were for the activity and next time you ask her to clean up, she is more likely to do it without an additional help prompt.

What do you think are the ***practice(s)*** that the teacher is working on implementing?

Constructive Feedback

Providing data-informed suggestions or supports for enhancing practice implementation.

Suggestions or supports to facilitate the teacher to doing something differently, more often, or with enhanced fidelity in the future.

*Remember constructive feedback is NOT telling the teacher what they did wrong.

How to deliver feedback that is constructive…

1. Start with what you observed regarding the targeted teaching practice

2. Ask the teacher to reflect on ways to improve the practice

3. Give information and suggestions for improving the practice or doing it differently

4. Provide resources to support implementation

Constructive Feedback Example

I noticed today during the small group lesson that you provided Ryland 3 opportunities to respond. He was quick to answer the first question and you provided a high-five as the consequence. So, you had one complete trial. Later, you asked him two more difficult questions and when he didn't respond quickly, you moved on to Jah'Vante. To have a complete learning trial, Ryland might need more time to respond or additional help counting "how many" when there are more than two objects. It is important to provide wait time for Ryland and to provide an additional model, when needed. You might try counting slowly to 3 in your head [wait time] before providing additional help. How do you think this might work for you and for him? Remember, there are example videos on the website about wait time and additional help strategies.

What embedded instruction practice do you think this teacher might be working on implementing? See the four parts of constructive feedback in this example?

Reflection and Feedback

- *What did the coach do to promote reflection?*

- *What types of feedback did she provide? Supportive? Constructive? Other?*

Putting it All Together:
Questions and Further Discussion

Resources for Implementing Practice-Based Coaching

- Embedded Instruction for Early Learning http://embeddedinstruction.net/

- Pyramid Model Consortium http://www.pyramidmodel.org/

- Technical Assistance Center on Social-Emotional Intervention for Young Children http://www.challengingbehavior.org/

- Early Childhood Learning and Knowledge Center https://eclkc.ohs.acf.hhs.gov/professional-development/article/practice-based-coaching-pbc

- Early Childhood Technical Assistance Center – Learning Lab: Exploring Coaching for Practice Change http://ectacenter.org/~calls/2017/learninglab.asp

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

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