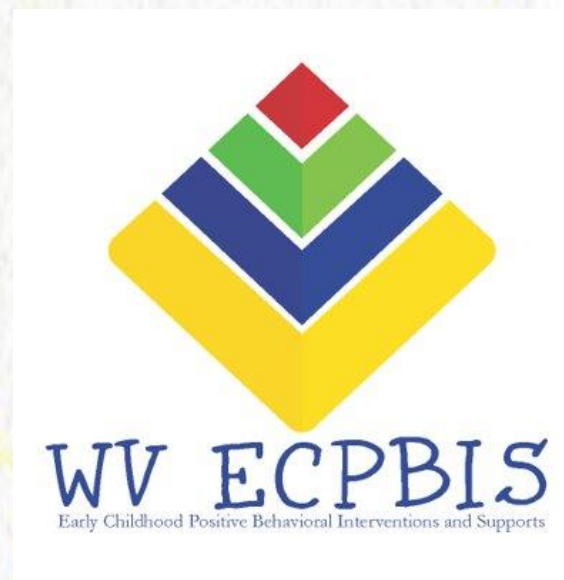


8 Things Every Coach Should Know:

Tips and Tools to Enhance your Coaching Success

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WVBMHTAC

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The West Virginia BMHTAC - Our Mission



Let's get to know each other!

Please share out:

- Your name
- Where you are from
- What's your favorite part of coaching
- What's a challenge you face as a coach

Objectives:

- To learn helpful resources to build your coaching capacity.
- To collaborate and connect with other coaches.

Tip # 1

Build the Relationship: It will be time well spent.

Successful coaching is built on a trusting and supportive relationship.



Why is it important?

- Each collaborative partnership reflects the unique values, vision, motivations, and attributes of the people involved in it.
- Everyone is starting at a different point in the process.



A Collaborative Partnership

- **Shared vision of professional development.**
- **Shared understanding about the goals of coaching.**
- **Shared focus on specific effective practices.**
- **Choices about effective practices and coaching strategies.**
- **Commitment to the partnership.**
- **Ongoing communication and support.**
- **Celebrations!**

Building Rapport



- Get to know your coaching partner.
- Get to know the coaching context.
- Establish the coach as a resource.
- Follow the coachee's lead.

Above all else...

- Follow through.
- Honoring confidentiality.
- Keep the lines of communication open.
- Be genuine!



Time to Chat!

Think about a time when you struggled to build rapport with a coachee.

Why was it a struggle and how did you overcome it?

Tip # 2

Map It Out and Provide Supports



Coaching takes:

- Time
- Planning
- Balance

Coach isn't the only hat you wear!

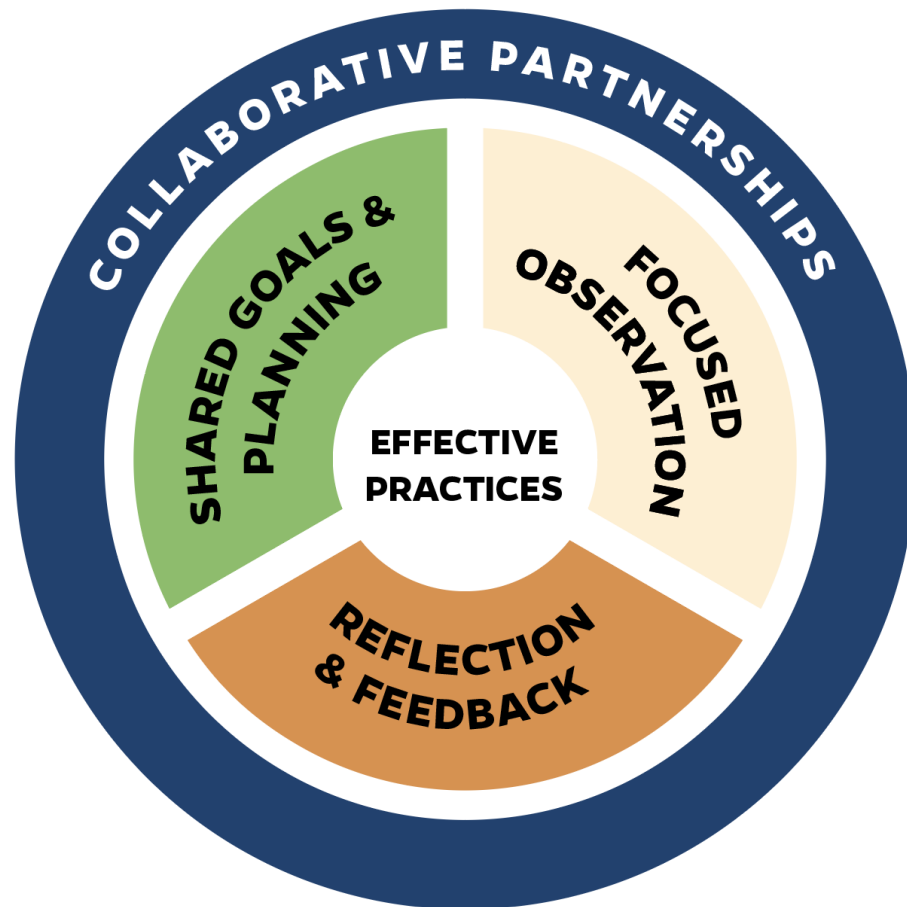
Time

Format	Group Coaching		Individual Coaching	
Coach/Coachee Ratio	6:1 to 8:1		1:1	
Coach Time	12-15 hr per month with bi-weekly group coaching		2-3 hr per PBC session	
Coachee Time	2-3 hr per month		30-60 min per PBC session	
Activities with Time Allocation	Preparing materials	1-2 hr per meeting	Preparing for session	1-2 hr per coachee
	Facilitating group PBC	90 min per meeting	Focused observation	15-60 min per coachee
	Individual meetings and/or observations	60 min per coachee, per month	Debriefing meeting	15-30 min per coachee

Other time considerations

- Completing and reviewing strengths and needs assessments.
- Preparing for and conducting observations and reflection and feedback meetings.
- Recording travel time and expenses.
- Reviewing recorded videos.
- Preparing materials, including locating resources, developing materials/activities to support goal and action plans.
- Completing documentation.
- Sending emails, making calls.
- Recording and reviewing coaching data.
- Preparing and sharing data with other coaches and program leadership.

Planning



- Strengths and needs assessment
- Goal setting
- Action Plan
- Observation
- Reflective conversation
- Feedback
- Identifying and providing resources/materials

Balance

- **Prioritize your tasks:**
 - Monthly
 - Daily
 - Across all your jobs!
- **Find a system that works for you.**
 - Calendar
 - Documentation
- **Make adjustments!**

**Either you run
the day, or the
day runs you.**

— JIM ROHN

Provide Supports!

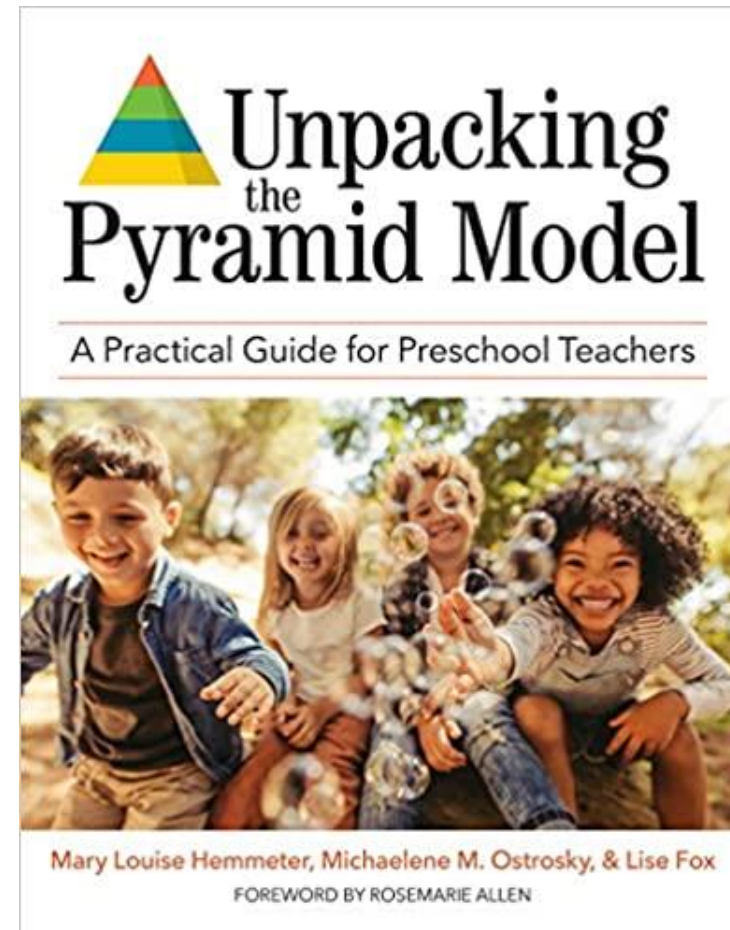
- Sometimes providing the materials is the jump start needed.
- Model how you want it used.
- Be careful not to overload the coachee.
- Make sure it's part of the plan!

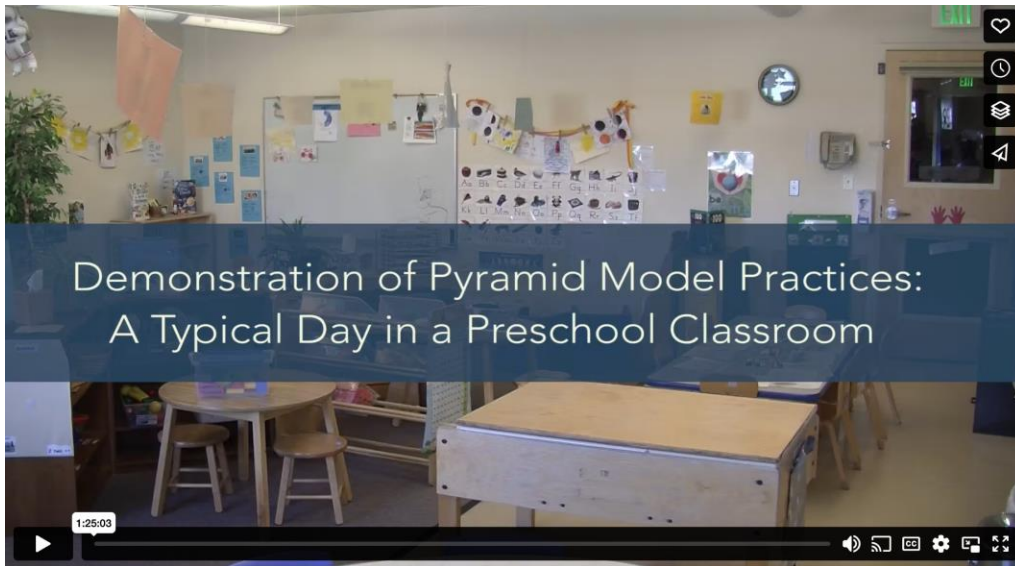


These are a few of my favorite things!



[WVECPBIS](http://www.wvecpbis.org)





Demonstration of Pyramid Model Practices

Environment - 00:46

Arrival - 02:15

Use Predictable Routines - 03:08

Give Positive Descriptive Feedback - 06:14

Model Phrases to Use - 07:01

Explore Feelings - 08:07

Teach Problem Solving - 11:25

Free Play - 12:16

Teach Requesting - 14:18

Give Children Time and Attention - 16:10

Support Children to Problem Solve - 21:47

Reinforce Interactions - 25:32

Suggest Play Ideas - 27:47

Encourage Sharing - 34:17

Involve Adults in Acknowledging Children - 37:42

Give Transition Announcements - 38:23

Individualize Transition Announcements - 38:52

Circle Time - 40:41

Provide Environmental Cues - 40:50

Reinforce Children for Positive Behavior - 41:43

Review Classroom Expectations - 42:42

Provide Visual Schedules - 43:52

Review Classroom Rules - 44:20

Use Books to Make Connections - 40:45

Set up Problem Solving Situations - 47:54

Teach Social Skills - 49:30

Structure Transitions - 54:44

Snack Time - 56:04

Outdoor Play - 57:56

Reinforce Problem Solving Efforts - 59:05

Label Negative Feelings - 59:31

Give Clear Directions - 1:02:04

Circle Time - 1:02:16

Support Emotional Regulation - 1:11:29

Respond Sensitively to Children's Needs - 1:12:19

Free Play - 1:14:46

Encourage Cooperative Play - 1:15:12

Give Sincere, Enthusiastic Feedback - 1:15:46

Use Real Life Situations to Problem Solve - 1:20:34

Goodbye Circle - 1:21:24

Vary Intonation to Maintain Attention - 1:22:32



National Center for Pyramid
Model Innovations



Time to Chat!

Share out a favorite resource you use with your coachees,

OR

One you heard today that you'd like to explore further.

Tip # 3

Find the Right Fit



- **Personalities**
- **Skills**
 - Strengths of the coachee
 - To be built
- **Needs**
 - Of the coachee
 - Of the classroom
- **Preferences**



- **Meet them where they are.**
- **Be prepared for courageous conversations.**

**It's not a race. It's a journey,
and the goal is growth!**

Tip # 4

Be Transparent: Coaching is Professional Development.



Coaching vs. Evaluation

- Coaching provides ongoing support where they can try new things, perhaps not go well, reflect, improve, and try again.
- It's a "safe" space.
- Evaluation revolves around job performance.
- Did you meet the standard?
 - Unsatisfactory
 - Emerging
 - Accomplished
 - Distinguished

Tips to Separate the Two

- Separate your responsibilities as a supervisor from those as a coach.
- When you engage with a coachee, make sure your role at that time is very clear. Which hat are you wearing?
- When you collect data, make sure the purpose of the data collection is clear. What are you using it for?
- Include a section in your handbook detailing the differences between the two roles.

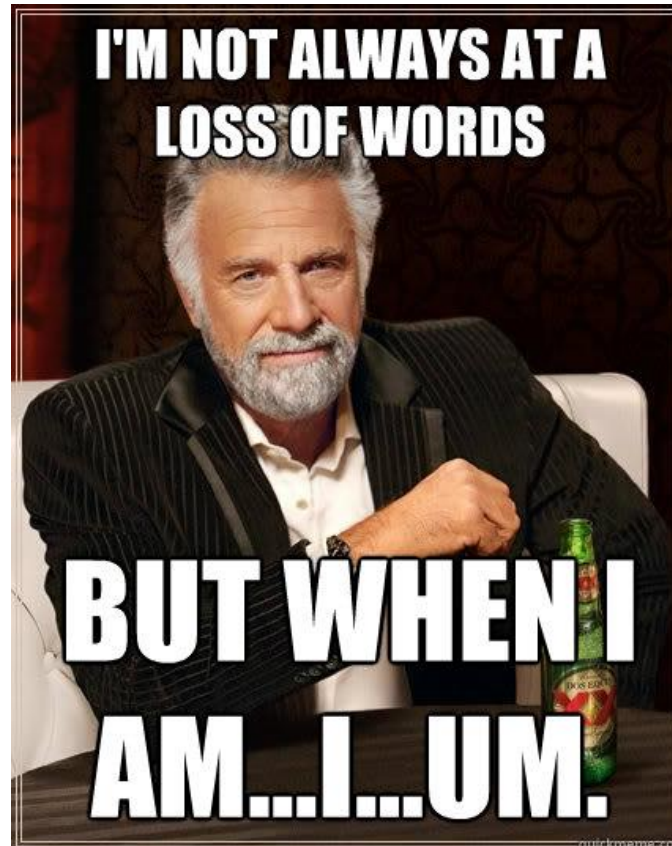
A scenic landscape photograph featuring a dirt path that winds through a field of tall green grass. In the background, there are rolling hills and a large, dark, overcast sky with some light breaking through. A prominent, large, dark green tree stands in the middle ground. The overall mood is contemplative and serene.

**Never stop learning, because
life never stops teaching.
- Buddhist Proverb**

Tip #5

Be Prepared

Being a coach can leave you at a loss for words at times!



Keep a few phrases handy for in-person or telephone interactions

- "Let's just give it a try!"
- "Tell me more about"
- "What can we do to make this practice easier to implement?"
- "How do you think Circle went today?"
- "What have you tried so far?"

Reflective Questions

"I noticed that you..."

"Tell me about what happened when..."

"How did the children respond when...?"

"Why do you think _____ worked?"

"Would there be a different way you could...?"

"What do you think went well today compared to...?"

Feedback

Two essential forms of performance feedback

- Constructive
- Supportive

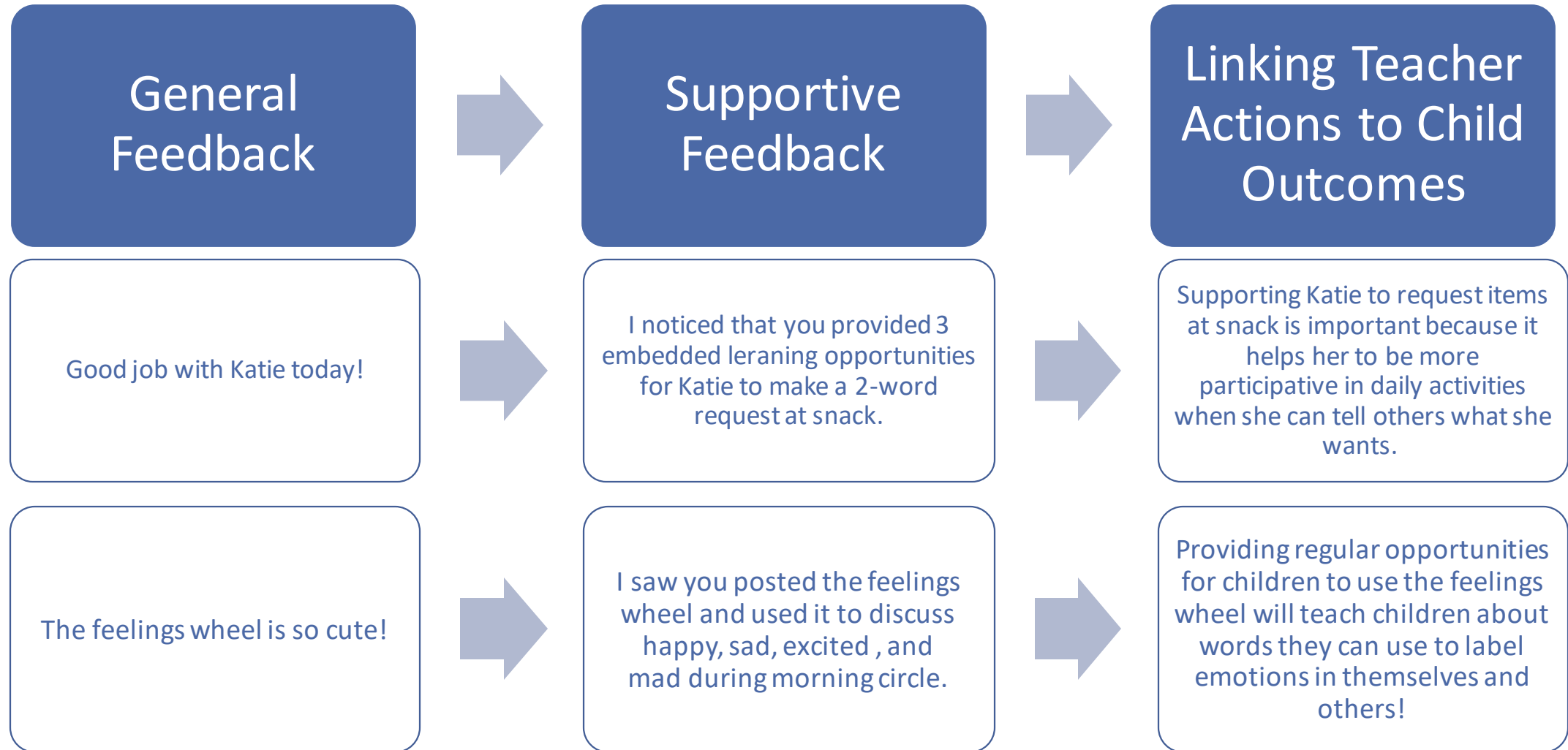
All feedback sessions should include constructive and supportive feedback



Supportive Feedback

- Positive descriptive information about the coachee's actions related to practice implementation as described by the goal and the action plan
- Feedback about forms or materials used to implement a practice
- Practice implementation
- Use of data about practice implementation or child progress or outcomes

Supportive Feedback



Supportive Feedback Conversation Starters

"I noticed that you did (insert specific practice.) That worked well for (indicate how you know it worked well or for whom it worked well for.)"

"It was great to see (insert specific practice)."

"I saw you do a lot of (insert specific practice)."

"I noticed you used the new timer to provide a transition warning prior to two transitions. That really worked well for the majority of the class."

Constructive Feedback

- Data-informed or performance-based suggestions or supports for enhancing the fidelity of practice implementation as specified in the goal and action plan
- Constructive feedback helps a coachee reflect on and self-evaluate the use of the targeted practices.
- It is **not** telling the coachee what they did wrong.

Constructive Feedback

Feature	Example
1. Provide an objective description of what was observed related to a practice specified in the goal and action plan.	Today , John had 7 embedded instruction opportunities for his learning target of making 1-word requests. Two of the trials had a consequence following the correct target behavior. You or his peer gave him the object he requested.
2. Provide information about the practice and how it can benefit the coachee, children or practice context.	When John experiences a positive consequence immediately following the learning target behavior, he will be more likely to learn the behaviors you are trying to teach him.

Constructive Feedback

Feature	Example
3. Identify one to three suggestions or strategies for enhancing the coachee's implementation of the practice.	To ensure that John receives embedded instruction learning trials that include a consequence, you could use the instructional plan or make a visual cue to remind you and your team to provide the consequence. Or, is there another strategy you think might help you to remember?
2. Provide a reflective prompt so the coachee has an opportunity to verbally state what they will do to enhance practice implementation.	What do you think you will do to ensure that John receives a consequence?

Constructive Feedback Conversation Starters

"I noticed that (insert observation). Some strategies you might consider are..."

"One way I have observed this handled effectively is"

"I noticed that (insert observation). Something you might try is...."

"One way I have observed teachers handling this issue effectively is offering a choice of the book to read to the children. They are often more engaged when they have picked the book."

Email Feedback

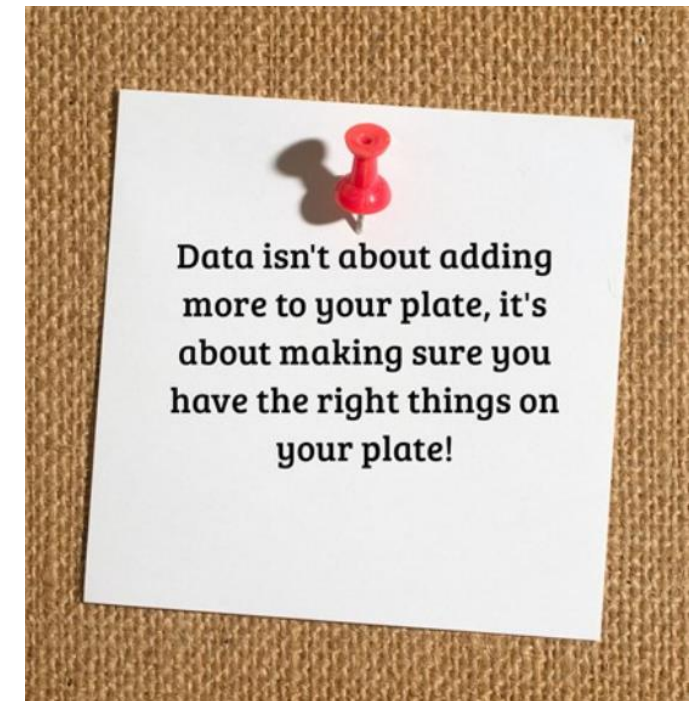
1. Provide greeting and a positive statement about the focused observation.	"Hi, Sam. I really enjoyed visiting your classroom today. Your new choices for how children can transition from activity to activity were terrific. They really made for a smooth morning and the children responded well to them."
2. Provide supportive feedback related to the targeted practice.	"It was great to see you use the sentence strips posted on the wall to remind you to use positive descriptive praise."
3. Use data-based feedback to describe what you observed.	"I tallied a ratio of 3:1 for positive descriptive feedback vs. General feedback. This improves every time I visit. "
4. Provide constructive feedback related to the targeted practice.	"I noticed that you used positive descriptive praise more during centers and less at circle. Something you might try is to focus on doing it in a different activity each day next week."
5. Provide resources related to implementing the constructive feedback.	"Attached is a video of a teacher using positive descriptive feedback during circle time. I thought this might give some ideas about how to use positive descriptive feedback during this routine."
6. Plan for next steps of action and a response request.	"I plan on being back on Wednesday, April 10th at 9:00 a.m. Please respond and let me know if that still works for you."
7. Closing remarks including encouragement.	"I am so impressed with the ECPBIS practices you are using! I look forward to our next meeting and hearing your thoughts and ideas about the positive descriptive feedback suggestion. See you soon!"

Tip #6

Anchor it: Use data to anchor your observation and feedback

Using data is a way to be objective when providing feedback

Having something to base your coaching on gives you focus and makes your feedback more meaningful



What data should I use?

- Assessment your program may already using
 - CLASS

CLASS Domains and Dimensions	TPOT Key Practices
Behavior Management *Clear Behavior Expectations *Proactive *Redirection of Misbehavior *Student Behavior	Item 7-Teaching Behavior Expectations Item 12-Interventions for Children with Persistent Challenging Behavior Using Effective Strategies to Respond to Challenging Behavior
Productivity *Maximizing Learning Time *Routines *Transitions *Preparation	Item 1- Schedules, Routines, and Activities Item 2- Transitions Between Activities are Appropriate Item 4- Promoting Children’s Engagement
Instructional Learning Formats *Effective Facilitation *Variety of Modalities and Materials *Student Interest *Clarity of Learning Objectives	Item 3- Teachers Engage in Supportive Conversations with Children Item 4-Promoting Student Engagement Item 8- Teaching Social Skills and Emotional Competencies

What data should I use?

- Assessment your program may already be using
 - ELRS
- 5.2 Regulation of Emotions and Behavior
- 5.3 Prosocial Behavior
- 5.4 Social Problem-Solving

What data should I use?

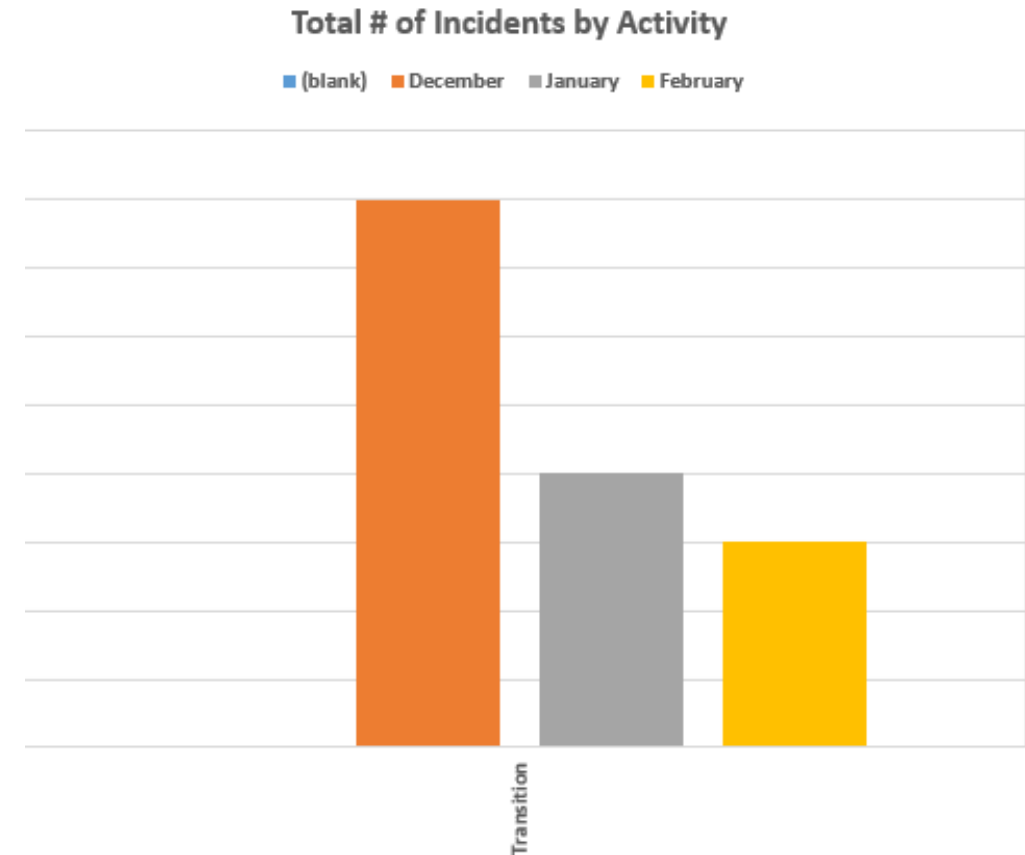
- Collecting on specific behaviors such as:
 - Child engagement

Practice-Based Coaching Focused Observation Notes

Coachee(s): Ms. Becky		Coach: Sara W.							
Date: 4/21/23	Observation Started: 9:15	Observation Ended: 9:30							
What was observed:		To share with coachee(s):							
<p>Teacher leading daily Circle Time activity</p> <p>Teacher sat in a chair that was eye-level to the children.</p> <p>Children participated in safety learning game by giving thumbs-up or thumbs-down.</p> <p>Teacher gave children choice of musical instrument or dance ribbon during music portion.</p> <p>Used a puppet to get children's attention and give directions.</p>		<p>Great job of being prepared for the activity.</p> <p>- All materials were close & ready</p> <p>Nice idea to end thumbs up/down activity when children's interest started to wane.</p> <p>Majority of the children were engaged for most of circle.</p> <p>May consider shortening time.</p> <p>Children ^{Not} Engaged</p> <table border="1"> <thead> <tr> <th>5 min.</th> <th>10 min</th> <th>15 min</th> </tr> </thead> <tbody> <tr> <td>I</td> <td>III</td> <td>IIII</td> </tr> </tbody> </table>		5 min.	10 min	15 min	I	III	IIII
5 min.	10 min	15 min							
I	III	IIII							

What data should I use?

- Collecting data on specific behaviors such as:
 - Instances of challenging behaviors
 - BIRS
 - Tally Chart

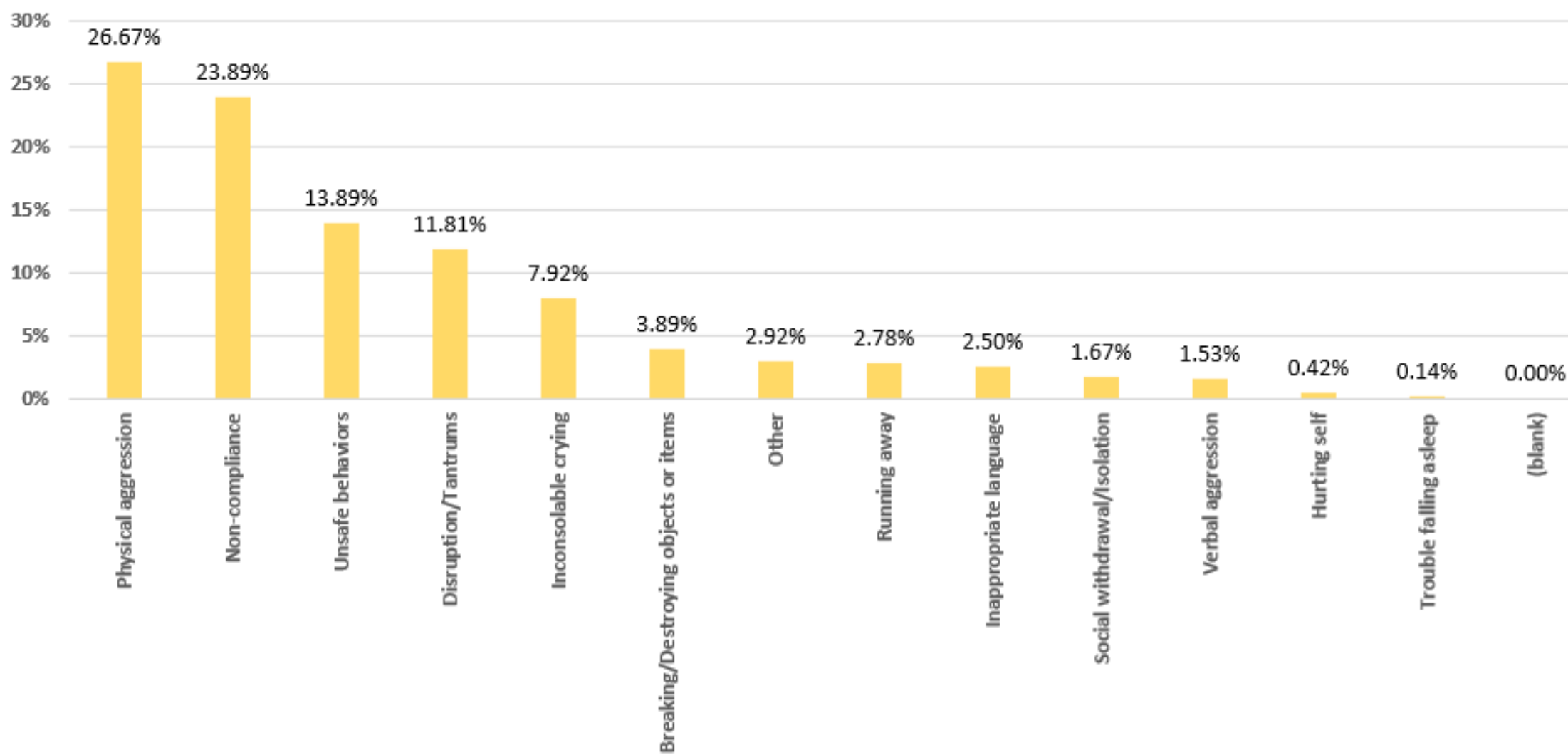


BIRS System

- **FREE System**
- **Can be downloaded from Challengingbehavior.org**
- **Provides data at:**
 - Program level
 - Classroom level
 - Individual child level

Additionally provides an analysis of potential equity issues by calculating disproportionality related to race, ethnicity, IEP status, gender and dual language learners.

Percent of BIRs to Date by Problem Behavior



Time to Chat!

What data do you currently utilize ?

OR

What data would you like to start using?

Tip # 7

Share Successes: Build on the Positive!

- We all like to feel encouraged!
- Notice what is going well, comment on it, and then build on it.



Why is it important?

- Using a strengths-based approach to coaching prevents coachees from feeling their coach is going to “fix” them.
- Instead, the goal is to work together to become more fluent in existing practices and learn new skills.



Celebrating Success

- The environments in which we work can have a huge influence on our well-being
- Working in a supportive and caring environment can help educators have a better outlook on life and work, even when the work is challenging



Ideas for Celebrating Success

- Send an email or note to let them know you appreciated something that they did: "Kaley, I really appreciated how hard you worked to create the visual schedule and to review it with the children. I saw other teammates in the classroom were really motivated by your efforts."
- Need ideas for wording?
- [130 Appreciation For Good Work Messages and Quotes \(wishesmsg.com\)](http://wishesmsg.com)



Ideas for Celebrating Success

- **Treat coaches to a small care package!**
 - Doesn't have to be expensive or extravagant to make your coach's day.
 - Tea bag or hot chocolate mix
 - Granola bar or chocolate bar
 - Small flowerpot and flower seeds
 - Fuzzy pair of socks
 - Small relaxing scented candle
 - Beef jerky
 - Hand sanitizer
 - Gum or mints



Ideas for Celebrating Success

- Create a coaching recognition board or e-newsletter.
- With coachee's permission, share examples of creative or excellent practice implementation.
- Use photos or written or written descriptions.
- Can be a learning resource for others.
- Share this recognition board or newsletter with administrators.



Ideas for Celebrating Success

- **Staff Wellness Time**
 - Yoga
 - Paint Class
 - Aromatherapy/Essential Oils
 - Guided Meditation
 - Cooking Class
 - Cookie or Cake Decorating Class



Remember Be Patient!

Change takes time

- **When the goal of coaching is changing teacher behaviors- it takes time.**
- **Time is needed to learn the new skill and practice it.**
- **Some teachers may require more time commitment**



Time to Chat!

What do you currently do to celebrate successes?

OR

What are some ways you would like to celebrate successes in the future?

Tip #8

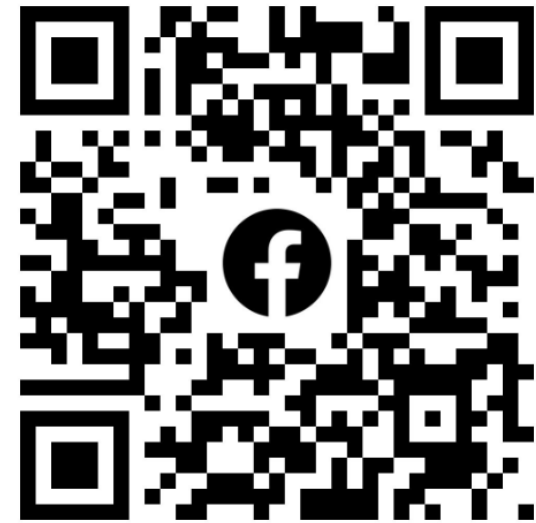
Connect with a community of coaches

- **Coaches can learn a lot from each other!**
- **Network with other coaches to share "coaching highs" and work through "coaching lows"**
 - Bounce ideas off each other
 - Share materials/resources
 - Work through issues

Introducing...



**WV ECPBIS Coaching
Facebook Networking
Group!**



Wrap-up

1. Build the Relationship
2. Map It Out and Provide Supports
3. Find the Right Fit
4. Be Transparent
5. Be Prepared
6. Anchor Feedback to Data
7. Share Successes
8. Connect with Other Coaches



Session Evaluation



Thank you!!



Want a copy of the PowerPoint?

PBIS Conference 8 Things Coaches
Should Know Handout Request

