

Introducing Practice-Based Coaching

- Amy Carlson, Ed.D. CCC/SLP
- Tanya McGregor, M. Ed.
- Jessica Hensley, M. Ed. ECE
- Amanda Shelton, MSW, LGSW
- Jeanna Williams, M. Ed.





West Virginia Behavior/Mental Health Technical Assistance Center

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The West Virginia Behavior/Mental Health Technical Assistance Center is proud to be a collaboration between the West Virginia Department of Education and the West Virginia Autism Training Center at Marshall University.



West Virginia Department of Education

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Please Sign-In







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WE ARE...MARSHALL.

By the end of our session:



1. What Practice-Based Coaching is and its goal
2. Know the terms around PBC
3. Be able to identify the components of the PBC Cycle
4. Meet the EC Coaching Specialists

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The Pyramid Model



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Coaching Specialists



Northern Region ECCS
Amanda Williams
williams119@marshall.edu

Southern Region ECCS
Jocasta Hensley
jocasta.hensley@marshall.edu

Eastern Palau Region ECCS
Tanya McInerney
tanya.mcinerney@marshall.edu

Mountain Region ECCS
Amanda Shellen
ashellen@marshall.edu

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Practice-Based Coaching

- Overview
- Goal – The knowing and doing gap
- Using PBC to support the implementation of The Pyramid Model




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Quality is key

Goals of Practice-Based Coaching








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What does the research say????


Research from NCPMI on Practice-Based Coaching

-  PBC leads to improved teacher fidelity in implementing Pyramid Model practices
-  Coaching supports sustained use of effective teaching strategies over time
-  Educators report increased confidence, reflection, and competence
-  Positive impacts on children's social-emotional development and behavior
-  PBC is most effective when delivered consistently and through collaborative relationships

*When teachers received training and coaching, they learn to implement Pyramid Model practices

*When teachers implement the Pyramid Model with higher levels of fidelity, we see improvements in children's social skills and challenging behaviors

* Teachers report feeling more valued and supported when they are being coached




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PBC

Practice-based coaching is a cyclical process for guiding practitioners' use of evidence-based practices for promoting positive child outcomes. Practice-based coaching involves the following components:


- collaborative partnerships
- shared goals and action planning
- focused observation
- reflection and feedback


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Components of PBC –Collaborative Partnership




- Expertise of the teacher and the coach
- Commitment from both





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Collaborative Partnerships: A Road trip to Effective Practices


Relationships
 This process is a partnership.

Road Trip!!

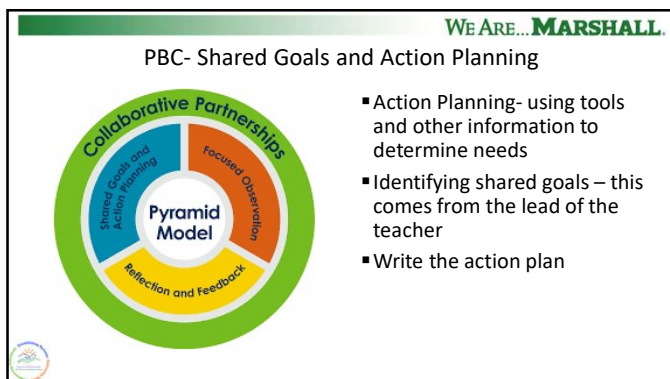
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A Road Map to Practice Based Coaching

First Stop: 

Gaining knowledge of the Pyramid Model practices



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Strength and Needs Assessment



- Gather information about current use of practices
- Find discrepancies
- Determine priorities and motivation




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Approaching Our Destination:

Goal Setting

Identify the practice(s) that will be the focus of coaching



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The Action Plan

NCPMI 1.1 Daily Schedule Review

Teacher: _____ Coach: _____ Goal number: _____ Date written: _____ Date moved to maintenance: _____

Goal	Expected child outcomes
I will review the posted visual schedule at these times of the day: <i>opening meeting, before small groups, after centers, and at lunch</i>	Children will follow the schedule with minimal redirection.

Action Steps	Materials/Resources	Timeline
1. Review daily schedule and make sure it includes the following: a. A balance of teacher-directed and child-directed activities b. Both large and small-group activities every day c. Teacher-directed activities are 20 minutes or less		
2. Make a visual schedule with all daily activities and include: a. Photographs or clip art for each activity b. A way to indicate the current activity and passing of time (e.g., arrow, flip-over, removal of tape)		
3. A way to indicate schedule changes visually (e.g., weather, special activity, guest, last time, weather card, and special guest visual)		
4. Post schedule at a level that each child can access at all times		
5. Identify children who may need more support with the visual schedule. Ask: • I will support them by <i>individual schedule posted in their cubby</i>	Laminator, Velcro, shrink pictures from class schedule	Tomorrow

Action Steps	Materials/Resources	Timeline
1. Review visual schedule at <i>opening meeting, before small groups, after centers, and at lunch</i> . When activities are done for the day, I will <i>flip pictures over</i> to show the activity is completed	Schedule and Asher's individual schedule	Start Monday
2. When there are changes to the schedule, review with children as soon as the change is known, such as <i>at outdoor play moved to indoor gross motor</i>	Special event card	Thursday

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Action Plan Form Continued

Action Steps	Materials/Resources	Timeline
Practice with at least these two changes: <i>Guest reader with my coach and indoor gross motor</i> . Individualize schedule support for Asher by <i>individual schedule posted in their cubby</i>		

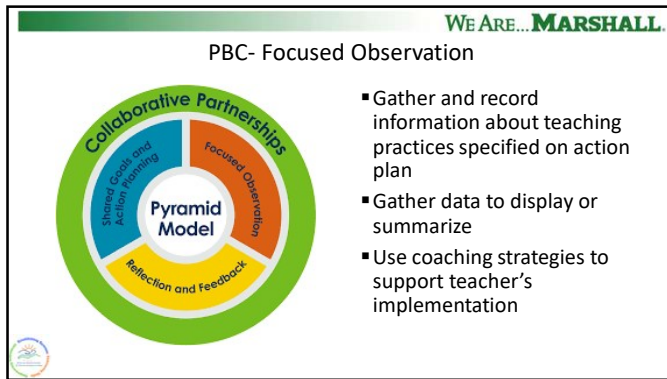
Progress Towards My Goal

I know I've met this goal and it's ready to move to maintenance when... (Check all that apply)

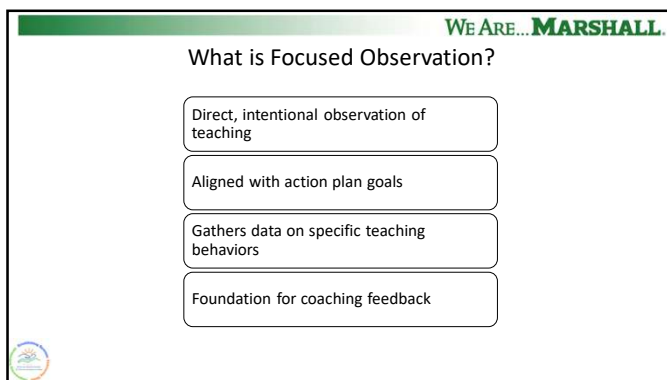
<input type="checkbox"/> Created all materials/visuals <input type="checkbox"/> Taught skill (when applicable) <input type="checkbox"/> Implemented consistently <input type="checkbox"/> I feel confident in my implementation	<input type="checkbox"/> I individualize for children who need more support (when applicable) <input type="checkbox"/> Coach and I have observed child outcomes <input type="checkbox"/> Other: _____
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What support do I need to continue to use this practice (list below):

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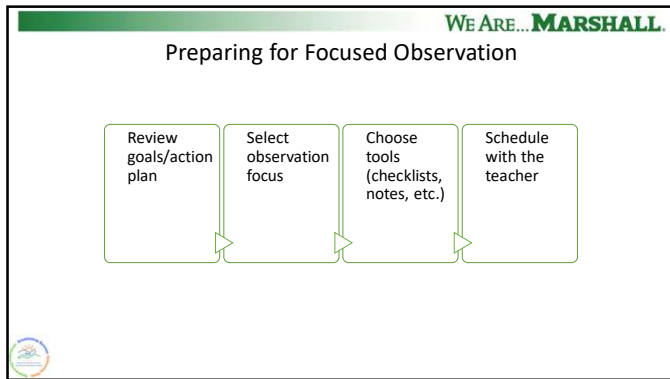
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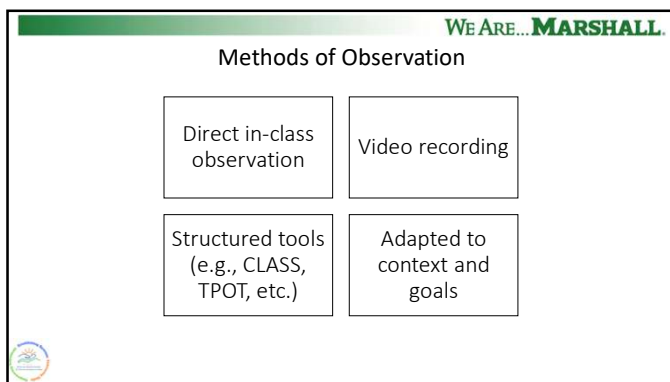


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Collecting Data During Observation

- Take objective notes
- Use measurable indicators
- Focus on targeted practices
- Maintain a supportive, non-evaluative tone

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Post-Observation Process

HOW WE WANT IT TO BE

HOW IT WILL LIKELY BE

- Organize and review notes
- Reflect on goal-related evidence
- Prepare feedback and discussion points
- Plan reflection meeting

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PBC- Reflection and Feedback

- Reflect on observation and data
- Give and receive feedback
- Support and problem-solve around goal(s)
- Identify additional supports and resources

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Reflection: Collaboration is Key!

Coach

Facilitates discussion	Asks questions about implementation of practice	Considers the children's engagement and skill building
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Coachee

Answers questions	Evaluates instructional methods and interactions with students	Identifies strengths and areas for growth
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Performance Feedback

-An evidence-based practice for supporting individuals to learn new behaviors, skills, or practices.
Snyder, P., Hemmeter, M. L., & Fox, L. K. (2022). *Essentials of practice-based coaching: Supporting effective practices in early childhood*. Brookes Publishing.

- Clarifies Expectations
- Corrects Mistakes Early
- Provides Ongoing Support
- Encourages Consistency
- Strengthens Skills Over Time

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Types of Performance Feedback

- Planned
- Focused
- Specific
- Meaningful
- Intentional

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Feedback Leads To Action

"My responsibility is leadership, and the minute I get negative, that is going to have an influence on my team." — Don Shula

Supportive Feedback

- Focuses on strengths
- Builds confidence and morale
- Motivates continued efforts
- Validates effective practices

Constructive Feedback

- Builds on strengths
- Provides data-informed suggestions
- Makes connections to child outcomes
- Encourages growth and learning

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A Coach's Toolbox
(providing resources or materials for support)

I am ready for school.

1. Say, "Hello!"
2. Hang up backpack.
3. Take off your jacket.
4. Put folder in the basket.

First Then

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**When teachers GROW...
so do learners!**

Pyramid Model

Collaborative Partnerships
Positive Relationships
Instructional Practices
Reflection and Feedback

*"Success doesn't come from what you do occasionally, but what you do consistently."
Marie Forleo*

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Circling Back in Conclusion

1. What Practice-Based Coaching is and its goal
2. Know the terms around PBC
3. Be able to identify the components of the PBC Cycle
4. Coaches contact information

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Contact Information

amy.carlson@marshall.edu

▪ Amy Carlson, Coordinator

tanya.mcgregor@marshall.edu

▪ Tanya McGregor, Eastern Panhandle

jessica.hensley@marshall.edu

▪ Jessica Hensley, South

sheltona@marshall.edu

▪ Amanda Shelton, Mountain

williams195@marshall.edu

▪ Jeanna Williams, North

