COACHING APPROACHES FOCUSED ON PRACTICE IMPLEMENTATION: KEY FEATURES AND PROCESSES
PRESENTATION AT 2014 NATIONAL EARLY CHILDHOOD INCLUSION INSTITUTE
Practice-based coaching (PBC) helps practitioners implement effective teaching practices.

Session Objectives:

• Situate coaching as “competency driver” in context of implementation science framework
• Define and describe evidence-informed approach to coaching to support practice implementation
  – Practice-based coaching (PBC)
• Analyze key components and processes of PBC
• Pose questions and discuss issues related to coaching and implementation of PBC
COLLECTIVE EXPERIENCES AND WISDOM

• Role(s) in Supporting Inclusive Practices?

• Years of Experience with Inclusion?

• Have coached - Length of time?

• Been coached - Length of time?
COACHING IN THE CONTEXT OF IMPLEMENTATION SCIENCE
Coaching as one Competency “Driver”

DEFINING & DESCRIBING PRACTICE-BASED COACHING
WHEN I HEAR THE WORD COACHING...
EXAMPLE “COACHING” DEFINITIONS

**NAEYC (2012)**
- Relationship-based process
- Led by an expert
- Build capacity
- Specific professional dispositions, skills, and behaviors
- Goal setting
- Individual or group

**Rush & Shelden (2005)**
- Reflect on actions
- Determine the effectiveness of actions (practice)
- Develop a plan
- Consider immediate & future situations

**Knight (2007)**
- Intensive, differentiated support
- Help to implement ‘proven’ practices
- Highly skilled coach
- Collegial manner
- Raise instructional practices to highest possible level
Practice-based coaching is a cyclical process for supporting teachers’ use of effective teaching practices that lead to positive outcomes for children.

Coaching-cycle components:
(1) planning goals and action steps
(2) engaging in focused observation
(3) reflecting on and sharing feedback about teaching practices.

Practice-Based coaching occurs within the context of a collaborative partnership.
Practice-Based Coaching

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

Collaborative Coaching Partnerships
SUPPORT IMPLEMENTATION OF PRACTICES AND CHILD LEARNING

- Coaches use research-based strategies to support adult learning and professional development

- Teachers and staff use effective curricula and research-based teaching practices

- Children learn important skills and are ready to learn additional skills

Quality Coaching

Quality Teaching

Quality Learning
WHY PRACTICE-BASED COACHING?
Aligning Instructional Strategies
to Desired Professional Development Outcomes

- Reading
- Modeling
- Lecture
- Video

Use in Practice Context

- Job Aids
- Implementation Plans
- Back-Home Plans

Skill Demonstration

- Modeling
- Practice
- Observing multiple exemplars and drawing connections
- Learning checks
- Discussion
- Problem Solving
- Brainstorming
- Practice with feedback (micro-teaching)
- Role Playing
- Guided Reflection
- Case Study

Knowledge & Awareness

- Reading
- Lecture
- Video

Complexity of synthesis and application required

Adapted from: McCollum & Catlett (1997)
## Estimated Coaching Impacts*

<table>
<thead>
<tr>
<th>TRAINING COMPONENTS</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Knowledge</td>
</tr>
<tr>
<td>Theory and Discussion</td>
<td>10%</td>
</tr>
<tr>
<td>…+ Demonstration in Training</td>
<td>30%</td>
</tr>
<tr>
<td>…+ Practice &amp; Feedback in Training</td>
<td>60%</td>
</tr>
<tr>
<td>…+ Coaching in Classroom</td>
<td>95%</td>
</tr>
</tbody>
</table>

*Note: Adapted from “Student Achievement Through Staff Development,” by B. Joyce and B. Showers, 2002, p.78. Copyright 2002 by the American Society for Curriculum and Development.
COACHING AS A “BRIDGE”
EVIDENCE TO SUPPORT PBC
INITIAL PBC RESEARCH: TWO IES-FUNDED PROJECTS

• Embedded instruction practices for children with disabilities
  – R324A070008 - Impact of professional development on preschool teachers’ use of embedded-instruction practices

• Social-emotional practices from Pyramid Model
  – R324A07212- Examining the potential efficacy of a classroom-wide model for promoting social-emotional development and addressing challenging behavior in preschool children with and without disabilities

2/3 (embedded) or 1/2 of (Pyramid) teachers
  – workshops on targeted teaching practices (15 to 19.5 hrs)
  – ~16 weeks of weekly coaching (~ 90 min – 60 min observation, 30 min debrief)
  – Implementation guides and materials

1/3 (embedded) or ½ of (Pyramid) teachers received “business-as-usual” PD
Increases in the Quality of Embedded Instruction Learning Targets

Increases in Teachers’ Implementation of Embedded Instruction Learning Trials

Cohen’s $d$ effect sizes:
- On-site coach vs. control = 1.41
- Self-coach vs. control = 1.51
- On-site coach vs. self = 1.23
Figure 1. Mean Teaching Pyramid Observation Tool Total scores by group. Total number of TPOT indicators = 108. Wave 4 \[t(40.03)=6.80, p<.001, \text{Cohen's } d=2.6\]
## Child Outcomes

<table>
<thead>
<tr>
<th>Pyramid Model Practices</th>
<th>Adjusted Means</th>
<th>Cohen’s d Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increases in Social Skills (SSIS)</td>
<td>89</td>
<td>84</td>
</tr>
<tr>
<td>Decreases in Problem Behavior (SSIS)</td>
<td>109</td>
<td>116</td>
</tr>
<tr>
<td><strong>Embedded Instruction Practices</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increases in Early Literacy (TERA-3)</td>
<td>82</td>
<td>76</td>
</tr>
<tr>
<td>Increases in Individualized Learning Goal Behaviors (EIOS)</td>
<td>.37</td>
<td>.09</td>
</tr>
</tbody>
</table>

Measures: SSIS (Social Skills Improvement System, Gresham & Elliott, 2008); TERA-3 (Test of Early Reading Ability, Hresko & Hammill, 2001); EIOS (Embedded Instruction Observation System, Snyder et al., 2009)
## QUANTITATIVE SOCIAL VALIDITY EVIDENCE

<table>
<thead>
<tr>
<th>Items and Associated Factors</th>
<th>On-site Coaching</th>
<th>Self-Coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most teachers would find [on-site or self-coaching] suitable for planning, implementing, and evaluating embedded instruction.</td>
<td>5.6 (0.07)</td>
<td>3.3 (1.6)</td>
</tr>
<tr>
<td>Most teachers would think [on-site or self-coaching] is a valuable use of their time.</td>
<td>5.5 (0.07)</td>
<td>3.9 (1.1)</td>
</tr>
<tr>
<td>[On-site or self-coaching] is practical in terms of the amount of time required.</td>
<td>5.5 (0.07)</td>
<td>3.0 (1.7)</td>
</tr>
<tr>
<td>[On-site or self-coaching] helps teachers implement embedded instruction with fidelity.</td>
<td>5.8 (0.05)</td>
<td>3.8 (1.8)</td>
</tr>
<tr>
<td>Teachers are likely to participate in [on-site or self-coaching] because it requires no prior technical skills.</td>
<td>5.3 (0.08)</td>
<td>3.8 (1.7)</td>
</tr>
<tr>
<td>[On-site or self-coaching] helps teachers use embedded instruction in their classroom.</td>
<td>5.8 (0.04)</td>
<td>4.6 (1.4)</td>
</tr>
<tr>
<td>Most teachers would be satisfied with the process of [on-site or self-coaching].</td>
<td>5.5 (0.07)</td>
<td>4.0 (1.4)</td>
</tr>
<tr>
<td>[On-site or self-coaching] increases teachers’ knowledge and skills about embedded instruction.</td>
<td>5.7 (0.07)</td>
<td>4.1 (1.4)</td>
</tr>
<tr>
<td>Most teachers would prefer to have [on-site or self-coaching] to implement evidence-based practices in their classrooms.</td>
<td>5.4 (0.08)</td>
<td>3.7 (1.1)</td>
</tr>
<tr>
<td>Overall, [on-site or self-coaching] is beneficial for teachers.</td>
<td>5.8 (0.05)</td>
<td>4.2 (1.3)</td>
</tr>
</tbody>
</table>

### Response Scale
1 = Strongly disagree
6 = Strongly agree

Data from: R324A070008 - Impact of professional development on preschool teachers’ use of embedded-instruction practices
WHAT TEACHERS SAID ABOUT PBC: QUALITATIVE SOCIAL VALIDITY EVIDENCE

• [Using the needs assessment], you saw how your goals were changing. It was nice to see it broken down and see how you can professionally grow.

• [The coach] was not intrusive or intimidating. I think having the right person there is important, because you don't want to feel like somebody's judging you or criticizing or taking notes; it was just very comfortable and that made all the difference in the world to me.

• We work good together [in peer coaching]. We give and take. We don’t take it personal, when we said you could have tried this, or that.

• I found [self-coaching] easy. I thought it made me more accountable and it made me reflect more on myself and how I was asking questions and how I was actually teaching.
HEAD START CARES – FIRST LOOK

- 3 interventions that included classroom-based social-emotional strategies (Incredible Years, Preschool PATHS, Tools of the Mind)
- 17 Head Start grantees – Centers randomly assigned to 1 of 4 conditions (3 interventions or BAU control group)
  - 104 centers, 307 classrooms, >3600 children
- “First look” report examines extent to which PD and each intervention was implemented as intended and relationships to changes in teachers’ practices
- Coaching framework - form of PBC

SELECT FINDINGS

• Teacher attendance at training and quality of training reported as generally strong across interventions
• Dose (frequency, duration) and quality of coaching generally as intended
• Teachers’ practice implementation for each intervention varied somewhat from how described by developer but each implemented with fidelity at or above predetermined threshold (3 on 5-point scale). Fidelity improved over course of year.
• Compared to BAU, each intervention improved specific teaching practices hypothesized to affect
  – Classroom management: Incredible Years
  – Social-emotional instruction – PATHS
  – Teachers’ scaffolding of peer interactions and play – Tools of the Mind

ADDITIONAL STUDIES USING PBC


PROMISING EVIDENCE ABOUT PBC

• Supports **teacher implementation** of effective teaching practices
• Is associated with desired changes in teaching and instructional practices
• Is associated with **child learning**
• Is viewed as **acceptable, feasible, and beneficial** by those who coach and are coached (socially valid)
ADDITIONAL RESOURCES

– Practice-based coaching
– Top 10 Tips for Coaches
– What Do we Know about Coaching?
– Coaching as a Key Component in Teachers’ Professional Development

– All documents available at: http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/development/coaching.html
QUESTIONS AND DISCUSSIONS
QUESTIONS FOR DISCUSSION

1. Which features of coaching are key ingredients to support practice implementation?
2. What type and intensity of coaching are needed for which practices and under what conditions?
3. Why is it important for personnel, policies, and processes to align with the coaching approach being implemented?
4. How should coaches be prepared and supported for their roles?
5. How does coaching fit in the broader context of early childhood professional development and implementation science?
QUESTION 1: WHICH FEATURES OF COACHING ARE KEY INGREDIENTS TO SUPPORT PRACTICE IMPLEMENTATION?
Important Features
1. Explicit focus on practices
2. Needs assessment
3. Collaborative goal setting and action planning
4. Opportunities to practice and observe
5. Reflection
6. Feedback (supportive and constructive)

Practice-Based Coaching

Collaborative Coaching Partnerships
- Effective Teaching Practices
- Focused Observation
- Shared Goals and Action Planning
- Reflection and Feedback
DEFINE YOUR COACHING FOCUS

Practice-Based Coaching
2. WHAT TYPES AND INTENSITY OF COACHING ARE NEEDED FOR WHICH PRACTICES AND UNDER WHAT CONDITIONS?
TYPE: FORMATS FOR PBC

Diagram showing a cube with labels for 'Expert', 'Peer', 'Self', 'Distance', 'Live', 'Individual', and 'Group'.
## Examples of Coaching Formats

<table>
<thead>
<tr>
<th>Options for Who</th>
<th>Live</th>
<th>Distance</th>
<th>Group</th>
<th>Individual</th>
</tr>
</thead>
</table>
| **Expert**      | • Goal setting, action planning  
                   • In classroom observation  
                   • Debrief meeting – reflection and feedback  
                   • Share information and resources  
                  | • Goal setting, action planning  
                   • Watches video teacher uploaded  
                   • Written feedback to shared website and conference call or e-mail to provide specific prompts for reflection  
                  | • Provide facilitation on goals and action plans, guide discussion about teaching practices and implementation, share information and resources  
                  | • Coach and teacher arrange a time for goal setting and action planning, focused observation, and reflection and feedback  
| **Peer**        | • Goal setting, action planning  
                   • Peers conduct reciprocal observations in classrooms  
                   • Debrief meeting – reflection and feedback  
                   • Share information and resources  
                  | • Goal setting, action planning  
                   • Peers watch uploaded videos  
                   • Peers arrange time for reflection and feedback via Skype  
                  | • Peer coaching dyads meet in teacher workroom to discuss goals and action plans, share observations, reflect and provide feedback, and share information and resources  
                  | • Peer coaching dyad observe in each others’ classrooms and meet to discuss teaching practices based on individually developed action plans  
| **Self**        | • Self-guided materials to set goals and action plan  
                   • Structures self-observation - video  
                   • Uses checklist for reflection and feedback about teaching practices  
                  | • Teacher uses online self-coaching website to help set goals, develop action plan, structure observations, and self-reflect and self-feedback  
                  | • Multiple teachers participate in teacher learning community or join an online chat to share information and resources and discuss and reflect on progress towards goals  
                  | • Teacher journals about experiences using a structured online self-coaching tool  

CONSIDER TYPE OF PRACTICE(S)

<table>
<thead>
<tr>
<th>Discrete or Low Complexity Practices</th>
<th>High Complexity Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practices that can easily be planned for individually or with minimal support outside of the instructional context and which lend themselves to self-monitoring.</strong></td>
<td><strong>Practices that require in-context responsive actions between the instructional staff and children or families.</strong></td>
</tr>
<tr>
<td>• Monitoring the amount of time spent at circle</td>
<td>• Frequent positive and descriptive feedback to children during teacher-and child-directed activities</td>
</tr>
<tr>
<td>• Consistently preparing materials prior to the lesson</td>
<td>• Expanding on child language to develop deeper understanding and to increase vocabulary</td>
</tr>
<tr>
<td>• Drawing the child’s attention to features of text (e.g., title, direction of print, letter naming)</td>
<td>• Increasing the use of open-ended questions</td>
</tr>
<tr>
<td>• Planning lessons that provide children opportunities to make predictions, brainstorm, or plan</td>
<td>• Supporting children to integrate prior knowledge by consistently scaffolding and linking new concepts to prior lessons and the real world</td>
</tr>
<tr>
<td>• Writing classroom rules and expectations</td>
<td>• Responding to challenging behavior using problem solving steps</td>
</tr>
</tbody>
</table>

COACHING FORMAT-COMPLEXITY OF PRACTICE “FIT”

- Low Level of Support
  - Refine a practice
  - Low Support
  - Self

- Medium Level of Support
  - Develop or improve a familiar practice
  - Medium Support
  - Peer

- High Level of Support
  - Learn multiple new or complex practices
  - High Support
  - Expert

### DOSE: ON-SITE

**Length of coaching = 13-16 weeks**

- **# of sessions = 16 (13 sessions for 1 teacher)**

**Mean session duration:**

- **Early sessions**
  - Observation = 75 min (SD = 25)
  - Debrief = 40 min (SD = 12)

- **Latter sessions**
  - Observation = 72 min (SD = 14)
  - Debrief = 39 (SD = 12)

**Length of coaching = 12-16 weeks**

- **Mean # of sessions = 13 (range 7 to 17)**

**Mean session duration (min):**

- **Early sessions**
  - Observation = 144 (R = 85-205)
  - Debrief = 44 (R = 10-135)

- **Sessions 3 and Beyond**
  - Observation = 105 (R= 30 – 305)
  - Debrief = 38 (R = 15- 105)
DOSE: SELF COACHING IN EMBEDDED INSTRUCTION STUDY

<table>
<thead>
<tr>
<th></th>
<th># of visits every 2 weeks</th>
<th>Average time on site per visit (min)</th>
<th># of action plans submitted</th>
<th># of forms uploaded to the site</th>
<th>Self-coaching video submitted</th>
<th>Attempted to use the graphing tool</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High Users</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher A (105)</td>
<td>1.6</td>
<td>36</td>
<td>3</td>
<td>9</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Teacher B (207)</td>
<td>1.6</td>
<td>19</td>
<td>4</td>
<td>16</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Moderate Users</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher D (108)</td>
<td>1.2</td>
<td>19</td>
<td>1</td>
<td>0</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Teacher H (303)</td>
<td>1.2</td>
<td>27</td>
<td>0</td>
<td>0</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Low Users</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Teacher E (111)</td>
<td>.6</td>
<td>42</td>
<td>1</td>
<td>0</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Teacher C (106)</td>
<td>.6</td>
<td>54</td>
<td>0</td>
<td>4</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Teacher G (209)</td>
<td>.4</td>
<td>34</td>
<td>2</td>
<td>1</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Teacher F (208)</td>
<td>.4</td>
<td>13</td>
<td>1</td>
<td>0</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Teacher I (309)</td>
<td>.2</td>
<td>42</td>
<td>0</td>
<td>6</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Graphing Tool Only</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher J (305)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Teacher K (301)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

*Note.*

- **a** Average number of visits and average time on website based on 10 weeks of data collection.
- **b** Average time on website per visit estimated based on the difference between time of log-in and time of last page hit.
- **c** Action plan form identified as key form to implement self-coaching process.
3. WHY IS IT IMPORTANT FOR PERSONNEL, POLICIES, AND PROCESSES TO ALIGN WITH THE COACHING APPROACH BEING IMPLEMENTED?

3Ps
3 Ps OF PBC

Preparation

Personnel

Processes

Sustained Quality Coaching
4. HOW SHOULD COACHES BE PREPARED AND SUPPORTED FOR THEIR ROLES?
TWO ASPECTS

1. Focus on a teaching practice or set of teaching practices that support child learning
2. PBC framework and essential coaching “components” that support implementation of teaching practice(s) as intended
# Embedded Instruction Study: Procedural Fidelity

<table>
<thead>
<tr>
<th></th>
<th>Orientation (n = 12)</th>
<th>Early  (n = 24)</th>
<th>Latter (n = 65)</th>
<th>Email  (n = 76)</th>
<th>Final  (n = 12)</th>
<th>All Sessions (n = 189)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Coach report</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% coaching log</td>
<td>98.6 (2.1)</td>
<td>96.7 (3.7)</td>
<td>98.1 (2.7)</td>
<td>98.5 (3.7)</td>
<td>100.0</td>
<td>98.2 (3.2)</td>
</tr>
<tr>
<td>indicators M (SD)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>No. of sessions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>with second observer</td>
<td>4</td>
<td>5</td>
<td>15</td>
<td>25</td>
<td>4</td>
<td>53</td>
</tr>
<tr>
<td><strong>Second observer</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% coaching log</td>
<td>100 (9.2)</td>
<td>91.8 (3.4)</td>
<td>95.7 (4.9)</td>
<td>96.3 (4.2)</td>
<td>97.9 (4.2)</td>
<td>96.1 (5)</td>
</tr>
<tr>
<td>indicators M (SD)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### PYRAMID MODEL STUDY: PROCEDURAL FIDELITY

<table>
<thead>
<tr>
<th></th>
<th>Early Sessions (n = 40)</th>
<th>Sessions 3 and Beyond (n = 219)</th>
<th>Email (n = 204)</th>
<th>Closing Sessions (n = 10)</th>
<th>All Sessions (n = 473)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of sessions with fidelity (percent)</strong></td>
<td>14 (35)</td>
<td>73 (33.33)</td>
<td>78 (38.24)</td>
<td>3 (30)</td>
<td>168 (35.51)</td>
</tr>
<tr>
<td><strong>Mean percentage of procedural fidelity (range)</strong></td>
<td>79.2 (45.45-100)</td>
<td>88.84 (50-100)</td>
<td>88.62 (37.5-100)</td>
<td>89.74 (76.92-100)</td>
<td>86.6 (37.5-100)</td>
</tr>
</tbody>
</table>
Figure 1. Observation Strategies used in Early and Latter Coaching Sessions
EMBEDDED INSTRUCTION STUDY: COACHING STRATEGIES - DEBRIEF
PYRAMID MODEL STUDY: Coaching Strategies - Observation

![Bar Chart]

- Early Session
- Latter Session

**Categories:**
- Side-by-Side Verbal Support
- Side-by-Side Gestural Support
- Problem Solving Discussion
- Reflective Conversation
- Observing
- Modeling
- Environmental Arrangements
- Other Help in Classroom
- Other

**Legend:**
- Early Session
- Latter Session
PYRAMID MODEL STUDY: Coaching Strategies - Debrief
5. HOW DOES COACHING FIT IN THE BROADER CONTEXT OF EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SCIENCE?
DIFFERENT TYPES OF PD FOR DIFFERENT OUTCOMES AND LEARNERS

- Trainings & Workshops
- Coaching
- In-Services
- Mentoring
- Conferences
- Consultation
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.”

Aligning Instructional Strategies to Desired Professional Development Outcomes

- Use in Practice Context
  - Job Aids (Implementation Materials)
  - Back-Home Plans
  - Implementation Plans
- Skill Demonstration
  - Modeling
  - Practice
  - Observing multiple exemplars and drawing connections
  - Guided Reflection
  - Case Study
- Knowledge & Awareness
  - Reading
  - Lecture
  - Video
  - Learning checks
  - Discussion
  - Problem Solving
  - Brainstorming

Adapted from: McCollum & Catlett (1997)

Complexity of synthesis and application required:
- Low
- Medium
- High
WRAP UP
Practice-Based Coaching

- Collaborative Coaching Partnerships
- Focused Observation
- Effective Teaching Practices
- Reflection and Feedback
WHAT WILL YOU DO NEXT?

• How will you make your ‘coaching garden’ grow?

• List 1 or 2 things that you will do in the next week related to this session & coaching.
THANK YOU!

- Additional information on PBC can be accessed from the NCQTL webpage: http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/development
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