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
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“...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.”

Model for Aligning “WHY” of PD to “HOW” of PD

Why

Use in Practice Context

Demonstrate

Know or Be Aware

Low Complexity of Learner Synthesis and Application

Teachers make visual schedules for use in classroom

Home visitors self-analyze their coaching interactions with families

Teachers review online presentation about effective literacy practices

Home visitors check their learning of key concepts after completing a 15-min inservice suite

Medium Complexity of Learner Synthesis and Application

Home visitors write back-home plans for early literacy practices

Teachers watch multiple video examples of social-problem solving and draw connections

Home visitors check their learning of key concepts after completing a 15-min inservice suite

High Complexity of Learner Synthesis and Application

Teachers receive practice-based coaching to support their use of responsive interactions with children

Teachers role play the “turtle technique” in a workshop focused on supporting children’s self-regulation

Family care providers brainstorm about environmental quality dimensions

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 or 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 cyclical process for supporting practitioners’ use of effective practices that lead to positive outcomes for children or families.

The coaching-cycle components are:

(1) Strengths & needs assessment, goal setting, & action planning,
(2) Focused observation,
(3) Reflection and Feedback

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

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

Quality Coaching

- Practitioners use evidence-based practices with fidelity.

Quality Practice

- Children or families achieve desired learning outcomes.

Quality Learning

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

Examples from Embedded Instruction Project

On-Site Coaching

Self-Coaching

Collaborative Coaching Partnerships

Shared Goals and Action Planning

Focused Observation

Reflection and Feedback

Embedded Instruction Practices

Engagement with Self-Coaching Website and Resources

Self-Evaluation

Self-Monitoring
## COACHING FORMAT: COMPLEXITY OF PRACTICE “FIT”

<table>
<thead>
<tr>
<th>Complexity of Teaching Practices</th>
<th>Low Level of Support</th>
<th>High Level of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refine a practice</td>
<td>Low</td>
<td>Self</td>
</tr>
<tr>
<td>Develop or improve a familiar practice</td>
<td>Medium</td>
<td>Peer</td>
</tr>
<tr>
<td>Learn multiple new or complex practices</td>
<td>High</td>
<td>Expert</td>
</tr>
</tbody>
</table>

Key Components of PBC

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

Practice-Based Coaching

It all begins here
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

• 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

<table>
<thead>
<tr>
<th>Behavior Management</th>
<th>I am doing this now...</th>
<th>I want to do this...</th>
<th>Difference between current use and desired use</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I clearly teach, explain, and review the classroom rules and behavior expectations with children.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>3. I identify potential problem situations and redirect behavior or help children problem solve before problem behaviors occur.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td><strong>Productivity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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).</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>
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

**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.

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Resources</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I will read about additional help prompts in Module 3 and I will watch videos of systematic instructional procedures.</td>
<td>Module 3, p. XX Website Practice 8</td>
<td>8/8</td>
</tr>
<tr>
<td>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.</td>
<td>PLTs, Instructional Plan, Coach</td>
<td>8/10</td>
</tr>
<tr>
<td>3. I will carry my instructional plans with me on a clip board and I will practice implementing throughout the day.</td>
<td>Instructional Plan</td>
<td></td>
</tr>
<tr>
<td>4. My coach will film during her observation and I will review the video with my coach.</td>
<td>Video camera, Coach</td>
<td></td>
</tr>
<tr>
<td>5. My coach and I will graph my data to determine if I am providing additional help and we will make changes if needed.</td>
<td>Data, Coach</td>
<td></td>
</tr>
</tbody>
</table>
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?
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.
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.
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
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]
For Additional Information contact: patriciasnyder@coe.ufl.edu

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