



THE NATIONAL CENTER ON
Quality Teaching
and Learning

IMPROVING TEACHER-CHILD INTERACTIONS TOGETHER! PRACTICE-BASED COACHING IN A GROUP



Practice-Based Coaching
Collaborative Partnerships

A close-up photograph of a young boy with dark hair and a bright smile, showing his teeth. He is wearing a red long-sleeved shirt. His hands are held up, palms facing forward, with fingers spread. A bright yellow rectangular banner is positioned across his chest, featuring the word "Welcome!" in a white, clean, sans-serif font. The background is a soft-focus green lawn under bright, natural light.

Welcome!

MY COACH



SCHOOL READINESS

The Office of Head Start (OHS) defines school readiness as **children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life.**



CLOSING THE ACHIEVEMENT GAP



- A majority of our children enter our programs behind their like-aged peers
- Higher gains are needed to close the gap
- These gains must be above and beyond what would be expected by simply turning one year older

STEPS TO SCHOOL READINESS


STEP 1:
Setting
Goals

STEP 2:
Planning
and
Implementing

STEP 3:
Assessing
and
Aggregation

STEP 4:
Determining
Priorities

FOCUS ON STEP 2



STEP 2: Planning
and
Implementing

PROFESSIONAL DEVELOPMENT AND COACHING



PUTTING THE PIECES TOGETHER



TO SUPPORT TEACHERS'

- ✓ AWARENESS,
- ✓ KNOWLEDGE,
- ✓ SKILLS, AND
- ✓ USE OF EFFECTIVE TEACHING PRACTICES IN CLASSROOMS

THE “WHEEL” AND THE “HOUSE”

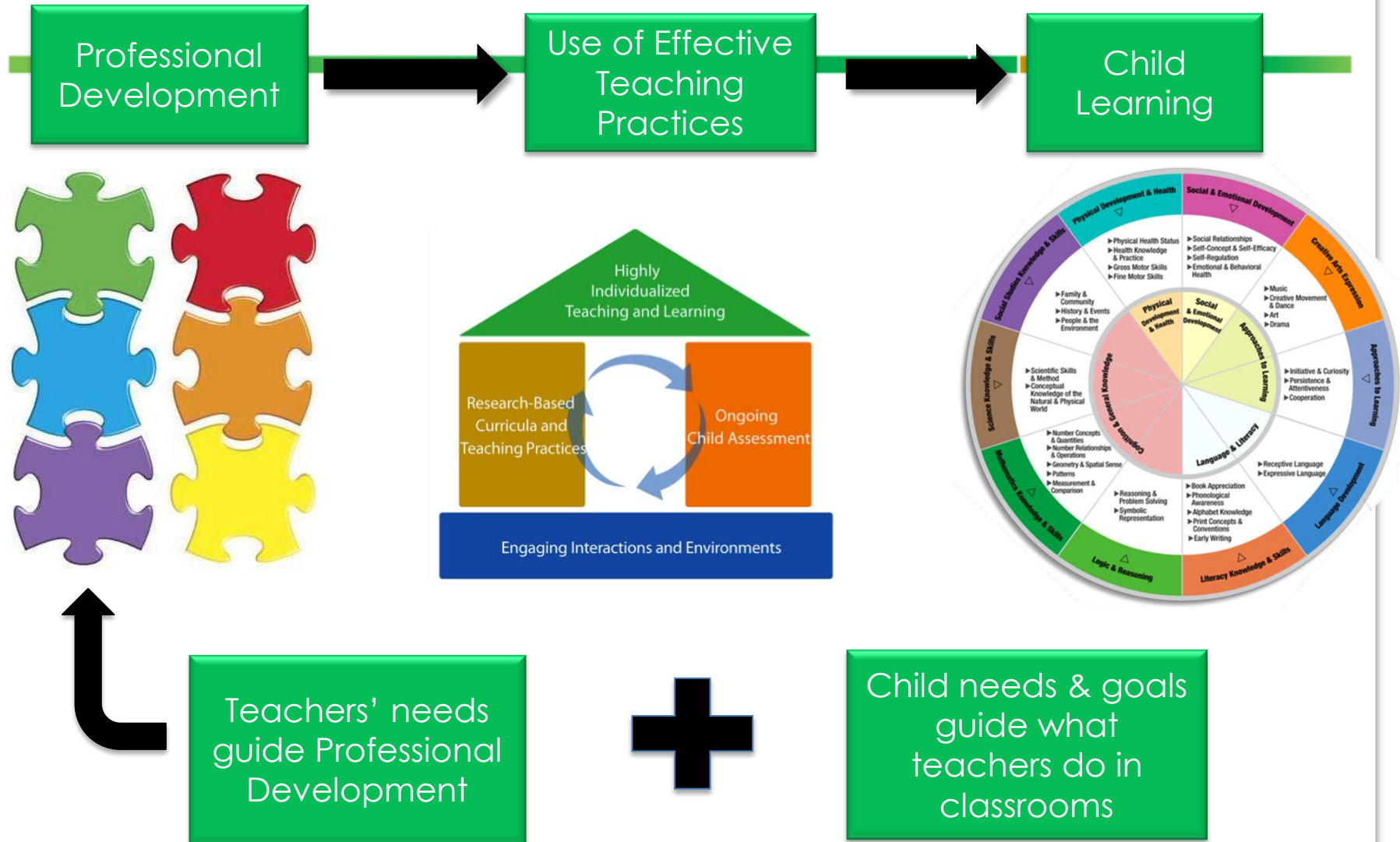


Knowledge and Skills
Children Need

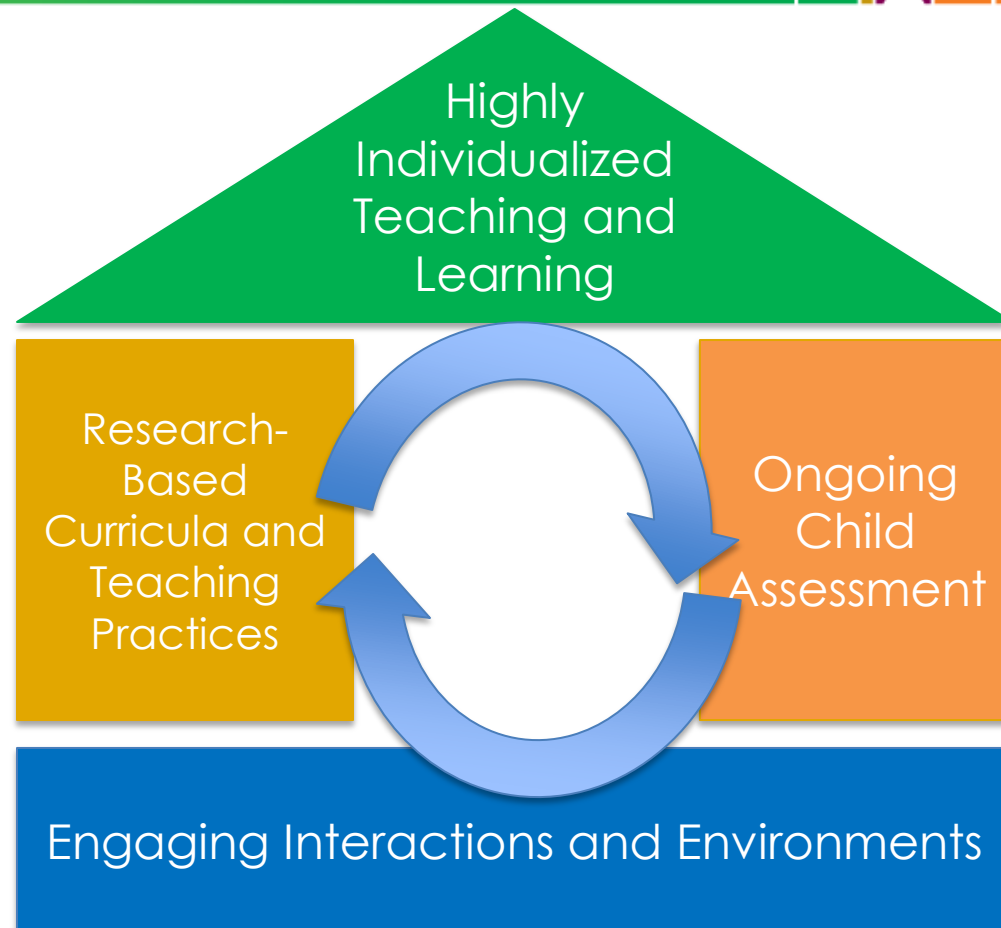


Knowledge and Skills
Teachers Need

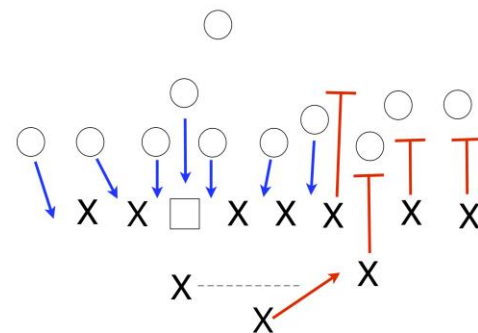
PUTTING THE PIECES TOGETHER



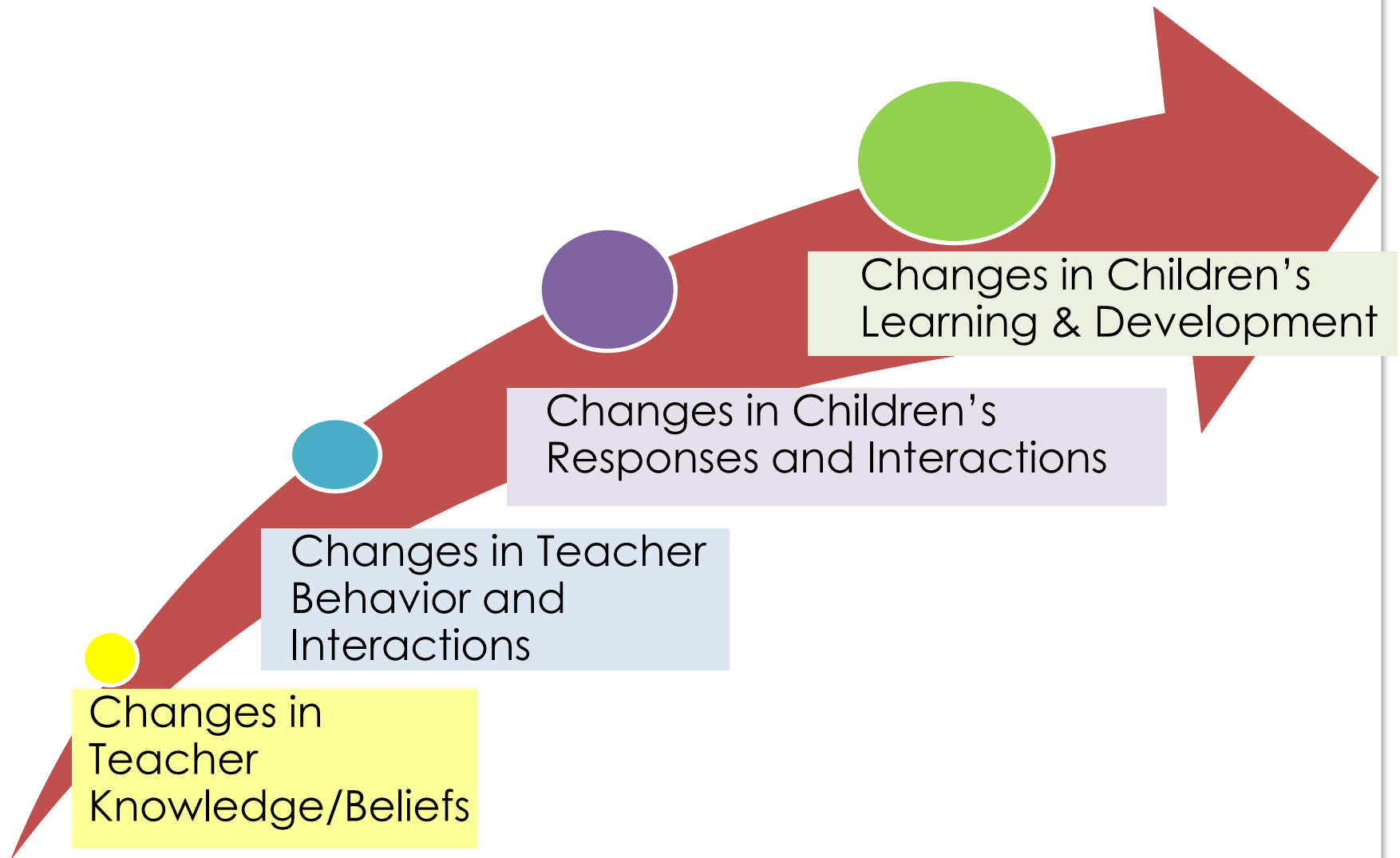
EFFECTIVE PRACTICE



“THE SEPARATION IS IN THE PREPARATION.”
- RUSSELL WILSON



TEACHING AND LEARNING



PROFESSIONAL DEVELOPMENT OUTCOMES

Professional Development Elements	Knowledge Level	Skill Attainment	Transfer to Practice
Theory			
Demonstration			
Practice			
Coaching			

Joyce & Showers, 2002

PROFESSIONAL DEVELOPMENT OUTCOMES



Professional Development Elements	Knowledge Level	Skill Attainment	Transfer to Practice
Theory	10%	5%	0%
Demonstration			
Practice			
Coaching			

Joyce & Showers, 2002

PROFESSIONAL DEVELOPMENT OUTCOMES



Professional Development Elements	Knowledge Level	Skill Attainment	Transfer to Practice
Theory	10%	5%	0%
Demonstration	30%	20%	0%
Practice			
Coaching			

Joyce & Showers, 2002

PROFESSIONAL DEVELOPMENT OUTCOMES



Professional Development Elements	Knowledge Level	Skill Attainment	Transfer to Practice
Theory	10%	5%	0%
Demonstration	30%	20%	0%
Practice	60%	60%	5%
Coaching			

Joyce & Showers, 2002

PROFESSIONAL DEVELOPMENT OUTCOMES



Professional Development Elements	Knowledge Level	Skill Attainment	Transfer to Practice
Theory	10%	5%	0%
Demonstration	30%	20%	0%
Practice	60%	60%	5%
Coaching	95%	95%	99%

Joyce & Showers, 2002

WHAT IS PRACTICE-BASED COACHING?



Practice-Based Coaching is a **cyclical process** for supporting teachers' use of **effective teaching practices** that lead to **positive outcomes for children**.

ACTIVITY

#1



#2



#3



STEP 1:

SHARED GOALS AND ACTION PLANNING



- Using tools and other information to determine the focus of coaching
- Setting shared goals
- Developing an action plan
 - ***Creating a road map for coaching***

STEP 1: CREATE A VISION

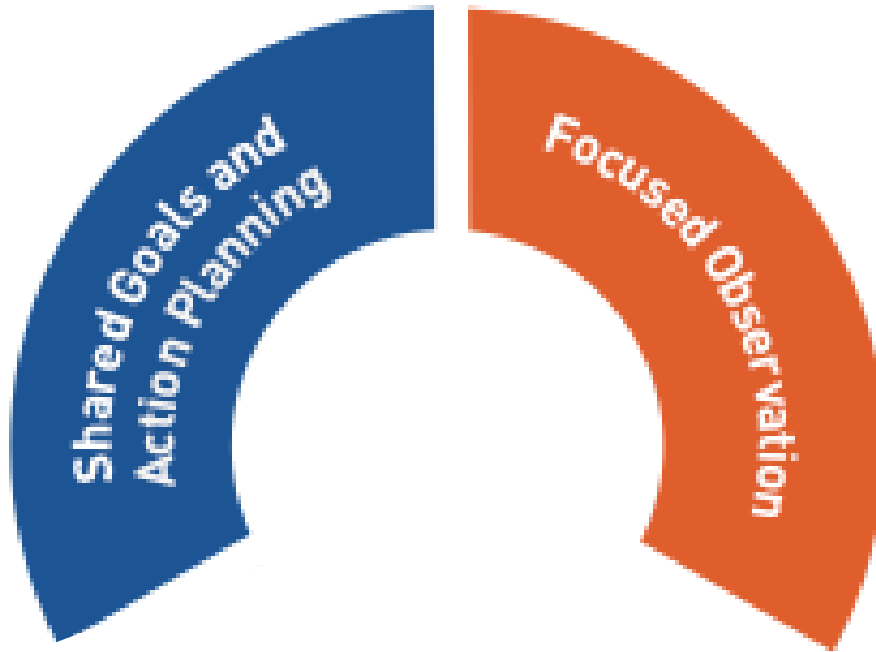


Designers and Coaches:
Co-create your shared
vision/goals

How will the space:

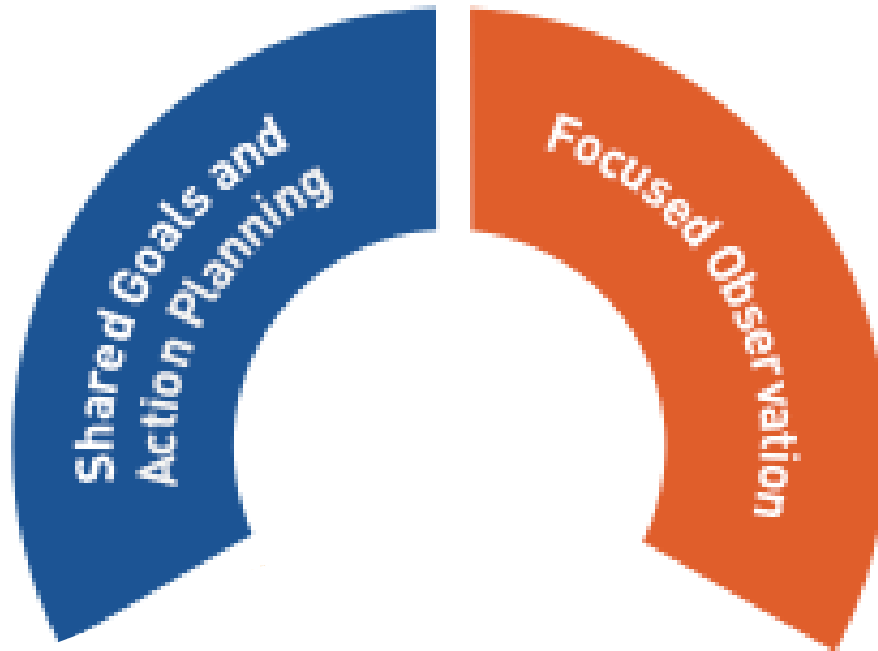
- Promote cognitive engagement
- Support curiosity
- Positive peer interaction
- Physical development/health
- Encourage persistence
- Healthy self-esteem
- Your ideas...

STEP 2: FOCUSED OBSERVATION



- Includes gathering and recording information
- Observation focus is guided by current action plan

STEP 2: OBSERVATION



- Designers–
Design!

Make your written vision come to life through a map/drawing of the space

- Coaches and
Observers –
Observe

STEP 3:

REFLECTION AND FEEDBACK



- The coach reflects on the teacher's practice and provides feedback
- The teacher reflects on teaching practices guided by the coach's feedback
- Supportive and constructive feedback are provided

STEP 3: REFLECTION AND FEEDBACK



- Coach and Designer
 - What worked well?
 - What can be improved?
- Observer: Observe

LARGE GROUP DISCUSSION



- **Observers:** What did you notice as a strength of the builder/coach relationship?
- **Designer:** What was the most beneficial support you received from your coach
- **Coaches:** What strengths did you see in your builder?

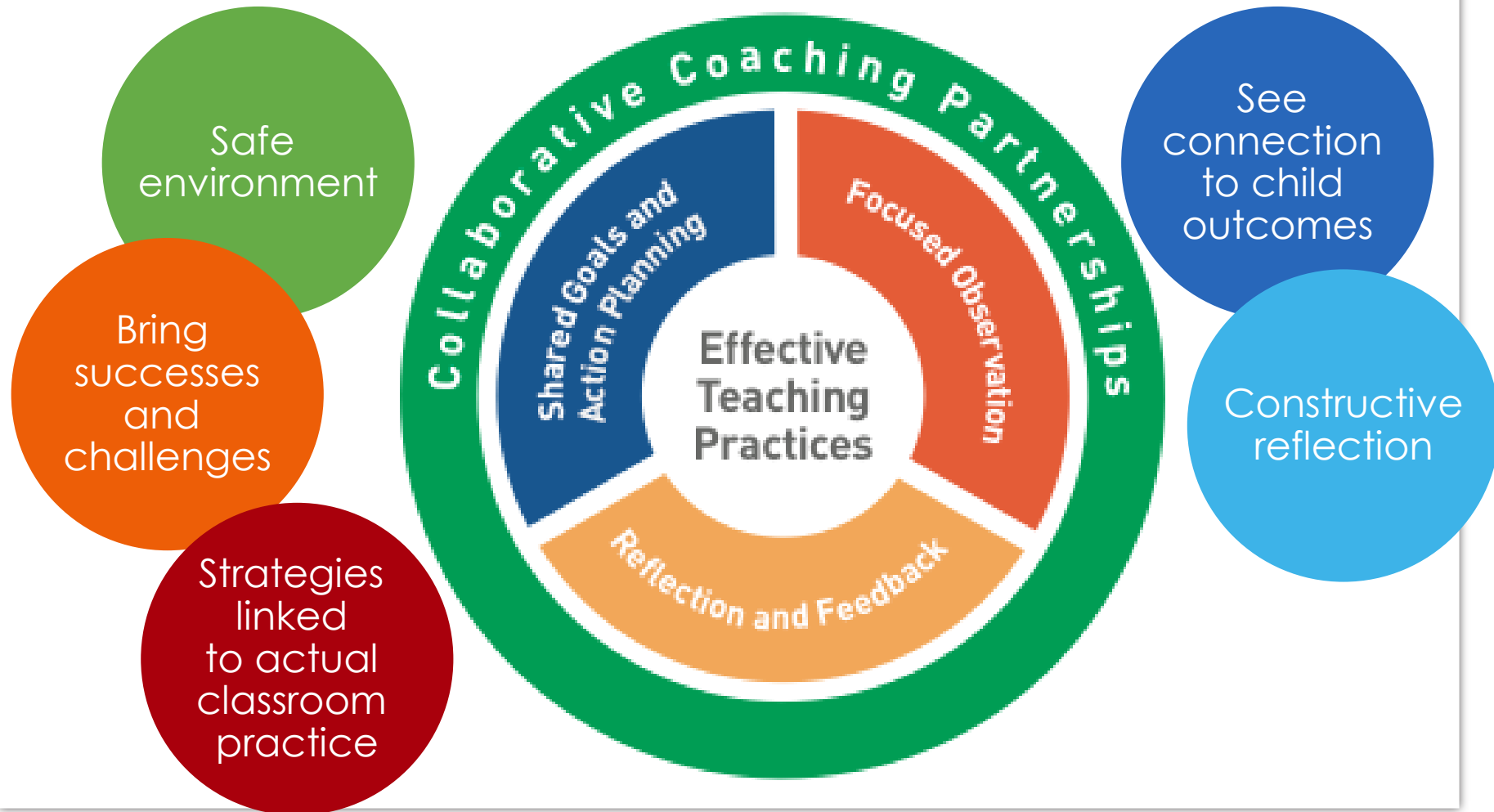
COLLABORATIVE COACHING PARTNERSHIPS

- Strengths-based
- Shared understanding about the goals of coaching
- Shared focus on Professional Development
- Support



- Rapport and trust
- Choice
- Ongoing communication and support
- Celebrations!

EFFECTIVE PRACTICE-BASED COACHING



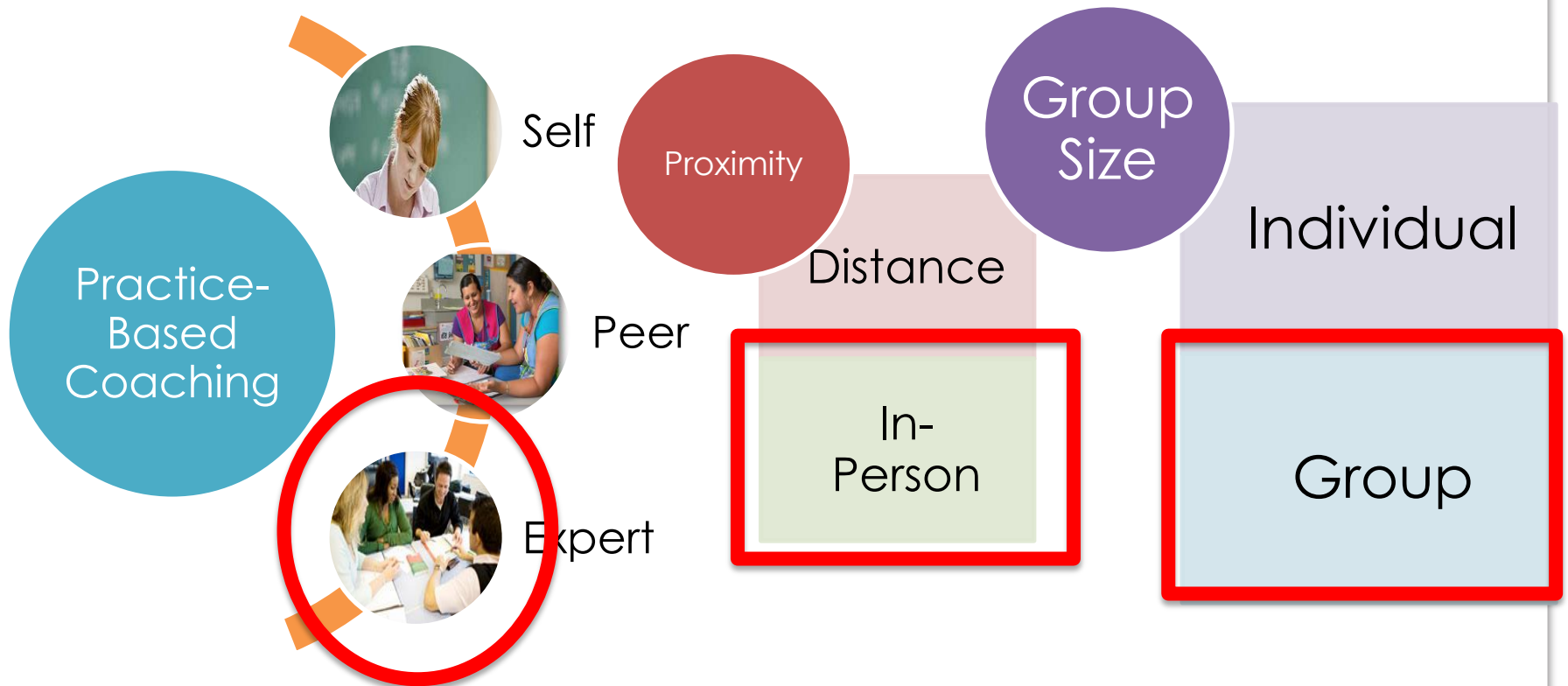
VARIOUS COACHING FORMATS



VARIOUS COACHING FORMATS



VARIOUS COACHING FORMATS



WHY IMPLEMENT PRACTICED-BASED COACHING *WITH GROUPS*



Encourages individual and group reflection and intentional planning.

WHY IMPLEMENT PRACTICED-BASED COACHING *WITH GROUPS*



- Teachers supporting teachers
- A cost-effective and sustainable approach

WHAT A PBC GROUP IS NOT

- It is NOT a tool for evaluating and rating teacher performance.
- It is NOT a series of lectures on topics disconnected from actual classroom practice.

PROGRAM SUPPORT

Supportive grantee/program director

- Provide arrangements and coverage so that teachers attend bi-weekly meetings
- Provide video equipment



PROGRAM SUPPORT



Supportive grantee/program director

- Help secure meeting place
- Protect consistent meeting time
- Create positive messages around PBC in groups in organization
- Assist facilitators in recruitment efforts

PBC GROUP TIME COMMITMENTS



Time Commitments if meeting 2x month

TEACHERS

5-7 hours/month

- Group Sessions
- Video recording and reflection in between sessions

FACILITATORS

12-15 hours/month

- Preparing for sessions
Conducting individual teacher meetings
- Leading the PBC Group Process

WHAT ARE THE QUALITIES OF AN EFFECTIVE COACH?

Individual has positive working relationships with teachers/staff.

WHAT ARE THE QUALITIES OF AN EFFECTIVE COACH?

Mutual respect

Trust in knowledge/skills

Strengths-based approach

Individual has positive working relationships with teachers/staff.

WHAT ARE THE QUALITIES OF AN EFFECTIVE COACH?

**Individual is
able to
manage group
dynamics with
a high level of
proficiency
and
competency.**

WHAT ARE THE QUALITIES OF AN EFFECTIVE COACH?

Individual is able to manage group dynamics with a high level of proficiency and competency.

Organize and plan group sessions

Create a safe peer community

Facilitate constructive reflection

Provide a forum for discussion

WHAT ARE THE QUALITIES OF AN EFFECTIVE COACH?

Individual is
able to
provide
constructive,
meaningful
feedback.

WHAT ARE THE QUALITIES OF AN EFFECTIVE COACH?



Individual is
able to
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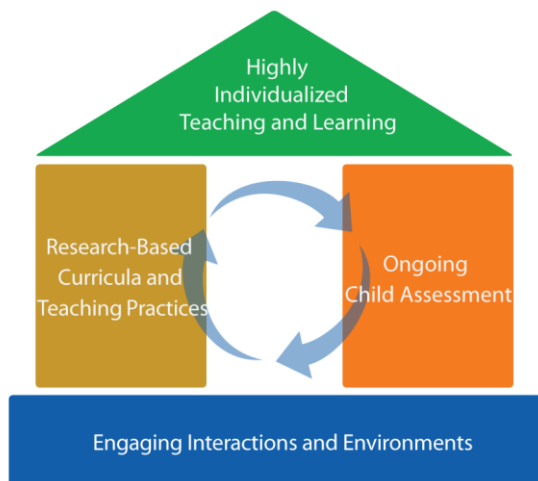
Can identify effective classroom
teaching practice

Makes the connection between
effective practice and child
outcomes

Provides individualized feedback
to improve teaching practice

WHAT ARE THE QUALITIES OF AN EFFECTIVE PBC FACILITATOR?

Individual understands and uses:



WHO MIGHT DELIVER COACHING?

1. Education Manager
2. Education Specialist
3. Training/Technical Assistance Provider
4. Director of Training
5. Director
6. Coach
7. Practitioner
8. Other?

The 3 Ps of Practice-Based Coaching

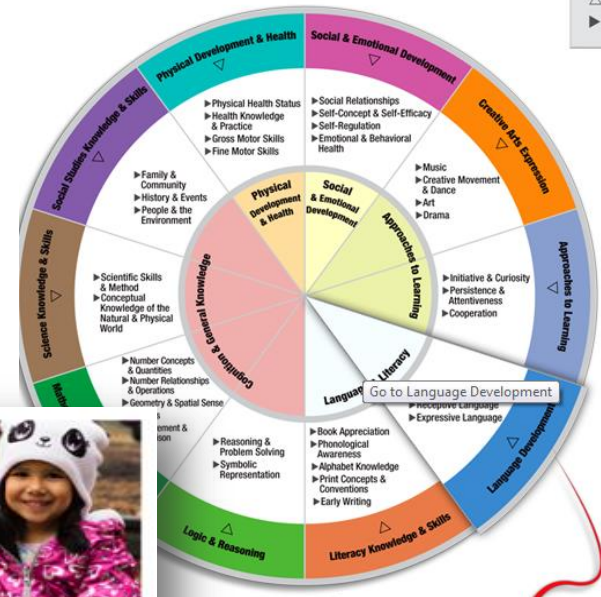
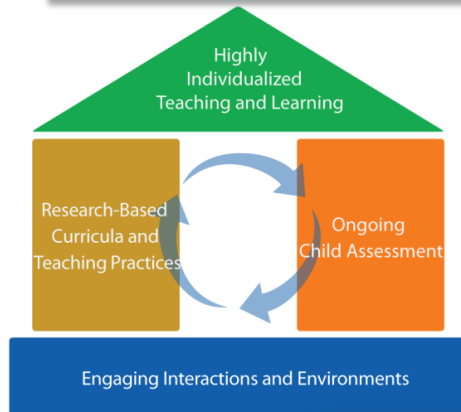


PBC GROUP STRUCTURE



- One facilitator
- 6-8 teachers
- Bi-monthly or monthly group sessions
- 90 minute group sessions
- Individual teacher meetings
- Videotaping in classroom and self-reflection

WHAT WILL COACHING LOOK LIKE?

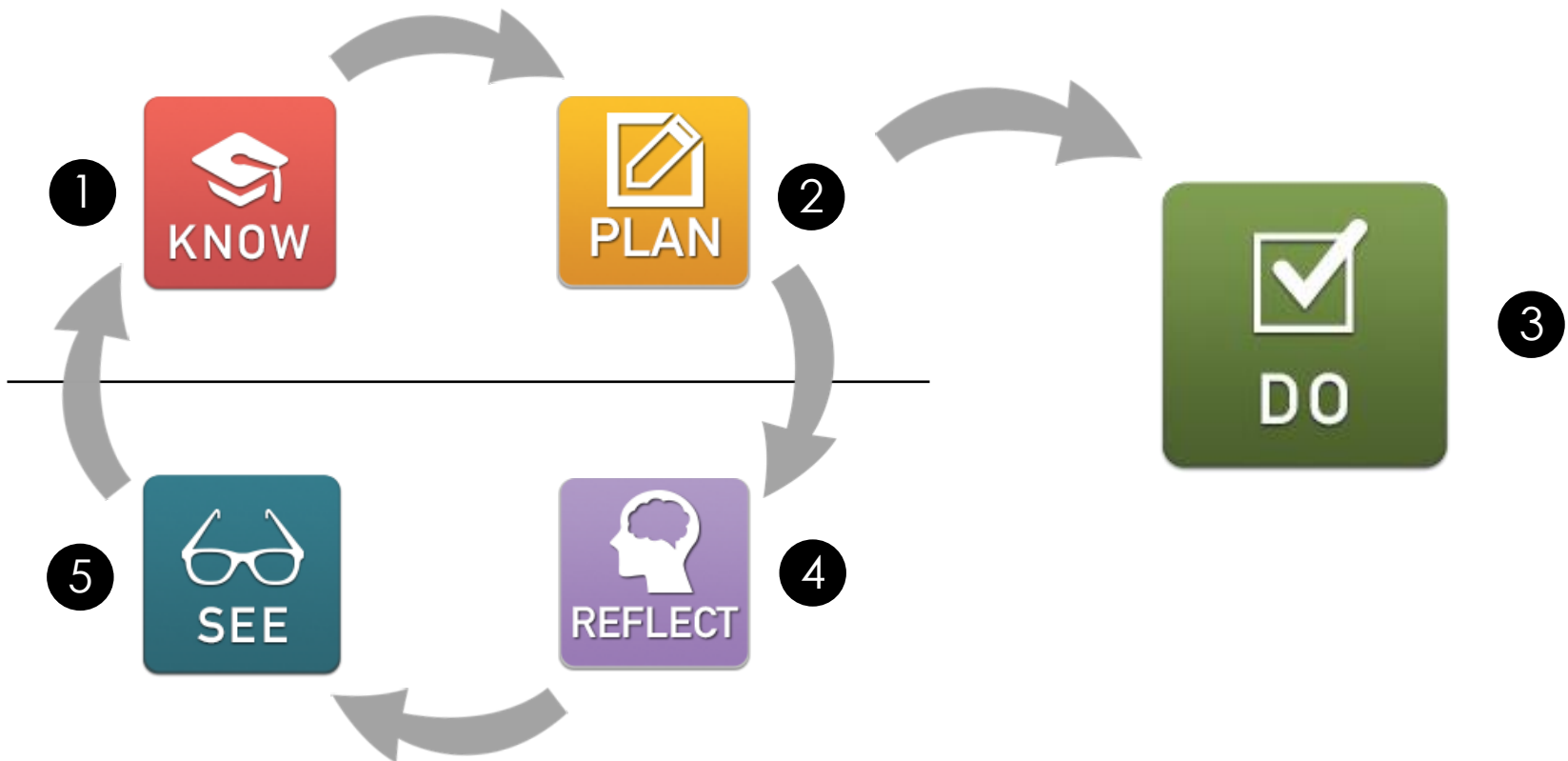


WHAT WILL COACHING LOOK LIKE?

KNOW-SEE-DO-IMPROVE MODEL

GROUP SESSION

YOUR CLASSROOM



GROUP SESSION



GROUP SESSION



THE NATIONAL CENTER ON Quality Teaching and Learning Handout H.1.2: PLAN Form Getting Used to Video Recording

Teacher Learning & Collaborating

STEP 1:
BEFORE Video Recording in Your Classroom

What are some of your initial feelings about video recording?

STEP 2:
Video Record in Your Classroom

a) Set up the equipment and use the camera at least once in your classroom between TLC group sessions.
b) Consider video recording something fun, a moment you would enjoy seeing, or something positive with an individual child.

STEP 3:
AFTER Video Recording in Your Classroom

a) Watch your video recording.
b) Think about the following.

Observations: Describe your impressions after watching the video recording.	Successes: Describe some of positive things observed on the video recording.	Challenges: Describe the hardest part of observing the video recording.

1

GROUP SESSION

CLASSROOM

1



2

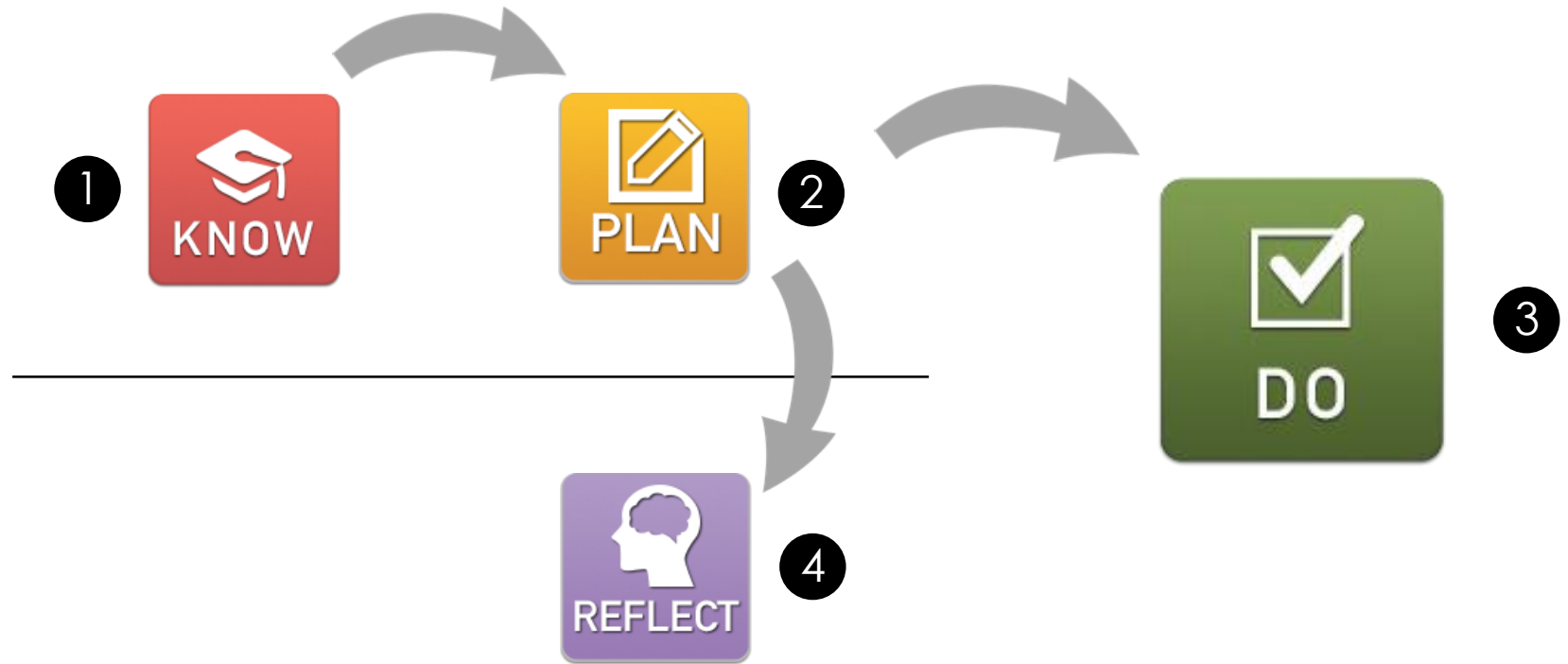


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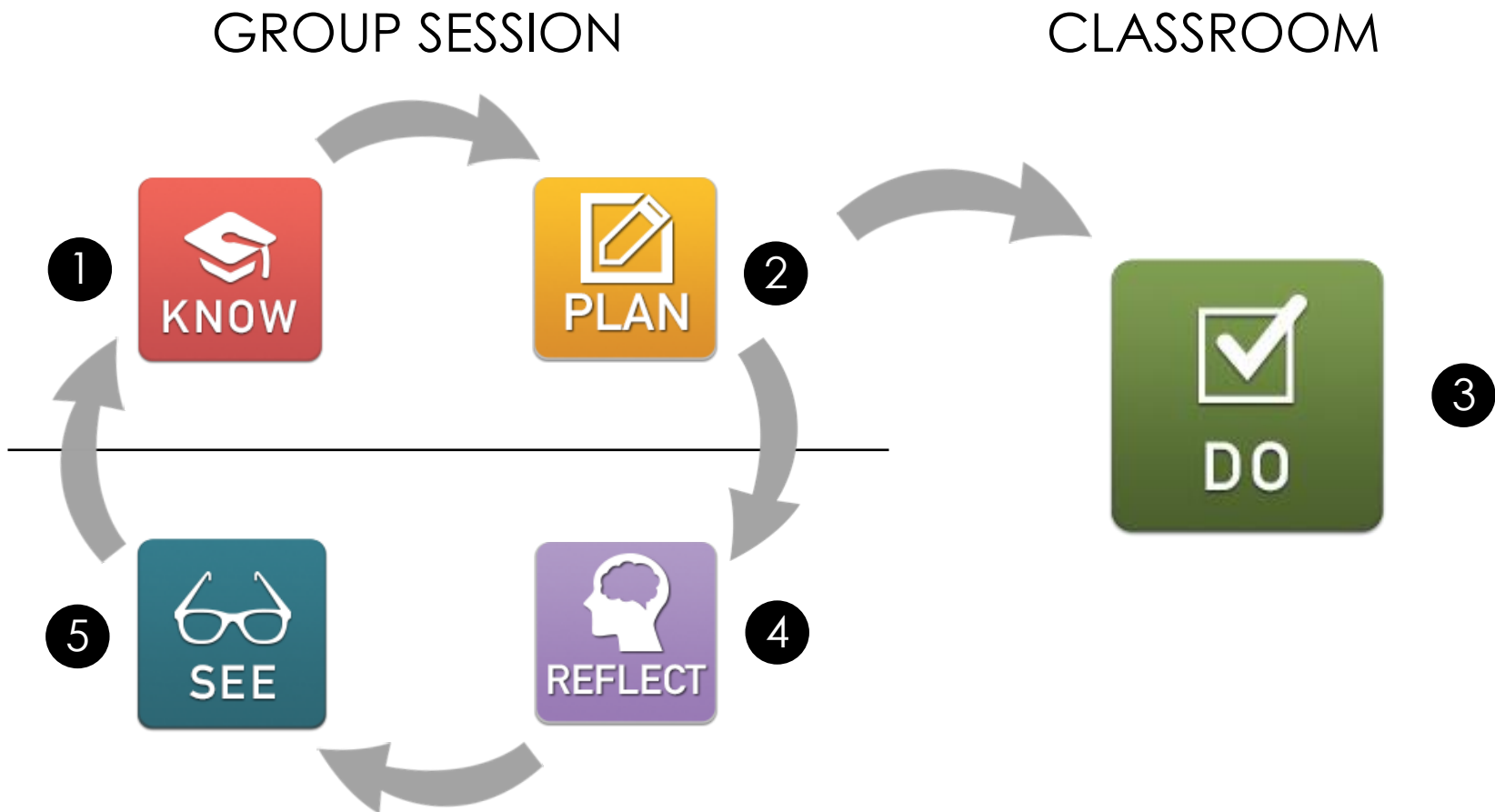


GROUP SESSION

CLASSROOM



KNOW-SEE-DO-IMPROVE!



CONTENTS

ENGAGING INTERACTIONS

Supporting Materials

Guide to the 15-minute in-service Suites
Building a Solid Foundation

Social and Emotional Support

Building Relationships

- Building Relationships: Fostering Connections
- Building Relationships: Being Aware of Children's Needs
- Building Relationships: Creating a Caring Community

Interest-Based Learning

- Interest-Based Learning: Giving Children Responsibilities
- Interest-Based Learning: Following Children's Lead

W

Managing the Classroom

- Managing the Classroom: Classroom Transitions
- Managing the Classroom: Schedules and Routines
- Managing the Classroom: Materials to Support Learning
- Managing the Classroom: Designing Environments

Behavior Guidance

- Behavior Guidance: Stating Behavioral Expectations
- Behavior Guidance: Creating Classroom Rules
- Behavior Guidance: Redirecting Behavior
- Behavior Guidance: Problem Solving in the Moment

Staffing

- Staffing: Zoning to Maximize Learning
- Staffing: Teacher-to-Teacher Talk

“Which in-service suites should be used in PBC Groups?”

Providing Feedback

- Engaging Interactions: Focusing Children on Learning Goals
- Engaging Interactions: Scaffolding Children's Learning
- Engaging Interactions: Making Learning Meaningful
- Engaging Interactions: Using the Scientific Method

Language Modeling and Conversations

- Language Modeling and Conversations: Engaging Children in Conversations
- Language Modeling and Conversations: Thick and Thin Conversations
- Language Modeling and Conversations: Asking Questions
- Language Modeling and Conversations: Expansions
- Language Modeling and Conversations: Novel Words

SCHOOL READINESS GOALS

- What skills and knowledge do teachers need?
- What areas do children need additional support?



CLASS OBSERVATION DATA



CROSSWALK OF NCQTL IN-SERVICE SUITES WITH THE CLASSTM

CLASS DOMAINS	CLASS DIMENSIONS	NCQTL IN-SERVICE SUITES																											
		Building a Solid Foundation for Early Learning	Fostering Connections	Being Aware of Children's Needs	Creating a Caring Community	Giving Children Responsibilities	Following Children's Lead	Classroom Transitions	Schedules and Routines	Materials to Support Learning	Designing Environments	Setting Behavioral Expectations	Creating Classroom Rules	Redirecting Behavior	Problem Solving in the Moment	Zoning to Maximize Learning	Teacher-to-Teacher Talk	Fostering Children's Thinking Skills	Providing Feedback	Focusing Children on Learning Goals	Scaffolding Children's Learning	Making Learning Meaningful	Using the Scientific Method	Engaging Children in Conversations	Thick and Thin Conversations	Asking Questions	Expansions	Novel Words	
EMOTIONAL SUPPORT	Positive Climate	X	X		X																			X	X				
	Teacher Sensitivity	X		X	X				X						X	X													
	Regard for Student Perspectives	X				X	X																						
CLASSROOM ORGANIZATION	Behavior Management	X						X	X		X	X	X	X	X	X													
	Productivity	X						X								X	X												
	Instructional Learning Formats	X							X	X	X									X									
INSTRUCTIONAL SUPPORT	Concept Development	X																X				X	X	X		X		X	
	Quality of Feedback	X						X											X		X						X	X	
	Language Modeling	X																						X	X	X	X	X	



For more information, contact us at: NCQTL@UW.EDU or 877-731-0764

This document was prepared under Grant #90HC0002 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National Center on Quality Teaching and Learning.
WINTER 2013

USE OF VIDEO



The SEE part of PBC Group framework will give teachers many opportunities to watch themselves and the other teachers in their group teach.

USE OF VIDEO



- Use video for
Self-reflection
Self-evaluation
Sharing successes and
challenges with group
Objective basis for providing
feedback and sharing ideas

GETTING OVER THE VIDEO “FEAR FACTOR”

- Ease into using video
- Explain the benefits
- Videos for PBC only
- Teachers choose what they record



INDIVIDUAL MEETINGS

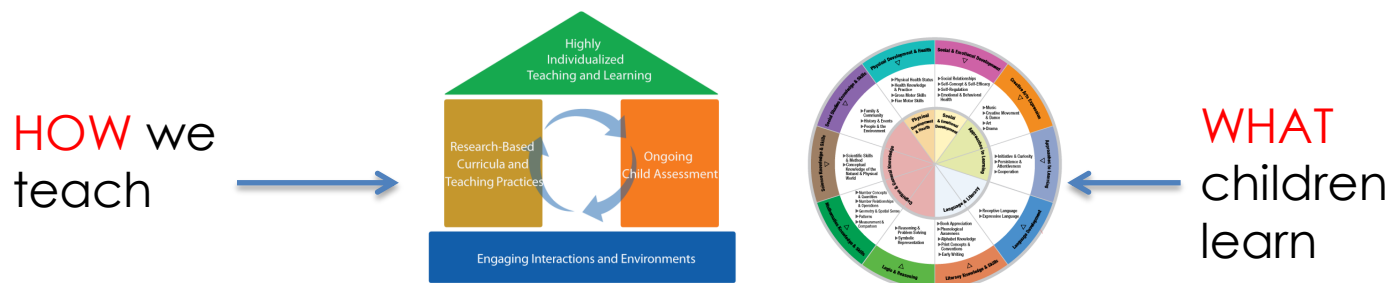


In addition to group meetings

- A time for focused self-reflection, expert feedback, and planning what to share with the group
- Sets the stage for productive video sharing in group format
- Supports accountability and goal setting

ACTIVITIES THAT INCREASE THE SUCCESS OF COACHING GROUPS

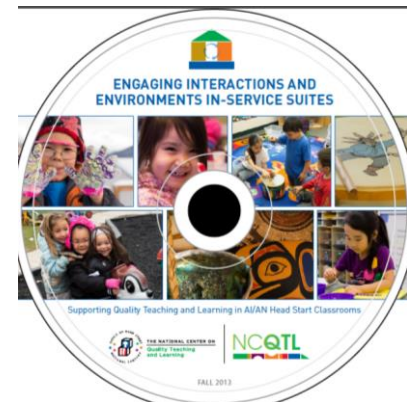
1. Establishing Group Norms
2. Preparing teachers to share video, make observations, and give feedback
3. Linking the “House” to the “Wheel”



RESOURCES: *HOW WE TEACH*



- NCQTL In-Service Suite Box Set
- AIAN In-Service Suite DVD



RESOURCES:

WHAT CHILDREN NEED TO LEARN



The screenshot displays a video player interface. The video content features a circular diagram titled "THE HEAD START CHILD DEVELOPMENT AND EARLY LEARNING FRAMEWORK". This diagram is divided into five main colored segments: Physical Development & Health (purple), Social & Emotional Development (orange), Language & Communication (blue), Cognitive Development (green), and Approaches to Learning (yellow). Each segment contains a list of specific developmental goals. For example, the "Physical Development & Health" segment includes goals like "Fine Motor Skills", "Gross Motor Skills", and "Health". The video also shows photographs of diverse young children in a classroom setting. Below the video player, there are two download links: "Download the video [MP4, 148MB]" and "Download the transcript [PDF, 228KB]".

- Domains and domain elements are illustrated by children and teachers from Head Start programs across the country
- Approximately 20 minutes
- Available on ECLKC

RESOURCES: MEASURE OF TEACHER:CHILD INTERACTIONS



Improving Teacher Child Interactions:
Using the CLASS™ in Head Start
Preschool Programs

SUMMER 2013



ECE Specialist Meeting - July 17-18, 2013 - Not for distribution



THE NATIONAL CENTER ON
Quality Teaching
and Learning

CROSSWALK OF NCQTℒ IN-SERVICE SUITES WITH THE CLASS™

CLASS DOMAINS	CLASS DIMENSIONS	NCQTℒ IN-SERVICE SUITES																									
		Building a Solid Foundation for Early Learning	Fostering Connections	Being Aware of Children's Needs	Creating a Caring Community	Giving Children Responsibilities	Following Children's Lead	Classroom Transitions	Schedules and Routines	Materials to Support Learning	Designing Environments	Setting Behavioral Expectations	Creating Classroom Rules	Redirecting Behavior	Problem Solving in the Moment	Zooming to Moments of Learning	Teacher-to-Teacher Talk	Fostering Children's Thinking Skills	Providing Feedback	Focusing Children on Learning Goals	Scaffolding Children's Learning	Making Learning Meaningful	Using the Scientific Method	Engaging Children in Conversations	Third and Two Conversations	Asking Questions	Expansions
EMOTIONAL SUPPORT	Positive Climate	X	X		X																						
	Teacher Sensitivity	X		X	X			X						X	X												
	Regard for Student Perspectives	X				X	X																		X	X	
CLASSROOM ORGANIZATION	Behavior Management	X						X	X		X	X	X	X	X	X											
	Productivity	X						X									X	X									
	Instructional Learning Formats	X							X	X	X									X							
INSTRUCTIONAL SUPPORT	Concept Development	X																X				X	X	X		X	
	Quality of Feedback	X						X											X		X					X	X
	Language Modeling	X																						X	X	X	X



For more information, contact us at: NCQTℒ@USDHHS.gov or 877-731-0764.

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RESOURCES: *PRACTICE BASED COACHING*

National Center on
Quality Teaching and Learning

ECCLC Home > Training & Technical Assistance > Quality Teaching and Learning > National Center on Quality Teaching and Learning > Teacher Development > Practice-based Coaching

SHARE   

Effective PracticeTransition to KindergartenTeacher Development

Practice-based Coaching

Coaching is a professional development strategy that aims to ensure quality teaching and learning practices are implemented with accuracy and result in positive outcomes for children and families.



NCQTL Materials

Practice-based Coaching  [PDF, 1.01MB]
This document provides an overview of the Practice-based Coaching model. Practice-based Coaching is a cyclical process for supporting teachers' use of effective teaching practices that lead to positive outcomes for children.

Top 10 Tips for Coaches  [PDF, 765.05KB]
This tip sheet provides coaches or program leaders with ideas to guide them as they support teachers' professional development.

What Do We Know About Coaching  [PDF, 17.6KB]
The focus of Practice-based Coaching is using effective everyday teaching practices that are important for children's school readiness. Read this brief to find out what the research says about Practice-based Coaching.

Coaching as a Key Component in Teachers' Professional Development  [PDF, 131.4KB]
This document summarizes findings from a large-scale research demonstration project (Head Start CARES) which implemented a coaching model to support teacher use of best practices for children's social and emotional development. Lessons learned throughout the coaching process are shared.

Additional Resources
Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI) Resources for Coaches 

QUICK LINKS TO RESOURCES

NCQTL Coaching Resources

- **PBC Coaching Overview:**
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/practice-based-coaching.pdf>
- **Top 10 Tips for Coaches:**
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/Top-10-Tips-Coaches.pdf>
- **What Do We Know About Coaching:**
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/Top-10-Tips-Coaches.pdf>
- **Coaching as a Key Component in Teachers Professional Development:**
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/Coaching-Key-Component-Findings.pdf>

QUICK LINKS TO RESOURCES



- **Framework video:**
<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/hscdelf-video.html>
- **NCQTL Online In-Service Suites:**
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/practice/ISS/ISS-library-T.html>
- **CLASS Resources**
 - CLASS Crosswalk: <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/practice/docs/class-crosswalk-legal.pdf>
 - Improving Teacher-Child Interactions
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/using-the-class.pdf>

QUESTIONS?





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COACHING AS A KEY COMPONENT IN TEACHERS' PROFESSIONAL DEVELOPMENT

A national research demonstration project exploring ways to improve pre-kindergartners' social and emotional school readiness offers practical insights about coaching as part of professional development. A recently published report on the project* summarizes key findings for early childhood administrators and practitioners. They emphasize coaches' appropriate knowledge and skills, focused communication, and supported integration of coaching into day-to-day practice.

KEY FINDINGS

- When selecting a coaching model, administrators need to carefully consider the variety of models that are available and choose the model that best suits their particular context.
- Communication about the coaching model and the coaching goals and objectives should include everyone who is involved in the coaching process.
- Successful coaches exhibited a combination of skills in three important areas: knowledge of the program, general coaching and consultation skills, and knowledge of and experience in early childhood development and/or teaching.
- Successful implementation of the coaching model necessitates taking sufficient time to locate skilled coaches, providing support in multiple areas, and training coaches in advance of their work with teachers.
- Teachers need time and privacy in order to reflect on implementation processes with coaches.
- Incorporating coaching into day-to-day practices requires flexibility and is necessary for implementation success.
- Site-level administrators must be actively engaged in supporting and supervising coaching as well as general implementation processes.
- Building an infrastructure that allows for continuous quality assurance and monitoring of the coaching model is essential for high-quality program management.

* Chrishana M. Lloyd and Emily L. Modlin (2012). *Coaching as a Key Component in Teachers' Professional Development: Improving Classroom Practices in Head Start Settings*. OPRE Report 2012-4, Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. http://www.acf.hhs.gov/programs/opre/hs/cares/reports/coaching_key.pdf



PRACTICE-BASED COACHING

Head Start has a long tradition of providing professional development to support teachers as they implement effective practices that lead to positive outcomes for children. Coaching is one form of professional development that has shown promise for supporting teachers as they implement effective teaching practices.

The purpose of this document is to present the National Center on Quality Teaching and Learning's (NCQTL) coaching model. This model has both a research base* and an experience base. We refer to this coaching model as *Practice-Based Coaching*. Practice-Based Coaching is a model of coaching that includes three components (described below) which are associated with change in teacher practices and associated changes in child outcomes. While the components are all necessary, the way in which they are implemented may vary. This document will define *Practice-Based Coaching* and discuss formats in which *Practice-Based Coaching* can be implemented, and it will highlight and explain the components of *Practice-Based Coaching*.

What Is Practice-Based Coaching?

PBC is a cyclical process for supporting teachers' use of effective teaching practices that lead to positive outcomes for children. The coaching cycle components are:

1. Planning goals and action steps
2. Engaging in focused observation
3. Reflecting on and sharing feedback about teaching practices

PBC occurs within the context of a collaborative partnership. Each component in the cycle is designed to inform the actions taken by a coach or teacher during the subsequent component (or throughout the coaching process). The cyclical nature of PBC emphasizes that expectations and desired outcomes of coaching are regularly reviewed and updated. The figure below shows the PBC cycle and illustrates the relationships among the components.



Practice-Based Coaching Cycle



For the purposes of this document, it is helpful to define several key terms. A *coach* can refer to an expert, a peer, or the teacher (self). Here, an *expert* is someone who has knowledge and experience in the teaching practices being coached. Although *teacher* is used to describe the recipient of coaching, practice-based coaching can be used with other individuals who work with young children, such as home visitors, therapists, or teaching assistants. *Teaching practice(s)* refers to the process of teaching that supports child learning. Examples of teaching practices may include setting up the classroom environment to support learning, designing the schedule, establishing peer buddies to teach social skills, and designing and implementing developmentally appropriate activities. Teaching also includes the use of specific instructional practices that are used to teach within Head Start Child Development and Early Learning Framework outcome domains (e.g., shared book reading for literacy, active exploration for science, peer buddies for social-emotional development) and instructional practices (e.g., wait-time, prompting, reinforcement, fading cues) that teachers use across outcome domains. *Practice-Based Coaching* can be used to support, improve, or refine teaching practices across all domains delineated in the Head Start Child Development and Early Learning Framework.

In what formats can Practice-Based Coaching be provided?

PBC can be implemented in different delivery formats. Coaches can be experts, peers, or the teachers themselves. Programs can deliver coaching on-site or from a distance using technology, and they can also deliver coaching in multiple formats. For example, an expert might view a videotaped activity that was uploaded to a website and then arrange for a face-to-face debriefing meeting. We show these options in the following table. We also refer to a specific model of delivering Practice-Based Coaching called Teachers Learning & Collaborating (TLC), which incorporates expert, peer-reciprocal, and self-coaching in a well-defined process.

Options for Delivering Practice-Based Coaching

		Coach		
		Expert	Peer	Self
FORMAT	On-Site	<p>Expert comes into the classroom to observe an activity.</p> <p>Expert meets with teacher to provide feedback on teaching practices.</p> <p>Teachers meet in work group with facilitator/coach to discuss their practice.</p>	<p>Peer comes into the classroom to watch an activity.</p> <p>Peers meet in the teacher workroom to reflect on observations and provide feedback to each other.</p>	<p>Teacher uses self-guided materials to structure an observation of his or her teaching practices, including videotaping while teaching.</p> <p>Teacher examines data on teaching practices to evaluate progress.</p>
	Distance	<p>Expert watches video of classroom activity that teacher uploaded.</p> <p>Expert uploads written feedback to shared website and conducts a conference call to provide specific prompts for reflection.</p>	<p>Peer reviews a video of classroom activity which the teacher has posted to a discussion board.</p> <p>Peer and teacher arrange a time to discuss observation via Skype.</p>	<p>Teacher uses online tutorial to plan an activity to videotape.</p> <p>Teacher records experiences using a structured online self-coaching tool.</p>

What Is Meant by Collaborative Coaching Partnerships?

Practice-Based Coaching occurs within the context of a collaborative partnership. A collaborative partnership refers to the working interactions between a coach and teacher, group facilitator and teacher, or peers, that provide a safe space for teachers to ask questions, discuss problems, get support, gather feedback, reflect on practice, and try new ideas. Coaching



is neither evaluative nor judgmental. PBC is a supportive way to help adults grow professionally.

Developing a collaborative coaching partnership is an on-going process that develops over time. Collaborative partnerships are begun and developed by establishing rapport and shared understandings. This might be done through sharing of professional experiences and backgrounds; establishing a set of shared expectations for time commitments and outcomes; or discussing and reaching a mutual understanding of the coaching process and purpose. The coaching cycle is designed to strengthen collaboration and should be used systematically. The coaching components require reciprocity, or two-way interactions. Each coaching partnership is individualized to the unique strengths, needs, shared understandings, and desired outcomes of the coach and teacher.

How Is Each Component of Practice-Based Coaching Implemented?

Each component of the PBC model is described in the following table. Taken together, all components help a teacher achieve desired outcomes for improvement or refinement of teaching practices. A summary of the processes involved in each component is provided in the table below.

Practice-Based Coaching Components At-a-Glance

Component 1: Shared Goals and Action Planning	Component 2: Focused Observations	Component 3: Reflecting on and Sharing Feedback about Teaching Practices
Assess needs. Set goals for coaching. Create an action plan to guide coaching. Review and update goals and action plan throughout coaching partnership.	Gather information through observation. Record information about the observation. Use support strategies to learn more about the practice or to improve or refine teaching practices (coach models or prompts).	Discuss and reflect on observation and progress. Share and consider feedback. Use support strategies to learn more about the practice or to improve or refine teaching practices (problem-solving conversations, creating materials, etc.).

Component 1: Planning Goals and Action Steps

This component of the *Practice-Based Coaching* model includes processes for *initial* goal setting and action planning and processes for *ongoing* goal setting and action planning. For initial goal setting and action planning, a needs assessment should be conducted. A needs assessment involves gathering data about current teaching practices and determining priorities for enhancement or refinement (Snyder & Wolfe, 2008). The selection of an appropriate needs assessment instrument will depend on the focus of coaching. An important feature of the needs assessment instrument is the clear delineation of the teaching practices to be examined.

Based on needs assessment information, a set of goals is developed that guides the creation of an action plan. Goals should be clearly defined, measurable, and achievable within a defined time frame. Goals provide accountability and allow opportunities to celebrate progress. For example, a coaching goal might be that the teacher wants to increase children's responses and interactions during storybook reading.

During action planning, the steps, resources, and supports needed to reach a goal are specified. The action plan also includes a time frame to review progress on goals. The steps included on an action plan are small, observable tasks or strategies that support accomplishment of the goal. For the above storybook reading goal, sample action steps might be to read articles about shared storybook reading; to read the storybook ahead of time and put sticky notes in the book as

reminders for inserting interactive activities; to select books with repetitious phrases that children can repeat; and to have a teacher assistant video tape the story reading for later review. The goals and action plan provide a “roadmap” for the support and feedback that occurs as part of the other components in the coaching cycle.

Component 2: Engaging in Focused Observations

The second component in the *Practice-Based Coaching* model is engaging in focused observations. The term “observation” refers to the process of gathering and recording information about implementation of desired teaching practices during on-going classroom activities, routines, and transitions. Focused observations are guided by the goals and action plan steps described above. Observations are focused, because the information the coach is gathering is specific to the shared goals and action plan steps rather than a more general observation of the class. For example, if the teacher and coach agreed on a goal of improving transitions with an action plan step of the teacher providing specific reminders of expectations prior to transitions and providing positive feedback for children who are meeting expectations, the coach would observe and record information on these targeted actions by the teacher. There are many different ways to engage in focused observations, including live observation by the coach, reviewing videotape of the teacher in the classroom, or self-monitoring on the part of the teacher. Focused observations may include the coach providing support to improve and refine teaching practices. This support might include strategies such as the coach modeling an instructional practice, providing a verbal prompt, or offering quick suggestions. Coaches, whether expert, peer, or self, use a range of strategies that support using effective teaching practices during on-going classroom activities, routines, and transitions. The strategies are selected based on the action plan steps and discussion between the coach and the teacher.

Component 3: Reflecting on and Sharing Feedback about Teaching Practices

The third component of the Practice-Based Coaching model focuses on (a) mutual consideration of the support strategies used and information gathered about teaching practices to identify successes, challenges, and areas for additional improvement or refinement (i.e., reflecting on teaching practices); and (b) sharing feedback about implementation of support strategies and implementation of teaching practices. This component happens in the context of a debriefing “meeting”. A debriefing meeting is a time to communicate about progress and challenges, and make plans for future meetings and observations.

Reflecting on teaching practice involves taking time to think about what was effective and what was a barrier to improving or refining implementation of teaching practices. Reflection encompasses consideration both of the feedback and the support experiences.

Sharing feedback about teaching practice involves providing information about performance that is both supportive and corrective, and is intended to help achieve identified goals and improve or refine teaching practice. Supportive feedback is used to recognize and encourage successful implementation of teaching practices. Supportive feedback connects information from the observation with the goals and action plan steps to illustrate progress toward desired outcomes. Corrective feedback is used to help recognize opportunities for improving or refining teaching practices. Corrective feedback should be specific and constructive. Feedback is informed by experiences from examining and supporting teaching practice, and might also be informed by reflection.

There are different ways to reflect on and share feedback about teaching practices. For example, reflection might occur through journaling, while watching a video of practice, or in conversation. Feedback could take the form of written notes or emails, graphical representation of progress, or discussion. As in the previous component, support strategies are also used during reflection and feedback to improve or refine effective teaching practices. Examples of support strategies include role-playing, problem solving conversations, or provision of materials and resources.

How Does the Coaching Cycle Continue?

As part of the debriefing meeting, information from the processes associated with reflection and feedback lead the way to engaging in ongoing goal setting and action planning, associated with Component 1.



For ongoing goal setting and action planning, the existing goals and action plan are reviewed and updated. Updating the goals and action plans might include continuing with the same goals and revising the action plan, revising the selected goals and updating the action plan, or identifying new goals and creating a new action plan. At some point during the ongoing process, the original needs assessment might be reviewed or updated to determine new priorities.

Resources

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TOP 10 TIPS FOR COACHES

1

Build the relationship: It will be time well spent.

A trusting, supportive relationship will be key to the success of coaching. Take time to get to know the teacher and the classroom. This will make your coaching more relevant and more salient for the teacher. Be willing to pitch in and be an extra set of hands in the room when needed. Coaching is a partnership and the more you know and understand the classroom, the more you can support the teacher. And all of this contributes to building the supportive relationship that will be the context for your coaching.

2

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. Using a strengths-based approach to coaching prevents teachers 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.

3

Map it out: Use an action plan as a roadmap for your coaching journey.

Work with the teacher to create an action plan to help guide your coaching. What practices would he or she like to work on first? What steps are needed to put the targeted practice into place? Breaking new practices into smaller steps can make the process of change less overwhelming.

4

Provide supports: Give materials and ideas to support teacher needs.

Sometimes offering a material such as a rules poster or a visual schedule at a coaching meeting is the jump start for getting a good strategy in place. Be sure to model what to do with the material you provide ...or it may end up in a drawer instead of being used in the classroom. Avoid providing too many materials or ideas at one time, so the teacher can focus on what is most important to implement.

5

Be transparent: Highlight coaching as part of professional development right from the start.

It is important that teachers are prepared for coaching. Everyone involved should know the expectations and goals of coaching, before coaching begins. If coaching follows a training or workshop, discuss how the content delivered might become the focus of action plan goals. Present coaching as the “bridge” between hearing about new practices and implementing them in the classroom.

6 Be prepared: Keep some helpful phrases handy.

Being a coach can leave you at a loss for words at times! Having a few key phrases handy can really help when you are not sure what to say next. Some tried-and-true favorites include: “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?” and “What have you tried so far?”

7 Anchor it: Use data to anchor your observation and feedback.

Using data is a way to be objective when providing feedback. You can use assessments that your program is already using, such as the CLASS, ECERS, ITES, or ELLCO; or consider collecting data on specific behaviors, such as child engagement or instances of challenging behaviors. Having something to base your coaching on gives you focus and makes feedback more objective and meaningful. Regardless of your tool, using data to provide some concrete evidence of progress can be very rewarding. It takes some getting used to, but data can be very powerful—many times teachers start asking to see more!

8 Be patient: Change takes time.

When the goal of coaching is changing teacher behaviors—it takes time. In order for meaningful change to occur and maintain, ample time is needed not just to learn a new skill, but to practice using it. Some behaviors are easier than others to change. Depending on the teacher’s beliefs or years of experience, some practices may take a greater time commitment from both the coach and teacher.

9 Find the right fit: Just like teaching, coaching isn’t “cookie cutter.”

Know that the strategies you use, approaches you take, and the relationships you build will vary depending on the personalities involved, skills you are building, and the needs of the classroom. For example, you may have one teacher who wants the coach to mostly observe and offer suggestions, while another teacher wants the coach to do more modeling and demonstration. How you support each teacher will depend on their skills, their needs, and their preferences. This is what makes coaching difficult, but also makes it exciting!

10 Connect with a community of coaches: Share successes and challenges.

Network with other coaches to get support along the way. Being able to share “coaching highs” and work through “coaching lows” is crucial. Whether it is bouncing ideas off of each other, sharing materials, or just helping work through an issue—coaches can learn a lot from each other!



WHAT DO WE KNOW ABOUT COACHING?

A skilled, knowledgeable, and energetic teaching force will be vital to meeting a program's Head Start school readiness goals. Just as children need individualized support to meet their potential, teachers and staff need professional development that is based on their needs, experiences, and goals. Head Start approves of providing this type of support through various professional development initiatives, including mentor coaching to promote effective teaching practices (Herren, 2009). Head Start administrators, teachers, and coaches, as well as professionals throughout the early education field, need guidance on how best to deliver the types of professional development supports that teachers need for improving and refining teaching practices associated with positive outcomes for children.

Quality teaching and learning are achieved through systematic and coherent professional development programs for teachers and staff. Three interrelated concepts work together to achieve the goal of school readiness in Head Start:

- The Head Start Child Development and Early Learning Framework lays the foundation for every teaching and learning experience in Head Start. It helps answer the question, "What should I teach?"
- The NCQTL Framework for Effective Everyday Practice (i.e., the House) presents the elements of quality teaching and learning. It helps answer the question, "How should I teach?"
- Effective early childhood professional development approaches that support teachers' skills, knowledge, and performance in the classroom help those responsible for professional development answer the question, "What should I do to help teachers support all children's progress toward school readiness goals?"

This brief will focus on one component of effective early childhood professional development: *Practice-Based Coaching*. Coaching, in general, fits within the overall context of a broader professional development plan. It is a term used to describe sustained and focused professional learning experiences. Coaching is a flexible tool for meeting teachers' needs. It can be guided by experts, fellow learners (peers), or oneself. Coaching can occur alone or after other professional development events such as courses or workshops. *Practice-Based Coaching* is one of many approaches to coaching. It differs from other approaches because of its focus: *using effective everyday teaching practices that are important for children's school readiness*. It involves (a) helping teachers use newly acquired skills, strategies, or models on the job and (b) linking those skills, strategies, or models to positive child outcomes.

To describe the research behind *Practice-Based Coaching*, a team of researchers from the National Center on Quality Teaching and Learning (NCQTL) built on and extended a thorough review of the early childhood professional development literature conducted by Snyder and colleagues (2012). The goal of the NCQTL review was to:

1. Examine what recent research says about coaching for practitioners who work with young children.
2. Examine what recent research says about key components of the *Practice-Based Coaching* model.
3. Discuss why Head Start programs might consider *Practice-Based Coaching* as an essential part of professional development.

1. What Does Research Say about Approaches to Coaching?

To answer this question, NCQTL identified and reviewed 101 studies published from 1995 through January 2011. Studies included in the review described some form of coaching for practitioners who worked with children ages three through five. To be included in the review, some form of empirical data on teacher or child outcomes was required.

For the review of literature, coaching was defined broadly. Studies were considered to include coaching if the study described support that was provided to practitioners, and support was sustained and focused. The support described in these studies was designed to help practitioners implement teaching practices through a process that included examining practice, using support strategies, offering feedback, and adjusting support or teaching practice throughout the process.

To help define the knowledge based around coaching, the 101 studies were described in terms of the “who,” “what,” and “how” of each coaching experience (National Professional Development Center on Inclusion, 2008).

Who has participated in coaching?

Coaching has been studied in center-based child care, preschools, Head Start settings, and family child care settings. Participants represented the diversity of the early care and education workforce. Many of the classrooms or settings served children with or at risk for disabilities. Most often, lead teachers were the recipients of coaching (76%). Paraprofessionals and teaching teams were the recipients of coaching in nearly 25% of studies.

It is harder to describe the coaches. In over 75% of the studies, coaching was provided by consultants or research staff. Supervisors provided feedback in 7% of studies. Colleagues and peers provided feedback in 6% of studies. Individuals provided feedback to themselves in 8% of studies. The qualifications of the individuals who provided coaching were described infrequently. Only 19% of studies reported that coaches had formal training in coaching or consultation, and 39% of the studies reported that coaches had previous teaching experiences.

What content has been coached?

Teaching practices related to social-emotional development (36%), pre-academic skills (43%), communication skills (22%), or instructional practices that were not content-specific (25%) were typically the focus of coaching in the reviewed studies. Content on inclusive practices, family-centered practices, motor skills, or adaptive skills were less often reported in the reviewed literature. (Note: content categories are not directly tied to the Head Start Child Development and Early Learning Framework domains).

How was coaching provided?

In most studies, coaching was paired with some type of in-service (40%) or staff development (25%) prior to the start of coaching. In 14% of studies, coaching was used as part of pre-service training. Coaching was the primary form of professional development in 24% of studies. Most studies did not report details of the coaching procedures. Only 23% of studies reported that coaches followed a coaching script or manual. Practitioners were provided with materials or resources in 27% of studies. Coaching feedback was delivered in a face-to-face format in 74% of studies and through a web-based format in 12% of studies. Coaching lasted from one week (1%) to one year (22%). Coaching usually occurred weekly (39%) or monthly (26%). The length of practitioner and coach meetings was not reported in 48% of studies but lasted more than 30 minutes per week in 37% of studies.



2. What Does Research Say about *Practice-Based Coaching*?

Practice-Based Coaching is a cyclical approach for supporting effective teaching practices that lead to positive outcomes for children. *Practice-Based Coaching* occurs within the context of a collaborative partnership. The coaching cycle involves planning goals and action steps, engaging in focused observations, and reflecting on and sharing feedback about teaching practices. The figure below provides an overview of *Practice-Based Coaching* and represents the relationship among the components.



Practice-Based Coaching Graphic

What components of Practice-Based Coaching have been examined in the literature?

The *Practice-Based Coaching* cycle begins with a process of planning goals and action steps to identify desired outcomes and steps to support achieving these outcomes. Twenty-three percent of coaching studies explicitly identified goal setting or action planning as a procedural component of the coaching implemented. In the *Practice-Based Coaching* cycle, shared goals and action plans are used to guide a focused observation. In 65% of all coaching studies, observation was a part of coaching. Following an observation, the *Practice-Based Coaching* cycle emphasizes a process to reflect on and share feedback about teaching practices. Twenty-two percent of coaching studies identified reflective conversations as a coaching process and 72% of studies described some type of performance feedback about teaching practices. Performance feedback could be verbal (64%), written (24%), or in graphed format (7%). Throughout the coaching cycle a variety of support strategies can be used to help teachers implement effective teaching practices; 65% of coaching studies used at least one coaching support strategy associated with *Practice-Based Coaching*. These included modeling (45%; coach demonstrations of how to implement strategies), problem-solving discussion (30%; interactions between the coach and teacher designed to identify the problem, generate options, decide on a possible solution, implement the best solution, and evaluate the solution), in-situ support (8%; supports provided by the coach within the classroom), or role-playing (4%; simulated situations between the coach and teacher to help the teacher to learn or practice strategies).

How many studies have used Practice-Based Coaching?

To identify studies that used *Practice-Based Coaching*, NCQTL identified studies that reported using components of *Practice-Based Coaching* together (goals and action plans, observation, reflection, and feedback). It is important to note that studies might not have referred to their approach as *Practice-Based Coaching* to be included in this section. Seventeen percent of studies described coaching to include the three components of *Practice-Based Coaching* and 76% of these studies used support strategies associated with *Practice-Based Coaching*. Fifty-one percent of studies described at least two of the three components of *Practice-Based Coaching* and 66% of these studies used support strategies.

Is Practice-Based Coaching effective for improving teaching practices?

Studies that used components of practice-based coaching lead to a range of positive outcomes for teachers, including implementation of desired teaching practices, behavior support practices, or curricula; implementation of practices with fidelity; changes in teacher-child interactions; and self-reported changes in knowledge, skills, and attitudes about teaching practices.

In addition to changes in practice, studies that used components of practice-based coaching were associated with positive child outcomes. Child outcomes included increased participation and engagement, increased social skills and fewer challenging behaviors, increased literacy and language; and increased skills associated with the Head Start Outcomes Framework for logic and reasoning and approaches to learning.

3. What Does this Mean for Coaches and Teachers in Head Start?

This literature review helps us understand the importance of sustained professional development experiences for all early care and education professionals. Although there are many goals for coaching, and many coaching approaches in Head Start and throughout the early education field, the literature supports using a *Practice-Based Coaching* model to build a bridge between learning about a practice and using it in the classroom. Using *Practice-Based Coaching* requires shared planning for goals and action steps, focusing observation on desired outcomes and collecting reliable data, using data to guide reflection and feedback about teaching practices, and providing supports to implement teaching practices as intended. The National Center on Quality Teaching and Learning is committed to helping Head Start training and technical assistance providers and teachers use *Practice-Based Coaching* to improve teaching and learning in the classroom.

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