



# Why Coaching?

Training Components	Likely Outcomes from Professional Development Activities		
	KNOWLEDGE	SKILL DEMONSTRATION	USE IN THE CLASSROOM
THEORY & DISCUSSION	10%	5%	0%
+ DEMONSTRATION IN TRAINING	30%	20%	0%
PRACTICE & + FEEDBACK IN TRAINING	60%	60%	5%
+ COACHING IN CONTEXT	95%	95%	95%



*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.*



# What is Practice-Based Coaching?

Practice-Based Coaching (PBC) is a coaching model that was designed using the research about effective professional development to help teachers implement practices that will improve child outcomes.



PBC follows a two-week cycle of goal setting, focused observation, and reflection and feedback. At the beginning of the year, program leadership chooses a set of high-priority practices for coaching.

From that list, the coachee chooses a practice to work on for the next two weeks. The coach supports the coachee in writing a goal and in figuring out any action steps that are needed to meet that goal. The coachee works to implement the goal practice, and the coach provides help and resources as needed.

After about two weeks, the coach observes the coachee implementing the practice. This observation could take place in person or using video.

Then, the coach and coachee meet again to reflect on how things are going with the goal practice. The coach may provide feedback based on the observation. Before the meeting ends, the coachee decides on a new or revised goal, and the cycle begins again.

*Practice-Based Coaching materials were originally developed 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.*



# Compare Your Coaching

Does your current coaching include:	Yes/No	Explain How
A defined set of evidence-based teaching practices		
An orientation to coaching and a coaching agreement outlining roles and responsibilities		
Opportunities for teachers to identify their own strengths and needs related to the teaching practices		
Opportunities for teachers to see the practices in action		
Scheduled coaching meetings every two weeks		
Goal setting and action planning related to a specific teaching practice chosen by the teacher		
Focused observation by the coach		
Structured time for the teacher to reflect on implementation of the goal practice		
Specific, objective feedback from the coach on implementation of the goal practice		
Separation of coaching from supervision		
Separation of coaching from other types of support (training, consultation, etc.)		
Ongoing cycles of goal setting, focused observation, and reflection and feedback with the same teachers over time		
Opportunities for teachers to give structured feedback about their experience with coaching		



# Systems Decisions for Coaching

## 1. Decide on a source (or sources) of practices for coaching

- ☐ Curriculum
- ☐ Program-wide or school-wide initiative
- ☐ State professional standards
- ☐ Quality rating system
- ☐ Teacher assessments or evaluation
- ☐ Other

## 2. Decide which practices will be the focus of coaching (use specific statements of what adults do — single behaviors, not categories of behavior)

- Which practices will make the most difference for children?
- Which practices do adults need the most support in implementing?
- Which practices connect with other professional development the program is providing?

## 3. Decide who might be coached

- Classroom or home visiting assessment scores (which assessments?)
- Child assessment scores (which assessments?)
- Challenging behavior data
- Motivation + capacity (how will you know?)
- Leadership (how will you know?)
- Classroom configuration
- Time available/scheduling considerations

## 4. Decide on a coaching format or combination of coaching formats

- ☐ 1:1
- ☐ Reciprocal peer
- ☐ Group
- ☐ In-person
- ☐ Virtual

## 5. Decide who will coach

- Coaching competencies should be primary consideration
- Separate coaching from supervision
- Time available/scheduling considerations
- Motivation + capacity



# Systems Decisions for Coaching

## 6. Decide when coaching meetings will occur (every other week)

- Recommend 1 hour for 1:1 or peer formats; no less than 30 minutes
- Recommend 1.5 hours for group format, no less than 1 hour
- Will meetings happen during program or school hours? Is coverage needed?
- Is flex time needed for teachers or coaches?
- Will coaches or coachees be compensated for extra time?

## 7. Decide on and create forms to provide structure and accountability

- ☐ Coaching agreement
- ☐ Coaching log/coach time tracking
- ☐ Video release or permission form
- ☐ Classroom coverage form
- ☐ Coaching survey for coachees
- ☐ Coaching fidelity check-in for coachees

### Decide on and create forms to guide coaching

- ☐ Needs assessment format
- ☐ Action plan form
- ☐ Observation form
- ☐ Reflection and feedback form

## 8. Decide how to orient staff to coaching

- Format and timing of orientation
- Who should participate?
  - ☐ All staff (including front office and kitchen staff, bus drivers, etc.)
  - ☐ All education staff (including admin and paraprofessionals, etc.)
  - ☐ All teachers or home visitors
  - ☐ All adults in classrooms where coaching will occur
  - ☐ Only those who will be coached

## 9. Decide which forms of professional development coaches will receive

- ☐ Coach PD Project
- ☐ In-person or virtual PBC Coach Training
- ☐ In-person or virtual PBC Group Facilitation Training
- ☐ Coaching community of practice
- ☐ 1:1 Coaching of the coach



## Systems Decisions for Coaching

10. Decide how to communicate with families about coaching

11. Decide who will supervise coaches and how coaches will be evaluated

12. Decide what professional development will be provided for staff members not receiving coaching

Notes:



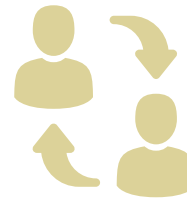
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# Options for Delivering Practice-Based Coaching



**EXPERT**

OR



**PEER**



**ON-SITE**

OR



**DISTANCE**



**INDIVIDUAL**

OR



**TEAM**

OR



**GROUP**



# Choosing a Delivery Format

You'll need to think about both your resources and the needs of your staff as you choose a delivery format for coaching. You may decide on several formats.

Resources / Needs	Delivery Format		
	EXPERT	PEER	GROUP
Need for individualized support	●		
Sufficient financial resources and time to support a coach	●		●
A clearly defined set of practices	●	●	●
Self-motivated, self-sufficient, reflective staff members		●	
Willingness to collaborate		●	●
Access to materials and information	●	●	●
Someone to guide the process		●	
Release time for teachers	●	●	●
Private meeting space	●	●	●
Video cameras	●	●	●

● = optional





## Choosing a Delivery Format

This flow chart will help you consider which options might be right for your school or agency.

