NCPMI

Classroom Practitioner Coaching Guide

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Introduction

Welcome! As a classroom coach, you will be the primary support for teachers as they learn to implement Pyramid Model practices. Where do you begin? This manual provides additional resources that build on the Practice-Based Coaching (PBC) training you have received.

Guide Contents

As a classroom coach, you will need to think about three essential elements of coaching: 1) Getting Ready for Coaching; 2) Enacting Coaching and 3) Using Data to Make Decisions. The table below describes the topics addressed in the three sections of the manual:

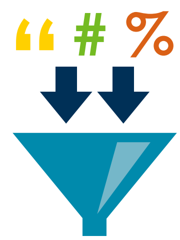
Section 1: **Getting Ready for Coaching**

- Steps to Complete Before Coaching
- Coordination with Leadership Team
- Caseload Planning and Scheduling
- Establishing Collaborative Partnerships
- Preparing for Implementation of Pyramid Model Practices

Section 2: **Enacting Coaching**

- Creating Shared Goals and Action Plans
- Conducting a Focused Observation
- Conducting a Debriefing Session Using Reflection and Feedback

Section 3: **Data Decision-Making**



- Classroom Coaching Data Tools
- Using Look-Think-Act to Make Decisions
- Using Data to Determine When and How to Decrease Coaching
- Sustaining the Effects of Coaching
- Links to Other Coaching Tools and Resources

Key Terms

As you review this guide, you might encounter new terms related to coaching and the Pyramid Model. The definitions of these terms can be found in the documents listed below:

- ***The NCPMI Glossary of Terms***[1] provides an alphabetical list of definitions of many terms used in the Pyramid Model, Practice-Based Coaching, and this manual.
- ***NAEYC's Position Statement on Advancing Equity in Early Childhood Education***[2] (NAEYC, 2019) provides definitions of key terms on equity.
- ***The Division for Early Child of the Council for Exceptional Children (DEC) Recommended Practices Glossary***[3] (DEC, 2015) provides definitions of key terms used in the DEC Recommended Practices (April 2014).

Definition of Teacher

In the early childhood field, a variety of terms (e.g., early childhood educator, interventionist, direct service provider, child-care provider, caregiver, practitioner) are used to describe the adults who work with young children. **In this manual, the term teacher will refer to adults who work with children** regardless of the setting or context in which they work (Grisham-Brown & Hemmeter, 2017[4]).

4 Grisham-Brown, J. L., & Hemmeter, M. L. (2017). *Blended practices in early childhood and early childhood special education, 2nd Edition*. Baltimore, MD: Brookes Publishing Co.

1 https://challengingbehavior.cbcs.usf.edu/docs/Glossary.pdf
2 https://www.naeyc.org/resources/position-statements/equity/definitions
3 https://divisionearlychildhood.egnyte.com/dl/facKSfYlFIv

Getting Ready for Coaching

The following section outlines important considerations **before** coaching begins. Many of these activities should be planned in collaboration with your program's leadership team.

Coordination with the Leadership Team

As a coach, you will need to know your program's expectations for coaching. For coaches who are part of the Pyramid Model Leadership Team, coordination with the leadership team will be an ongoing part of your role. Being a member of the Pyramid Model Leadership Team ensures that you are part of preparing and planning for classroom coaching within the program and have a working knowledge of the program's Pyramid Model Implementation Plan. During this "getting ready for coaching" stage, the leadership team will have discussions around coaching expectations and should work collaboratively on the following:

- **Coaching Format:** Individual, Group, Peer, or Mixed
- **Coaching Delivery Method:** Live or Distance
- **Coach and Teacher Training:** How teachers and coaches will receive initial training in Pyramid Model practices and PBC

Steps to Complete Before Coaching

1. Coordinate planning with the leadership team
2. Identify caseload and design schedule
3. Review data tools to use for assessing strengths and needs
4. Begin developing the Collaborative Partnership
   - Reach out to teachers who will be coached and set up the initial coaching meeting
   - Orient teachers to the coaching process
5. Work with teachers to complete Preparing for the Pyramid: Classroom Essentials[5]

5 https://challengingbehavior.cbcs.usf.edu/docs/Preparing-for-the-Pyramid.pdf

Detailed information on these items is located within the *Program Leadership Team Guide: Implementing Practice-Based Coaching within the Pyramid Model*[6]. The purpose of that guide is to provide leadership teams with the information needed to prepare for and implement coaching within their programs. As a new coach, you will need to become familiar with the leadership team guide.

Caseload Planning and Scheduling

The coaching schedule will depend on the format and delivery option chosen (i.e., expert coaching, reciprocal peer coaching, group coaching, on-site coaching, or distance coaching), the number of teachers, and the teachers' needs in the program. For a review of caseload planning and coaching delivery options and formats, refer to pages 10 through 13 within the *Program Leadership Team Guide: Implementing Practice-Based Coaching within the Pyramid Model*. The program leadership team will guide all decisions around caseload planning. For example, the leadership team will determine which teachers will receive coaching first and if teachers will be coached individually or as a teaching team.

6 https://challengingbehavior.cbcs.usf.edu/docs/LeadershipTeam_PBC_Guide.pdf

The frequency of coaching will depend on the needs of the teachers and may vary across time and teachers. If you are working with a new teacher or there are children with persistent challenging behavior in a specific classroom, you might need to spend more time with that teacher. Collaborating with an experienced teacher who is fine-tuning their practice might require less coaching support.

The following time approximations are provided as guidance to help you develop your coaching schedule and caseload:

- A coach using a group coaching format will spend approximately 12 to 15 hours per meeting for 6-8 teachers. This time includes preparing for group meetings, facilitating group meetings approximately every two weeks, and having individual meetings or observations with teachers. See Table 1 below for additional details on the time allocation for group coaching.
- A coach using an individual coaching format will spend approximately 1 to 1.5 hours per session **per teacher.** For each coaching cycle, the coach will conduct a 15 to 60 minute focused observation (determined by the action planning goal) and a 15- to 30-minute debriefing meeting with the teacher for reflection, feedback, and action planning. This timing also applies to coaching a set of practitioners or a teaching team if the team meets as a group with the coach for the debriefing. See Table 1 for additional details on the time allocation for providing individual coaching.
- In addition to time allocated for ongoing coaching cycles, you will need to plan an additional 3-4 hours to complete each administration of the *Teaching Pyramid Observation Tool* (TPOT™) or *Teaching Pyramid Infant-Toddler Observation Scale* (TPITOS™).

Table 1. Coaching activities and time allocation.

Format	**Group Coaching**		**Individual Coaching**	
Ratio of coach to teachers	6:1 to 8:1		1:1	
Coach time allocation	12 to 15 hours per meeting		1 to 1.5 hours per PBC cycle	
Teacher time allocation	2 to 3 hours per meeting		1 hour per cycle	
Other activities	Preparing materials for group session	1-2 hours per meeting	Preparing for individual session	Variable time
	Facilitating group PBC	90 minutes (minimum) per bi-weekly group meeting	Focused Observation	15-60 minutes per teacher per cycle
	Individual Meetings and/or Observations	60 minutes per teacher per meeting	Debriefing Meeting (i.e., reflection, feedback, action planning)	15-30 minutes per teacher per cycle

Beyond the time spent in the coaching process, you will need to schedule additional time for the following activities:

- Reviewing strengths and needs assessment data
- Preparing for observations and debriefing meetings
- Travel
- Reviewing video
- Locating resources, developing materials, or designing activities to support action planning goals
- Completing documentation (e.g., coach logs, schedules)
- Sending follow-up emails
- Reviewing coaching log data
- Preparing and sharing data with the leadership team

Tips for using Technology

- Make sure the teacher has the technology available that you want to use as part of the coaching process (e.g., Wi-Fi or internet connection, webcam, tablet).
- Prepare teachers for the use of technology and assess their level of comfort with technology.
- Practice accessing and using the technology with the teacher outside of a coaching session. This might include practicing recording video in the classroom and uploading recordings.
- Be prepared for when technology does not work or cooperate! Have a back-up plan for coaching or allow time in the schedule to accommodate changes when technology is not working.
- Provide tip sheets or resource guides for using the technology (e.g., Coaching Companion[7] Manual, steps for uploading a video to a shared drive, how to record using a tablet).

7 https://wa-coachingcompanion.org/help/user-guide-english

Scheduling and Time Management Tips

- During the first coaching cycle, set aside a longer block of time, approximately 60 minutes, for initial goal setting and action planning. These session(s) will include a review of strength and needs assessment data, TPOT/TPITOS data, completion of goal planning forms[8], and writing goals and action steps.
- Schedule your classroom observations and debriefing sessions with teachers ahead of time. Leave each debriefing meeting with a date for the next observation and debriefing meeting. Send email reminders to teachers ahead of scheduled observations.
- Block off enough time for observing the specific practices the teacher is working on and plan the observation during the time the teacher is most likely to use the targeted practice (i.e., practice on the action plan). Focus on the targeted practice during your observation.
- Adjust and balance your schedule as you get to know your teachers. Certain teachers may require more time (e.g., longer debriefing sessions, additional sessions for goal setting, additional focused observations).
- Understand that coaching frequency (i.e., number of cycles) and duration (i.e., length of observation and debriefing sessions) will vary across teachers based on each teacher's fidelity of Pyramid Model implementation and level of need. For example, you might be coaching one teacher weekly and another

8 https://challengingbehavior.cbcs.usf.edu/docs/goal_planning.pdf

teacher monthly. Decisions around coaching frequency and duration occur through a data-based decision-making process with the leadership team.

- If you are coaching at multiple sites, plan your coaching schedule to minimize travel time to locations.
- Many coaches find developing a weekly coaching calendar very helpful. Refer to Figures 1 and 2 for sample calendars.
- If you are using group coaching, cluster teachers working on similar goals together to reduce preparation time or group teachers by geographic proximity to minimize travel time.
- Use video calls (e.g., Zoom, Skype, etc.) for debriefing sessions to reduce the time needed to meet on-site. However, it might be helpful to meet in person with teachers initially to build the partnership.
- Observe via video recording to reduce the time for travel and conducting an observation.
- If you are using distance technology, there will be times when the goals you are working on with a teacher will be difficult to observe through video and on-site observation might be needed (e.g., transitions, center-time classroom management strategies).
- Schedule a consistent time to complete coaching documentation and tasks, including coaching logs, follow-up emails, and scheduling.
- Keep accurate records of the time spent traveling to coaching sites. Schedule as many coaching sessions within the same geographical region to cut down on travel time.

Figure 1. Sample coaching schedule in one program.

Sample Weekly Schedule
Coaching Half-Time
1 Program | 6 Teachers

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00		FO-Karen	FO-Abbigail		
9:00		FO-Monique	Preparation	FO-Luis	
1:00		Preparation	M-Tyrel	FO-Jackson	
11:00		Preparation	Lunch	Preparation/ Material Provision	
12:00		Lunch	M-Monique	Lunch	
1:00		Material Provision		M-Abbigail	
2:00		Cover Class		M-Jackson	
3:00		M-Karen		M-Luis	
4:00		FO-Tyrel		Documentation	
5:00					

FO = Focused Observation M = Debrief Meeting

Figure 2. Sample coaching schedule for coaching across two programs.

Sample Weekly Schedule
Coaching Full Time
2 Programs / 12 Teachers

Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Admin Duties	Cover Class	Admin Duties	Preparation	M-Lynn
9:00		FO-Akari	Material Provisions	Preparation	
1:00	FO-Samantha	Organization/Notes	Material Provisions	FO-Kathryn	
11:00	FO-Devon	M-Devon	FO-Chantel	FO-Lynn	Lunch/Travel
12:00	Lunch	Preparation	Lunch	Lunch	Leadership Team Meeting
1:00	Organization/Notes	Lunch/Travel	M-Akari	Preparation	Cover Class
2:00	Material Provision	FO-Chan	Cover Class		Organization Notes
3:00	M-Samantha	Preparation	M-Chantel	M-Kathryn	
4:00	Admin Dutes	M-Chan	Admin Duties	Admin Duties	Documentation

FO = Focused Observation M = Debrief Meeting

Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Admin Duties	M-Behavior Support Specialist	Admin Duties	Admin Duties	Preparation
9:00	Preparation	FO-Michael	FO-Jayla	Admin Duties	FO-Martina
1:00	FO-Gabriel	Organization/Notes	Material Provision	Admin Duties	
11:00	Preparation		Material Provision	FO-Jackie	Material Provision
12:00	Lunch	Preparation	Lunch	Lunch	Lunch
1:00	Organization/Notes	Lunch/Travel	M-Michael	Preparation	M-Martina
2:00	Material Provision			M-PTR-YC	Cover Class
3:00	M-Gabriel	Leadership Team Meeting	M-Jayla	M-Jackie	Documentation
4:00	Admin Duties	Admin Duties	Documentation	Documentation	Documentation

FO = Focused Observation M = Debrief Meeting

Establishing Collaborative Partnerships

Practice-Based Coaching occurs within the context of a collaborative partnership. This partnership is the foundation on which the PBC cycle occurs. Collaborative partnerships develop over time and allow coaching to be a "safe space" for teachers. Coaching is a supportive context where teachers can ask questions, discuss problems, get support, reflect on their practices, and feel comfortable trying new ideas and strategies. Collaborative partnerships begin with establishing rapport and a shared understanding of the coaching goals and process. Ideas to start this process include sharing professional experiences and backgrounds, establishing a set of shared expectations for time commitments and outcomes, and discussing the coaching process and purpose. Each coaching partnership will be unique, as each partnership will reflect the strengths, needs, and desired outcomes of the coach and teacher.

Characteristics of a Collaborative Partnership

- Shared understanding of the goals of coaching
- Shared focus on professional development
- Development of rapport and trust
- Choice
- Ongoing communication and support
- Celebrations around the coaching process

Initial Meetings with Teacher

Gaining teacher support and buy-in is an essential part of establishing the collaborative partnership. Meet with each teacher to discuss expectations for coaching. This time spent together will help you get to know the teacher and better understand the teacher's classroom and the teacher's history with coaching. Initial meetings should include time to get to the know the teacher, an orientation to the coaching process, and the development of a coaching agreement.

Connection or Getting-to-Know-You Activities

Time spent connecting with teachers early in the coaching process will facilitate the collaborative partnership. Share relevant information with the teacher, such as your past coaching experiences, contact information, and any applicable information that might help make a personal connection with the teacher. Acknowledge the teacher's previous experience with coaching and professional development. Spend time understanding the teacher's strengths, preferred modes of communication, and ways for learning new information.

Information to gain or questions to ask include:

- *What are your strengths as a teacher?*
- *How would the children in your classroom describe you? How might other teachers and co-workers describe you?*
- *Tell me about your previous experiences with coaching.*
- *What are your initial goals for Pyramid Model implementation?*
- *What Pyramid Model practices are you most excited to try?*

- *When it comes to coaching, is there anything you are feeling excited about? Nervous about?*
- *Tell me about a typical day and the children in your class.*
- *What are some things that motivate you outside of the classroom?*
- *What is the best way for me to reach you in-between coaching sessions? Phone? Email? Text?* (Make sure to gather all of the teacher's contact information.)

Orientation to the coaching process

The leadership team will decide how coaching will be introduced to teachers in the program. This might be done through individual meetings between the coach and the teacher, with multiple teachers in a group meeting, or at the end of a training workshop.

Keep in mind that when information is initially shared with teachers about coaching, there might be a range of reactions, ranging from being excited to wary of having someone in the classroom observing their interactions with children. Here are some helpful tips to use when introducing coaching to teachers:

- Ask about concerns and hesitations, and use active listening when teachers share them. Respond in ways that communicate you hear those concerns, and share how PBC will ensure that coaching is a safe space;
- Be confident and enthusiastic about the opportunity to help teachers identify their teaching strengths and grow in their competence and confidence to try new practices;
- Communicate how invested you are in developing a collaborative relationship and supporting teachers in meeting their goals; and
- Make an effort to connect in a warm and friendly way with the teachers. This first impression will be an important factor in building a strong partnership with the teacher.

Preparing Teachers for Coaching

Coaches may want to share the article Preparing Yourself for Coaching: Partnering for Success[9] (McLeod, Artman-Meeker, & Hardy, 2017) as a way to help teachers feel comfortable with the coaching process. The article is written from a teacher's perspective and provides descriptions of the coaching process, considerations for classroom coaching, and questions to ask the coach throughout the coaching process.

9 https://www.jstor.org/stable/90013689?seq=1

The introduction to coaching (see Table 2) is the same whether the information is presented in a group meeting or individual sessions with teachers. If the program provides a group orientation to coaching, use your first individual session to review the introductory content and ask the teacher if they have questions about what was shared. Table 2 provides an overview of topics that should be covered during initial orientation meetings with teachers.

Table 2. Topics to address in a teacher's orientation to coaching.

Topic	Discussion Points
Overview of PBC components	• Provide an overview of the PBC cycle. • Describe the observation strategies. • Describe the debriefing session and how reflection and feedback will be used.

Scheduling	• Discuss the observation process with the teacher. Explain that focused observations will occur during the times when the teacher is implementing the targeted Pyramid Model practice.
	• Discuss the debriefing meeting process with the teacher. It might help to remind the teacher of the PBC coaching cycle and affirm that together you will engage in reflection and feedback after each focused observation.
	• Debriefing meetings should be scheduled during times when you and the teacher can engage in reflection and feedback with minimal distractions. Typical times to hold these meetings include:
	    • Nap/rest time
	    • After child dismissal
	    • A time in which the teacher has coverage in their classroom
	• Note: Work with the leadership team or program administrator to determine if coverage for the teacher during debriefing meetings can be arranged.

Alignment of the Pyramid Model with current classroom initiatives	• Teachers might want to know how the Pyramid Model fits within the current classroom curriculum or initiatives. Familiarize yourself with the curriculum and the materials used in the classroom so that you are able to integrate Pyramid Model practices with the work they are already doing. • Teachers might ask questions about how coaching fits into their current professional development plans. Work with the Pyramid Model Leadership Team to determine how coaching will align with the policies and procedures for professional development plans.
Pyramid Model practices and the importance of social and emotional development	• Prior to receiving coaching on Pyramid Model implementation, teachers will receive training and professional development on Pyramid Model practices. Based on this training, teachers might have questions about specific practices or might want additional information on promoting social and emotional development within their classroom.

Coaching Agreements

While establishing the collaborative partnership, it will be important for teachers to be aware of their roles and responsibilities in the coaching partnership. As part of initial meetings, you and the teacher will complete a coaching agreement that outlines the **roles and responsibilities of both the teacher and the coach** and is signed by both of you to demonstrate the commitment to the coaching process. In the sample Pyramid Model coaching agreement (Figure 3), the responsibilities of the coach and the teacher are clearly outlined. Coaching agreements can vary across teachers, as each teacher you are coaching may want and need different supports as part of the coaching process.

Collaborative Partnership Resources

The following resources provide additional ideas and strategies for connecting with teachers and developing a strong collaborative partnership:

- ***Unpacking Coaching Webinar Series - A Day in the Life of a Practitioner Coach: Planning for Coaching Caseloads***
  https://challengingbehavior.cbcs.usf.edu/Training/Webinar/archive/2019/11-20/2019-11-20_Practitioner-Coach.html
- ***Coaching Corner Webinar Series - A Day in the Life of a Coach***
  https://eclkc.ohs.acf.hhs.gov/video/day-life-coach
- ***Tips for Coaches - PBC Coach Training: Collaborative Partnerships***
  http://prekkid.org/head-start/agency/training-and-tech-assistance/Boot%20Camp%202%20CLASS%20Coaching%209-28-16/6.%20PBCCoach-CP-Tips.pdf
- ***Practice-Based Coaching: Collaborative Coaching Partnerships***
  https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pbc-brief-ccp.pdf

Preparing for the Implementation of Pyramid Model Practices

During the initial implementation of Pyramid Model practices, teachers might need assistance in establishing essential practices for successful Pyramid Model implementation. The *Preparing for the Pyramid: Classroom Essentials* (Figure 4) provides a coaching tool to be used following training to help the preschool teacher and coach ready the classroom environment and materials before the first coaching cycle begins.

Steps for Using the Classroom Essentials Checklist

1. During the first coaching meeting, develop a collaborative plan with the teacher to complete the Classroom Essentials checklist. The checklist can be completed during the initial meeting or you may want to schedule a separate meeting to review the checklist.
2. After completion of the checklist, offer assistance to the teacher to get the classroom essentials in place. For example, you might work collaboratively with the teacher to revise the visual schedule and post updated rules and behavior expectations if these were identified as needs on the checklist.
3. Once coaching has started, you can use this form during a focused observation to ensure that the classroom essentials are in place.

Figure 3. Sample Teaher-Coach Agreement[10].

Teacher-Coach Agreement

Implementing the Pyramid Model for Social-Emotional Competence in Young Children

Coach's Responsibilities:

As I coach you to implement the Pyramid Model with fidelity, I commit to:

- Maintain your confidentiality.
- Observe you during your different daily routines.
- Watch, listen, and learn from you about your educational beliefs and values.
- Focus on your strengths, your emerging skills, and your individual professional goals for implementing the Pyramid Model.
- Use a variety of tools to assess your strengths.
- Offer guidance and support that will address emerging skills identified on the TPOT and the Inventory of Practices.
- Understanding your unique learning style, so that I can adapt my coaching to your individual needs.
- Support you in creating your professional development plans in areas that you prioritize for your growth.
- Follow through to encourage systematic teaching practice changes.
- Be organized and prepared for our monthly teacher-coach meetings to review progress and revise goals.
- Be approachable and trustworthy.

I commit to being respectful, non-judgmental, and supportive in all our coaching interactions in order to contribute to a positive collaborative relationship.

Teacher's Responsibilities:

As I work with you to implement the Pyramid Model with fidelity, I commit to:

- Build positive relationships with my children, families, peers and the coach.
- Design supportive environments that will encourage children's positive behavior.
- Learn to implement the variety of social-emotional strategies imbedded into the Pyramid Model.
- Recognize when a child's behavior indicates the need for individualized intensive interventions.
- Collaborate as a team with every adult who is influential in the child's life when creating a functional behavior plan.
- Provide the coach with a self-assessment on the Inventory of Practices when requested.
- Take charge of prioritizing my own goals identified as emerging skills on the TPOT and the Inventory of Practices.
- Work to successfully implement changes in my teaching practices.
- Be organized and prepared for our monthly teacher-coach meetings.
- Be approachable and trustworthy.

I commit to being open to suggestions, ready to ask for what I need, and willing to change my teaching practices when skills have been identified in order to contribute to a positive collaborative relationship.

______________________________ Signature of Teacher

______________________________ Signature of Coach

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10 Available in editable and PDF versions. https://challengingbehavior.cbcs.usf.edu/Implementation/coach.html#collapse1

Figure 4. Preparing for the Pyramid: Classroom Essentials[11].

Preparing for the Pyramid: *Classroom Essentials*

Teacher:________________________ Coach:______________________ Date completed:___________________

This list identifies six classroom components essential for successful Pyramid implementation. These materials and environmental considerations are pivotal for child success in a Pyramid Model classroom. This form is intended to be a coaching tool used following training to help the team be ready for coaching on the Pyramid to begin. The teacher and coach can review together and discuss if any modifications need to be made before the first coaching cycle begins.

1. **Visual schedule *ALL must be present**
   - ☐ Includes photographs or clip art for each activity
   - ☐ Each daily activity represented
   - ☐ Posted at children's eye level
   - ☐ Accommodates when changes occur (e.g., rainy weather, special events)
   - ☐ Indicates the passing of time (i.e., pieces can be flipped over, removed, or marker denotes current activity)
   - ☐ Remains visible the entire day

   Notes:

2. **Behavior expectations**
   - ☐ Positively stated (e.g., "We are safe," "We are kind")
   - ☐ No more than 5
   - ☐ Displayed expectations include an image or symbol
   - ☐ Posted and visible to children in the classroom

   Notes:

3. **Rules**
   - ☐ Positively stated
   - ☐ No more than 5
   - ☐ Visual representation for each
   - ☐ Posted at children's eye level in the activity or setting where applicable

   Notes:

4. **Families are visually represented (e.g. photos posted, class book)**
   - ☐ Every child is represented
   - ☐ Easily seen or accessible
   - ☐ Families are represented in a positive way

   Notes:

5. **Physical environment designed to promote engagement**
   - ☐ Enough centers to accommodate the number of children
   - ☐ Centers have clear boundaries
   - ☐ Materials are developmentally appropriate and adequate in number and variety
   - ☐ No wide-open spaces for children to run
   - ☐ Group area is clearly defined with enough space to accommodate the number of children

   Notes:

6. **If present, behavior management systems are positive** **Note: this is not a required classroom essential*
   - ☐ Does not include punitive measures (e.g., moving clip to a red light, smiley/frown face daily ratings, time out chair)
   - ☐ Any acknowledgement earned is not lost
   - ☐ Any parental communication about the system focuses on what has gone well, rather than challenges
   - ☐ All children are eligible to earn acknowledgement throughout the day

   Notes:

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11 https://challengingbehavior.cbcs.usf.edu/docs/Preparing-for-the-Pyramid.pdf

Getting Ready for Coaching: Coaching Questions

1. **What if my teacher believes that coaching is evaluative?**
    - Describe the coaching roles (as coach and teacher) and the purpose of coaching. Talk about the expertise the teacher brings to the coaching partnership (e.g., knowledge of the classroom, children, families) as well as the expertise the coach brings.
    - Focus on strengthening the collaborative partnership with the teacher. Find ways to get to know the teacher and share information about yourself to build and maintain trust.
    - Discuss confidentiality about the coaching process and data collected during the process.
    - Revisit the collaborative coaching partnership with the teacher. Emphasize the collaborative nature of each of the components of the PBC cycle.
    - Include a statement in the coaching agreement that coaching is not evaluative (note: the teacher should be involved in deciding what is included in the coaching agreement).
    - If you also serve as the teacher's supervisor, reiterate how your coaching role will be different because you will not be evaluating. Discuss how the teacher will know when you are in your coach role and when you are in your supervisor role. Emphasize that coaching will not impact the teacher's employment or evaluation (include a statement in the coaching agreement).
    - When discussing focused observations and using TPOT/TPITOS, share that the purpose is to gather information to plan where you are and where you want to be in your professional goals.
2. **How do I respond to questions about how the Pyramid Model practices relate to other program initiatives (e.g., an early literacy initiative, a new math curriculum)?**
    - Collaborate with the program leadership team to review the program's other initiatives and consider how they can be integrated within the Pyramid Model framework or vice versa.
    - Work with the teacher or the leadership team to create a visual (e.g., a crosswalk) to show how the initiatives align with the Pyramid Model.
    - When addressing practices during action planning, discuss how the Pyramid Model and other initiatives align.
3. **How do I balance my coaching responsibilities with my other roles within the program?**
    - Use a calendar to schedule coaching activities and other program tasks to keep organized.
    - Prioritize daily tasks.
    - Create a back-up plan for when there are schedule changes.
    - Track your coaching time and activities using a coaching log to assist. Use the coaching log data summaries for making decisions about coach time allocation and responsibilities.
    - Collaborate with program administration to review and clarify job responsibilities and roles.

Enacting Coaching

Creating Shared Goals and Action Plan

Shared goals and action plans should be data-based, comprehensive, and collaborative. Creating shared goals and action planning are critical to the success of the coaching partnership. A quality goal and action plan provide direction and purpose to the focused observation. In PBC, goals are written based on the results of a strengths and needs assessment. Data can help determine what practices are already in place and the practices to strengthen. Provide the teacher with the opportunity to review and reflect on strength and needs assessment data to identify goals that are important to them. After reviewing all the data with the teacher, you will help the teacher prioritize the first goal for coaching. In Table 3, we describe steps for creating shared goals and action plans with strategies or resources for each step.

Table 3. Steps for creating shared goals and action plans.

Topic	Discussion Points	Examples
1. Identify strengths and needs	• Conduct and score the TPOT • Conduct and score the TPITOS • Collect Pyramid Model Practices Implementation Checklists[12] • Complete Coach Goal Planning form[13]	• Schedule TPOT observation and interview • Score complete measure and print excel graph • Schedule TPITOS observation and interview • Score measure and print excel graph • Review scores and complete the Coach Goal Planning Form
2. Prepare for goal setting	• Collect Pyramid Model Practices Implementation Checklists • Collect Teacher Goal Planning form[14]	**Together with the Teacher:** • Review the TPOT Graph • Review the TPITOS Graph • Review the Teacher Goal Planning form **Conversation Starters** • "Let's start by reviewing the checklists you completed during practices training." • "I want to show you the goals I thought about based on my observation."

12 https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Practices-Checklist.pdf
(For infant-toddler practices, see https://prism.ku.edu/resources/?fwp_parent_category_trial=practice-implementation-checklists)
13 https://challengingbehavior.cbcs.usf.edu/docs/Coach_ActionPlan_Form.pdf
14 https://challengingbehavior.cbcs.usf.edu/docs/goal_planning.pdf

Topic	Discussion Points	Examples
3. Set goals based on strengths and needs	• Review all data • Consider beginning with universal practices if data indicate they are not in place • Consider red flag items scored yes • Consider engagement of all children • Consider the observation of challenging behavior	• Look for similarities between Teacher and Coach Goal Planning forms • Work with the teacher to prioritize goals based on universal practice needs • Work with the teacher to prioritize goals based on red flags • Work with the teacher to create initial coaching goals and action steps • Create goals that will help promote the engagement of individual children
4. Create action plans to support goals	• Action plans are written to address the goal statement • Action plans include resources needed to achieve the goal • Action plans include a timeline for completing the targeted practice • Action plans include when the teacher will implement the targeted practice	**Example goal statements:** • Over the next month, during centers, I will provide positive, descriptive feedback to children when I see them sharing with their friends. • At the beginning of every morning meeting, I will review classroom rules by providing examples and non-examples and checking for understanding. • I will point out peers' facial expressions, words, or voice tone during naturally occurring situations to help children understand other's emotions.
5. Identify the materials and resources needed to achieve the goals	• Identify new visuals • Identify materials that are needed to teach new skills • Identify changes to schedule or routines • Identify environmental modifications	• "Let's look at the handouts from training to see if there are ideas for positive feedback statements you might use." • "Let's think about 2-5 rules you would like children to follow during morning meetings. After we have a list of rules, we can talk about how you might display them." • "I wonder if using little mirrors or pictures of feelings faces would help children learn to identify the facial expressions. Let me show you some resources that you might consider using."

Shared Goals and Action Planning: Coaching Questions

1. **How do I know what goals to write?**
   - Ask the teacher about their priorities.
   - Ask the teacher to identify the most challenging activities or times of day.
   - Look at the TPOT/TPITOS data with the teacher and reflect on areas to strengthen.
   - If there are differences between teacher and coach priorities, find a goal you agree on; or start with a goal the teacher feels is a priority. Ask the teacher to agree to address the other goals at another time.
2. **How do I know what goal to work on first?**
   - The first goal might be one the teacher can easily complete quickly to build confidence in Pyramid Model implementation.
   - Use a strengths-based approach by considering:
     - What is the teacher already doing well?
     - How can you build on the teacher's strengths?
     - Identify practices the teacher is already doing but would like to implement more often or with different children or at different times of the day.
     - Identify a practice the teacher is already doing but should be done in a different way.
   - Select a practice that is likely to have an impact across children and routines, such as using positive descriptive feedback or giving positively stated directions.
   - Consider teacher-identified goals of high priority. Ask the teacher what new practices they want to try out or learn.
   - Choose a foundational goal that will support the implementation of other Pyramid Model practices.
3. **What if my teacher is not making progress with their goals?**
   - Ideally, goals should be achieved within 2-3 coaching cycles. If the teacher is not making progress, work with the teacher to identify any barriers to implementation.
     - Start with a reflection before giving feedback to the teacher about the lack of progress (e.g., "What has been hard about implementing [action step]?").
     - This is a collaborative process; it will be most important for you to open the dialogue, ask questions, and make changes to the goal and action plan based on your conversation with the teacher.
   - You might consider whether the goal or action plan needs to be revised or if the teacher's opinions were considered when the goal and action steps were created.
     - Do the action steps need to be simplified or a new action step written?
     - Does the teacher understand the goal and action steps as written and how to implement them?
     - What is the teacher's confidence in being able to use written action steps/strategies?
     - Does the teacher need you to model the practice or use other observation coaching strategies?
   - During the debrief, you should review the action plan as written and consider the following:
     - Does the teacher have the resources needed to implement the goal?
     - Is there a prerequisite practice that is not fully in place?
     - Is this goal a current priority for the teacher? If not, is there another practice that may be more important? If so, is there an action step that is missing?

4. How do I transition to another goal after one goal is achieved?

- Reflect with the teacher on what they might like to work on next.
- Discuss ways to expand the practice(s) in the current goal to support individual children, other times of day, or other skills/behaviors for children.
- Use the implementation checklists to guide the reflection process.
- Revisit the teacher's planning forms. Offer a few choices related to the teacher's original priorities.
- Conduct a "running" TPOT/TPITOS to identify new ideas for the next goal.
- Plan for maintenance of achieved goals by identifying the steps of the action plan to continue implementing. Make a plan for when you will check-in on the achieved goals (e.g., you might say, "When I see you using a previous goal in an observation, I might point it out and offer some supportive feedback on it even if we don't have an action plan on that practice anymore.").

Running TPOT

A running TPOT is a coaching tool that allows coaches to collect data on specific action plan goals without having to complete all 32 items on the TPOT. The information gained from the Running TPOT will enrich the information shared during the debrief process.

Conducting a Focused Observation

It is important to be prepared to complete a focused observation that is intentional and systematic. Your observation will occur during an activity that you and the teacher selected together to give feedback on the implementation of the goal and relevant action steps. Together you will decide what coaching strategies you will use during the focused observation. While observing, you will take detailed notes about the implementation of the targeted practice and how children are responding to it. In Table 4, we provide the steps for conducting a focused observation.

Scheduling Your Focused Observation

- Decide with the teacher the activity or routines in which the new action plan goal will be practiced and observed.
- Schedule your observation during the agreed-upon activity or routine.
- Discuss with the teacher the coaching strategies to use during the focused observation.

Table 4. Essential steps and strategies for focused observations.

Essential Steps	Strategies	Examples
1. Observe Pyramid Model goals	• Review current action plan goals • Collect data on the implementation of specific goals • Model, demonstrate, or prompt for the teacher, as needed • Observe specific children, if requested	• *"When would be a good time for me to observe you working on the new goal?"* • *"I would like to observe when you are trying out the new strategy."* • *"Let's review possible observation strategies and see if any of these will be helpful to you."*

2. Take focused notes	• Use the NCPMI focused observation note-taking form[15]
	• Take specific notes on what you see and hear
	• All notes remain objective
	• Take notes on the implementation of specific action steps
	• Consider the response of all children to the implementation of the new skill
		• Arrive in the classroom on schedule
		• Write the goal on the top of the note-taking form
		• Notes might look like this:
		  • **Example 1** *Teacher: "Everyone look at the new picture schedule and see what we are going to do today."*
		  • **Example 2** *Teacher: "I know you are ready because your eyes are looking right at me."*
		  • **Example3** *Child: "Kevin shared the cars with me and that made me so happy."*

3. Prepare for the debriefing session	• Review observation notes • Review observation data • Prepare a positive feedback statement based on the observation • Provide a constructive feedback statement based on the observation	• *"I heard you use 3 different positive feedback statements during centers today."* • *"I saw you review the entire schedule at the beginning of morning meeting and then you went back to the schedule to get them ready for the transition to centers."* • *"I heard you give a transition warning before the children came to morning meeting. But remember we said we would also give a warning before clean-up time."* • *"I heard you comment about peers' actions two times during outdoor play when a peer entered a child's space."*

15 https://challengingbehavior.cbcs.usf.edu/docs/Observation-Form_Focused.pdf

Coaching Questions: Focused Observation

1. **What if I notice a pattern of my teacher canceling focused observations?**
   - Remind the teacher of the purpose of observation. Make sure the teacher understands that coaching is not meant to evaluate the teacher but will be used to facilitate their use of practices to ensure all children have the support they need.
   - Consider whether you are going at a time that is convenient for the teacher.
   - Reflect on what you are doing during the observation: What is your body language like? What is your face expressing? How close are you to the teacher? How do you respond to children?
   - Check that the teacher is comfortable with the coaching strategies you are using during the focused observation.
   - Reflect on the actual coaching process at the end of debriefing meetings (e.g., Are there other things I can do during my observation that would be helpful to you?").
2. **How do I know what coaching strategies I should use?**
   - Ask the teacher what strategies would be most helpful and comfortable for them.
   - Continue to check in with the teacher to assess their comfort level with selected coaching strategies.
   - After using a coaching strategy, ask the teacher for feedback about how useful it was.
   - Identify how the teacher prefers to receive information.
   - Ask the teacher if they are comfortable with your use of modeling and providing feedback during the observation.
3. **Should I interact with children or assist in the classroom in the first couple of observations?**
   - Early in the coaching process, ask the teacher if it is okay to interact with children in the classroom.
   - Children will want to interact with you and know who you are and why you are in the classroom. Be friendly but respond briefly with your name and a simple answer, "I am here to watch you play and learn" and resist the temptation to join in children's play or activity.
   - Sometimes it is appropriate for the coach to assist in the classroom or interact with children. For example, if a child struggles with getting materials from a shelf and the other teachers are busy, you might assist the child.
   - If the teacher is comfortable with you interacting with children, make sure your focus is on the teacher's implementation, and your interactions do not distract the teacher.
   - Use visual supports if needed. For example, you could use a stop sign on a folder or wear a stop sign to signal to children that the coach is not available for interaction.

Conducting a Debriefing Session

Coaches should be prepared to conduct an organized, effective, predictable, and supportive debriefing session. The initial debriefing sessions should focus on partnership building, getting to know the teacher and the classroom, and assessing the teachers' specific strengths and needs. By the third session, you and the teacher should have written a goal and begin working on an action plan. The current goal(s) and action plan will be the focus of all subsequent debriefing sessions. You should be prepared to guide reflection and give supportive and constructive feedback regarding the goal's implementation as noted during the focused observation. You should be ready to give and receive feedback, to ask reflective questions, and give time for thoughtful responses. Understanding the essential components of conducting a debriefing session is critical to the success of the coaching partnership and sustainable implementation of newly learned practices. In Table 5, we provide strategies for the steps that are part of the debriefing session.

Steps for Conducting a Debriefing Session

1. Review the current action plan
2. Facilitate reflection on the practices that the teacher is working on during the observation
3. Give supportive and constructive feedback related to the implementation of the goal
4. Offer targeted supports for the action plan goal
5. Facilitate a discussion about the next steps
6. Have the teacher select the next step
7. Schedule the next observation and debrief session

Table 5. Steps and strategies for debriefing sessions.

Essential Steps	Strategies	Examples
1. Refer to the current action plan	• Do a quick review of goals and action steps • Review the action steps as written • Both partners should have an updated copy of the action plan	• *"Let's start by reviewing the practices you implemented this week. Tell me about how you used them."* • *"Are there other action steps you need to get you closer to your goal?"*
2. Facilitate reflection	• Ask the teacher to reflect on progress towards meeting the action plan goal • Ask open-ended questions to begin the conversation • Share reflections anchored in data from your focused observation *If both partners agree the goal is met, then they write the next goal	• *"How comfortable were you trying the new practices?"* • *"How are the children responding to the new strategies?"* • *"I was watching Kara during circle and wondered what you thought about her participation."* • *"Your goal was to provide positive feedback to children who are following expectations at a higher frequency. I counted 5 statements during centers. What are your thoughts about the goal?"*

Table continued next page.

Essential Steps	Strategies	Examples
3. Deliver supportive feedback	• Provide feedback based on observation of goals or specific action steps • Provide feedback that is positive, specific, and highlights teacher's strengths • Try to give more supportive feedback than constructive feedback	• *"You are consistently using and referring to your classroom rules. I saw you remind 3 children of the rules during my observation today."* • *"When Rahi was getting frustrated while waiting his turn, you labeled his emotion and modeled two solutions he could try."*
4. Deliver constructive feedback	• Provide feedback based on observation of goals or specific action steps • Provide feedback that tells the teacher what they did and how they might improve the practice	• *"I noticed that you and your assistant were joining in children's play and commenting on what they were doing. The children responded positively and loved interacting with you. When you are doing that, you could help the children interact. You might say something like "Why don't you show Juniper how your car goes up the ramp." Our goal is that the children have extended interactions with each other."*
5. Offer targeted supports	• Offer assistance with individual children • If needed, suggest individual strategies or an individualized plan	• *"Are there any children who are struggling to engage in certain activities or with peers?"* • *"It looks like you have great routines and the children were engaged today. Do you have any children who struggle with routines?"*
6. Discuss next steps	• Refer to implementation guides, other materials, or direct examples that may help with the implementation of the goal • Facilitate discussion about steps related to the implementation of goals before the next coaching visit	• *"Remember there are examples of transition strategies in your training materials. Let's both look those over before my next visit and think about ways to structure the morning transition in your room. We can talk about your ideas next time I am here."*
7. Schedule next observation and debrief	• Schedule the next coaching observation and debrief date and time • Send email follow-up within 24 hours	• *"Let's take out our calendars and figure out the best time for me to come back and see you try out the new strategies."*

Coaching Questions: Conducting a Debriefing Meeting

1. What do I do if my teacher appears hesitant to reflect or engage during the debrief?

- Review the purpose of debriefing with the teacher.
- Focus your support on building a stronger partnership.
- Review goals/action plans:
  - Are the goals meaningful to the teacher?
  - How much of a role has the teacher had in the decision-making process?
- Review with the teacher their preferences about feedback strategies or coaching strategies.

2. How do I prepare for addressing a challenging issue with a teacher such as the use of timeout or a teacher using a harsh tone with a child?

- Using objective information collected during the focused observation will help keep personal judgment out of the conversation. (e.g., observed actions, comments, child responses).
- Begin statements using "I wonder…" or "I noticed…".
- Focus on the impact of the teacher's practices on children. Coaching is about supporting teachers to support positive outcomes for children, so centering your conversation on children's experiences may be more neutral for the teacher.
- Role-play with another coach or trusted supervisor to practice having the conversation.
- Write down the information you want to share or questions you have before the conversation.
- Make sure to deliver positive feedback before you provide constructive feedback.
- Use active listening skills to hear the teacher's point of view.

3. How can I make sure I do everything I am supposed to in a session?

- Take notes before the meeting to help collect your thoughts and prepare for the meeting. Review your coaching log and what you did during the previous coaching session with the teacher.
- Review the teacher's action plan before conducting the observation.
- Use a coaching log or an agenda and make notes or highlight points you want to be sure to cover during the session.

4. How do I make the most of my time during a debrief session?

- Review your coaching notes and pick one or two situations to focus on for feedback—depth is better than breadth.
- Save problem-solving for the end of the meeting if this tends to be a lengthy part of the meeting for the teacher.
- If a teacher usually does not review the resources you provide after coaching sessions, look at the resources together in the debrief meeting. This way, you can support the teacher to focus on the resource and its use in the classroom.

5. How do I conduct a debrief session if the teacher is unable to meet?

- Meet virtually through email, phone, Skype, or Zoom.
- Ask if the teacher is comfortable talking while also completing classroom tasks.
- Reschedule for a time that is more convenient for the teacher.

6. When should constructive feedback begin?

- After a collaborative partnership has been established, the teacher has been oriented to the coaching process and has reviewed the coaching agreement. This may differ across teachers.

Data Decision-Making

Practice-based coaching data are used to determine whether you are doing what you said you would do (fidelity) and whether it's making a difference (outcome) for teacher practices and ultimately for children. Data allow you to monitor your implementation of PBC to ensure it is implemented sufficiently and accurately enough to change outcomes. As important as monitoring PBC implementation is, you are also responsible for using data to make decisions about what you will do within the coaching cycle. Data inform your coaching practice so you can identify actions that will make coaching more effective and increase teachers' implementation of social and emotional teaching practices.

The data tools you will use in PBC include the Classroom Coaching Log, Classroom Coaching Log Spreadsheet, TPOT/TPITOS and spreadsheets, and the Look-Think-Act process. You can also use the Behavior Incident Report System (BIRS) data to coach teachers who have children with challenging behavior in the classroom.

Steps for Data Decision Making

1. Identify and review classroom coaching data tools
2. Collect data
3. Review and analysis results using the Look-Think-Act process
   - Examine data (e.g., graphs and tables) for trends
   - Analyze the data by asking questions about what you see
   - Develop an action plan to address areas of concern identified during the analysis
4. Organize data to share with the teacher and program leadership. Remember to provide positive feedback for implementation fidelity.
5. Use data to determine when and how to decrease coaching
6. Plan for sustainability

Classroom Coaching Data Tools

The *Classroom Coaching Log*[16] is a quick and efficient way to collect data about what you are doing to support the teacher (i.e., coaching implementation) and how the teacher responds (i.e., outcomes). Using the log helps you determine whether you are completing coaching cycles, how often and how long you coach each teacher, and what strategies you use. What you do during coaching is then compared to the number of goals the teacher achieves (outcome) to provide objective information that will help determine your next steps.

The TPOT or TPITOS provides a measure of implementation of Pyramid Model practices to fidelity. The data from these tools can be compared to the Classroom Coaching Log data to help you determine how to proceed with coaching. For example, completed action plan goals should lead to improved implementation as noted on the TPOT. If a teacher has completed many goals as measured with your coaching log but has not improved TPOT practices, you might need to review the type and quality of action plan goals identified for this teacher.

16 Classroom Coaching Log. https://challengingbehavior.cbcs.usf.edu/Implementation/Data/index.html#contacts

Coaching → **Completed Action Plans** → **Improved Implementation**

You will also be able to identify which strategies have been most successful (i.e., resulted in improved teacher practices) and which need to be changed (i.e., goals were not met). Completed coaching cycles may be compared to changes in teacher practices. When data show the teacher's practices have improved and your coaching log data show you are also coaching with fidelity, you can feel confident in your coaching.

BIRS data are used as a coaching tool to support teachers with children demonstrating challenging behavior in their classroom. The system provides data about who is involved in an incident, when and where an incident occurs, potential motivating factors, and how adults respond. BIR data will help you determine what strategies you want to use, the intensity of coaching needed, and whether your strategies are effective.

A number of webinars that pertain to the use of the BIR have been recorded and posted on the NCPMI data decision-making webpage[17]. Two that may be helpful for beginning users are Addressing Challenging Behavior Through Data: An Introduction to the BIRS in an Early Childhood Program[18] and Using the Behavior Incident Report System (BIRS) to Support Practitioners Around Children Who Engage in Challenging Behavior[19].

Using Look-Think-Act to Make Decisions

Each coaching data tool includes a spreadsheet and a Look-Think-Act (LTA) guide. Using data from the spreadsheet allows you to complete the Look-Think-Act process to develop appropriate actions or next steps based on the analysis.

The spreadsheets generate graphs and summary tables. The spreadsheets have instructions and a video tutorial for data entry and how to review graphs and tables. The summary graphs show data for one specific teacher and classroom or a selected group of teachers. The BIRS also has a data-based decision-making guide that provides more detailed instruction about how to use the BIR data.

The Look-Think-Act protocol follows three steps:

1. **Look** – Examine data for trends and meaningful associations
2. **Think** – Ask questions related to the data that might help with interpretation
3. **Act** – Make decisions to implement the decisions

The LTA guide asks questions that can be used to begin the analysis and identify appropriate actions. However, the LTA is just a beginning, and each program and coach should think of additional questions and develop actions based on their specific data.

17 https://challengingbehavior.cbcs.usf.edu/Implementation/Data/index.html#video
18 https://challengingbehavior.cbcs.usf.edu/Training/Webinar/archive/2020/07-14/2020-07-14-DID-Addressing-Challenging-Behavior.html
19 https://challengingbehavior.cbcs.usf.edu/Training/Webinar/archive/2019/12-11/2019-12-11_BIR.html

Before You Begin

The *Classroom Coaching Log LTA*[20] begins with questions about the accuracy of the data. Your first task when using the log is to ensure the data accurately reflect what you have done. If entries are not accurate, this should be resolved before proceeding with LTA. You will also want to note any circumstances that interfere or adversely affect your data, such as a large caseload or the amount of time you can realistically allocate for coaching. These circumstances should be shared with the leadership team. If the data are accurate, begin with Step 1.

Step 1: Look

In the **Look** step, you examine the graphic displays provided by the spreadsheet in a factual manner and without drawing conclusions. For example, you may note that you completed two coaching cycles with Teacher A during the month and that Teacher A didn't meet any goals. These are statements of fact without drawing any conclusions. The look process allows you to identify how you are using your time, how well teachers respond to coaching (i.e., meeting action plan goals), what commonalities exist across teachers, unexpected results, or patterns in your implementation of coaching.

Step 2: Think

In the **Think** step, you begin to ask questions and draw conclusions. Questions should be asked about each element of the data. For example:

- Did I complete the required number of coaching cycles with each teacher?
- How much time am I spending with each teacher?
- Are teachers meeting their goals?
- Which coaching strategies have been effective for helping teachers meet their goals?
- Which coaching strategies are being under-utilized?
- If a teacher is not meeting goals,
    - Am I spending enough time coaching that teacher?
    - Do I need to revisit the action plan steps or the goal?
    - Do I need to change or add observation or debriefing strategies?
    - How much time am I spending during debriefing?

You may also dig deeper by reviewing additional data sources. If a teacher did not meet any goals for the month, you might review the steps in the action plan to make sure they are clear and complete. You might also review TPOT/TPITOS data to evaluate whether the teacher's current goals are appropriate based on the low items. At the end of the year, the TPOT/TPITOS or other assessments of practices should be reviewed and compared to coaching log data to identify whether coaching is achieving the desired outcome and changing teacher practices.

20 https://challengingbehavior.cbcs.usf.edu/docs/LTA_CoachingLog.pdf

Step 3: Act

In the **Act** step, you identify actions to address the conclusions you've drawn from the data. Action steps might involve changes you can make (e.g., changing coaching strategies with Teacher A or working with the teacher to address critical goals) or changes across the program that will be done with the leadership team such as: providing training for all the teachers on specific practices, developing activities to support teachers' interactions with parents, or increasing the time you have to allocate for coaching.

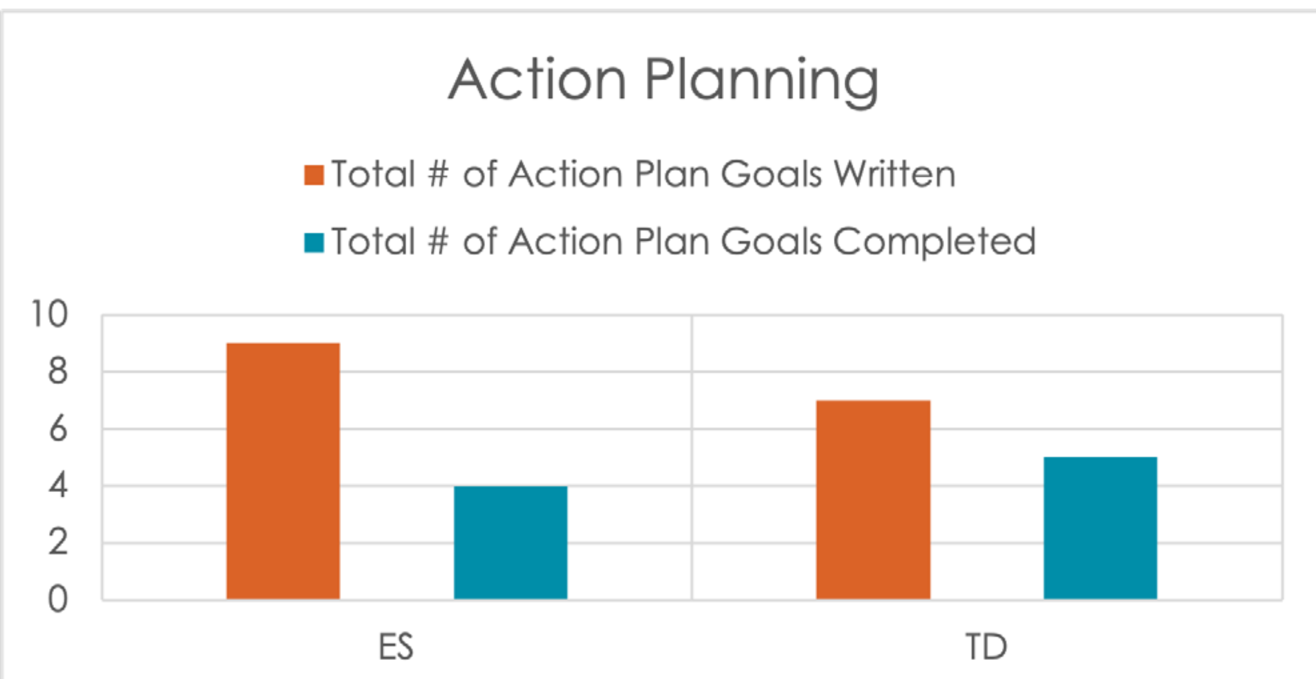
Remember, data decision-making is a cyclical and ongoing process. Within this process, you gather data, analyze it, develop a plan to address problems or highlight successes, evaluate the implementation of your plan with more data, and other actions to ensure quality and consistency of coaching to achieve a high level of fidelity.

Example Using the Classroom Coaching Log Data and Look-Think-Act Tool

Mr. Roberts has been coaching Ms. Delfino (TD) and Ms. Samuels (ES) for about five months. He was asked to present his data at the leadership team meeting. He has generated graphs and used the Look-Think-Act process to interpret his data for the team.

Mr. Roberts begins by looking at the teacher summary tab, which provides information about action plan goals completed, the number of coaching cycles completed, the duration of observation and debriefing strategies, and the types of strategies used for each teacher. Mr. Roberts wants to know whether the teachers are meeting their goals and how his coaching affects their implementation. He **Looks** at the number of action plan goals written and completed for each teacher (Figure 5) and sees that Ms. Samuels has written nine goals and completed four, about 45%. However, Ms. Delfino has written seven goals and completed five, about 71%.

Figure 5. Action plan goals written and completed.



As he **Thinks** about these data, he wonders if Ms. Samuels is trying to work on too many goals. He also wonders whether his coaching differs between the two teachers. A review of his coaching data shows he has completed fewer coaching cycles (Figure 6) with Ms. Samuels and only spent about half the time (Figure 7) with her than he has with Ms. Delfino.

He's also using fewer strategies with Ms. Samuels both during observation (Figure 8) and debriefing (Figure 9). His debriefing strategies for her rely mostly on reflection and supportive feedback, while he seldom provides constructive feedback.

Figure 6. Completion of coaching cycles.

Teacher ID	# of Attempted Cycles	# of Completed Cycles	% Cycles Completed
ES	8	7	88%
TD	10	9	90%

Figure 7. Time spent in coaching activities.

Teacher ID	Total Duration Across Focused Observations	Average Duration Across Focused Observations	Total Debriefing Duration	Average Debriefing Duration
ES	160	22.9	110	15.7
TD	320	32.0	270	27.0

Figure 8. Observation strategies used across coaching cycles.

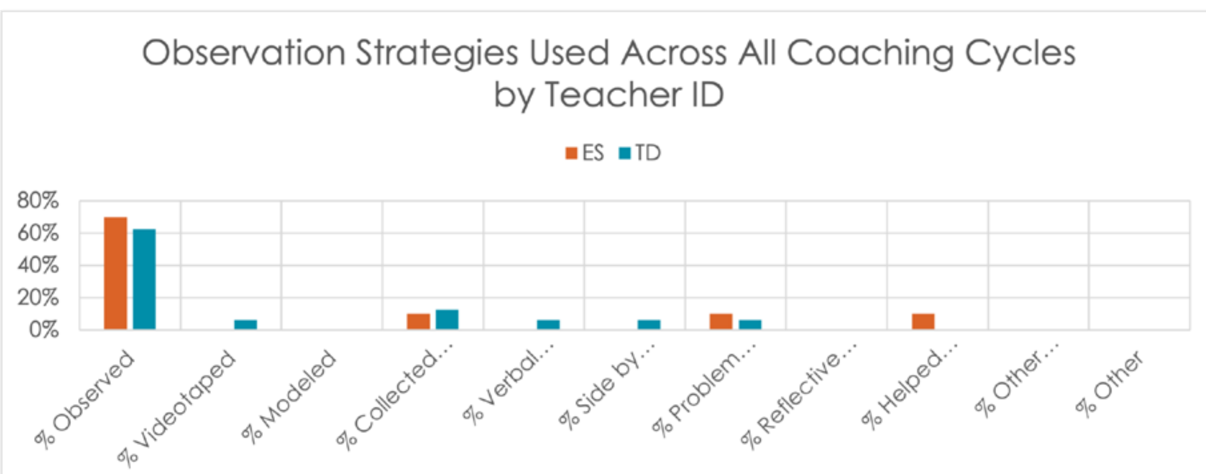
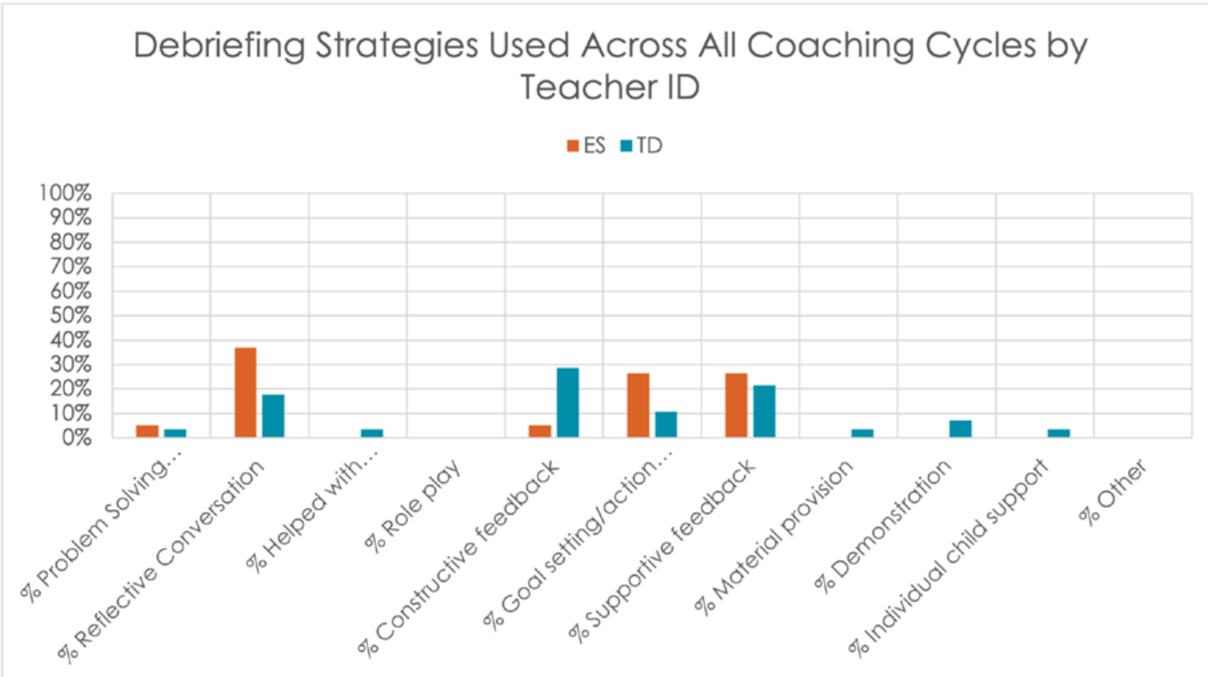


Figure 9. Debriefing strategies used across coaching cycles.



He wants to go to the leadership team with suggestions for actions he can take based on his interpretation of the data. His plan includes:

- He will continue to work as he has with Ms. Delfino, because it seems to be working.
- He will change how he works with Ms. Samuels by reducing her total number of current goals so she's only working on two at a time.
- He will also increase his time with Ms. Samuel so that he sees her about once every two weeks and will be sure to include constructive feedback in his debriefing.
- Finally, he will review his coaching log data monthly to ensure he's following his plan and that the changes make a difference in teacher acquisition of new skills.

Use Data to Determine When and How to Decrease Coaching Sessions

Coaches often ask how they can know their coaching is working and when they can decrease or stop coaching a teacher who is doing well. The simple answer is you never completely stop coaching, but the data will indicate when you can decrease or reduce coaching support for teachers implementing Pyramid Model practices with high fidelity.

Fidelity means a teacher implements Pyramid Model practices in the classroom accurately and fluently. Fluency means practices are implemented consistently, effortlessly, and efficiently.

Teachers achieve accurate and fluent implementation of Pyramid Model practices by working with you to identify and complete goals as part of the coaching cycle. The number of goals and the number and frequency of coaching sessions needed for a teacher to reach fidelity will vary based on the teacher's level of implementation at the beginning of coaching, how well and with what intensity coaching is implemented, access to resources, and system or programmatic variables such as student enrollment or staff turnover. Getting a teacher to implementation fidelity is not a matter of a specific *number* of coaching sessions. Figure 10 provides some guidelines to use when measuring fidelity.

Before the frequency of coaching sessions is decreased, you may also want to determine whether the teacher can support their own implementation of the Pyramid Model practices. That means the teacher:

- Identifies relevant goals;
- Creates action plans for implementing goals;
- Finds and uses appropriate resources;
- Implements and meets goals;
- Can reflect on their implementation without prompting; and
- Expands or make their practice better with broader goals (e.g., uses practice implementation checklist, equity coaching guide, inclusion guidelines) to identify goals.

In addition to the TPOT and TPITOS data, child data related to social and emotional skill acquisition can be reviewed to assess and identify coaching needs.

Figure 10. Fidelity guidelines.

Tool	Fidelity Check	Frequency
• TPOT / TPITOS	• 80% or greater average score across all key practice areas • No red flags • Minimum 70% in each key practice • Essential strategies used to respond to challenging behavior	• 2 times a year (Fall and Spring) to begin • Decrease to 1 time a year after 2 fidelity checks are met

Sustaining the Effects of Coaching

Once coaching is reduced, some loss of fidelity might occur. It is, therefore, necessary to implement strategies to ensure fidelity is maintained.

To ensure the teacher continues to implement PM practices with fidelity, you would continue to measure the teacher's implementation of Pyramid Model practices at least once a year. In addition to completing a yearly TPOT or TPITOS, strategies may also include periodic checks and reminders throughout the year, continued coaching but in a less intense format, and periodic opportunities for the teacher to share what they are doing about goals and action plans. Table 6 provides measures, strategies, and tips for maintaining the effects of coaching.

Table 6. Strategies for maintaining implementation.

Measure	Strategy	Tip
TPOT/TPITOS	• Yearly assessment	• Provide positive feedback for practices in place • Provide reflection and constructive feedback • Discuss resources • Follow-up in one month for practices not in place • Increase coaching if no progress
Goals and Action Plans	• Review periodically (e.g., quarterly) to ensure continued quality • Review the number of completed goals	• Provide positive feedback for quality goals or number of goals completed • Provide reminders of how to create goals • Review goals in one month • Increase coaching if no change
Observation	• Drop in for short observations of routines (e.g., two to four times per year)	• Provide positive feedback for accurate and fluent implementation • Provide reflection and constructive feedback if needed • Follow-up monthly until resolved
Peer or Group Coaching	• Assign teacher to peer or group coaching • Review or observe sessions periodically (e.g., two to four times per year)	• Provide positive feedback for the individual and group • Provide reflection and feedback if needed • Follow-up to ensure correct implementation
Record Review	• Review teacher's use of the Practice Implementation Checklist, Equity Coaching Guide or other tool to improve practices • Identify resources being used	• Provide positive feedback for the use of self-assessment • Provide reflection and feedback • Follow-up with any needed resources
Connect Teacher to Coach	• Periodic check-in (e.g., monthly) via email to identify any questions or concerns	• Always respond when a teacher requests help • Check-in to provide resources, as well as questions about practices
Connect Teacher to Another Teacher	• Provide opportunities for teachers to share strategies with each other	• Newsletter • Staff meeting • Group coaching session

Data-Related Questions

1. **How to handle confidentiality when sharing data?**
   - Use a code for the classroom, teacher, child, and coach so there is no identifying information when you share the data. All the spreadsheets in the Pyramid Model data tools have a cell for entering a code.
   - Aggregate the data when sharing it with others so there is no way to identify a child, classroom, teacher, or coach.
   - When sharing confidential data for analysis and action planning, those responsible for designing and implementing the action plan must also know the identity of the coded information, for example, the teacher working with a child in their classroom.
   - Ensure everyone with whom you're sharing data understands the data are confidential and should not be discussed with anyone else.
   - Check your program's policies and follow their confidentiality procedures.
2. **What is the best way to add a code so data remain confidential?**
   - Keep it simple. Try a combination of numbers and alphabet letters. For example, identify a teacher as T1 and the children in the classroom as A – T. So, the children would be identified as T1A, T1B, etc.
   - If you want to distinguish between the sites, you can add a site code. For example, S1. Teacher one at site one would be S1T1.
   - Don't forget to maintain one or two copies of a list with the codes and their meanings in a confidential place.
3. **I already keep notes about my activities and the teachers I coach are doing fine. The coaching log seems complicated and time-consuming. Why are these data important?**
   - Data help you summarize large amounts of information in a way that makes sense and can be used to make decisions.
   - Data provide accurate information about what has been done so you can be confident of the decisions you make.
   - Data ensure you implement coaching as it is designed, and the teacher is implementing practices accurately and effectively.
     - If you have positive teacher outcomes, coaching data tell you what you did to get the outcomes so that what you're doing can be repeated with confidence.
     - If you have undesired teacher outcomes, coaching data will also tell you what you did so you can quickly identify actions needed to change.
4. **How do I use data to make decisions on goals and action planning?**
   - Summarize data in graphs and tables.
   - Use the Look-Think-Act process to analyze the data and form action plans. Use both coaching and teacher implementation data.
   - When writing goals that include data collection (number of positive descriptive feedback statements, number times transition warnings used), develop easy tracking forms for the teacher and you to use. These data can help track progress towards the goal and action plan steps.

Other Coaching Questions

Coaching and Addressing Challenging Behavior

1. **What are some strategies to use to support teachers who need help with children with behavior challenges in their classroom?**
   - Schedule a time to observe when the teacher indicates the challenging behavior occurs.
   - Check the BIR data and analyze (think about) the data for the child and the classroom as a whole.
   - Identify actions that may help prevent the behavior of concern. For example, teaching the child problem-solving strategies or calming techniques; providing reminders to a child who needs additional support; or developing visual strategies to provide the child more information about activity expectations and transitions.
   - Collaborate with the family to identify strategies they are using and that may be effective.
   - If there are classroom practices that might prevent the challenging behavior, work with the teacher to put them in place. For example, the teacher may need to develop a schedule or change/improve transition practices.
   - Begin the process your program has in place for an intensive individualized intervention.
   - Continue to observe, analyze the BIR data, and identify actions that may address the behavior until the individualized intervention process results in a more specific plan.
2. **How do I decide if a formal behavior support plan is necessary for a child?**
   - A formal behavior support plan is necessary if a child demonstrates frequent, disruptive or unsafe challenging behavior that persists even when the teacher is implementing developmentally appropriate prevention strategies. Once a formal behavior support plan is in place, data must be collected and reviewed and analyzed at least weekly to ensure that the plan is effective.
   - A plan may be written after informal interventions have been implemented but have not been successful or immediately because of the intense nature of the behavior and its consequences.
3. **How do we prepare teachers to know how to address challenging behavior?**
   - Make sure that the teacher understands that evidence-based classroom practices can prevent challenging behavior.
   - Ensure teachers are familiar with resources available within their program (e.g., coaching, leadership team, behavior specialist).
   - Describe the program's process for referral and their role in the development of an individualized intervention.
   - Discuss the role of the family and ensure that the teacher has the tools to discuss a child's challenging behavior and to collaborate with the family.

Other Questions Coaches Might Face

1. **What do I do if a teacher would like the instructional assistant to implement some of the practices but is not sure how to approach the assistant?**
   - Include the assistant in coaching sessions if possible.
   - If this is not possible, talk with the teacher about how to support the assistant to use the practices:
     - Use coaching strategies such as modeling and role-playing to help the teacher prepare for a discussion with the assistant.
     - Offer to meet with the teacher and assistant to serve as a support or provide additional information.
     - Encourage the teacher to build on what the assistant would like to try or present choices.

    - Ask the assistant to try one-step of a practice.
    - Build on the assistant's strengths when choosing what the assistant should start with.

2. What do I do if the teacher and assistant seem to be experiencing conflict or have persistent differences of opinion?

- Invite the assistant teacher to be involved in the coaching meetings
- Validate the teacher's frustration before attempting to solve the problem.
- Help validate the teacher's role as the instructional leader in the classroom. Discuss the characteristics of effective leadership.
- Work on relationship building.
    - Use positive descriptive feedback with both the teacher and the assistant to encourage appropriate implementation of practices (Note: this might support seeing each other in a more positive way, and it also models providing praise between adults)
    - Consider ways to use the assistant's strengths to help with parts of the classroom.
    - Talk about it openly with the teacher and create a plan of action.
    - If the teacher is resistant, talk about how the teacher-assistant relationship can affect the children and the day-to-day operation of the classroom.
- Encourage communication between the teacher and the assistant.
    - Role-play with the teacher a conversation they might have with the assistant.
- Ask your program implementation coach for suggestions.

3. What do I do if the teacher's discipline practices are not in line with Pyramid Model practices?

- Encourage the teacher to reflect on whether certain practices seem effective. If they are not effective (i.e., the problem keeps occurring), this opens the door for you to present alternative approaches and ideas without having to criticize the previous approach.
- Collect data on behavior under current discipline practices and when new practices are introduced. Review those data with the teacher.
- Review state mandatory reporting rules and guidelines. Report abuse when it falls under state/program regulations.
- Remember, teachers might do things that are not appropriate, but the priority is to help them improve their practice.

4. What do I do if the teacher is not happy during coaching, if I cannot engage the teacher in the coaching process, or if I cannot connect with the teacher?

- Try different approaches:
    - Find out what the teacher likes and do something around that.
    - Find a way to be helpful in the classroom, such as working with a child the teacher finds challenging.
    - Ask permission to model a skill that would be helpful for the teacher.
- Ask the teacher for feedback about how they prefer to be coached. Some teachers want you to do it for them first, while others would like to try with your guidance in the background. This might give some teachers a sense of control over the coaching process. Routinely build reflection about the coaching process into debriefing sessions.
- Take a step back and consider how you are communicating with the teacher:
    - Listen more than you talk. Be an active listener.
    - Acknowledge the teacher as the lead in their classroom.
    - Be the "guide on the side," not the "sage on the stage."

- Ask the teacher frequently for feedback, ideas and suggestions.
- Find common ground. Engage in social conversations during coaching sessions.
- Share your experiences and ask the teacher to share theirs.
- Ask the teacher's opinion.
- Match the teachers affect. (If the teacher is low key, you may need to modulate your style.)
- Pay attention to the teacher's cues in coaching sessions.
- Be positive and show enthusiasm in all communications.
- Look for opportunities to bring humor into coaching sessions.
- Compliment the teacher.
- Communicate your confidence in the teacher's skills and abilities.
- Recognize and celebrate progress, even incremental progress.
- Express your appreciation for the completion of the coaching steps.
- Respond promptly to specific requests from the teacher.
- Honor the teacher's schedule.
- Treat the teacher with kindness and respect, acknowledging the important role the teacher plays in the lives of children in the classroom.

5. Where do I find support or resources for my coaching practices (e.g., use of specific coaching supports/strategies, use of PTR-YC, community resources, etc.)?

- Connect with a community of practice of coaches to share ideas, challenges and strategies.
- Discuss the coaching process with your program implementation coach.
- Take time to practice using new skills and strategies.
    - Be reflective about what you find difficult about using the strategy.
- Connect with the program's leadership team or program implementation coach to identify opportunities for professional development.
- Utilize the online resources on the NCPMI website.

Appendix A. Coaching Materials

In This Section

- Pyramid Model Practices Implementation Checklist
- Teacher Goal Planning Form
- Action Planning Form
- Action Plan Quality Checklist

Pyramid Model Practices Implementation Checklist

Responsive Relationships

Relationships with Children

- ☐ Greet children on arrival
- ☐ Call children by names throughout the day
- ☐ Communicate with children at eye level
- ☐ Use a calm, positive, and supportive tone of voice
- ☐ Show respect and warmth to all children
- ☐ Speak to children who are dual language learners with key words from their language
- ☐ Attend to children in positive ways at times when children are not engaging in challenging behavior
- ☐ Use a variety of strategies for building relationships with all families (e.g., send celebration notes home, make home visits, invite families to visit the classroom, visual displays of children's families in the classroom, phone calls to families)
- ☐ Create a classroom that is a place that children and families want to be (i.e., reflect children's home and cultures, feel comfortable, welcoming, and safe)

Notes and Ideas:

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Supportive Conversations

- ☐ Reflect and expand on children's verbal and nonverbal communication
- ☐ Respond to children's communication by asking questions and making comments
- ☐ Join children's play and support and expand their interactions with their peers
- ☐ Communicate using alternative strategies with children who are non-verbal, have a language delay, or speak English as a second language

Notes and Ideas:

Positive Attention

- ☐ Comment frequently on children's appropriate behavior
- ☐ Use positive descriptive feedback for children's skills, behaviors, and activities
- ☐ Convey enthusiasm while giving positive descriptive feedback and encouragement
- ☐ Use forms of acknowledgment that are individualized to children, including use of nonverbal cues of appreciation (e.g., smile, thumbs up, pat on the back)

Notes and Ideas:

Predictable Daily Schedules

Schedule

- ☐ Create and post a visual schedule that includes all the items in the Preparing for the Pyramid: Classroom Essentials document
- ☐ Develop and implement a classroom schedule that:
    - ☐ Minimize the number of transitions across the day
    - ☐ Include a balance of teacher-directed and child-directed activities
    - ☐ Include both large and small group activities throughout each day
- ☐ Refer to, and review the classroom schedule with children throughout the day (e.g., when it is time to change activities, during transitions, etc.)
- ☐ Make a visual modification to the schedule when changes occur and review with children

Notes and Ideas:

Transitions

- ☐ Provide a whole class warning or cue prior to transitions
- ☐ Use transition strategies (e.g., games, songs, or other actions) to ensure that all children are actively engaged during the transition, including children who are waiting for the next activity
- ☐ Teach the specific steps and expectations for transitions
- ☐ Acknowledge and give specific positive descriptive feedback to children who transition appropriately
- ☐ Provide individual support to children who have difficulty transitioning

Notes and Ideas:

Creating Effective Classroom Routines

Effective Classroom Routines

- ☐ Implement predictable Routines[3] within daily activities
- ☐ Follow routines consistently on a day to day basis
- ☐ Embed instruction into activities and routines across the day
- ☐ Structure teacher-directed activities so there is a clear beginning, middle, and end
- ☐ Plan for and embed the use of materials, visuals, and teaching strategies that promote active participation of all children across all activities and routines

Notes and Ideas:

Promoting Children's Engagement

- ☐ Plan for and select activities and materials that support engagement across the day
- ☐ Modify activities or materials when children lose interest
- ☐ Provide children with multiple opportunities to make choices across the day (e.g., during large group, small group, play, etc.)
- ☐ Assist children to select centers and become engaged
- ☐ Comment positively and descriptively on children's engagement
- ☐ Redirect unengaged children and support them to become actively engaged

Notes and Ideas:

Teaching Behavior Expectations across Classroom Routines

Expectations and Rules

- ☐ Identify 2-5 expectations (e.g., "we are safe", "we are kind") that apply to adults and children and post in classroom. Include a visual or symbol on the poster.
- ☐ Identify a small number of rules (five or fewer) for the classroom, an activity, or setting (e.g., center time or outdoor play) that are positively stated and operationalize and define the expectations. Provide a visual for each rule.
- ☐ Refer to expectations multiple times throughout the day and link statements about appropriate behavior to the expectations
- ☐ Facilitate conversations with children about the behavior expectations and rules and why they are important for them and the class
- ☐ Provide instruction on posted expectations and rules during large group or small group activities (including how rules are connected to expectations)
- ☐ Regularly review posted expectations or rules before or at the beginning of an activity
- ☐ Give positive descriptive feedback to all children when they demonstrate the expectations or follow rules
- ☐ Plan when and how to use planned ignoring, redirection, or rule reminders when children are not following the rules
- ☐ Individualize instruction on posted rules and expectations for children who need more support

Notes and Ideas:

Providing Clear, Effective Directions

- ☐ Keep directions simple, short, and specific
- ☐ State directions in calm, quiet neutral tone in close proximity to children
- ☐ Phrase directions as statements; tell children what to do rather than what not to do
- ☐ Check in with children to make sure they understand the directions
- ☐ Acknowledge and give specific positive descriptive feedback to children who follow directions
- ☐ Individualize directions with modeling, visuals, or gestures for children who need more support

Notes and Ideas:

Teaching Social and Emotional Skills

Friendship Skills

- ☐ Teach children friendship skills (e.g., sharing, turn taking, helping others, requesting and distributing items, working cooperatively) by using a variety of strategies (e.g., small and large group instruction, modeling and prompting)
- ☐ Select and arrange classroom activities and materials to encourage social interactions and communication between children
- ☐ Plan for consistent peer social opportunities within classroom routines
- ☐ Prompt children to work together, help each other, and carry out classroom roles (e.g., table captain, clean-up partner, snack set-up)
- ☐ Acknowledge and give specific positive descriptive feedback and reinforcement to children who are attempting or using friendship skills
- ☐ Model and label appropriate friendship skills with children and other adults
- ☐ Prompt children to reflect on their use of friendship skills

Notes and Ideas:

Emotional Literacy

- ☐ Teach children about emotion words and expressing emotions by using a variety of strategies
- ☐ Teach children a variety of positive and negative emotions
- ☐ Model and label your own emotions and appropriate ways to express emotions
- ☐ Point out facial expressions, voice tone, body language, or words to assist children in recognizing and understanding how others might be feeling
- ☐ Label children's emotions and allow them to talk about how they feel

Notes and Ideas:

Self-Regulation and Anger Management

- ☐ Teach children that all emotions are okay, provide examples of how to appropriately express their emotions
- ☐ Teach children to use a variety of strategies to calm down when they are angry or upset
- ☐ Model and label your own emotions and provide action statements to model how you appropriately react to and express the emotions
- ☐ Help children recognize cues of emotional escalation in themselves
- ☐ Guide children in strategies to calm down when they are feeling angry or upset
- ☐ Provide positive descriptive feedback on occasions when children state they are feeling upset or angry but are remaining calm or using self-regulation strategies

Notes and Ideas:

Problem Solving

- ☐ Teach children to name and use a variety of solutions
- ☐ Specifically teach the steps for solving problems
- ☐ Prompt children to generate solutions to common social problems
- ☐ Post visual reminders about the problem-solving steps and solutions
- ☐ Prompt children to try other solutions if their first solution does not work
- ☐ Model and label problem solving steps within interactions between children across the day
- ☐ Acknowledge and give specific positive descriptive feedback to children using problem solving skills
- ☐ Prompt children to reflect on their own problem solving efforts

Notes and Ideas:

Systematic Instructional Strategies

Naturalistic Instruction (e.g., Incidental Teaching)

- ☐ Capitalize on the child's interests
- ☐ Give the child an opportunity to initiate the interaction and respond spontaneously
- ☐ Use a hierarchy of prompts
- ☐ Build in reinforcers and opportunities for generalization

Notes and Ideas:

Embedded Instruction

- ☐ Identify primary learning objectives for activities and specific routines across the day
- ☐ Embed instruction into naturally occurring opportunities across the day (e.g. circle, play, transitions, interactions, meals, etc.)
- ☐ Address related skills in conjunction with the target goal (e.g. works on language, social, and fine motor skills while practicing set the snack table)
- ☐ Provide opportunities for generalization of skills across the day
- ☐ Use exciting and engaging activities and materials

Notes and Ideas:

Prompting Hierarchies

- ☐ Use a consistent hierarchy of prompts
- ☐ Utilize specific prompting strategies consistently across adults
- ☐ Assess and provide the appropriate level of assistance necessary at each moment in time (scaffolding) to ensure full participation

Notes and Ideas:

Adapting Instruction and Materials to Meet Individual Needs

- ☐ Individualize instruction based on children's needs, interests, and abilities
- ☐ Adapt instruction to meet children's individual needs
- ☐ Adapt materials to meet children's individual needs

Notes and Ideas:

Progress Monitoring of Targeted Individual Goals

- ☐ Establish a team-based system for effective data collection
- ☐ Incorporate data collection into daily routines
- ☐ Maintain and review data with team in a systematic fashion
- ☐ Collect data on children's individual objectives (all team members participate)

Notes and Ideas:

Function-Based Assessment and Intervention Planning

Conducting a Functional Behavior Assessment

- ☐ Learn and understand the process and procedures for initiating a functional behavior assessment
- ☐ Provide input on data collection as part of the functional behavior assessment team
- ☐ Obtain and share relevant, important information with families
- ☐ Work with families to identify short-and long-term goals, collect information on behavior, and monitor behavior change
- ☐ Inform families about activities associated with the functional behavior assessment

Notes and Ideas:

Developing a Behavior Support Plan

- ☐ Use findings from the functional assessment to inform the development of the behavior support plan
- ☐ Participate in the development of the plan by contributing ideas and strategies
- ☐ Collect all resources necessary to implement the plan as written
- ☐ Develop and use a plan for continuing to collect data to monitor the child's progress and implementation of the plan
- ☐ Invite families to meetings regarding important programming decisions
- ☐ Ask families for their ideas, opinions, and guidance
- ☐ Involve families in the development and evaluation of the plan
- ☐ Assist families in implementing the plan at home and in the community

Notes and Ideas:

NCPMI

Teacher Goal Planning Form

Teacher:____________________________ Coach:____________________________ Date:____________________

Please fill in this form and bring it with you to our next coaching meeting.

The strengths I have on each level of the Pyramid are:

- Nurturing and responsive relationships:
- High quality environments:
- Social Emotional Teaching Strategies:
- Intensive Supports:

The 3 most difficult parts of the Pyramid for me to use in my classroom are:

1.
2.
3.

The first 3 things I would like to work on are:

1.
2.
3.

NCPMI
Action Planning Form

Teacher: ______________________________ Coach: ______________________________ Date: ______________

Goal	Action Steps	Materials or Resources Needed	Timeline	My goal is met when…	Date Action Step Completed

Notes:

Page _____ of _____ Date Goal Set:_________________ Date Goal Completed:_________________

Action Plan Quality Checklist

Instructions: *Evaluate the quality of your Action Plan using the checklist. Read each indicator and circle "yes" or "no" in the boxes provided.*

Action Plan Component	Yes / No
Goal	
• Does the goal include one or more specific actions a coachee will do?	Yes No
• Can the actions be counted or measured?	Yes No
Goal✓: *If you answered no to either indicator above, revise the goal or be sure to that your goal achievement statement includes specific actions you can hear or see and that can be counted.*	
• Are there times of day, activities, routines or transitions included to make it clear when the coachee should be implementing the practice(s)?	Yes No
• Is the goal achievable within the next 2-3 coaching cycles?	Yes No
Goal Achievement Statement	
• Is it clear how the coachee and coach will know when the goal is met?	Yes No
• Is the goal achievement statement dependent on teacher actions rather than child?	Yes No
Action Steps	
• Are there two or more action steps to break down how the goal will be achieved?	Yes No
• Is there at least one action step that includes what support the coach will provide (e.g., modeling, side-by-side verbal/gestural support, videotaping, etc.)?	Yes No
Resources	
• Are materials or resources listed for all action steps?	Yes No
Timeline	
• Is there a timeline for the next action step?	Yes No

Notes:

Adapted from: Impact of Professional Development on Preschool Teachers' Use of Embedded Instruction Practices. Project funded by the Institute of Education Sciences (R324A150076).
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Appendix B. Additional Coaching Tools and Resources

In This Section

- Tools/Resources to Support Coaches in Developing Shared Goals and Action Planning
- Tools/Resources to Support Teachers in Addressing Challenging Behaviors
- Tools for Documenting Coaching
- Other Coaching Tools/Resources to Support Positive Outcomes

I. Tools/Resources to Support Coaches in Developing Shared Goals and Action Planning

PRISM Practices Implementation Checklist

What is it?

This checklist is a list of infant-toddler Pyramid Model key practices. The checklist also includes an implementation planning form.

What Information Does the Tool Provide?

The checklist is used to identify practices that are being implemented and practices that might be targeted for action planning.

Link(s)

- Checklist: https://prism.ku.edu/resources/?fwp_parent_category_trial=practice-implementation-checklists

Checklist of Early Childhood Practices that Support Social Emotional Development and Trauma-Informed Care

What is it?

This checklist is a list of practices that will help guide your thinking about how to support the social emotional development of young children who have experienced trauma.

What Information Does the Tool Provide?

Coaches can use this tool with teachers to help them reflect on their current practice and consider new practices they may want to adopt.

Link(s)

- Checklist: https://challengingbehavior.cbcs.usf.edu/docs/Informed-Care-Checklist.pdf

Teaching Pyramid Observation Tool (TPOT)

What is it?

This classroom observation tool supports coaches and teachers in identifying strengths and areas for growth in implementing Pyramid Model practices with children ages 2-5 years.

What Information Does the Tool Provide?

- % of practices implemented with fidelity
- Growth in practice implementation
- % of teachers at fidelity
- Red flags
- Responses to challenging behavior
- Action planning

Link(s)

- TPOT: https://brookespublishing.com/product/tpot/
- TPOT Scoring Spreadsheet: https://challengingbehavior.cbcs.usf.edu/docs/TPOT_analysis-speadsheet.xlsx

Teaching Pyramid Infant-Toddler Observation Scale (TPITOS)

What is it?

This observation tool supports coaches and teachers in infant-toddler classrooms in identifying strengths and areas for growth in implementing Pyramid Model practices.

What Information Does the Tool Provide?

- Growth in practice implementation
- % of teachers at fidelity
- Areas of practice implementation strengths and weaknesses

Link(s)

- TPITOS: https://brookespublishing.com/product/tpitos/
- TPITOS Scoring Spreadsheet: https://challengingbehavior.cbcs.usf.edu/Implementation/Data/index.html#tpitos

Look-Think-Act: TPOT/TPITOS

What is it?

This guide will support coaches in the evaluation of the TPOT/TPITOS results and will help coaching decisions to meet the needs of individual teachers.

What Information Does the Tool Provide?

- Informs development of action plans by looking for strengths/weaknesses in practices
- Asks reflective questions to guide the coach's decision-making
- Offers suggestions for coaching decisions based on the data

Link(s)

- Guide: https://challengingbehavior.cbcs.usf.edu/docs/LTA_TPOT.pdf

II. Tools/Resources to Support Teachers in Addressing Challenging Behaviors

Behavior Incident Report System (BIRS)

What is it?

This tool provides early care and education programs and classrooms with a system to collect and analyze behavior incidents in their program. The system provides an efficient mechanism for gathering information on elements related to behavior incidents that can be used analytically to make decisions about providing supports to teachers and children within the program. Teachers within programs collect data on behavior incidents that are not developmentally normative or are a cause of concern to the teacher.

What Information Does the Tool Provide?

- Data are summarized monthly to provide formative data for examining factors related to behavior incidents (child, teacher, activity, behavior type, behavior motivation, and responses to the behavior).
- Provide summative information on the frequency of behavior incidents over time and an analysis of potential equity issues by calculating disproportionality related to race, ethnicity, IEP status, gender, and dual-language learners
- Change in incidents across classroom, program, and child
- Change in out-of-school suspension, in-school suspension, and expulsion
- Supports reflection with teachers about implicit bias

Link(s)

- BIRS: https://challengingbehavior.cbcs.usf.edu/Implementation/data/BIRS.html

Prevent Teach Reinforce for Young Children (PTR-YC) Prevent Teach Reinforce for Young Children (PTR-YC)

What is it?

This tool provides a system for developing an individual behavior support plan for a child that requires more intensive supports in building their social and emotional competence.

What Information Does the Tool Provide?

- Establish a team to collaboratively develop a behavior support plan
- Identify strategies to prevent challenging behavior, teach new skills, and provide a plan for how to respond when challenging behavior occurs
- Data monitoring of challenging behavior and uses of new strategies

Link(s)

- PTR-YC: https://products.brookespublishing.com/Prevent-Teach-Reinforce-for-Young-Children-P659.aspx
- What to Expect from PTR-YC: https://challengingbehavior.cbcs.usf.edu/docs/PTRYC_what-to-expect.pdf

III. Tools for Documenting Coaching

Classroom Coaching Log

What is it?

This log supports coaches in documenting the coaching support provided to the teachers on their caseload.

What Information Does the Tool Provide?

- Number of coaching cycles delivered
- Number of action plan goals developed
- Percentage of action plan goals achieved
- Number and type of coaching strategies used during focused observation and reflection and feedback
- Time spent coaching during focused and reflection and feedback

Link(s)

- Log: https://challengingbehavior.cbcs.usf.edu/docs/coaching_log.pdf
- Data spreadsheet: https://challengingbehavior.cbcs.usf.edu/docs/Coaching_Log_Individual.xlsx

Coaching Classroom Teachers: Look-Think-Act

What is it?

This tool guides coaches in interpreting coaching data, reflecting on their use of coaching, and planning action steps to improve their implementation of coaching.

What Information Does the Tool Provide?

- Guides coaches in identifying patterns in coaching cycles, time spent coaching, coaching strategies used, and action planning
- Questions to prompt self-reflection
- Suggestions of steps coaches can take to make informed coaching decisions

Link(s)

- Look-Think-Act: https://challengingbehavior.cbcs.usf.edu/docs/LTA_CoachingLog.pdf

Coach Feedback, Sample Email

What is it?

This sample of email feedback provides a model for coaches to follow when providing written feedback to teachers.

What Information Does the Tool Provide?

A structure is provided to help coaches include the following in their written feedback to teachers:

- Positive opening comment
- Data-based supportive feedback
- Constructive feedback with ideas/suggestions to try
- Planned action with an embedded response request
- Closing encouragement statement

Link(s)

- Sample: https://challengingbehavior.cbcs.usf.edu/docs/email_coachfeedback.pdf

IV. Other Coaching Tools/Resources to Support Positive Outcomes

Equity Coaching Guide

What is it?

This guide provides the classroom coach with a reflection tool to examine the implementation of Pyramid Model practices through the lens of culturally responsive practices and identification of implicit bias. The Pyramid Model Equity Coaching Guide is used within the collaborative coaching partnership and ongoing coaching activities to identify when there are equity concerns related to practice implementation.

What Information Does the Tool Provide?

- Reflective questions that are used by the coach to identify areas of concern
- Guidance for identifying the concern and supportive data
- Links for resources that might be used to address areas of concern
- Conversation starters and strategies for supporting the coachee in addressing concerns
- Percentage of action plan goals achieved
- Number and type of coaching strategies used during focused observation and reflection and feedback
- Time spent coaching during focused and reflection and feedback

Link(s)

- Guide: https://challengingbehavior.cbcs.usf.edu/Implementation/Equity/Guide/index.html

Head Start Coaching Companion

What is it?

This online platform supports video sharing and coaching feedback between coaches and teachers. It helps coaches and teachers work together, even between coach visits or from a distance.

What Information Does the Tool Provide?

- Share video files, resources, ask questions, and exchange feedback
- Develop individualized coaching plans that support quality teaching and positive outcomes for young children
- Free resource library to view examples of teaching practices

Link(s)

- Coaching Companion: https://eclkc.ohs.acf.hhs.gov/professional-development/article/head-start-coaching-companion

Unpacking Coaching Webinar Series

What is it?

This webinar series discusses a series of topics that are relevant for coaches implementing Practice-Based Coaching (PBC).

Link(s)

- Webinars: https://challengingbehavior.cbcs.usf.edu/Implementation/coach.html#collapse3

Coaching Corner Webinar Series

What is it?

This webinar series from the Early Childhood Learning & Knowledge Center (ECLKC) discusses a series of topics that are relevant for coaches implementing PBC.

Link(s)

- Webinars: https://eclkc.ohs.acf.hhs.gov/professional-development/article/coaching-corner-series