



# Program Leadership Team Guide: Implementing Practice-Based Coaching within the Pyramid Model

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ChallengingBehavior.org

Published: 02/01/2019

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# Introduction

A key component of program-wide implementation of the Pyramid Model within classrooms is a leadership team that includes a program administrator, a data coordinator, and individuals who serve in the role of providing professional development and behavior support. One role of the leadership team is to develop a professional development plan to ensure that all staff have the support they need to implement the Pyramid Model with fidelity. An important element of professional development is the implementation of an evidence-based approach to coaching in the classroom.

## Guide Contents

The purpose of this guide is to provide leadership teams with guidance for implementing coaching within their programs. Leadership teams must develop a plan for three essential elements of coaching: 1) Getting Ready for Coaching; 2) Enacting Coaching; and 3) Evaluating Coaching. The table below describes the topics addressed in the three sections of the guide:



## Overview of Practice-Based Coaching

Practice-based coaching (PBC) is an evidence-based approach that supports practitioners to use effective teaching practices (Hemmeter et al., 2016, Snyder et al., 2015). PBC involves a cyclical process for guiding practitioners' use of evidence-based practices, such as the Pyramid Model, to promote positive child outcomes. PBC can be implemented in different types of settings including center-based programs (e.g., Head Start, public pre-k, child care) and family child care homes. The goal in all settings is to collaborate with and support the practitioner to implement Pyramid Model practices, and to assist the practitioner in achieving positive outcomes for the children and families in the programs they serve. PBC uses a cyclical process that includes the following steps: (1) Conducting a needs assessment, (2) Identifying shared goals, and developing an action plan to implement the target practice, (3) Conducting a focused observation of the implementation of action plan goals (4) Debriefing about the observation using reflection and feedback. Each component in the cycle is designed to inform the actions taken by a coach or practitioner during the subsequent component (or throughout the coaching process). The cyclical nature of PBC emphasizes that the expectations and desired outcomes of coaching are regularly reviewed and updated. Figure 2 shows the PBC cycle and illustrates the relationships among the components.

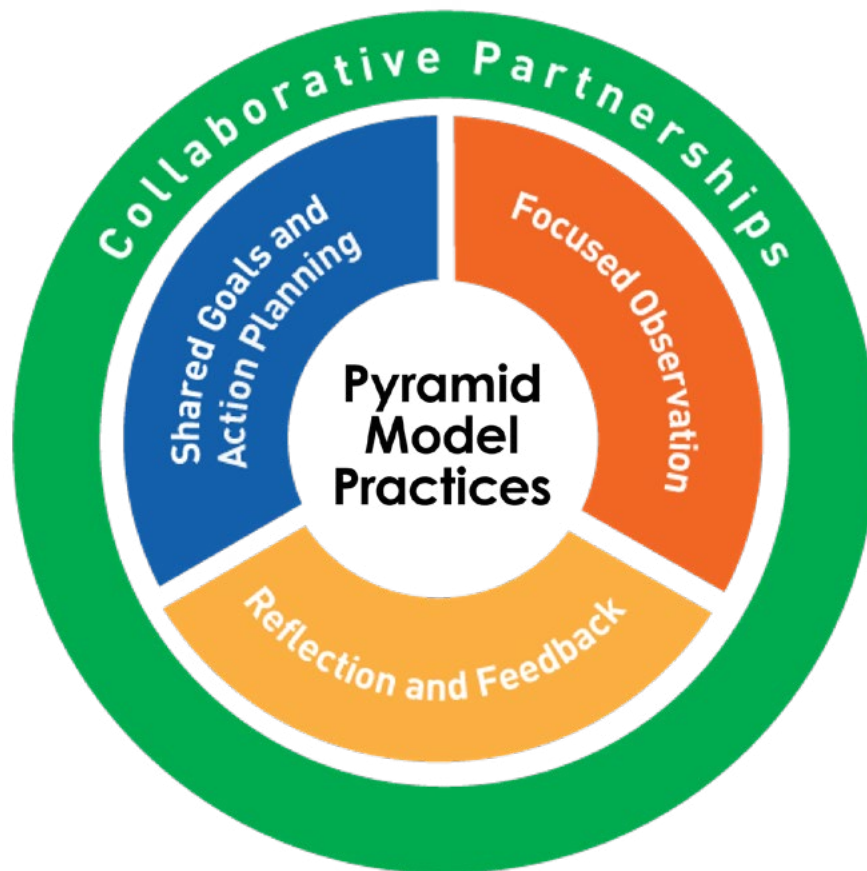


Figure 2. Practice-Based Coaching<sup>1</sup> Cycle

<sup>1</sup> Adapted from the National Center for Quality Teaching and Learning, 2012. *Practice-based coaching*. Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/abc-handout.pdf>

## Key Terms

In Practice-Based Coaching, and throughout this guide, several key terms are used regularly.

1. **Practitioner Coach** – The practitioner coach provides practice-based coaching to practitioners in the implementation of Pyramid Model practices and strategies. The coach is either associated with the program or site or has an ongoing relationship with the program. Coaches should be experienced in early childhood education, well versed in the Pyramid Model framework, and have received professional development and training in PBC.
2. **Practitioner** – The practitioner is the professional who is formally coached. The practitioner might be a classroom teaching team member or a family child care provider.
3. **Pyramid Model Practice(s)** – Refers to the research-informed interactional and instructional practices that support social emotional development for young children. These practices are developmentally appropriate and designed to be implemented in a variety of settings (e.g., Head Start, community child care, Pre-K) that serve young children (Fox & Hemmeter, 2009; Hemmeter, Fox, & Snyder, 2013). Practices should align with the Pyramid Model framework and are observable and measurable. For additional information on Pyramid Model practices, refer to the content in Practices Training and the fidelity measures described in Section 3 (*Teaching Pyramid Observation Tool* (TPOT) and *Teaching Pyramid Infant Toddler Observation Scale* (TPITOS)).
4. **Fidelity** – In this guide, we will use fidelity to refer to the extent to which educators implement the Pyramid Model practices with fidelity and the extent to which coaches implement PBC with fidelity. When looking at the fidelity of implementation, the central question is, are we doing what we said we are going to do? Fidelity of the implementation of Pyramid Model practices in the classroom is most often measured using the TPOT or TPITOS. Fidelity of PBC is measured by examining the delivery of complete coaching cycles that address the implementation of Pyramid Model practices.



# Evidence: What We Know About Practice-Based Coaching

Recent studies have shown that Practice-Based Coaching (PBC), when used with fidelity, is associated with desired changes in practitioners' use of Pyramid Model practices. The evidence indicates that change in practitioner practice is related to positive changes in children's social skills and challenging behavior<sup>3</sup>.

## *A summary of recent research studies using PBC and the Pyramid Model*

### **PBC is Effective when<sup>1,2,3,4</sup>**

- ▶ Action plans are completed
- ▶ Sufficient coaching cycles occur
- ▶ There is a focus on practice implementation
- ▶ Each component is in place
  - Collaborative Relationships
  - Shared Goals and Action Planning
  - Focused Observation
  - Reflection and Feedback

### **Create lasting results<sup>4</sup>**

- ▶ Practitioners sustained their use of Pyramid Model practices a year after PBC

### **PBC Results in Positive Outcomes for Teachers<sup>3,4</sup>**

- ▶ Implementation of evidence-based teaching practices
- ▶ Changes in teaching practices
- ▶ Practitioners feel supported to try new strategies

### **Positive Outcomes for Children<sup>3,4</sup>**

- ▶ Growth in social and emotional skills
- ▶ Reduction in child challenging behavior
- ▶ Increases in social interactions between children

### **Focus group sessions completed as part of studies evaluating PBC revealed that...<sup>3,4</sup>**

- ▶ Coaches and practitioners viewed the process as acceptable, feasible, and beneficial
- ▶ Practitioners felt coaches were essential to their ability to implement Pyramid Model practices
- ▶ Classrooms were viewed as more positive and effective as a result of Pyramid Model implementation
- ▶ Practitioners felt they had stronger relationships with children with challenging behavior

1 Snyder, P. A., Hemmeter, M. L., & Fox, L. (2015). Supporting implementation of evidence-based practices through practice-based coaching. *Topics in Early Childhood Special Education, 35*, 133–143.

2 Fox, L., Hemmeter, M. L., Snyder, P. S., Binder, D. P., Clarke, S. (2011). Coaching early childhood special educators to implement a comprehensive model for promoting young children's social competence. *Topics in Early Childhood Special Education, 31*, 178–192.

3 Hemmeter, M.L., Snyder, P., Fox, L., Algina, J. (2016). Evaluating the implementation of the pyramid model for promotion social-emotional competence in early childhood classrooms. *Topics in Early Childhood Education, 36*, 133-146.

4 Hemmeter, M. L., Snyder, P., Fox, L., & Algina, J. (2017, April). Research on the Pyramid Model: Findings, issues and implications. Paper presented at the 14th Annual National Training Institute on Young Children with Challenging Behavior, Tampa, FL.

# Section 1: Getting Ready for Coaching

The support of program administrators and staff is critical to the successful implementation of Practice-Based Coaching. This section of the guide will assist leadership teams in reflecting on the processes that are integral to planning and implementing an effective coaching program. Leadership teams will be guided to reflect on the following processes: identifying coaches, training coaches and practitioners, coach allocation/coaching caseloads, selecting coaching formats and delivery options, and preparing practitioners for coaching. Leadership teams will also make decisions on how to collect data to inform their decision making and evaluate coaching fidelity and effectiveness.

## Identifying Coaches

### Qualities/Competencies of Coaches

PBC is conducted within the context of a collaborative partnership between the coach and the practitioner. It is essential that coaches have strong interpersonal skills and experience working with young children. It will be beneficial to look for the following characteristics and competencies:

- Successful experience working with young children and/or families —it helps if coaches have “been there.” This provides credibility and helps the coach provide resources and support.
- Extensive knowledge of Pyramid Model practices and social-emotional development. It is also helpful for the coach to be able to demonstrate effective practices and ways to promote engaging interactions and environments.
- Understanding of adult learning principles and collaborative teaming.
- Experience with the policies, procedures, and workplace culture of the program.
- Ability to collaborate with practitioners to determine needs and goals for the classroom.
- Ability to facilitate practitioner learning through positive and constructive feedback.
- Ability to collect and analyze data to determine the progress and needs of practitioners in classrooms and family child care sites.
- Ability to communicate effectively with stakeholders, administration, program leaders, practitioners, staff, families, and community.
- Ability to identify when they need assistance or additional information and the professional who will be able to help (e.g., community of coaches or supervisors).
- Ability to provide and receive feedback appropriately to support learning.

## Guiding Questions

1. Does the program have staff members who do coaching as part of their job current responsibilities?

OR

2. Will the program establish a new position and hire a coach for that position?
3. What are the characteristics and competencies a coach needs to implement PBC effectively and support implementation of the Pyramid Model?

## Training Coaches

Programs will need to plan for training coaches in both Pyramid Model practices and the essential components of Practice-Based Coaching before they work with practitioners. It is optimal for coaches also to be present when practitioners receive training on Pyramid Model practices so that they can support them in thinking about how to implement the Pyramid Model in their setting.

### Training for coaches should include:

- Practice-Based Coaching
- Pyramid Model practices training
- The Teaching Pyramid Observation Tool (TPOT), Teaching Pyramid Infant Toddler Observation System (TPITOS), and/or relevant observation tools
- Data management tools, including the Behavior Incident Report System (BIRS), Classroom Coaching Log, Coach Log spreadsheet, and TPOT/TPITOS spreadsheets
- Adult learning principles
- Individualized intensive intervention supports

Programs might also consider the use of the Coaching Companion<sup>2</sup>, an online tool for implementing all components of PBC and other resources to support the implementation of Practice-Based Coaching. This coaching tool supports a collaborative partnership between the practitioner coach and the practitioner, as it provides additional opportunities to work together between coaching sessions and for those coaching at a distance. Programs should identify an administrator to oversee the implementation of the tool. After the administrator is given access to the Coaching Companion, coaches and practitioners will be able to request access.

*Coaches must receive training **prior** to engaging in the PBC process.* Table 1.1 provides suggestions of initial training that coaches will need before their delivery of PBC. In Table 1.2, we provide guidance about other training that will be helpful for coach skill development. Training of coaches is typically provided by state trainers or consultants to the program.

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<sup>2</sup> To access the Coaching Companion tool, visit <https://eclkc.ohs.acf.hhs.gov/professional-development/article/head-start-coaching-companion>



**Table 1.1 Initial Training for Coaches**

Training for coaches:	Why is this important for coaching?
<b>Pyramid Model Practices Training</b>	
<p>This training includes all tiers of the Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children, including Nurturing and Responsive Relationships, High-Quality Supportive Environments, Targeted Social-Emotional Supports and Intensive Interventions. Training will include instructional practices that practitioners can use in the classroom or in family child care homes.</p>	<p>To effectively coach practitioners in Pyramid Model practices, coaches must be able to demonstrate Pyramid Model practices and provide feedback on all tiers of the Pyramid Model. This training will provide a foundation to the model and enhance knowledge of developmentally appropriate social-emotional teaching practices. With these skills, coaches will be able to support practitioners' implementation of Pyramid Model practices and encourage children's social-emotional learning.</p>
<b>Practice-Based Coaching (PBC) Training</b>	
<p>This training introduces Practice-Based Coaching including activities such as developing the collaborative coaching partnership; conducting needs assessment and developing shared goals and action plans with practitioners; conducting focused observations, including collecting data; and supporting reflection and providing supportive and constructive feedback to practitioners. The training also provides an overview of coaching logs and use of the coaching spreadsheets.</p>	<p>Through Practiced Based Coach training, coaches learn skills to support and collaborate with practitioners to strengthen teaching practices, through shared action goal planning, observation, and reflective feedback cycles. Coaches also gain an understanding of the function of the coaching log and the coaching spreadsheets as a tool for documenting coaching cycles.</p>
<b>Teaching Pyramid Observation Tool (TPOT)/Teaching Pyramid Infant Toddler Observation Scale (TPITOS) Training</b>	
<p>These trainings introduce the TPOT/TPITOS observation tools, and train participants to conduct the observations, and interpret and summarize the data to guide professional development both at the classroom and program-wide level. The TPOT focuses on the implementation of Pyramid Model practices in preschool classrooms, while the TPITOS focuses on the infant-toddler classroom.</p>	<p>Observation/data collection tools are used by the coach to assess practitioners' strengths, needs, and growth in implementation of the Pyramid Model. The tools can be used to document practitioner change in practice implementation fidelity that results from professional development and coaching. Coaches will use the TPOT/TPITOS to identify potential social-emotional teaching practices that can serve as a focus for coaching support.</p>

**Table 1.2 Other Training Important for Coaches**

Training for coaches:	Why is this important for coaching?
<b>Behavior Incident Report (BIR) Training</b>	
<p>This training provides programs a method to document and track incidences of challenging behaviors and practitioner responses to the challenging behavior program-wide. When a program uses Behavior Incident Reports to collect information on challenging behavior, it allows the program to identify specific responses that may include: professional development for program-wide or individual practitioners, development of an individualized support plan, resources for families, etc.</p>	<p>The coach can assist the leadership team to analyze BIR and identify appropriate activities. The practitioner coach can also use this data to guide practitioners working with children who are exhibiting challenging behavior.</p>
<b>Adult Learning Principles</b>	
<p>Training on adult learning principles such as active learning, building on previous knowledge and skills, and providing authentic problem-solving learning opportunities.</p>	<p>Coaches might not be aware of the best methods for teaching and training adults who learn differently than children. Coaches need to be aware of these differences in order to be responsive to practitioners' needs throughout the coaching process.</p>
<b>Culturally Responsive Practices</b>	
<p>Training to help coaches examine the implementation of the Pyramid Model through the lens of culturally responsive practices and the identification of implicit bias. Tools covered in training might include the Pyramid Model Equity Coaching Guide, a reflection tool used by the coach within the collaborative coaching partnership when there are equity concerns related to practice implementation, and the EC-BOQ Cultural Responsiveness Companion, a resource for coaches and teams implementing the Pyramid Model to improve the fit of their Pyramid systems with the needs of children and their families.</p>	<p>Coaches should have an understanding of cultural factors influencing behavior and social/emotional development. Coaches need knowledge and an awareness of culturally responsive practices and implicit bias to support practitioners in their reflective practice when addressing equity concerns in the classroom.</p>
<b>Intensive Individualized Interventions</b>	
<p>Training on the facilitation of functional assessment and behavior support planning process for children who have persistent challenging behavior. This training is specific to the use of an assessment-based team process for the design of an individualized behavior support plan, and includes a core training in a functional approach for addressing challenging behavior and a training in the procedures in guiding a team to design and implement a plan.</p>	<p>Coaches need to be aware of the need to provide individualized and intensive interventions to children with persistent challenging behavior and how to do that effectively. Coaches may be supporting practitioners that are implementing intensive interventions and behavior support plans. Coaches can provide support and resources to practitioners around responding to challenging behavior and assessing, developing, and implementing intensive intervention supports.</p>

## Guiding Questions:

1. What training will coaches need to implement PBC?
2. What training will coaches need to support Pyramid Model implementation?
3. What training will coaches need to support other program initiatives?
4. What documentation will coaches need to be trained on to support practice?

## Needs Assessment

The purpose of a needs assessment is to inform the development of goals and action plans that will guide the practitioner toward fidelity in implementing the Pyramid Model practices. The Teaching Pyramid Observation Tool (TPOT) and the Teaching Pyramid Infant Toddler Observation Scale (TPITOS) are the two primary needs assessment tools used within the Pyramid Model to identify practitioner strengths and professional development needs for informing the development of shared goals and action plans. The following chart describes these observation tools and provides suggested schedules and procedures for administering the TPOT or TPITOS.

**Table 1.3. Pyramid Model Observation Tools**

Assessment Tool	Description/ Use of Tool	Number of Times a Year/Schedule	Routines Structures Observed	Length of Observation
<b>TPOT</b>	<i>Teaching Pyramid Observation Tool</i> measures how well practitioners are implementing the Pyramid Model practices for Promoting Social Emotional Competencies in classrooms serving preschool age children.	<ul style="list-style-type: none"> <li>• In the first year of PBC, a minimum of 2x per year.</li> <li>• In subsequent years, annually.</li> </ul>	<ul style="list-style-type: none"> <li>• Child-directed activities such as center time or free play.</li> <li>• Adult-directed activities such as large group activities, small group activities, or morning meeting.</li> <li>• Transitions which involve moving from activity to activity or from inside to outside of the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• 2 hour classroom observation</li> <li>• 15-20 minute interview</li> <li>• Scoring time may vary</li> </ul>
<b>TPITOS</b>	<i>Teaching Pyramid Infant Toddler Observation Scale</i> measures how well practitioners are implementing the Pyramid Model practices in classrooms serving infants and toddlers.	<ul style="list-style-type: none"> <li>• In the first year of PBC, a minimum of 2x per year.</li> <li>• In subsequent years, annually.</li> </ul>	<p>Must observe the following routines:</p> <ul style="list-style-type: none"> <li>• Free play</li> <li>• Structured Group, if appropriate</li> <li>• Care Routines</li> <li>• Outdoors</li> </ul>	<ul style="list-style-type: none"> <li>• 2 hour classroom observation per individual practitioner</li> <li>• 20-minute interview</li> <li>• Scoring time may vary</li> </ul>

## Guiding Questions:

1. How will the program determine needs of different practitioners when starting to implement the Pyramid Model and PBC?
2. What observation tools will the program use to collect data on implementation and outcomes of coaching?
3. How often will observations/data collection occur?
4. How will the data be used within the coaching partnership and program-wide?

## Selecting a Coaching Format and Delivery Method

The leadership team will decide how coaching will be delivered (see Table 1.4) and whether coaching will be delivered on-site, using technology, or a mix of methods. In all formats, a coach is needed to guide the PBC process, provide support, and monitor implementation and outcomes.

**Coaching Partners:** PBC can involve expert coaches, reciprocal peer coaches, or practitioners who engage in self-coaching. Although coaching is not delivered directly by an expert coach in reciprocal peer or self-coaching formats, an expert coach continues to support the reciprocal peer or practitioner and monitors the coaching delivery to ensure fidelity. Refer to Table 1.4 for additional information on coaching partners.

**Grouping:** When PBC is delivered by an expert coach, it can be delivered to an individual practitioner or groups of practitioners. In either case, the expert coach supports the PBC cycle. Refer to Table 1.4 for additional information on how it works with individuals versus groups.

Most of the research on PBC has examined the effects of on site, expert coaching; however, other formats for delivering PBC are likely to be effective if delivered with fidelity and sufficient dosage. Leadership teams are encouraged to familiarize themselves with the different delivery formats. Decisions regarding the coaching formats and delivery options should be data-driven and matched to program need. There are certain conditions in which expert, individualized coaching might be the most appropriate coaching format. During initial implementation, the expert, 1:1, model of coaching might provide practitioners the individualized support they need to implement Pyramid Model practices with fidelity. Additionally, programs might consider the use of expert coaching for practitioners that are new to the Pyramid Model, for practitioners who have low TPOT/TPITOS scores, or when other data sources indicate a need for increased implementation of Pyramid Model practices. Ongoing use of data will be necessary for leadership teams to determine if the coaching system is working and if adjustments or changes are needed in coaching delivery formats. For example, a program might have several practitioners who were previously trained and coached on the Pyramid Model, and the initial TPOT scores demonstrated the practitioners have similar skill sets. The leadership team might decide to have this group of practitioners receive group coaching, while the remaining practitioners within the program receive expert coaching, as they are new to implementation of the Pyramid Model.

*Regardless of format or delivery, all components of Practice-Based Coaching should be implemented which will require training for coaches and practitioners.*

Practice-Based Coaching can be implemented on-site or from a distance using technology. In on-site coaching, all activities are conducted in face-to-face interactions. Distance coaching might involve web tools with the coach reviewing a video that the teacher uploads to a shared file and providing feedback via email or conference call. While on-site

coaching might occur more typically, it will be important for leadership teams to consider the important role that technology can have within the coaching process. For example, the coach might view a videotaped activity that was uploaded to a website and then arrange for a face-to-face debriefing meeting with the practitioner.

The following table provides an overview of the different coaching formats along with considerations for helping leadership teams determine which coaching format will best support strong implementation of the Pyramid Model within their program.

**Table 1.4. Coaching Formats**

Assessment Tool	Description/Use of Tool	Program Supports
<b>Expert 1:1 Coaching</b>	<ul style="list-style-type: none"> <li>Expert in the Pyramid Model and PBC provides coaching to practitioners (one-on-one)</li> </ul>	<ul style="list-style-type: none"> <li>A practitioner coach trained in PBC and Pyramid Model Implementation</li> <li>Confidential relationship with practitioner coach who will guide the process</li> <li>Release time for coach and practitioner(s)</li> <li>Ongoing support for practitioner coach</li> </ul>
<b>Self-Coaching</b>	<ul style="list-style-type: none"> <li>Implemented independently</li> <li>Self-reflective</li> <li>Structured process and materials</li> <li>Expert coach provides ongoing support</li> </ul>	<ul style="list-style-type: none"> <li>Self-motivated, self-sufficient, and reflective staff</li> <li>Confidential relationship with practitioner coach who will guide the process</li> <li>Release time for meetings with coach</li> <li>Video cameras (to record self and engage in self-reflection)</li> </ul>
<b>Reciprocal Peer Coaching</b>	<ul style="list-style-type: none"> <li>Two practitioners supporting each other through PBC</li> <li>Structured process and materials for action planning, observation, and feedback</li> <li>Expert coach provides ongoing support</li> </ul>	<ul style="list-style-type: none"> <li>Collaborative, motivated staff members who can maintain confidentiality</li> <li>Access to materials and information</li> <li>Expert coach to guide the process</li> <li>Release time for coaching in each other's classroom</li> </ul>
<b>Group Coaching</b>	<ul style="list-style-type: none"> <li>Expert coach provides ongoing support</li> <li>Facilitated group meetings</li> <li>Implementation of PBC Cycle</li> <li>Use of video</li> <li>Support from multiple sources</li> </ul>	<ul style="list-style-type: none"> <li>A group of 6–8 practitioners</li> <li>Collaborative, motivated staff members who can maintain confidentiality</li> <li>Expert coach to guide the process</li> <li>Access to materials and information</li> <li>Time for group meetings</li> <li>Video cameras</li> </ul>

## Guiding Questions:

1. Which delivery method(s) for coaching does the program plan to use?
2. How are practitioner observations going to occur (on-site or distance)?

## Coaching Allocation and Caseload Planning

Each program will have a different system for delivering coaching depending on the format and delivery option chosen (expert coaching, reciprocal peer coaching, group coaching, on-site coaching or distant coaching), the number of practitioners, and the assessed needs of the practitioners in the program. The caseload of a coach will depend on the system for delivering coaching.

The frequency of coaching will depend on the needs of the practitioner and may vary across time and practitioner. At least twice per month the coach will conduct a 15-60 minute focused observation (determined by the action planning goal) and a 15-30 minute debriefing meeting with the practitioner for reflection, feedback, and action planning. If a coach is working with a new practitioner or there are children with persistent challenging behaviors, the coach may need to spend more time with that practitioner. A coach collaborating with an experienced practitioner who is fine-tuning a practice might spend less time with that practitioner. A coach using a group coaching format will spend approximately 12 to 15 hours a month preparing for group meetings, facilitating group meetings and having individual meetings or observations with practitioners. In addition, the coach will need an additional 3-4 hours per practitioner to complete each administration of the TPOT or TPITOS.

Programs will need to consider the following when planning coaching allocations:

### Allow time for:

- Preparing for observations and debriefing meetings
- Completing documentation
- Assisting the practitioner in developing materials and/or activities to support action planning goals

Additional staff time might be needed (substitutes, floaters) when debriefing meetings happen.

The leadership team might use a Coaching Assignment Tracking Sheet during the preparation stage of coaching. Use of this type of tool can assist the team in tracking relevant decisions about coaching allocation, including which practitioners have been assigned a coach, which practitioners will be getting coaching support first, and the coaching schedule (i.e., frequency) for each practitioner.

## Sample Coaching Assignment Tracking Sheet

Practitioner	Coach	Start Date	End Date	Notes
Judy	Alice	9/1/17	1/12/18	Bi-weekly coaching; follow-up after intensive coaching through monthly community of practice
Ciera	Alice	9/8/17	2/9/18	Bi-weekly coaching; follow-up after intensive coaching through monthly community of practice
Christopher	Alice	9/1/17	1/26/18	Bi-weekly coaching; follow-up after intensive coaching through monthly community of practice
Maria	Alice	1/15/18		Bi-weekly Coaching
Iris	Alice	1/28/18		Bi-weekly Coaching

As teachers are assigned a coach, you enter their name, who will coach, and start date.

The end date is entered when coaching is completed.

Use the notes box to indicate a plan for frequency. Add to notes as you end coaching and implement sustainability strategies.

### Ideas for Reducing the Amount of Time Required for Coaching:

- Implement an alternative delivery method such as reciprocal peer coaching, self-coaching, or group coaching
- Group practitioners who are working on similar goals or in close geographic proximity (reducing preparation, travel and meeting time).
- Use Skype or something similar for debriefing sessions and feedback (reducing time needed to meet on-site).
- Observe via video recording (reducing time needed to observe on-site and travel).

### Guiding Questions:

1. How much time can be allocated for coaching?
2. How much travel time is needed for the coach if traveling between sites?
3. What is the level of need for the practitioners in the program?
4. Have we planned coverage for when the practitioner meets with the coach?

## Considerations for Supporting Coaches

While it is desired to separate supervision responsibilities from coaching, some programs might not have sufficient personnel to assign coaches who are not also serving in roles as supervisors. If a supervisor must also take on the role of the coach, the coaching time must be clearly defined and separate from supervision activities. The coach uses the PBC cycle to structure their coaching interactions with practitioners. Observations or debriefing should only relate to Pyramid Model implementation; conversations related to other topics must happen at different times. The collaborative partnership must be nurtured and maintained for the coaching process to be effective.

Coaches must also have opportunities for ongoing professional development. Coaches might need support around resistant practitioners, children with challenging behavior, and addressing difficult topics through supportive and constructive feedback. This support could be provided in a variety of ways: through peer support or coaching communities; through supervision by a master coach; or by a combination of the two.

## Preparing Practitioners for Coaching and Training on Pyramid Model Practices

For the PBC cycle to be implemented and sustained, the leadership team must take great care in preparing practitioners for their participation. The leadership team might consider sharing information with practitioners such as mission or vision statements, implementation plan, an overview of PBC, PBC articles, and/or PBC videos. The message must be clear that the PBC cycle is meant for professional development only! It is meant to be a time to learn, try out, and expand on their use of Pyramid Model practices. Coaching is not to be used as part of performance evaluations; coaching is as a process where practitioners should feel safe to learn and grow as part of their professional development.

Leadership teams should develop a plan for how they will prepare practitioners for coaching. Training should include an introduction to the coaching process, the goals of coaching, and the differences between coaching and supervision. Practitioners should be aware of the expectations for their participation, the approximate time commitment and anticipated schedule, and their roles and responsibilities in the coaching process. During this training, the team might share the overview video on practice-based coaching that illustrates the core elements of the model. The leadership team might also use this time for practitioners to ask questions and receive assurance that the coaching process is a supportive, not evaluative process. Practitioners should also be trained in any skills needed to interact with the coach including any equipment (e.g., videotaping and/uploading videos) or documentation that will be used in the process.

One way to ensure that coaches and practitioners are aware of their roles and responsibilities in the coaching partnership is to have the coach/practitioner team complete a coaching agreement. A coaching agreement outlines the roles and responsibilities of both the practitioner and the coach and is signed by both to demonstrate the commitment to the coaching process. To view sample coaching agreements, see the resources in NCPMI's Practice-Based Coaching webpage<sup>3</sup>.

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<sup>3</sup> <http://challengingbehavior.cbcs.usf.edu/Implementation/coach.html>



As part of getting ready for the coaching process, the leadership team will also want to consider allocating time for the coach and practitioner to prepare for the coaching process together. The coach will need time to:

- Get to know the practitioner;
- Become familiar with the classroom routines and schedule;
- Understand the coaching history of the practitioner; and
- Meet with practitioner in advance of initial TPOT/TPITOS observation to answer questions and review observation process.

### **Guiding Questions:**

1. How does the program prepare and gain buy-in from practitioners for Practice-Based Coaching?
2. What materials and resources will the program provide to practitioners to promote awareness and gain buy-in?
3. How will coaching agreements be used and completed as part of the buy-in process?

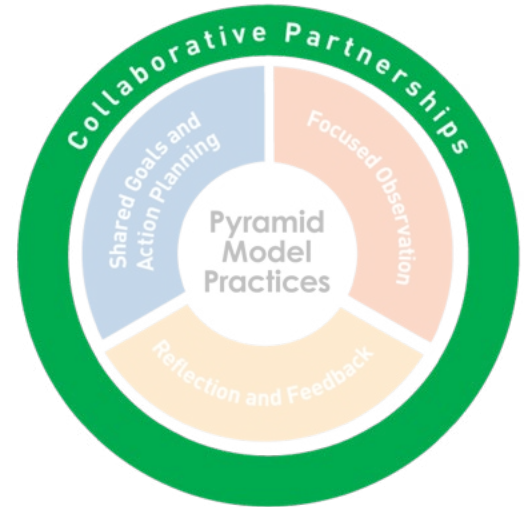
## Section 2: Enacting Coaching

### The Coaching Process

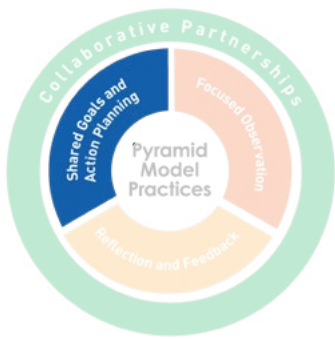
Once the program has determined how coaching will be delivered, who will receive coaching, and has allocated time for coaching to occur, the coach will begin working with practitioners to implement PBC. The PBC process is described in detail in the following section.

### Collaborative Partnerships

Establishing a Collaborative Partnership between the coach and a practitioner is the foundation of Practice-Based Coaching. A collaborative partnership is built on consistent communication, mutual trust, and shared vision. The coach should initiate the partnership by getting to know the practitioner and the practitioner’s classroom or practice setting and coaching history; and, identify strengths, learning styles, and areas of need. Developing a collaborative partnership is an ongoing process that develops over time.



### Shared Goals and Action Planning



The PBC cycle begins with Shared Goals and Action Planning. The coach and practitioner work together to identify goals based on the needs assessment and develop an action plan for how goals will be met. Setting goals requires an assessment of the practitioner’s specific needs and provides a starting point for the practitioner and coach to begin to create goals that address practices that need improvement, practices that need to be added to the practitioner’s repertoire, or practices that need to be implemented more often. The Teaching Pyramid Observation Tool (TPOT) assesses needs related to the implementation of teaching and support of social/emotional skills in an early childhood classroom. The Teaching Pyramid Infant/Toddler Observation Scale (TPITOS) provides similar information for infant/toddler classrooms. Other

examples of tools and methods for measuring classroom practices include direct observation of a practitioner in a classroom, the Early Childhood Environment Rating Scale (ECERS), the Infant/Toddler Environmental Rating Scale (ITERS), the Classroom Assessment Scoring System (CLASS), practitioner self-assessment, and the Teaching Practices Implementation Checklist. These assessments, which might already be in use in your program, will provide the coach and practitioner with the information they need to set appropriate goals.

For example, an examination of the TPOT scores may identify a need to improve practices around teaching friendship skills. The coach and practitioner might note that the practitioner seldom provides positive and descriptive feedback to children who are working together or helping each other - in other words, children who are practicing friendship skills. Together, they might set a goal such as, “Over the next month, during center time activities, I will provide immediate and descriptive positive feedback to children when I see them sharing with their friends.” They might only identify this one goal or might review the TPOT to set a second goal. However, only one or two goals

are set within a cycle so that the practitioner can focus on specific skills to reach the goal. Setting a goal also allows the coach to determine the best time for observations to occur. In this example, the coach would observe during center times in the classroom.

Once the goal is set, an action plan is developed to support the achievement of the goal. The action plan is a formal document. It includes the goal, a statement about how to know that the goal had been achieved, action steps, a time-frame for achieving the goal, and supports or resources that the coach will provide to help the practitioner achieve the goal. Ideally, a goal should be achieved within two to three coaching cycles. If a goal has not been met, assess whether it could be broken down into smaller steps. Example action plans are located within the coaching resources in NCPMI's Practice-Based Coaching webpage<sup>4</sup>.

The statement about when the goal will be completed is a description of what the practitioner will do and what data will be collected. Data might be a simple count of how often a practice or action is completed (e.g., counting transition warnings) or providing examples of more specific changes, such as new strategies added to the lesson plan or a video recording of the practitioner implementing a new strategy.

For the example noted above, the Action Plan might include:

### Action Planning Form

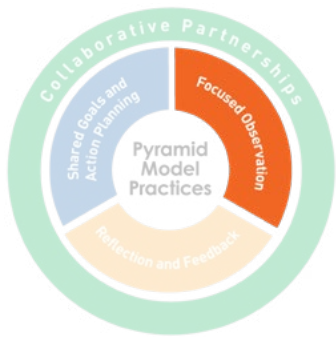
Teacher ID:   7   Coach ID:   M   Date:   11/15  

Goal	Action steps	Materials or resources needed	Timeline	My goal is met when...	Date action step completed
Over the next month, during center time activities, I will provide immediate and descriptive positive feedback to children when I see them sharing with their friends.	<ol style="list-style-type: none"> <li>1. Identify statements to use for feedback</li> <li>2. Set a daily reminder</li> <li>3. Record the number of times I provide feedback and the number of children receiving feedback on a data collection form.</li> </ol>	<ul style="list-style-type: none"> <li>- Brainstorm statements with coach</li> <li>- Data collection form</li> </ul>	1 month	I will record how many times I provide positive, descriptive feedback and how many different children received feedback. When those data show that I provide feedback at least once per center to at least 10 children for one month, I will have reached this goal.	

Notes:

<sup>4</sup> <http://challengingbehavior.cbcs.usf.edu/Implementation/coach.html>

## Focused Observation



Focused observation is a way of looking at practitioners, environments, and teaching practices in the context of the coaching partnership. It is the intentional and systematic way coaches gather and record information for use in reflection and feedback. An observation is focused because it is guided by the action plan. Coaches and practitioners agree on the times when the observation will occur and use this information to prepare for reflection and feedback. Coaches then observe the practitioner’s use of the targeted goals, and this will provide information to prepare for the next step in the PBC cycle: reflection and feedback.

### Coaching Strategies to Use During Focused Observation

- Watch practitioner and take detailed notes
- Collect data
- Engage in a problem-solving discussion
- Engage in a reflective conversation
- Deliver side-by-side support
- Model target practices
- Videotape practitioner
- Modify environmental arrangement
- Provide other help in classroom

## Reflection and Feedback



Reflection and feedback is a critical component of PBC. The coach guides the practitioner to reflect on implementation of practices, and the classroom observation informs the coach’s reflection. The reflection process should be strengths-based and an opportunity for the coach to affirm and acknowledge the practitioner’s implementation efforts. This involves both the coach and practitioner offering reflective statements. During reflection, practitioners are encouraged to identify the challenges that might be impeding their progress with implementation or the use of a practice. The coach’s response to challenges should convey support about the practitioner’s efforts to address challenges along with feedback (if appropriate to the situation) about ways challenges can be addressed. After reflective statements have

been made, the coach provides supportive and constructive feedback based on the reflection discussion. Feedback statements must be grounded in data. Thus, the coach should be able to support any feedback statement with a statement of “evidence” that comes from the focused observation and/or assessment data. The feedback should be related to the action plan.

Reflection and feedback support the implementation of new practices, guides the precision of new practices, and provides encouragement and support for the practitioner in the movement towards fluency of implementation.

## Coaching Strategies to Use During Reflection and Feedback

- Engage in a problem-solving discussion
- Engage in a reflective conversation
- Review goals
- Update action plan progress
- Provide performance-based feedback (constructive and supportive)
- Demonstration of strategy
- Role-play
- Review teacher’s video
- Share a video demonstration
- Help teachers use /interpret data
- Provide materials or resources
- Modify environmental arrangement
- Individual child support

### Summary of Action Steps to Complete the PBC Cycle

Shared Goals and Action Planning	Focused Observations	Reflection and Feedback
<p>During this step, the coach and practitioner:</p> <ul style="list-style-type: none"> <li>• Identify needs based on data collected</li> <li>• Set goal(s) for the Pyramid Model practice the practitioner will change, improve, or develop</li> <li>• Identify where the coach will focus during observations</li> <li>• Create an action plan to support goal achievement</li> <li>• Identify materials and resources needed to meet the goal</li> </ul>	<p>During this step, the coach:</p> <ul style="list-style-type: none"> <li>• Observes Pyramid Model practices to assess progress toward meeting goals</li> <li>• Models, demonstrates, or prompts the practice for the practitioner, as needed</li> <li>• Collects data</li> <li>• Observes children, as needed</li> </ul>	<p>During this step, the coach and practitioner:</p> <ul style="list-style-type: none"> <li>• Discuss and reflect on the observation and progress toward goal completion</li> <li>• Discuss feedback provided by the coach</li> <li>• Problem-solve, as needed</li> <li>• Assess whether a goal is complete or needs additional practice or resources</li> <li>• Identify resources as needed</li> <li>• Continue PBC cycle to develop another goal</li> </ul>

## Section 3: Evaluating the Implementation and Outcomes of Practice-Based Coaching

An important role of the leadership team is to monitor the implementation and outcomes of PBC. The goal is to first ensure that coaching is implemented with sufficient dosage and fidelity that changes in teacher practice would be expected. The primary outcome of coaching is the fidelity with which practitioners implement the Pyramid Model practices.

### Data Decision-Making

The leadership team will use PBC data for two purposes: 1) assessing the fidelity of implementation and intervention and 2) assessing the outcomes that result from those efforts. Essentially, data are being used to address these questions:

- Are we doing what we say we are doing? (Fidelity)
- Is it making a difference? (Outcomes)

In the examination of data related to PBC, the leadership team will review data to ask the following questions:

- Is PBC being implemented with fidelity?
- Is PBC resulting in changes in the implementation of Pyramid Model practices?

The table below lists the data sources and measures that might be reviewed by the leadership team to address these questions.


**Table 3.1 PBC and Practice Implementation Data Sources**

Data Tool	Elements	Measures
<b>PBC Coach Log</b>	<ul style="list-style-type: none"> <li>• Number of coaching cycles</li> <li>• Use of coaching strategies</li> <li>• Time spent in coaching</li> <li>• Action plan goals</li> </ul>	<ul style="list-style-type: none"> <li>• Number of coaching cycles delivered</li> <li>• Number of action plan goals developed</li> <li>• % of action plan goals achieved</li> </ul>
<b>Teaching Pyramid Observation Tool (TPOT)</b>	<ul style="list-style-type: none"> <li>• % of practices implemented</li> <li>• red flags</li> </ul>	<ul style="list-style-type: none"> <li>• Growth in practice implementation</li> <li>• % of practitioners at fidelity</li> </ul>
<b>Teaching Pyramid Infant Toddler Observation Scale (TPITOS)</b>	<ul style="list-style-type: none"> <li>• % or practices implemented</li> <li>• red flags</li> </ul>	<ul style="list-style-type: none"> <li>• Growth in practice implementation</li> <li>• % of practitioners at fidelity</li> </ul>

## Coaching Logs

Coaches will use logs as part of the coaching process. This log provides data the leadership team can use to make informed decisions about coaching implementation and outcomes. Coaching logs are available within the coaching resources in NCPMI's Practice-Based Coaching webpage<sup>1</sup>.

V2.0 Rev. 10/03/18

 **Classroom Coaching Log**

Coach ID: \_\_\_\_\_ Program ID: \_\_\_\_\_

Teacher ID: _____	Total # of Action Plan Goals: _____	Cycle #: _____	
Activities/Strategies - check all that occurred during session(s)			
Observation Strategies			Debrief Strategies
Dates:		Dates:	
Observed		Problem solving discussion	
Videotaped		Reflective conversation	
Modeled		Helped with environmental arrangements	
Collected data		Role play	
Verbal support		Constructive feedback	
Side by side gestural support		Goal setting/action planning	
Problem solving discussion		Supportive Feedback	
Reflective conversation		Material provision	
Helped with environmental arrangements		Demonstration	
Other help in the classroom		Individual child support	
Other		Other	
Total Observation Time:		Total Debriefing Time:	
Action Plan Goals Completed:		New Action Plan Goals:	
Notes:			

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<sup>1</sup> <http://challengingbehavior.cbcs.usf.edu/Implementation/coach.html>

## Using the Look-Think-Act Process

Once data are collected, they should be displayed for analysis and interpretation. When data are examined within a data decision-making process, the leadership team “asks questions” about what the data might mean, while noting the quality of data. In addition, the leadership team might use multiple data sources to identify and understand the complexity of factors that can influence an issue or concern that might be identified by examining data. We strongly recommend the use of a team for reviewing data and making decisions. Diversity in the perspective of team members is highly valuable in the interpretation of the data and development of action decisions that might follow a review of data. We recommend using the following simple protocol for the process of data decision-making. This protocol involves three steps:

1. **Look** – Examine data for trends, meaningful associations
2. **Think** – Ask questions related to the data that might help with interpretation
3. **Act** – Make decisions as a team and identify the action plan needed to put the decisions in place

The data analysis process begins by thinking about the quality of data and noting whether there are concerns about how data were collected, external factors that might affect the interpretation of data, and other considerations to keep in mind as data are analyzed. Prior to reviewing data displays, teams might make notes regarding these data considerations so that the leadership team can review and effectively address concerns relating to data quality. In the “Look” step, teams should refrain from jumping to an inference about the data. In the initial review of the data, teams should identify what they see factually without coming to conclusions. For example, a statement related to practitioner observation data might be, “I see that Mr. B has 5 red flags and those have been consistent across both of the formal observations.”

As teams examine the data, they might:

- Identify patterns
- Make comparisons
- Identify commonalities
- Identify discrepancies
- Find unexpected results
- Identify questions that result from the data review
- Identify the need to access additional data

In the “Think” step, teams engage in a discussion to make interpretations about the data. The team records notes to begin to identify their inferences or conclusions based on the data that offer evidence for those conclusions. During the “Think” step, teams might ask:

- What factors might be associated with the results indicated by the data?
- What areas of the data need more inquiry or additional data to understand?
- What are major themes or conclusions that we are ready to make from our review of the data?

In the “Act” step, teams identify actions that will be implemented in response to conclusions from the data. Team action steps might include multiple actions, the collection of additional data, or a decision to continue to monitor a situation or data set. Actions might involve steps related to:

- Changes to policy or procedures
- Providing training
- Providing coaching
- Improving data collection and analysis procedures
- Addressing other factors related to the issue or concern

The PBC and Practice Implementation Data Sources listed in Table 3.1 provide graphic displays that are used by the leadership team for review and problem-solving. In the review of each data display, the team can use the Look-Think-Act process to discuss the data and determine if any actions are needed.

On the following pages, we have provided Look-Think-Act worksheets to guide the leadership team in reviewing data from each of these tools.



# Coaching Classroom Teachers



## Data Considerations for All:

- ▶ Time dedicated to coaching
- ▶ Coaching case-load (e.g., number of teachers being coached)
- ▶ Areas of focus for coaching (e.g., Pyramid-only, other curricula areas)

Look	Think	Act
What do we see?	What are the data showing? What influences these data?	Consider these actions
<p>Look at how many complete coaching cycles are delivered by each coach.</p> <p>Identify how many complete coaching cycles each teacher received.</p> <p>Look at the number of attempted and completed coaching cycles.</p>	<p>Is the delivery of coaching cycles by coaches meeting the expected target?</p> <p>Are all teachers receiving the targeted number of coaching cycles?</p> <p>Are there differences between attempted cycles and completed cycles (i.e. higher number of attempted cycles when compared to completed cycles)? Are coaches reporting resistance from teachers?</p> <p>Are there differences across teachers or are they limited to a few teachers?</p>	<p>Identify and address reasons coaches are not meeting expected coaching cycle delivery targets and/or teachers are not receiving the targeted number of cycles.</p> <p>Consider:</p> <ul style="list-style-type: none"> <li>▶ coaching loads</li> <li>▶ time/resources</li> <li>▶ teacher/coach attendance</li> <li>▶ classroom/program schedules</li> </ul> <p>Develop a plan for expanding coaching reach. Refer to Leadership Team Guide to Implementing Practice-Based Coaching within the Pyramid Model for considerations of coaching assignments, format and delivery options.</p> <p>Revise procedures used to prepare teachers for coaching. Use handouts, on-line resources, teacher-coaching agreements, etc.</p>
<p>Look at the average duration of coaching observation and durations across teachers for each coach.</p> <p>Examine the average duration of coaching observation and durations for each teacher.</p>	<p>Are the average durations of coaching observation and debriefing meetings appropriate?</p> <ul style="list-style-type: none"> <li>▶ Are teachers who spend more time with their coach making higher gains based on TPOT scores?</li> <li>▶ Are teachers with more concerns on their TPOT scores (red flags) spending more time in coaching?</li> </ul> <p>Are their difference between teachers in duration of coaching observation and debriefing that are a concern?</p>	<p>Dig deeper into the data by comparing TPOT scores and average duration of coaching cycle. Determine if a goal to increase or decrease coach durations is appropriate.</p>

Look	Think	Act
What do we see?	What are the data showing? What influences these data?	Consider these actions
Look at the patterns of strategy used and activities across observation sessions.	<p>What strategies are being used during observations?</p> <p>What strategies are not being used?</p>	<p>Provide coaches with additional support tools, or training for using other strategies.</p> <p>Allow time for coaches to network with other coaches.</p>
Look at the patterns of strategy use and activities across debriefing sessions.	<p>What strategies are being used during debriefing?</p> <p>What strategies are not being used?</p>	<p>Provide coaches with additional support tools, or training for using other strategies.</p> <p>Allow time for coaches to network with other coaches.</p>
<p>Identify the number of action plan goals each individual teacher is working on.</p> <p>Look at the percentage of action plan goals completed.</p>	<p>Are there differences among teachers with regards to completion of action plan goals?</p> <p>Do certain teachers have too few/too many action plan goals?</p>	<p>Partner with coaches to identify teachers who might need additional support to efficiently meet action plan goals.</p>



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Pub. 09/18/18



# Teaching Pyramid Observation Tool/ Teaching Pyramid Infant-Toddler Observation Scale



## Data Considerations for All:

- ▶ Were data collected by trained observers?
- ▶ Were TPOT administration procedures, as outlined in the manual, followed?
- ▶ Has there been turnover in classroom staff that might affect program scores or scores within a classroom?
- ▶ Did class composition change between time 1 and time 2 data?

Look	Think	Act
What do we see?	What are the data showing? What influences these data?	Consider these actions
Look at Red Flags across teachers on the program summary tab.	<p>Are there common red flags?</p> <p>What might contribute to those red flags?</p> <p>Is additional training needed? Is there a procedural issue?</p> <p>Have red flags decreased across administrations?</p>	<p>Plan training to build capacity for desired practice.</p> <p>Identify needed changes, establish new policy, and/or share data with teachers including rationale for change.</p>
On the program summary tab, look at average scores for Key Practice Items across teachers. Identify the areas that are the lowest in implementation.	<p>What might contribute to common low scores?</p> <ul style="list-style-type: none"> <li>▶ Are action plans aligned to the practices that need improvement?</li> <li>▶ Has the program established the expectation that practices should be implemented?</li> <li>▶ Do teachers lack materials for implementation?</li> <li>▶ Do teachers lack training or coaching in the practice?</li> <li>▶ Does the curriculum support the practice?</li> <li>▶ Is the culture of the program to not implement the practice?</li> </ul>	<p>Initiate programmatic efforts to communicate importance and expectations that teachers will implement Pyramid practices.</p> <p>Provide materials for implementation.</p> <p>Establish targeted professional development activities to strengthen common areas of need.</p> <p>Curricular changes to align curriculum with Pyramid Model implementation.</p> <p>Provide teachers with a process for requesting and receiving classroom implementation ideas.</p>

Look	Think	Act
What do we see?	What are the data showing? What influences these data?	Consider these actions
<p>Look at average scores for Key Practice Subscale over administrations.</p>	<p>Is there evidence of growth across all teachers in the implementation of Pyramid Model practices?</p> <p>Is the growth expected or in proportion to program efforts in providing teachers with professional development support (e.g., training and coaching)?</p> <p>Are action plans aligned to key practice areas that need improvement?</p>	<p>Provide higher quality training events on selected key practices (e.g., with implementation materials, using adult learning strategies).</p> <p>Increase access to professional development training (e.g., on-line, after hours, Saturdays).</p> <p>Provide more coaching cycles.</p> <p>Improve the delivery of complete coaching cycles.</p> <p>Improve the alignment of action plans to targeted key practice items.</p> <p>Identify any competing initiatives that might be affecting implementation and determine how to reduce the demands on teachers.</p>
<p>Look at item and indicator analysis across teachers.</p>	<p>What is the pattern across teachers?</p> <p>Are there common items or indicators that are not being observed?</p>	<p>Provide targeted professional development events.</p> <p>Set a program-wide goal for improvement in a key practice area.</p> <p>Provide coaching with a focus on the targeted key practice item(s).</p> <p>Provide materials to support implementation of targeted key practice items.</p>
<p>Using the individual summary tab, look at teacher individual scores for Key Practice Items. Identify the areas that are the lowest in implementation.</p>	<p>What might be factors related to a teacher's implementation scores?</p> <ul style="list-style-type: none"> <li>▶ Teacher training or background</li> <li>▶ Quality or intensity of coaching</li> <li>▶ Classroom composition</li> <li>▶ Teacher beliefs or biases</li> <li>▶ Alignment of action plans to key practice items that need strengthening</li> <li>▶ Delivery of complete coaching cycles</li> </ul>	<p>Provide professional development training opportunity that are focused on areas of need.</p> <p>Increase coaching with a focus on areas of need.</p> <p>Align action plans to key practice items in greatest need.</p> <p>Address teacher beliefs or biases using the Pyramid Model Equity Coaching Guide.</p>

Look	Think	Act
What do we see?	What are the data showing? What influences these data?	Consider these actions
<p>Look at individual teacher Red Flags.</p>	<p>Could there be a supervision issue?</p> <p>Could the teacher need more intensive professional development?</p>	<p>Provide feedback on red flags and identify PD opportunity.</p> <p>Develop action plan and provide coaching support.</p>
<p>Look at fidelity scores of teachers on the fidelity tab.</p>	<p>Are teachers reaching fidelity on the TPOT?</p> <p>Are teachers showing growth towards fidelity across TPOT administrations?</p>	<p>Determine if teachers who are at fidelity should receive a lower frequency of coaching.</p> <p>Identify teachers at fidelity and consider if their practices might inform the work of colleagues by sharing through classroom observations, video clips, training to peers.</p> <p>Consider the use of peer coaching by teachers at fidelity.</p> <p>Intensify training and coaching for teachers who are not making progress towards fidelity.</p>



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Pub. 09/12/19



As the leadership team moves into thinking about the data and determining actions, they might examine multiple sources of data to identify potential issues and how to address those issues. Consider the following as examples of how two data sources can be helpful in digging deeper into identifying issues and actions:

- The coaching log indicates that a practitioner has received 4 cycles of coaching over 5 months. The team is concerned about the dose of coaching as it is inconsistent with the expectation that the practitioner would have received 10 cycles over 5 months. However, when examining the TPOT data, the team sees that this practitioner is at fidelity in all key practice areas and has no red flags. In this case, the leadership team concurs with the coach's recommendation and decides to reduce the expectation of bi-weekly coaching sessions to monthly coaching sessions.
- The coaching log indicates that a practitioner has only achieved 1 action plan goal out of 4 goals after 8 cycles of coaching. The leadership team examines the practitioner's TPITOS data and sees that the practitioner is low in all practice items. The Leadership team and the coach discuss the need to reduce the number of action plan goals for the practitioner and for the coach to provide materials as a coaching strategy to assist the practitioner in achieving action goals.
- The coaching log data indicates that fewer coaching cycles are being delivered than what the team anticipated could occur over the first few months of the program. The coach shared that there were many canceled coaching observations (i.e., practitioner said it was a "bad day," or they were short-staffed). The leadership team decides to develop an anonymous survey for practitioners to complete that might identify why practitioners were reluctant to participate in coaching.

## Sharing Coaching Data

The leadership team should consider how they will share data on the delivery of coaching with staff in the program, families, and other stakeholders. Sharing data is a critical element of program-wide implementation and provides all program staff and other stakeholders with information about the progress of the program in meeting program-wide implementation goals.

Sharing coaching and practice implementation data will be tailored to your audience. What is shared with staff within the program for reflection and problem-solving will often be different than what is shared with community stakeholders and family members. In data sharing, the leadership team should consider:

- Creating a plan to protect the confidentiality of practitioners and coaches when sharing data
- Removing all identifiable information from the data
- Sharing data that are aggregated across practitioners versus displays for individuals
- The purpose of data sharing and the appropriate displays that will achieve those purposes

For example, the leadership team might share data in the following manner with program staff:

- Staff meetings where practice implementation data are shared to note areas of high fidelity and areas of focus for growth
- Staff meetings where coaching data are shared to note efforts towards coaching and the accomplishment of action plans
- Infographic or bulletin board displays that highlight professional development supports (e.g., # of coaching hours delivered, % action plan goals achieved) or meeting fidelity targets (e.g., % of staff at fidelity)

The leadership team might also consider sharing data related to practice implementation or coaching accomplishments with families and community stakeholders. This might be done in the following ways:

- Newsletters, summary reports, social media, bulletin boards, or in a public meeting
- Graphic displays or infographics that show effort towards professional development (e.g., hours of coaching, # of action plan goals, # of coaching cycles, % of action plan goals achieved)

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