Managing Coaching
When Work Feels Unmanageable

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August 23rd, 2023

Webinar Host

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Meet our Presenters

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Practice Based Coaching

- Focused on effective teaching practices
- Based on collaborative partnerships
- Guided by goals and a plan for refinement and action
- Assessed through focused observation
- Supportive of practitioner growth through reflection and feedback
Back to Basics with Fidelity

Are we implementing coaching as we planned?

Are practitioners making positive changes in their use of Pyramid Model practices?

Will this decision help me reach my coaching goals?

What does it mean to do PBC with fidelity?

- Observation
- Reflective Conversation
- Supportive Feedback
- Constructive Feedback
- Provide Resources
MH0  I edited this slide
  Hemmeter, Mary Louise, 2023-07-30T20:11:20.797

MH1  I don’t understand the last box. Who is asking teh question. Does this refer to the coach or the teacher?
  Hemmeter, Mary Louise, 2023-07-30T20:12:11.396

MH0  I changed the title
  Hemmeter, Mary Louise, 2023-07-30T20:12:41.004
Adapting to the “New Normal”

Goal: To have respectful and productive conversations as stress increased.

Where?
- One on ones on playground benches
- Mini meetings at opening or naptime

How?
- Coaching feedback had to be interwoven into the normal part of the day.
- Personal needs became a priority to keep faculty functioning well.

Why?
- Short staffed
- Less time
- Dual roles
Establishing Virtual Relationships and Routines

Provide teachers with a photo, email, or text that gives them an idea of who you, the coach, are as a person

Tangible affirmation (e.g., note, token, photo)

Provide teachers with positive descriptive feedback about classroom arrangement, demeanor, perseverance

Assist teachers with organizing, labeling, and posting resources

Virtual Home Visits

• Less distraction
• Provide feedback in private chat
• Recorded observations
What’s Been Working

- Offer frequent practice opportunities
- Set clear expectations
- Accountability
- Set clear timelines

Technology Supports
Shifts in Communication

- Virtual meetings
- Use multiple methods for communicating
- Create a teacher resource database

Maximizing Technology Resources

<table>
<thead>
<tr>
<th>Text</th>
<th>Collect data from our childcare app ‘Brightwheel’</th>
<th>Google sheets</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Informal relationship building</td>
<td>• Staff only option • Behavior incidents</td>
<td>• Prevention strategies • Teaching strategies</td>
</tr>
</tbody>
</table>
Response to Practitioner Stress

Keep it Simple

Link social-emotional competencies to the curriculum/initiatives

What is already in place?
### New Curriculum or Initiatives

- Brainstorm with the teacher about different methods/strategies they can use to teach the curriculum.
- Record yourself facilitating a mock lesson or activity.
- Talk with other educators.
- Allow teachers to vent and only offer suggestions by request.

### Self-Care Action Plan

**Goal:**
I will focus on caring for myself by implementing a self-care routine on a weekly basis and use positive descriptive affirmations and calming techniques to help me with feeling positive about taking care of myself.

**Expected Teacher Outcomes:**
- Take a break and ask for help when needed.
- Stay no when you are not able to help a colleague.

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Materials/Resources</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify when, where, and how I can incorporate self-care activities throughout my professional and/or personal life (select 2-3 to start):</td>
<td>Quiet/Working sign for door</td>
<td>Begin: Oct. 23</td>
</tr>
<tr>
<td>a. self (e.g., taking a duty-free lunch, setting limits, taking a break when needed, mental health day)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. peers (e.g., asking for help, calling an accountability partner)</td>
<td>Job Chart for students</td>
<td>In place by Oct. 23</td>
</tr>
<tr>
<td>c. work with a team member to hold me accountable (e.g., asking me what type of affirmations I’ve given myself, telling me when I look stressed out)</td>
<td>Ask reliable co-worker/family</td>
<td>By Oct. 23</td>
</tr>
<tr>
<td>d. self-reflection (e.g., taking time to reflect on my experiences)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. self-care outside of work (e.g., taking time for myself, spending time with family and/or friends)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Self-Care Routine**
Teacher ID: [___]  Coach ID: [___]  Goal number: [___]  Date written: [___]  Date moved to maintenance: [___]
Strengths-Based Approach

- Family coaching and PBC connections
- Focus on buy-in and building capacity

The Importance of Flexibility

- Seek feedback from staff
- Evaluate what's working and not working regularly
- Make adjustments as needed
- Be willing to stray from pre-planned conversations
New Staff

Class matrix

New onboarding process

Fun team building activities linked to training

Staff-Centered Approach

- Self-care discussions
- Increase personal check-ins
- Free events email
- Maximize resources
Final Thoughts and Strategies

Respect People’s Time

- The importance of planning
- Think big picture
- Prioritizing coaching opportunities
Focus and Strategies

- Match coaching strategies to individual staff needs
- Help in the classroom
- School-wide meetings

Time Management

- Specify observation timelines in action plans
- Alternative debrief methods
- Work with teacher to plan embedded opportunities
Questions?

Use the Q&A panel to submit your questions.

Survey and Certificate

Recording Viewers

- Type URL or scan the QR code in presentation into a web browser window
- *URL is case sensitive*
Visit us online at ChallengingBehavior.org

Thank You

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