



Intentional Leadership: Planning for Practice-Based Coaching Delivery

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National Center for
**Pyramid Model
INNOVATIONS**
ChallengingBehavior.org

Webinar Host



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Vanderbilt University



Meet our Presenters



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Key Points for Today's Webinar

Define and unpack components of an effective professional development plan

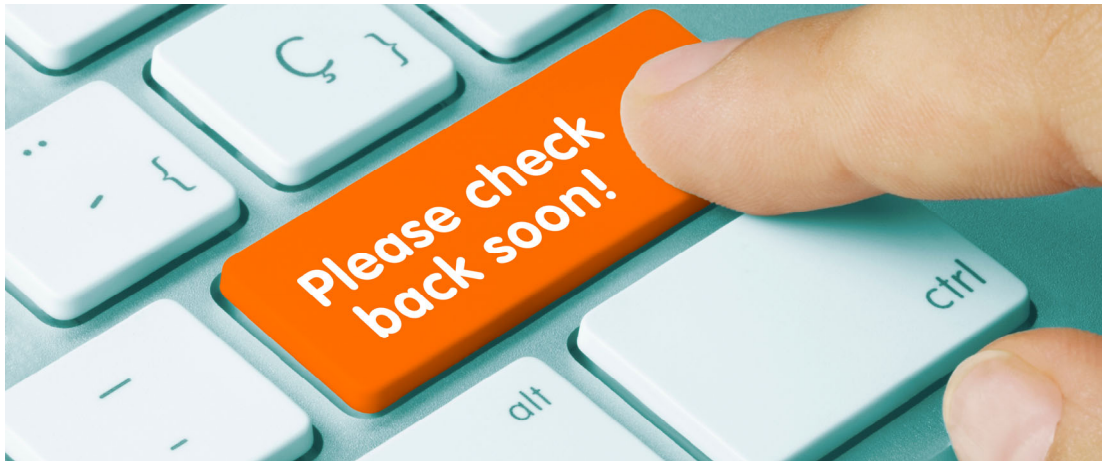
Discuss considerations and strategies when developing a professional development plan

Review coaching formats and delivery options

Identify systems for using data to inform ongoing continuous quality improvement for coaching and professional development during implementation.



New Coaching Resource Coming Soon



What is a professional development plan?

- A structured approach to ensure the continuous learning and growth of all staff within the program.

The image shows three overlapping NCPMI forms. The top form is the 'Early Childhood Program-Wide PBS Benchmarks of Quality'. The middle form is the 'Pyramid Model Early Intervention (Part C) Benchmarks of Quality'. The bottom form is the 'Family Child Care Home (FCCH) Program-Wide PBS Benchmarks of Quality'. Each form contains a table with 'Critical Elements' and 'Benchmarks of Quality'.



What should be included in a professional development plan?

Communication plan to staff

Updates to written policies and procedures

Training plan

Coaching delivery

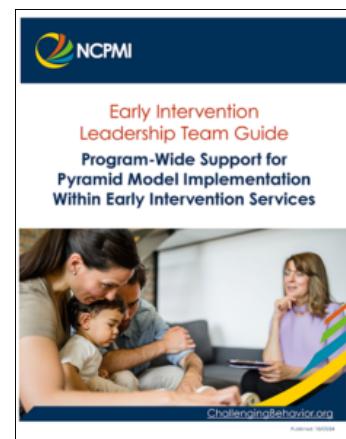
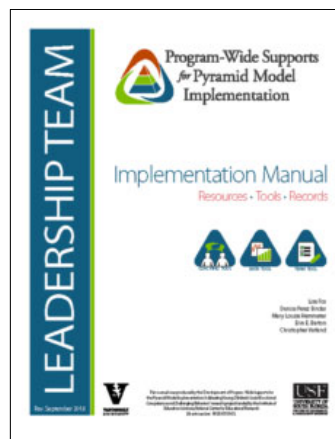
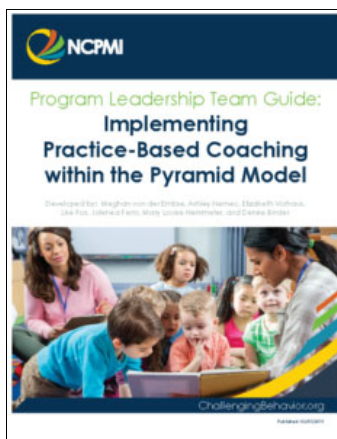
Universal PD

Data collection

Clear action steps, timelines, check-ins, and celebrations



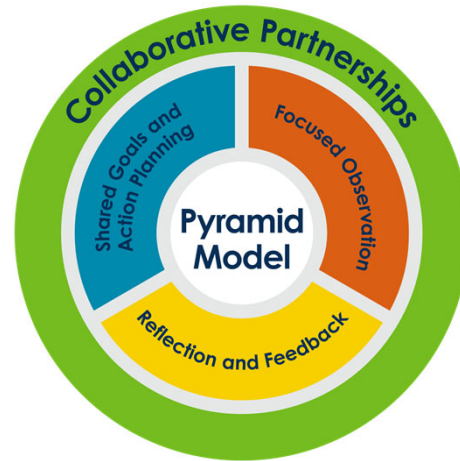
Resource Spotlight



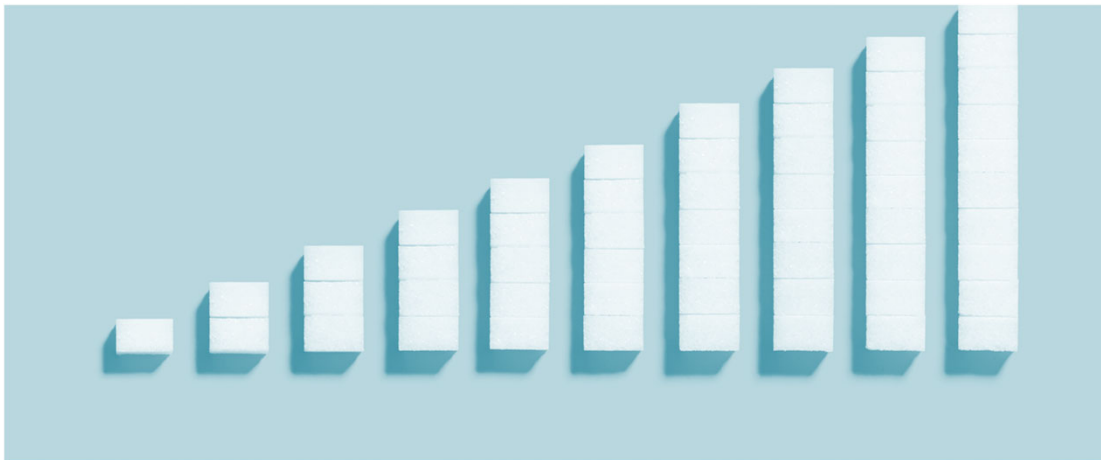
Prioritize Coach Development

Coaches need time to:

- Learn **and** practice coaching strategies
- Learn **and** practice new skills
- Gain experience with individual coaching
- Build capacity to implement the PBC framework



Start Small



Plan for Universal Professional Development



Develop Universal Activities

- Practice challenges
- Focus of the month
- Social media shares or staff shout outs
- “Make and Take” workshops
- Staff newsletters

Share and Highlight

TPOT/TPITOS Tip Tuesday



<https://www.youtube.com/watch?v=nXAND3HMJzE>

Using a mirror to help identify feelings is fun and engaging for children.



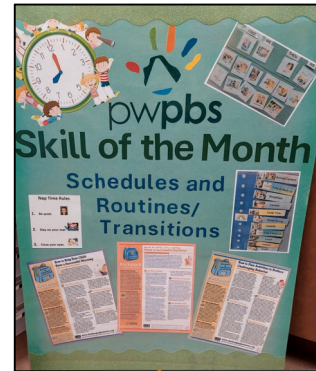
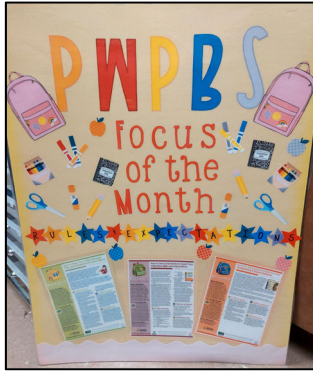
Make and Takes

Make and Take: Buddy Sticks

1. Take craft sticks from the table.
2. Cut out pictures.
3. Attach each picture on a stick using packing tape.
4. *If your children are too young to match pictures, you can use the foam stickers to make matching pairs.*



Focus of the Month



Program-Wide
Positive Behavior Support
at the University of South Florida

Staff Meeting Skill of the Month



Team Meeting Agenda & Minutes February 18, 2025
7:00pm-8:00pm

Facilitator(s): Marisol & Jocanna		Recorder/Timekeeper: Marisol
Initial Attendance:		
_____ Esperanza Carras	_____ Monica Ocasio	_____ Ruby Rosales
_____ Jaki Ocasio	_____ Susana Fuentes	_____ Erica Yela
_____ Arriana Brito	_____ Catherine Luna	
_____ Anna Fernandez	_____ Catherine Calderon	
1. Welcome /Reminders		
• Feeling Checkin	3min	Marisol / Jocanna
• Team work Tuesday		
2. Calendar - Special activities		
• Calendar reminder - Science	20min	Jocanna
• Lesson Plan - Anticorrosion		
• St. Patrick's Party		
• Community helper		
3. Supervision		
• Always know your ratios	20min	Jocanna
• Students remain in designated classrooms		
• Transferring students at the end of the day		
• Transfer- what's curricular activity when at soccer or recess etc.		

4. PBS Supports	10 minutes	Gaby
• Problem Solving: What is it, why do we use it, and how do we implement it?		



Program-Wide
Positive Behavior Support
at the University of South Florida

Set a Clear Timeline



Where to Start: Criteria for Selecting Practitioners for Coaching

Observation
Data

Strength and
Needs
Assessment

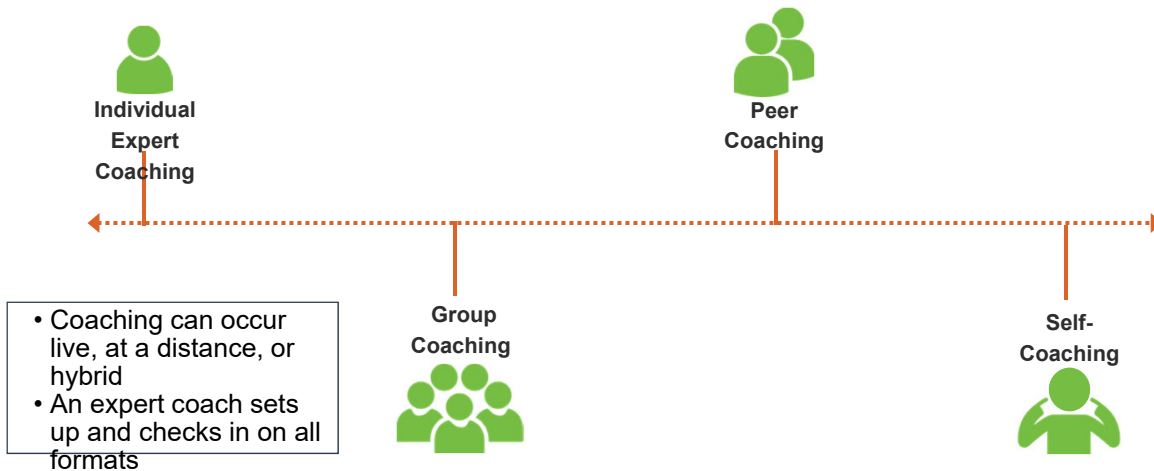
Benchmark of
Quality

Practitioner
workstyle or
personality
characteristics

Practitioner
preference

Experience and
skill level of
practitioner

Range of Delivery Options



Finding the Right Fit

Consider:

- Data from implementation tools and coaching logs
- Conversations with practitioners
- Program requirements



Individual Coaching If-Then

Data indicate that practitioners need a high level of support to implement Pyramid Model practices.



Practitioners express a desire for individualized coaching or support.



The program can identify a coach and provide sufficient time and resources to support teachers with 1:1 coaching.



Individual Coaching



Group Coaching If-Then

Data indicate several practitioners would benefit from coaching around similar Pyramid Model practices (e.g., teaching friendship skills).



Practitioners are willing to collaborate in a small group of 6-8 peers.



The program can identify a coach with facilitation skills to lead group coaching meetings.



Group Coaching



Reciprocal Peer Coaching If-Then

Data indicate that a pair of practitioners has complementary strengths and can support one another.



Practitioners are willing to collaborate and commit to supporting another teacher in the PBC cycle.



Practitioners can be allocated the time to observe and reflect with a fellow coaching partner.



The program can identify a coach who can guide the reciprocal peer coaching process.



Reciprocal
Peer
Coaching



Self Coaching If-Then

Data indicate practitioners who might benefit from improving a specific Pyramid Model practice (e.g., transitions).



Practitioners are highly motivated, reflective, and knowledgeable about Pyramid Model practices.



Practitioners can access materials for their learning (e.g., books, webinars).

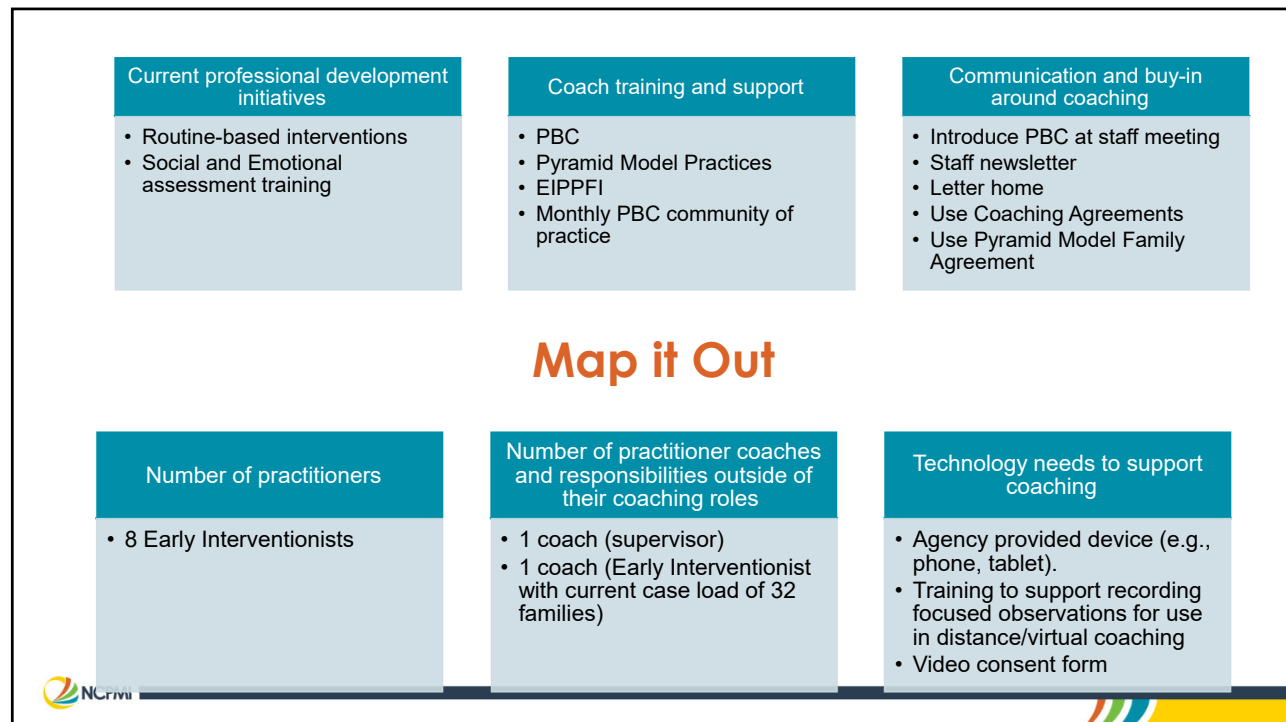


The program can identify a coach who can guide the self-coaching process.




Self
Coaching





Coaching Decisions

Format	Number Practitioners	Frequency	Next Steps
1:1 Coaching	2 Practitioners	Bi-Weekly	Review data to explore other coaching options
Group Coaching	TBD	Bi-Weekly for 8 sessions	
Training with Requested Coaching	6 Practitioners	6, 45-minute training sessions throughout the year. Access up to 4 individual coaching sessions.	
Peer Coaching	TBD	Monthly coach check-in	



Using Data to Inform Your Professional Development Plan

Needs
assessment
data

Coaching logs

Staff surveys

Family and
child outcomes
data



Create Check-ins

Action Step	Data to review	Date
Build coach capacity using PBC with volunteer, universal supports	Practitioner coach call survey, coaching checklists and logs	August- November – check-in Nov 21
Cohort 1- individual coaching and universal supports	Coach logs, staff and practitioner coach focus group	December-March- check-in March 15
Cohort 1- group coaching; cohort 2 individual coaching, universal support	Coach logs, staff and practitioner coach survey	April- June – check-in June 23
Train new coaches, continue group coaching, universal supports	Coach logs, staff and coach survey, updated needs assessments	July- September- check-in Sept. 16

Questions?

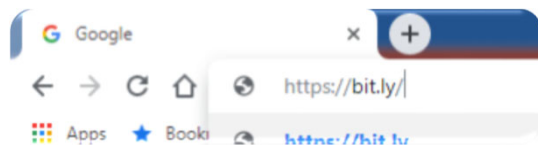
Use the
Q&A panel
to submit your
questions.



Survey and Certificate

Recording Viewers

- Type URL or scan the QR code during presentation into a web browser window
- *URL is case sensitive*



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Thank You

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