



# Practice-Based Coaching: Components & Implementation Strategies

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# Overview

**This module describes Practice-Based Coaching (PBC) and its components which are:**

- Collaborative Partnerships
- Shared Goals and Action Planning
- Focused Observation
- Reflection and Feedback



## Objectives

Participants should be able to:

- Define Practice-Based Coaching.
- Describe the components of PBC.
- Identify key features of collaborative partnerships.
- Describe strategies for effective implementation of PBC.
- State the benefits of using video in coaching.

# Intentional Teaching Framework





## Activity 1

What do you already know about PBC?

- Divide into groups by role:
  - Coaches, education staff, students, directors
- In your group, write what you know about PBC on the paper posted on the wall.

# What Is PBC?



PBC is a **cyclical process** designed to support effective education staff practices that lead to **positive outcomes for children and families.**

# Focus on the How

PBC focuses on the **how** of coaching.



- The educator sets the goals.
- PBC can be applied across:
  - Settings
  - Content



# Why is Coaching Important?



Coaching is an effective source of professional development.



# Coaching Benefits Children



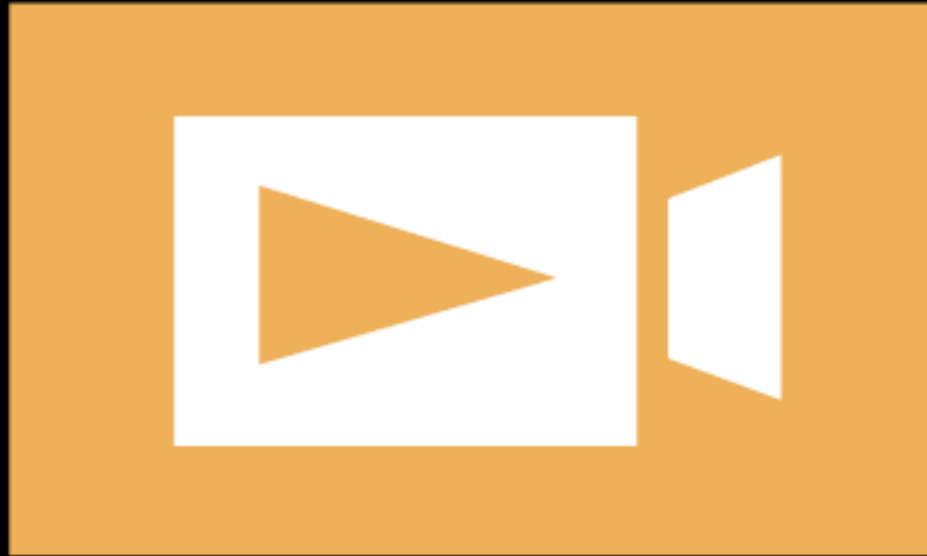
- Coaching influences teaching practices.
- Quality teaching influences child outcomes.



## Video 1

### Role and Impact of Coaching

- In this video coaches and educators discuss coaching.
- As you watch, take notes on what they say are the benefits and impacts of coaching.



## Video: Role and Impact of Coaching



## Video Debrief 1

- What did you notice?

# PBC Cycle





## DELIVERY OF PBC

### Coaching Partners



Expert



Peer



Self

### Delivery Method



On Site



Distance

### Grouping



Group



Individual

# What Does PBC Look Like?



## Discussion 1

### Coaching and Adult Learning

Coaching is about supporting emotional, cognitive, and behavioral change in adults.

- What is something new you recently tried to learn?
- Why was it important to you?
- What was most helpful in promoting your learning?

# Adult Learning Theory

Adult learners actively participate in their own learning experiences. Adult learners:

- Need to know **why** they should learn something before learning it.
- Use **their own life experiences** to make sense of new information.
- Learn better by applying new strategies immediately to a **real-life situation**.

# PBC Cycle: Shared Goals and Action Planning



# Collaborative Partnerships

The coach and educator work together to define and carry out the partnership.



- Partnerships are centered around work.
- The coach and educator bring their own specific expertise.





## Discussion 2

### Effective Partnerships

Think about your most effective professional partnerships.

- What made those partnerships effective?
- What experiences, structures, feelings, or dispositions helped make them successful?

# The Coaching Agreement

- Educator and Coach's Commitment
- Timelines
- Agreement on Roles
- Privacy Guidelines



# Addressing Culture and Equity Through Coaching

- Acknowledge privilege.
- Understand actions in the larger context of cultural beliefs and identity.
- Value, and build on, cultural and linguistic resources.

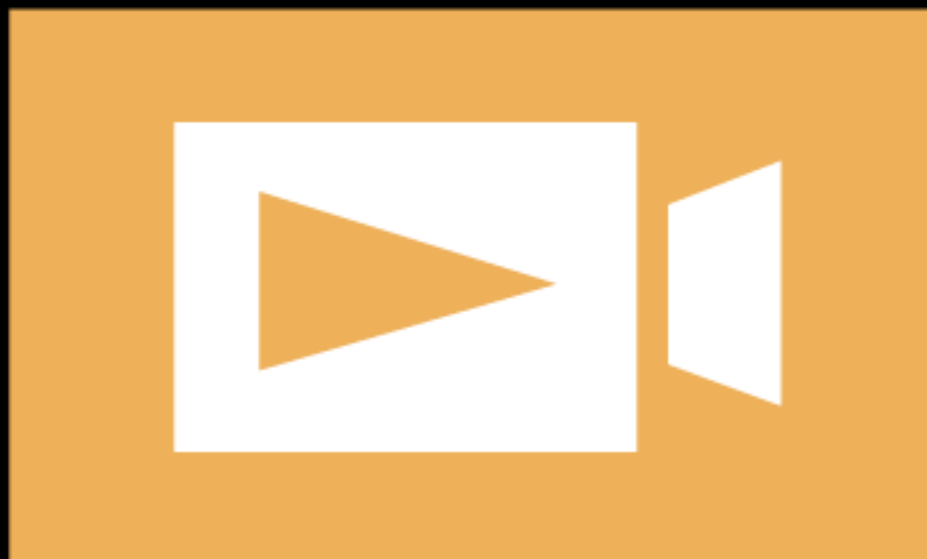




## Video 2

# Culturally Responsive Coaching

- In this video, coaches discuss what it means to be a culturally responsive coach.
- While you watch the video, list attitudes and behaviors coaches mention as being reflective of culturally responsive coaching.



Video: Culturally Responsive Coaching





## Video Debrief 2

- What did you notice?
- More ideas?

# Reflecting on Equity and Diversity Through Coaching

Coaches encourage educators to:

- Acknowledge assumptions and implicit biases.
- Recognize and support each child's strengths.
- Engage in inclusive teaching practices.

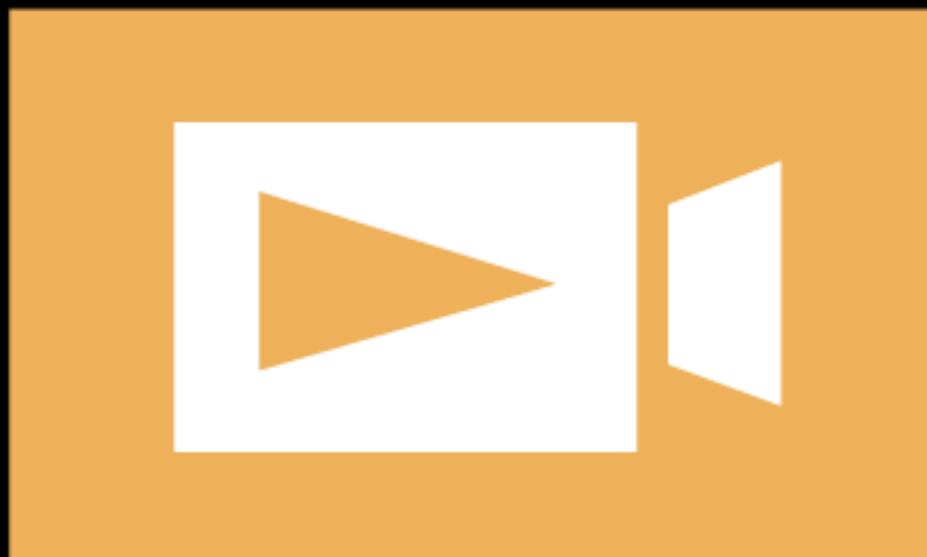




## Video 3

### Addressing Implicit Bias

- In this video, coaches share examples of how they help educators reflect on implicit biases.
- While you watch the video, take notes on what strategies coaches used to help educators see implicit biases.



Video: Addressing Implicit Bias



## Video Debrief 3

- What did you notice?
- More ideas?





## Activity 2

### Reflection on Culture and Equity

- Reflect on all the questions in the handout.
- Select one or two to share with a partner.

# PBC Cycle: Collaborative Partnerships



# What is Shared Goals and Action Planning?



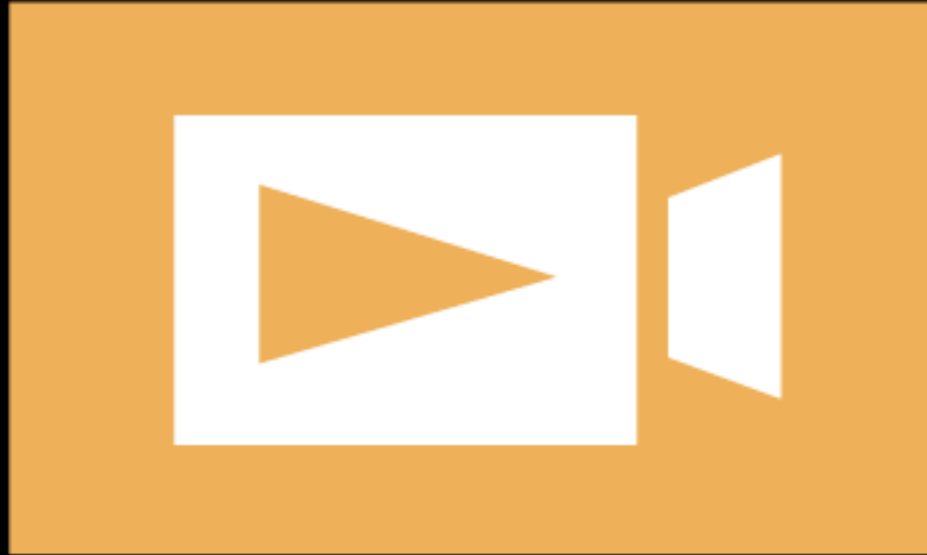
- The educator and coach use a needs assessment, or other tool, and child data to determine practices to work on collaboratively.



## Video 4

### Writing Goals

- Here, a coach supports an educator in identifying a goal and developing an action plan.
- While you watch the video take notes on what the coach says and does to support the educator.



Video: Writing Goals



## Video Debrief 4

- What did you notice?
- More ideas?



# Shared Goals and Action Planning: How



- Gather information.
- Write shared goals.
- Develop an action plan.

# Gather Information

**Gather information about an educator's current practices.**

- Direct observation
- Interviews
- Self-reflection
- Other data



# Write Shared Goals

**The educator and coach select a goal to target for improvement.**

**Shared goals address:**

- A specific teaching or home visiting practice.
- Strategies and resources.



# Develop an Action Plan

**Action plans** include:

- The goals that are the focus of coaching.
- Actions toward achieving the goal.
- How to know when the goal is achieved.
- Timeframe for completion.
- Supports or resources needed.
- Considerations on supporting and valuing all children.

# PBC Cycle: Focused Observation



# What is Focused Observation?

The coach zeroes in on the educator's goals and practices to:

- Gather information.
- Record notes.
- Use supportive strategies.



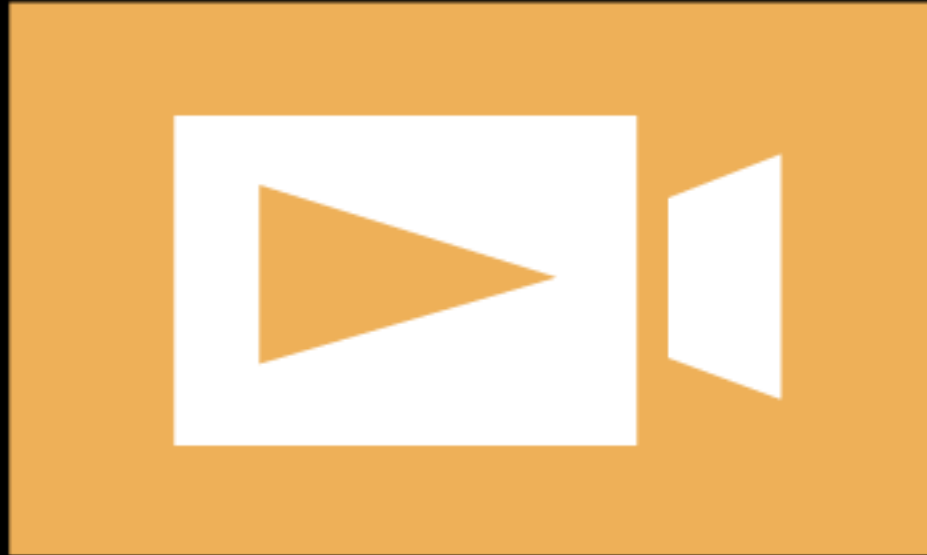




## Video 5

### Focused Observation

- In this video, coaches and educators describe what happens during a focused observation.
- While you watch the video, take notes on what coaches do during a focused observation.



## Video: Focused Observation



## Video Debrief 5

- What did you notice?
- More ideas?

# Focused Observation: How

Determine the specific goal of the observation related to the action plan.

Agree on:

- A data collection method
- Coaching strategies
- An observation format
- A time to observe



# Collecting Data

Coaches can use various methods to collect data.

- Anecdotal Notes
- Video
- Tallies
  - Amount
  - Frequency
  - Duration



# Gathering Information Objectively

A good observer is specific and objective.



- Do I use words that describe but do not judge?
- Can I see and/or hear it?
- Would another person agree?



# Recording Notes

## Notes may address:

- Feedback the coach might want to provide.
- Questions about instances that may require further clarification.
- Supports the educator may need next.
- Follow-up observations on previously met goals.

# Coaching During the Observation

The coach may also provide a variety of supports during the observation. These might include:

- Modeling of practices
- Side-by-side support
- Other help



# Using Video in Coaching

Video is a powerful tool for observation, reflection, and feedback.



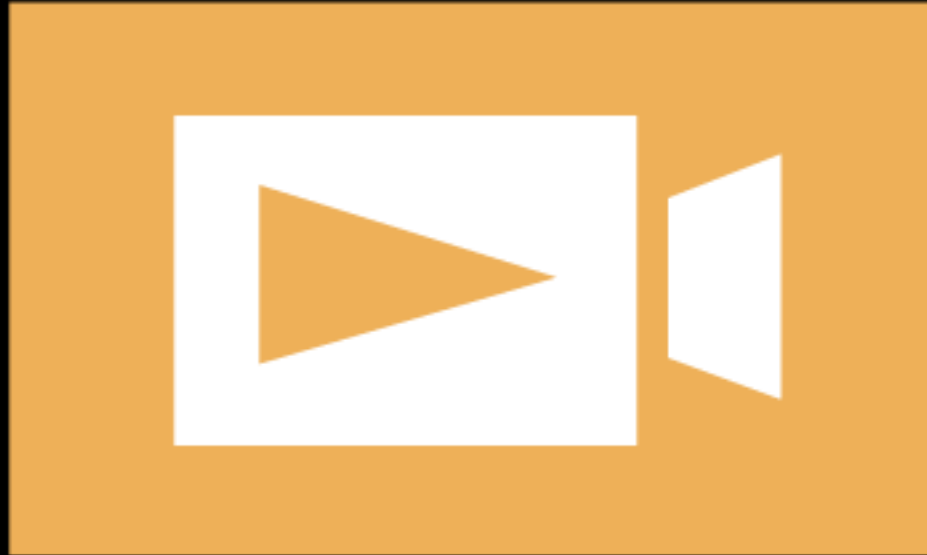
Videotaping can be done by the educator or the coach.



## Video 6

### Video in Coaching

- Watch educators and coaches discuss the benefits of using video in coaching.
- While you watch the video, think about your own experiences with being filmed.
- What made it feel comfortable?
- What were some concerns?



## Video: Using Video in Coaching



## Video Debrief 6

- What are your experiences with being filmed?
- What made it feel comfortable?
- What were some concerns?

# PBC Cycle: Reflection and Feedback





# Providing Feedback

When educators and coaches reflect on practice implementation, the coach:

- Provides encouragement and support.
- Helps the educator monitor progress towards goals.
- Provides opportunities for deeper insight.



# Reflection and Feedback: How

When reflecting and giving feedback, the coach:

- Shares observations.
- Asks open-ended questions.
- Guides discussion on practices that value and affirm all children.
- Encourages recognition and sharing of assumptions and implicit biases.
- Offers resources.
- Celebrates successes and progress.

# Reflection

- Reflective phrases
  - I hear you. It sounds like...
- Open-ended questions
  - What happened yesterday?
  - Why do you think...?
  - What might happen if...?



# Goals of Providing Feedback

The goal of providing feedback is to get the educator to reflect.

The coach can give two types of feedback:

- Supportive Feedback
- Constructive Feedback



# Effective Feedback

Effective feedback is:

- **Linked.** Coaches explicitly link the focused observation to the action plan
- **Specific.** Coaches clearly describe what was observed.
- **Responsive.** Coaches respect the educator's perspective and values.



## Activity 3

### Are These Statements Effective ?

- The video is a great example of your goal in action: wanting to embed more math language in dramatic play.
- You are so patient with the children! They are lucky to have you.



## Activity 3 (continued)

### Are These Statements Effective ?

- I noticed Michael wandering around the room during circle time. Tell me more about that.
- You did a great job today!
- I saw you used gestures when talking about the schedule with Emma. What other visual supports might you use?



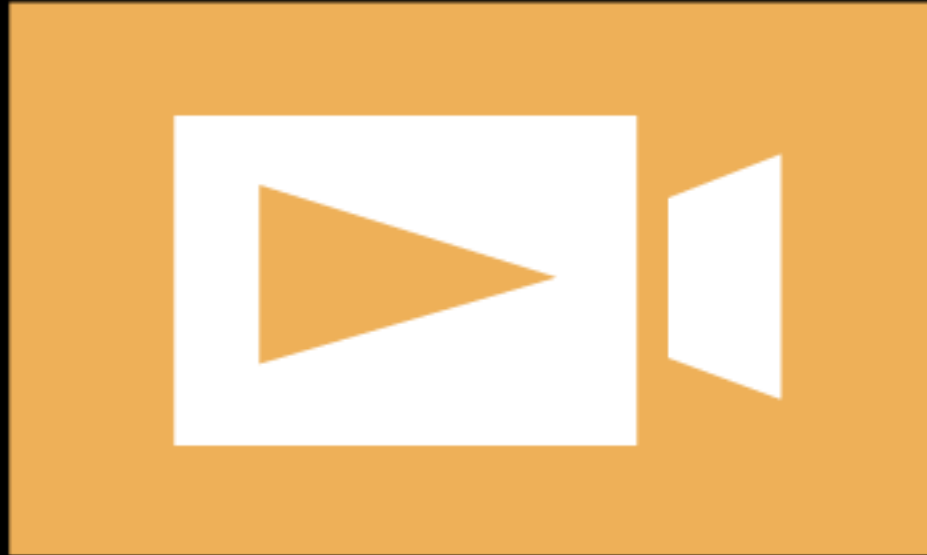


## Video 7

### Reflection and Feedback Examples

As you watch this video of coaches in conversation with educators, write down examples of:

- Reflective phrases and questions.
- Supportive and constructive feedback.



Video: Reflection and  
Feedback Examples



## Video Debrief 7

- Share examples of:
  - Reflective phrases and questions
  - Supportive and constructive feedback

# PBC Cycle: Review





## Summary

- PBC is an effective professional development approach.
- PBC promotes effective teaching practices that result in positive outcomes for children and families.
- With PBC, educators and coaches work collaboratively through a cyclical process.



# Assignment

## Poster

Create a poster that summarizes key concepts of PBC.

Posters can:

- Be physical or digital
- Use words and images
- Include the following components:
  - Collaborative partnerships
  - Shared goals and action planning
  - Focused observation
  - Reflection and feedback
- Address culture and equity

