

teachingpyramid

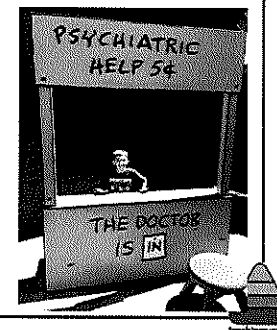
Practice Based Coaching Flow of the Coach Visit and Using the Standing Agenda

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Agenda for this Session

- Practice Based Coaching Cycle
- Spotlight on Classroom Observation
- Standing Agenda
- Flow of the Coach Visit



The Cycle of Coaching in the Teaching Pyramid

1. Planning Goals and Action Steps

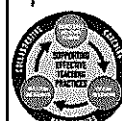
- Happens in four phases:
 - a) Classroom team starts action planning during Module 1 and 2 trainings using TEAM ACTION PLAN
 - b) Teachers share which action items from their training Action Plan they think they want to focus on at the beginning of coaching meeting
 - c) After reflection and shared feedback in coaching meeting, teachers confirm which action items they want to be included in the Coaching Action Plan
 - d) Coaching Action Plan is created/updated



The Cycle of Coaching in the Teaching Pyramid (cont.)

2. Focused Observations in the Classrooms

- Strength-based
- Silent observer in the classroom
- Looking for evidence of Teaching Pyramid concepts and strategies
- Documented for sharing: video, photos or written
- Support implementation



The Cycle of Coaching in the Teaching Pyramid (cont.)

3. Reflection and Sharing Feedback: coach facilitates team discussion of training and coaching observation

- Communicating Effectively

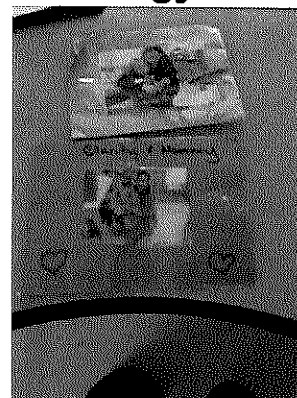
- ~ Active Listening
- ~ Powerful Questioning
- ~ Direct Communication

- Facilitating Learning and Results

- ~ Creating Awareness
- ~ Planning and Goal Setting
- ~ Designing Actions for Implementation



Classroom Observation – What TP Strategy Do You See?



Inventory of Practice: Develops Meaningful Relationships with Families

- H. Includes the culture of the family in the classroom (family photos on bulletin board, my family book, activities, language,

BUILDING RELATIONSHIPS (cont.) Skills and Indicators

3. Develop meaningful relationships with families and staff
 - a. Establishes a warm and collaborative relationship with each child's family
 - a. Informal communication with families occurs on a regular basis (drop off/pick up, during parent visit)
 - a. Uses a variety of strategies for building relationships with all families
 - a. Teacher has a system for regular communication with families that includes celebrations of the child's accomplishments
 - a. Creates a communication system with families that is bi-directional, offering families a way to share information about the family or child with the teacher
 - a. Offers periodic communication to the families from the school/program or teacher (newsletter, open house, parent conferences)
 - a. Provides formal opportunities for families to visit the classroom
 - a. Includes the culture of the family in the classroom (family photos on bulletin board, my family book, activities, language, materials)



Classroom Observation – What do You See?



IOP

Building Positive Relationships

- 4. Develops meaningful relationships with children
- c. Communicates with children at eye level
- d. Verbally interacts with individual children during routines & activities
- f. Shows respect, consideration, warmth to all children
- g. Speaks calmly to children
- k. Creates a classroom that is a place that children and families like to be (i.e., feel comfortable, welcome, and safe)

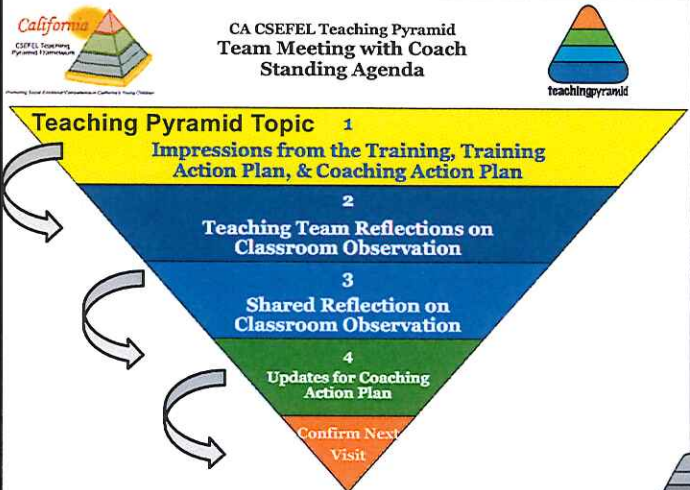
IOP Strategy

- 15. Promotes “emotional literacy” through identification and labeling of emotions in self and others
 - a. Prompts children to identify their emotions throughout the day

SOCIAL AND EMOTIONAL TEACHING STRATEGIES (cont.) Skills and Indicators

- 15. Promotes “emotional literacy” through identification and labeling of emotions in self and others
 - a. Prompts children to identify their emotions throughout the day
 - a. Assists children in recognizing emotions in self and others
 - a. Assists children in recognizing and understanding how peers might be feeling by pointing out facial expressions, voice tone, body language, or words
 - a. Uses real-life situations to practice identification of emotions
 - a. Uses opportunities to reinforce when children state their emotions
 - a. Models appropriate expressions and labeling of their own emotions and self-regulation throughout the day
 - a. Shows empathy and acceptance when children state their emotions
 - a. Individualizes instruction for children having difficulty identifying, understanding, expressing and/or managing emotions

Classroom Video Observation



Flow of Coaching Conversations

- **Building on the foundation and continuing to co-create the relationship:** Reconnect with team, share “standing agenda”
- 1. **Relationship building and reflection:** Answer questions and discuss impressions from Module 2 training, discuss classroom training action plan from Module 2, See if they have anything to share regarding their efforts to implement the Coaching Action Plan (take out plan)
- 2. **Teaching Team reflecting on teaching practices:** coach shows video clips or uses reflective prompts to help teachers discuss their strengths as well as ideas for growth (*follow Video Protocol handout to guide steps 2 and 3 even if not using video*)



Coaching Conversation (cont.)

- 3. **Shared reflection on teaching practices:** As the teachers reflect, the coach and other participants add in any observed strengths as well as asking teachers to consider additional strategies they might like to try out. The coach might also prompt reflection on the conceptual underpinnings here
- 4. **Planning goals and action steps:** use Mod 1 and 2 training action plans & needs identified during coaching meeting to choose action items and “Steps for Implementation” for Coaching Action Plan; summarize these for teaching team
 - **Arrange next coaching visit:** Set date for next meeting; encourage them to share successes at the module training



Thank You

- Secret Code: Watch recording to find out



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