



**Practice-Based Coaching**  
for supporting effective teaching practices

Orientation to the Coaching Institute


Linda Brault  
Project Director

**WestEd**  
Center for Child & Family Studies




## Agenda


- Overview of the Institute
- Connection to the CA CSEFEL Teaching Pyramid
- NAEYC Ethical Code
- Introduction to Practice-Based Coaching
- Readings in Preparation
- What to Bring



## Setting the Context




- People are coming from all over California
- About half of you are knowledgeable about the Teaching Pyramid
- Most indicate working with children birth through 5 years with a few focused on preschool and a couple focused on infants and toddlers
- Most are actively coaching



## Institute Overview

<ul style="list-style-type: none"> <li>• Monday               <ul style="list-style-type: none"> <li>▪ Welcome &amp; Lunch</li> <li>▪ Implementation Science</li> <li>▪ Systems Change</li> <li>▪ Basics of Practice-Based Coaching</li> </ul> </li> <li>• Tuesday AM               <ul style="list-style-type: none"> <li>▪ Teaching Pyramid Fundamentals</li> </ul> </li> <li>• Tuesday PM               <ul style="list-style-type: none"> <li>▪ Focused Observation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Wednesday AM               <ul style="list-style-type: none"> <li>▪ Reflection &amp; Feedback</li> </ul> </li> <li>• Wednesday PM               <ul style="list-style-type: none"> <li>▪ Shared Goals &amp; Action Planning</li> </ul> </li> <li>• Thursday AM               <ul style="list-style-type: none"> <li>▪ Next Steps/Phase 2</li> <li>▪ Applying to current coaching</li> <li>▪ Coach Development Plan</li> <li>▪ Institute Evaluation</li> </ul> </li> </ul>
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## Timing and Details

- Registration is available starting at 10:30 am Monday, February 27
- The Institute begins with at noon with a welcome and lunch followed by the afternoon session
- The afternoon session will end by 5 pm
- Tuesday & Wednesday sessions begin at 8:30 am SHARP and end by 5 pm
- Breakfast will be available before the session, lunch mid-day
- Thursday starts promptly at 8:30 am and ends by 1 pm

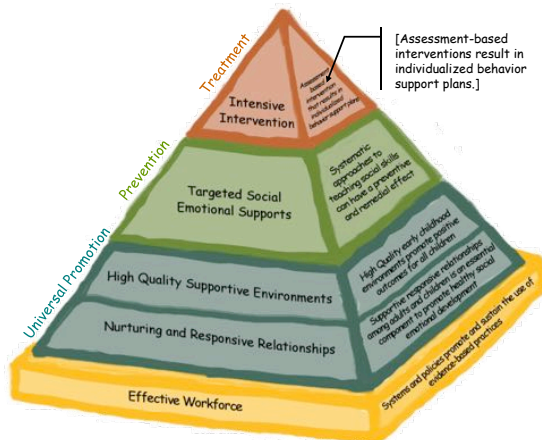


Promoting Social Emotional Competence in California's Young Children

- CA CSEFEL (The California Collaborative on the Social and Emotional Foundations for Early Learning) is a state-wide, multi-agency group focused on spreading the Teaching Pyramid framework throughout California

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## The Pyramid Framework: Promoting Social-Emotional Competence in Infants and Young Children



## Teaching Pyramid

- The **Teaching Pyramid** is the name used by CA CSEFEL to describe the training and technical assistance for the approach developed by the national Center on the Social Emotional Foundations for Early Learning (CSEFEL)
- There are California adapted versions for preschool, infant/toddler, and family child care
- The Teaching Pyramid Framework was built on evidence-based practices and has been shown to increase social-emotional competence and decrease challenging behavior



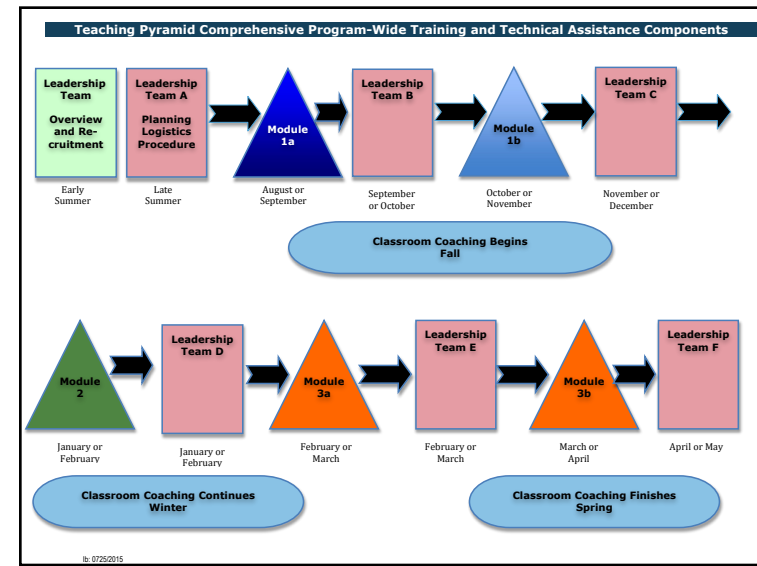
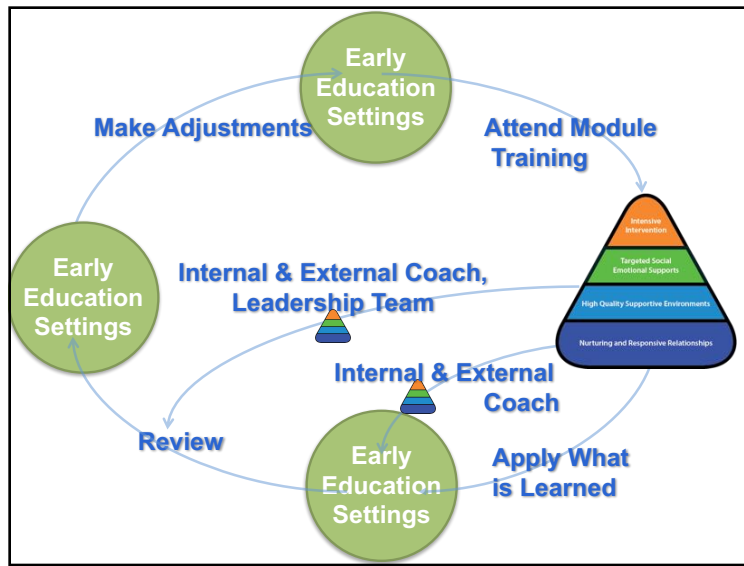
## Program-Wide is What Makes CSEFEL Unique!

- The power of the Teaching Pyramid is most clearly seen when it is implemented across an entire site, district, or agency – Program-Wide!
- Training is only one small part of the approach
- It takes planning by a group of leaders, training in a systematic way over time (36 hours), and focused coaching to support implementation in order to be “doing CSEFEL”
- We try and provide one focused coaching visit following each module training



## Teaching Pyramid Components

- Leadership Team (Implementation Team)
  - Examination of the current program, including philosophy
  - Planning for teacher implementation and training
  - Ensuring administrative supports
  - Developing well-defined procedures
- Training
  - Three modules (5 full days) trained over several months
- Classroom Coaching
  - Dedicated to supporting implementation, these visits are used primarily to observe and meet with teachers
  - Coaches observe in the classroom for at least one hour
  - Coaches meet later with the entire classroom team, away from the children, for approximately one hour
  - The coach uses the actions identified by the teachers in developing an action plan



## Focus on Coaching Skills

- For the majority of the Institute, we will training on the Practice-Based Coaching model, which is used by our coaches
- While we will make use of examples from the Teaching Pyramid, you will be able to think of application of the skills to your current coaching
- In fact, we hope that you are able to use many of the skills right away!
- One reason we coach is to help teachers implement, adopt, and use new practices: to change in some way



## Impacting Change



- Improving quality involves doing things differently, developing new habits, being intentional
- Coaching can be a powerful way to influence and guide change
- And the PBC model was specifically designed to encourage effective teaching practices



## Pick a Current “Change”

- We want your work to be practical
- Pick a current “change” you are trying to support in a coaching activity or in your own program
- It can be anything from
  - implementing something from a QRIS Plan or
  - making time for teaching teams to meet together or
  - more active partnering with families...
- Make some notes about the specific “change” you are trying to support and bring those notes along with you for Monday afternoon



## Activities of PBC Training

1. To understand **coaching** as a unique form of professional development for teachers and to adopt a coaching stance
2. To learn and apply the **Practice-Based Coaching** process with early childhood teachers
3. To understand and adhere to the **NAEYC** Code of Ethical Conduct
4. To understand how to use practice-based coaching to support and advance teacher implementation of key strategies from effective practices



## NAEYC Ethical Guidelines



## NAEYC Ethical Guidelines

- NAEYC Code of Ethical Conduct and Statement of Commitment—Ethical Responsibilities to
  - Children
  - Families
  - Colleagues
  - Community and Society
- NAEYC Code of Ethical Conduct: Supplement for Early Childhood Adult Educators—Ethical Responsibilities to
  - Adult Learners
  - Practicum Sites
  - Agencies Providing Training



## Please Review Before 2/27

naeyc

### Code of Ethical Conduct Supplement for Early Childhood Adult Educators

Adopted Spring 2004

A Joint Position Statement Supplement of  
the National Association for the Education of Young Children (NAEYC),  
the National Association of Early Childhood Teacher Education (NAECTE), and  
the American Association of Early Childhood Teacher Education (AAECTE)

Adapted by the National Association for Early Child Care

Early childhood educators who teach adults to work in early childhood settings are called upon to conduct different relationships and to balance the needs of a wider variety of clients than those who work directly with young children and their families, and as teacher educators fulfill their responsibilities to adult learners, they encounter more unique ethical challenges to the content of a complex network of relationships. The primary challenge is to find a balance between an obligation to support and nurture adult learners and the obligation to provide caring and competent guidance to work with young children and their families. While the existing NAEYC Code of Ethical Conduct is a valuable resource that addresses many of the ethical issues encountered by early childhood adult educators, it does not provide all the guidance they need to address the ethical issues that arise in their work.

Through this Supplement to the Code of Ethical Conduct, NAEYC, NAECTE, and AAECTE hope to identify and explore the unique ethical dilemmas faced by early childhood adult educators, and to reach some consensus about how they might best be addressed. This Supplement places primary emphasis on the ethical responsibilities and recurring ethical dilemmas that face early childhood teacher educators in two- and four-year degree-granting institutions. However, many of the provisions are also applicable to early childhood educators who provide nondegree training and

mentoring to adults in early childhood care and education settings.

#### Purpose of the Supplement

Like those who work with young children, early childhood adult educators are regularly called upon to make decisions of a moral and ethical nature. The NAEYC Code of Ethical Conduct is a foundational document that maps the ethical dimensions of early childhood educators' work in early care and education programs. Adult educators share the ethical obligations assumed by all early childhood educators, reflected in the core values, ideals, and principles set forth in the NAEYC Code. We reiterate the central commitment of the field of early care and education to the healthy development and welfare of young children. Everything we do as early care and education professionals is intended to further this ultimate commitment.

Early childhood adult educators have ethical responsibilities beyond those applied not in the NAEYC Code. They have responsibilities to adult learners, to those of higher learning and agencies that conduct training, the programs in which they place adult students and staff and clients, professional colleagues, children and their families and community and society and the field of early childhood care and education at large.

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## Practice-Based Coaching



- There are a number of different models for coaching for implementation of skills in early childhood
- The models share three common features:
  - Shared goals and action planning
  - Focused observation
  - Reflection and feedback
- All based on a collaborative coaching partnership



Figure 1. *Practice-Based Coaching Cycle*



## PRACTICE-BASED COACHING

### What is Practice-Based Coaching?

- Please review the Introduction to Practice-Based Coaching
- Monday we will be going more in depth into this paper and learning, practicing, and discussing the skills and ideas



Figure 1. Practice-Based Coaching Cycle



- Agreements about overall purpose, topic, and schedule of the coaching program
- Following classroom observation
- After reflection and shared feedback in coaching meeting, teachers confirm which action items they want to be included in the Coaching Action Plan
- Coaching Action Plan is created/updated
- In following visit signs of implementation and progress are focus of observation and reflection





## The Cycle of Coaching (cont.)

### 2. Focused Observations in the Classrooms

- Strength-based
- Looking for evidence of effective teaching practices (practices and artifacts)
- Documented for sharing: video or written
- Support implementation
- Options: Silent observer in the classroom, in vivo prompting and feedback, in vivo modeling, modeling in meetings, multiple goals, single goals to mastery



## The Cycle of Coaching (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



## What to Bring/Wear

- If you have an action plan format you use in coaching, please bring a blank one along. That way you can think of how the PBC will fit into your current work
- For the “change” activity, please bring along some ideas of what you have experienced when trying to influence change
- Laptops are not needed during the sessions and we may not have access to power strips in the room
- Dress is casual and please bring layers of clothing, shawls, socks, etc. as having a satisfactory temperature in hotel meeting rooms is notoriously hard
- Make sure there is room in your suitcase for materials



## Thank you!

- Please read (or skim) the three articles (NAEYC Ethics and Adult Educators, and Practice-Based Coaching)
- Take the online overview of CA CSEFEL (required for some)

