



A Day in the Life of a Classroom Coach: Planning for Coaching Caseloads

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National Center for
Pyramid Model
INNOVATIONS
ChallengingBehavior.org

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Introductions



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Build Relationships



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Importance of building relationships: Planning time around working with multiple teachers



Importance of building relationships

"No significant learning can occur without significant relationship"

- James Comer

"When trust exists between the coach and staff and between the principal and coach, the coach is more credible and more likely to have a positive influence on teacher practice and have peers' respect"

- Joellen Killion,
Coaching Matters



Building Relationships with a **S.C.A.R.F.** can improve thinking and performance in individuals and teams



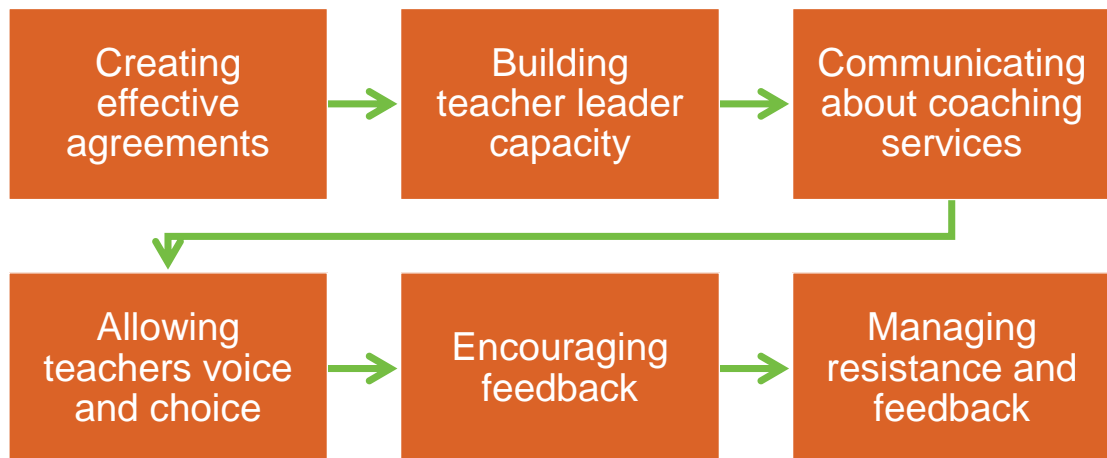
- **Status** – One's sense of importance relative to others.
- **Certainty** – One's needs for clarity; ability to predict.
- **Autonomy** – One's sense of control over own life.
- **Relatedness** – One's connection to and security to another.
- **Fairness** – Just and unbiased exchange between people.

Building Trust



- Be Present
 - Make it a priority to be in schools as much as possible.
- Communicate Your Role and Share Success
 - Introduce yourself and define your role to other teachers
- Visit Classrooms (non coaching meeting)
 - Visits are short but have a purpose
- Little Things
 - Try to see each teacher or leave a welcome message in their mailbox the first day of school
- Use technology to connect
 - Text, Twitter, Email

Teacher Coach Relationship



Tips for Building Relationships



focus on
☐ quantity
☒ quality

What are some tips and strategies
you have for planning coaching?

Preparing for Coaching



Schedule and Caseload



Coaching Cycle



Teacher-Coach Agreement
Implementing the Pyramid Model for
Social-Emotional Competence in Young Children

Coaches Responsibilities:

As I coach you to implement the Pyramid Model with fidelity, I commit to:

- Maintain your confidentiality.
- Observe you during your different daily routines.
- Watch, listen, and learn from you about your educational beliefs and values.
- Focus on your strengths, your emerging skills, and your individual professional goals for implementing the Pyramid Model.
- Use a variety of tools to assess your strengths.
- Offer guidance and support that will address emerging skills identified on the TPOI and the Inventory of Practices.
- Understanding your unique learning style, so that I can adapt my coaching to your individual needs.
- Support you in creating your professional development plans in areas that you prioritize for your growth.
- Follow through to encourage systematic teaching practice changes.
- Be organized and prepared for our monthly teacher-coach meetings to review progress and revise goals.
- Be approachable and trustworthy.

I commit to being respectful, non-judgmental, and supportive in all our coaching interactions in order to contribute to a positive collaborative relationship.

Teacher's Responsibilities:

As I work with you to implement the Pyramid Model with fidelity, I commit to:

- Build positive relationships with my children, families, peers and the coach.
- Design supportive environments that will encourage children's positive behavior.
- Learn to implement the variety of social-emotional strategies embedded into the Pyramid Model.
- Recognize when a child's behavior indicates the need for individualized emotional interventions.
- Collaborate as a team with every adult who is influential in the child's life when creating a functional behavior plan.
- Provide the coach with a self-assessment on the Inventory of Practices when requested.
- Take charge of prioritizing my own goals identified as emerging skills on the TPOI and the Inventory of Practices.
- Work to successfully implement changes in my teaching practices.
- Be organized and prepared for our monthly teacher-coach meetings.
- Be approachable and trustworthy.

I commit to being open to suggestions, ready to ask for what I need, and willing to change my teaching practices when skills have been identified as needed to contribute to a positive collaborative relationship.

Signature of Teacher

Signature of Coach



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How do you think about
balancing tasks and making time
for self-care as a coach?



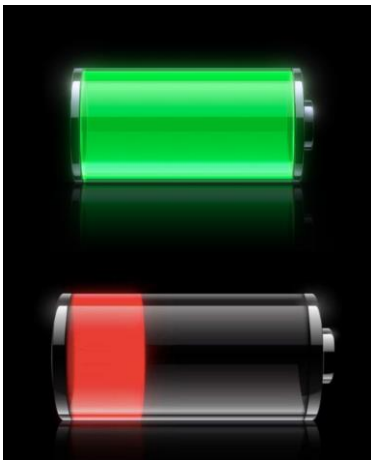
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Tips for Managing Your Caseload

- Know your caseload
- Prioritize your caseload
- Manage your time
- Utilize supervision
- Don't panic



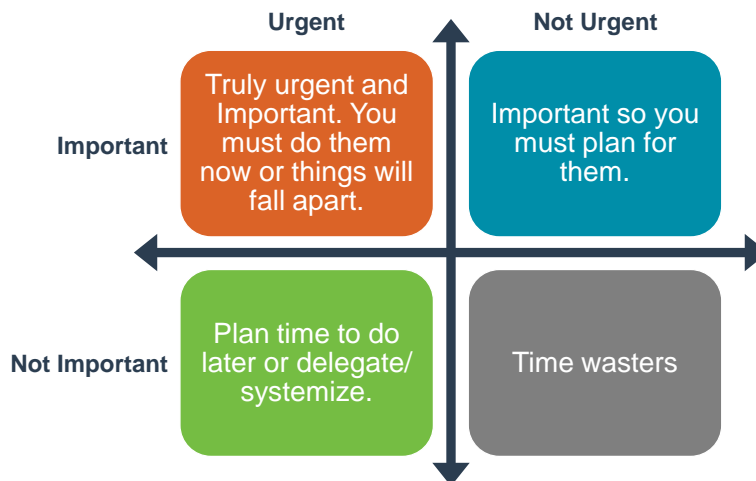
Focus and Priorities, Calendars and Tasks



The more you switch tasks, the quicker you deplete your energy and brain power.

- Avoid distractions
 - Multitasking leads to a 40% drop in productivity
- Commit to your priorities
 - You don't manage time, you manage priorities
- Time blocking
 - Batch your like tasks (emails, calls)

Prioritize your priorities. Determine where you are spending time.



Pomodoros



- When faced with any large task or series of tasks, break the work down into short, timed intervals (called “Pomodoros”) that are spaced out by short breaks. This trains your brain to focus for short periods and helps you stay on top of deadlines or constantly-refilling inboxes. With time it can even help [improve your attention span and concentration](#).

Balancing Coaching Tasks



Tips for Planning and Balancing Tasks

- Self-care
- Create a system
- Environment
- Use available resources
- Team
- Enjoy





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Coaching Co-Teachers



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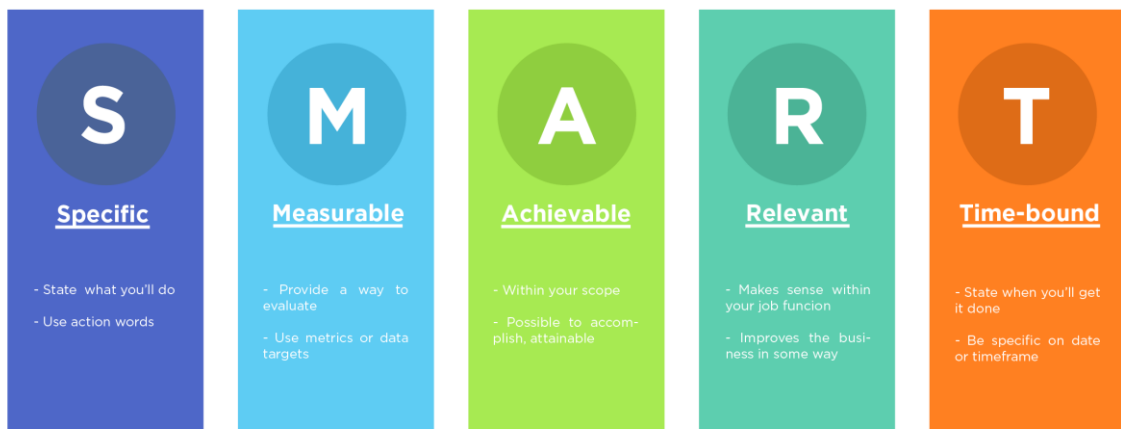
Professional Learning Community

Monday	Tuesday	Wednesday	Thursday	Friday
8-12 Managerial Task Preparation 2p-3p PLC 1 Create SMART GOAL	8-12 Focused Observation Reflection and Feedback 2p-3p PLC 2 Create SMART GOAL	8-12 Focused Observations Reflection and Feedback 2p-3p Managerial Task Preparation	8-12 Focused Observation Reflection and Feedback 2p-3p PLC 3 Create SMART GOAL	8-12 Managerial Task Preparation Focused Observation Reflection and Feedback
8-12 Managerial Task Preparation Reflection and Feedback	8-12 Focused observation 1-2 Managerial Task 2p-3p Reflection and Feedback	8-12 Focused Observation 1-2 Managerial Task 2p-3p Reflection and Feedback	8-12 Focused Observation 1-2 Managerial Task 2p-3p PLC 4	8-12 Managerial Task Preparation Focused Observation Reflection and Feedback
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Coaching Cycle Professional Learning Community



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