NCPMI

School Leader's Guide to **Professional Development and Practice-Based Coaching**

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Introduction

The term "professional development" is often synonymous with inservice training events. Schools regularly provide training workshops to deliver new content to teachers with an expectation that they will implement what they have learned in the classroom. However, an important element of professional development is the provision of coaching and other types of follow-up support to teachers as they implement new practices or curricula in the classroom. This guide provides school leaders with important considerations as they implement coaching as a component of professional development. The guide focuses on the implementation of an evidence-based approach known as Practice-Based Coaching, or PBC (Snyder et al, 2022). Research has shown training may increase content knowledge, but teacher behavior change is more likely to occur when job-embedded coaching is provided. Coaching and other follow-up supports are critical components of professional development when the focus is on implementation of effective practices in the classroom.

Within school districts, a variety of people plan and provide professional development. When a district begins to implement the Pyramid Model across multiple schools, a leadership team, that includes a program administrator, a data coordinator, and individuals who serve in the role of providing professional development and behavior support, should guide the planning and implementation efforts. One role of this leadership team is to develop a professional development plan to ensure that all staff have the support they need to implement the Pyramid Model practices with fidelity. Also, it is essential that the connection to the district PD plan is made clear. How does Pyramid Model support the district's overall PD goals? This guide will support leadership teams in developing and implementing a professional development plan around Pyramid Model implementation.

Guide Contents

The purpose of this guide is to provide leadership teams with guidance for implementing coaching within their programs. Leadership teams must develop a plan for three essential elements of coaching: (1) Getting Ready for Coaching; (2) Enacting Coaching; and (3) Evaluating Coaching. The table below describes the topics addressed in the three sections of the guide:

Section 1: Getting Ready for Coaching

- Identifying Coaches
- Training Coaches and Providing Ongoing Support
- Strength and Needs Assessments
- Selecting Coaching Delivery Formats
- Planning for Coach Caseloads and Allocation of Resources
- Preparing Teachers for Coaching

Section 2: Enacting Coaching

- Collaborative Coaching Relationships
- Coaching Cycle:
  - Shared Goals and Action Planning
  - Focused Observation
  - Reflection and Feedback

Section 3: Evaluating Coaching

- Data-Informed Decision Making
- Look-Think- Act Process
- Coaching Logs
- Fidelity Measures
- Sharing Coaching Data

Overview of Practice-Based Coaching

Practice-Based Coaching (PBC) is an evidence-based approach that supports teachers to use effective teaching practices (Hemmeter et al., 2016, Snyder et al., 2022). PBC involves a cyclical process for guiding teachers' use of evidence-based practices, such as the Pyramid Model, to promote positive student outcomes. PBC can be implemented in different types of settings including school or center-based programs (e.g., Head Start, public Pre-K, and kindergarten) and family child care homes. The goal in all settings is to collaborate with and support the teacher to implement Pyramid Model practices, and to assist the teacher in achieving positive outcomes for the students and families in the programs they serve. PBC uses a cyclical process that includes the following steps: (1) Conducting a strengths and needs assessment, (2) Identifying shared goals, and developing an action plan to implement the target practice, (3) Conducting a focused observation of the implementation of action plan goals, and (4) Debriefing about the observation using reflection and feedback. Each component in the cycle is designed to inform the actions taken by a coach or teacher during the subsequent component (or throughout the coaching process). The cyclical nature of PBC emphasizes that the expectations and desired outcomes of coaching are regularly reviewed and updated. Figure 2 shows the PBC cycle and illustrates the relationships among the components.

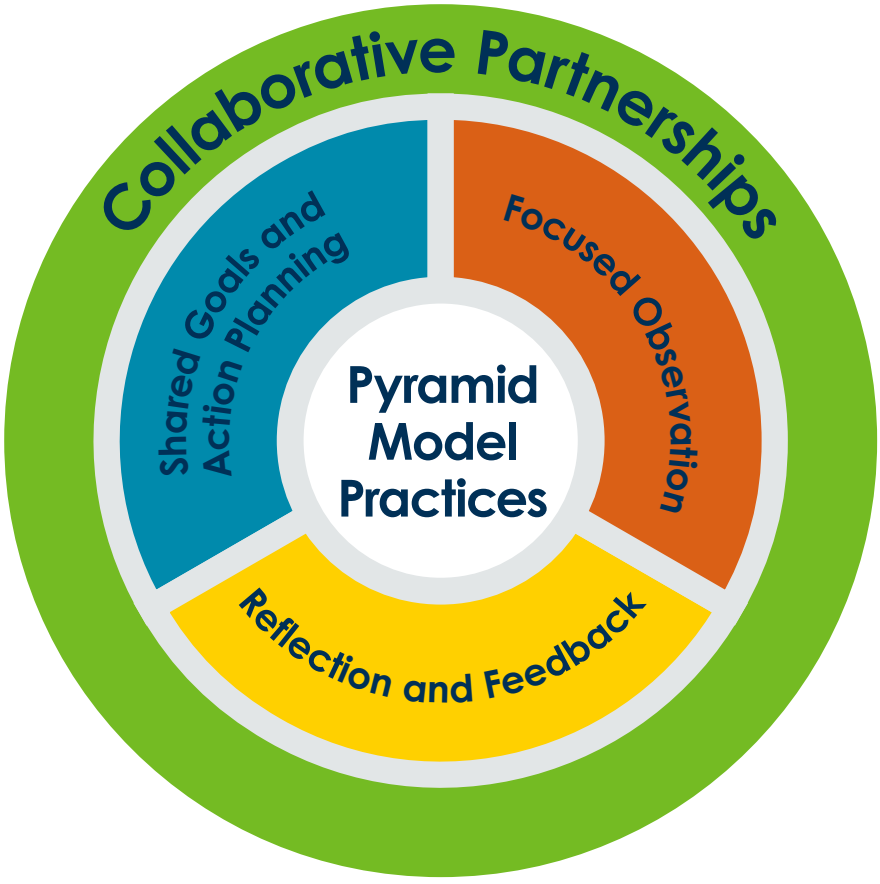

Figure 2. Practice-Based Coaching[1] Cycle

1 Adapted from the National Center for Quality Teaching and Learning, 2012. *Practice-Based Coaching.* Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pbc-handout.pdf

Key Terms

In Practice-Based Coaching, and throughout this guide, several key terms are used regularly.

1. **Classroom Coach –** The teacher coach provides Practice-Based Coaching to teachers in the implementation of Pyramid Model practices and strategies. The coach is either associated with the school or has an ongoing relationship with the school. Coaches should be experienced in early childhood education, well versed in the Pyramid Model framework, and have received professional development and training in PBC.
2. **Teacher –** The teacher is the professional who is formally coached. The teacher is typically a classroom teaching team member (e.g., lead teacher, educational assistant). The entire classroom teaching team could engage in coaching together with the coach to enhance practice implementation across team members.
3. **Pyramid Model Practice(s) –** Refers to the research-informed interactional and instructional practices that support social-emotional development for students. These practices are developmentally appropriate and designed to be implemented in a variety of settings (e.g., Head Start, community child care, Pre-K) that serve young students (Fox & Hemmeter, 2009; Hemmeter, Fox, & Snyder, 2013). Practices should align with the Pyramid Model framework and are observable and measurable. For additional information on Pyramid Model practices, refer to the content in Practices Training and the fidelity measures described in Section 3 (*Teaching Pyramid Observation Tool* (TPOT™) and *Assessing the Pyramid Model in Kindergarten Classrooms* (TPOT-K).
4. **Fidelity –** In this guide, we will use fidelity to refer to the extent to which teachers implement the Pyramid Model practices with fidelity and the extent to which coaches implement PBC with fidelity. When looking at the fidelity of implementation, the central question is, are we doing what we said we are going to do? Fidelity of implementation of Pyramid Model practices in the classroom is most often measured using the TPOT or TPOT-K. Fidelity of PBC is measured by examining the delivery of complete coaching cycles that address the implementation of Pyramid Model practices.
5. **Effective Practices** – Practices are the observable and measurable actions or behaviors of a teacher. A practice is observable if it can be seen or heard in the classroom and is measurable if it is written in a way that two people could agree that it is happening. Practices can involve manipulating the physical, temporal, interactional, or instructional environment to support child adaptation, development, and learning. Practices are considered effective if they are informed by the best-available research evidence, collective wisdom, and values of the field to support child development and learning.

PBC is Content Ready

It is important to emphasize that PBC is a **content ready model**. The effective practices that are the focus of PBC can change based on district needs. Efforts to train and support coaches to use PBC with fidelity is time and money well spent, as those efforts can be used to support implementation of a variety of district initiatives or interventions to address student needs. For example, PBC could be used to support teachers' use of effective practices to teach academic skills, make adaptations for individual students, or implement a new curriculum. As you read this guide, remember that although it written with the intention for school leaders to support Pyramid Model implementation, the same process can be used to support other implementation goals.

Download factsheet at: http://challengingbehavior.cbcs.usf.edu/docs/PBC_Evidence.pdf

Evidence: What We Know About Practice-Based Coaching

Recent studies have shown that Practice-Based Coaching (PBC), when used with fidelity, is associated with desired changes in teachers' use of Pyramid Model practices. The evidence indicates that change in practitioner practice is related to positive changes in children's social skills and challenging behavior[3].

A summary of recent research studies using PBC and the Pyramid Model

PBC is Effective when[1,2,3,4]

- Action plans are completed
- Sufficient coaching cycles occur
- There is a focus on practice implementation
- Each component is in place
  - Collaborative Relationships
  - Shared Goals and Action Planning
  - Focused Observation
  - Reflection and Feedback

Create lasting results[4]

- Teachers sustained their use of Pyramid Model practices a year after PBC

PBC Results in Positive Outcomes for Teachers[3,4,5]

- Implementation of evidence-based teaching practices
- Changes in teaching practices
- Teachers feel supported to try new strategies

Positive Outcomes for Students[3,4,6]

- Growth in social and emotional skills
- Reduction in student challenging behavior
- Increases in social interactions between students

Focus group sessions completed as part of studies evaluating PBC revealed that…[3,4]

- Coaches and teachers viewed the process as acceptable, feasible, and beneficial
- Teachers felt coaches were essential to their ability to implement Pyramid Model practices
- Classrooms were viewed as more positive and effective as a result of Pyramid Model implementation
- Teachers felt they had stronger relationships with students with challenging behavior

1 Snyder, P. A., Hemmeter, M. L., & Fox, L. (2015). Supporting implementation of evidence-based practices through practice-based coaching. Topics in Early Childhood Special Education, 35, 133–143.

2 Fox, L., Hemmeter, M. L., Snyder, P. S., Binder, D. P., Clarke, S. (2011). Coaching early childhood special educators to implement a comprehensive model for promoting young children's social competence. Topics in Early Childhood Special Education, 31, 178–192.

3 Hemmeter, M.L., Snyder, P., Fox, L., Algina, J. (2016). Evaluating the implementation of the pyramid model for promotion social-emotional competence in early childhood classrooms. Topics in Early Childhood Education, 36, 133-146.

4 Hemmeter, M. L., Snyder, P., Fox, L., & Algina, J. (2017, April). Research on the Pyramid Model: Findings, issues and implications. Paper presented at the 14th Annual National Training Institute on Young Children with Challenging Behavior, Tampa, FL.

5 Golden, A. K., Hemmeter, M. L., & Ledford, J. R., (2023). Evaluating the effects of training plus Practice-Based Coaching delivered via text message on teacher use of Pyramid Model practices. *Journal of Positive Behavior Interventions*, 43(3), 255-274.

6 Hemmeter, M. L., Fox, L., Snyder, P., Algina, J., Hardy, J. K., Bishop, C., & Veguilla, M. (2021). Corollary child outcomes from the Pyramid Model professional development intervention efficacy trial. *Early Childhood Research Quarterly*, 54, 204-218.

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Section 1: Getting Ready for Coaching

The support of school administrators and staff is critical to the successful implementation of Practice-Based Coaching. This section of the guide will assist leadership teams in reflecting on the processes that are integral to planning and implementing an effective coaching program. Leadership teams will be guided to reflect on the following processes: identifying coaches, training coaches and teachers, coach allocation/coaching caseloads, selecting coaching formats and delivery options, and preparing teachers for coaching. Leadership teams will also make decisions on how to collect data to inform their decision making and evaluate coaching fidelity and effectiveness.

Identifying Coaches

Qualities/Competencies of Coaches

PBC is conducted within the context of a collaborative partnership between the coach and the teacher. It is essential that coaches have strong interpersonal skills and experience working with children in preschool and kindergarten classrooms. It will be beneficial to look for the following characteristics and competencies:

- Successful experience working with young students and/or families —it helps if coaches have "been there." This provides credibility and helps the coach provide resources and support.
- Extensive knowledge of the target effective practices (e.g., Pyramid Model) and social-emotional development. It is also helpful for the coach to be able to demonstrate effective practices and ways to promote engaging interactions and environments.
- Understanding of adult learning principles and collaborative teaming.
- Experience with the policies, procedures, and workplace culture of the school.
- Ability to collaborate with teachers to determine needs and goals for the classroom.
- Ability to facilitate teacher learning through positive and constructive feedback.
- Ability to collect and analyze data to determine the progress and needs of teachers in classrooms.
- Ability to communicate effectively with stakeholders, administration, school leaders, teachers, staff, families, and community.
- Ability to identify when they need assistance or additional information and the professional who will be able to help (e.g., community of coaches or supervisors).
- Ability to provide and receive feedback appropriately to support learning.

Guiding Questions

1. Does the district have staff members who do coaching as part of their job current responsibilities?

OR

2. Will the district establish a new position and hire a coach for that position?
3. What are the characteristics and competencies a coach needs to implement PBC effectively and support implementation of the Pyramid Model?

Training Coaches

Districts will need to plan for training coaches in both Pyramid Model practices and the essential components of Practice-Based Coaching before they work with teachers. It is optimal for coaches also to be present when teachers receive training on Pyramid Model practices so that they can support them in thinking about how to implement the Pyramid Model in their classrooms.

Training for coaches should include:

- Practice-Based Coaching
- Pyramid Model practices training
- The *Teaching Pyramid Observation Tool* (TPOT™), *Assessing the Pyramid Model in Kindergarten Classrooms* (TPOT-K), and other relevant observation tools.
- Data management tools, including the Behavior Incident Report System (BIRS), Classroom Coaching Log, Coach Log spreadsheet, and TPOT/TPOT-K spreadsheets
- Adult learning principles
- Individualized intensive intervention supports

Districts might also consider the use of an online tool for implementing all components of PBC and other resources to support the implementation of Practice-Based Coaching. Commonly used distance coaching tools include Coaching Companion[2] and TORSH Talent[3]. These tools support a collaborative partnership between the coach and the teacher, as they provide additional opportunities to work together between coaching sessions and for those coaching at a distance. Districts should identify an administrator to oversee the implementation of the tool.

*Coaches must receive training **prior** to engaging in the PBC process.* Table 1.1 provides suggestions of initial training that coaches will need before their delivery of PBC. In Table 1.2, we provide guidance about other training events that will be helpful for coach skill development. Training of coaches is typically provided by state trainers or consultants to the district.

2 To access the Coaching Companion tool, visit https://eclkc.ohs.acf.hhs.gov/professional-development/head-start-coaching-companion/head-start-coaching-companion

3 To access TORSH Talent, visit https://www.torsh.co

Table 1.1 Initial Training for Coaches

Pyramid Model and Pyramid Model for Kindergarten Training

Training for coaches:

This training includes all tiers of the Pyramid Model for Promoting Social-Emotional Competence in Infants and Young Students, including Nurturing and Responsive Relationships, High-Quality Supportive Environments, Targeted Social-Emotional Supports and Intensive Interventions. There is one training on Pyramid Model practices for preschool classrooms and one for Pyramid Model in Kindergarten classrooms. Training will include instructional practices that teachers can use in the classroom.

Why is this important for coaching?

This training includes all tiers of the Pyramid Model for Promoting Social-Emotional Competence in Infants and Young Students, including Nurturing and Responsive Relationships, High-Quality Supportive Environments, Targeted Social-Emotional Supports and Intensive Interventions. There is one training on Pyramid Model practices for preschool classrooms and one for Pyramid Model in Kindergarten classrooms. Training will include instructional practices that teachers can use in the classroom.

Practice-Based Coaching (PBC) Training

Training for coaches:

This training introduces Practice-Based Coaching (PBC) including activities such as developing the collaborative coaching partnership; conducting conducting a strengths and needs assessment and developing shared goals and action plans with teachers; conducting focused observations, including collecting data; and supporting reflection and providing supportive and constructive feedback to teachers. The training also provides an overview of coaching logs and use of the coaching spreadsheets.

Why is this important for coaching?

Through PBC Training, coaches learn skills to support and collaborate with teachers to strengthen teaching practices, through shared action goal planning, observation, and reflective feedback cycles. Coaches also gain an understanding of the function of the coaching log and the coaching spreadsheets as a tool for documenting coaching cycles.

Teaching Pyramid Observation Tool (TPOT™)/ Assessing the Pyramid Model in Kindergarten Classrooms (TPOT-K) Training

Training for coaches:

These trainings introduce the TPOT/TPOT-K observation tools, and train participants to conduct the observations, and interpret and summarize the data to guide professional development both at the classroom and school-wide level. The TPOT focuses on the implementation of Pyramid Model practices in preschool classrooms, while the TPOT-K focuses on the kindergarten classroom.

Why is this important for coaching?

Observation/data collection tools are used by the coach to assess teachers' strengths, needs, and growth in implementation of the Pyramid Model. The tools can be used to document teacher change in practice implementation fidelity that results from professional development and coaching. Coaches will use the TPOT and TPOT-K to identify potential social-emotional teaching practices that can serve as a focus for coaching support.

Table 1.2 Other Training Important for Coaches

Behavior Incident Report (BIR) Training

Training for coaches:

This training provides programs a method to document and track incidences of challenging behaviors and teacher responses to the challenging behavior program-wide. When a program uses Behavior Incident Reports to(BIRs) collect information on challenging behavior, it allows the district to identify specific responses that may include: professional development for school-wide or individual teachers, development of an individualized support plan, resources for families, etc.

Why is this important for coaching?

The coach can assist the leaders to analyze BIRs and identify appropriate activities. The teacher coach can also use this data to guide teachers working with students who are exhibiting challenging behavior.

Adult Learning Principles

Training for coaches:

Training on adult learning principles such as active learning, building on previous knowledge and skills, and providing authentic problem-solving learning opportunities.

Why is this important for coaching?

Coaches might not be aware of the best methods for teaching and training adults who learn differently than students. Coaches need to be aware of these differences in order to be responsive to teachers' needs throughout the coaching process.

Culturally Responsive Practices

Training for coaches:

Training to help coaches examine the implementation of the Pyramid Model through the lens of culturally responsive practices and the identification of implicit bias. Tools covered in training might include the *Pyramid Model Equity Coaching Guide*, a reflection tool used by the coach within the collaborative coaching partnership when there are equity concerns related to practice implementation, and the *EC-BOQ Cultural Responsiveness Companion*, a resource for coaches and teams implementing the Pyramid Model to improve the fit of their Pyramid systems with the needs of students and their families.

Why is this important for coaching?

Coaches should have an understanding of cultural factors influencing behavior and social-emotional development. Coaches need knowledge and an awareness of culturally responsive practices and implicit bias to support teachers in their reflective practice when addressing equity concerns in the classroom.

Intensive Individualized Interventions – PTR-YC

Training for coaches:

Training on the facilitation of a functional assessment and behavior support planning process for children who have persistent challenging behavior. Prevent *Teach Reinforce for Young Children* (PTR-YC; Dunlap et al., 2022) is a teacher-friendly, team-based process for gathering data to conduct a functional assessment, developing a function-based behavior plan, and monitoring the effectiveness of the plan. Coaches should guide teaching teams to learn how to use the PTR-YC process, so teams are able to take the lead on facilitating the process long term.

Why is this important for coaching?

Coaches need to be aware of the need to provide individualized and intensive interventions to students with persistent challenging behavior and how to do that effectively. Coaches may be supporting teachers that are implementing intensive interventions and behavior support plans. Coaches can provide support and resources to teachers around responding to challenging behavior and assessing, developing, and implementing intensive intervention supports.

Guiding Questions:

1. What training will coaches need to implement PBC?
2. What training will coaches need to support Pyramid Model implementation?
3. What training will coaches need to support other district initiatives?
4. What documentation will coaches need to be trained on to support practice?

Strengths and Needs Assessment

The purpose of a strength and needs assessment is to inform the development of goals and action plans that will guide the teacher toward fidelity in implementing the Pyramid Model practices. The TPOT and TPOT-K are the primary strengths and needs assessment tools used within the Pyramid Model to identify teacher strengths and professional development needs for informing the development of shared goals and action plans. Table 1.3 describes these observation tools and provides suggested schedules and procedures for administering the TPOT and TPOT-K.

Table 1.3 Pyramid Model Observation Tools

Assessment Tool	Description/ Use of Tool	Number of Times a Year/Schedule	Routines Structures Observed	Length of Observation
TPOT	*Teaching Pyramid Observation Tool* measures how well teachers are implementing Pyramid Model practices in classrooms serving preschool age children.	• In the first year of PBC, a minimum of 2x per year. • In subsequent years, annually.	• Student-directed activities such as center time or free play. • Teacher-directed activities such as large group activities, small group activities, or morning meeting. • Transitions which involve moving from activity to activity or from inside to outside of the classroom.	• 2 hour classroom observation • 15-20 minute interview • Scoring time may vary
TPOT-K	*Assessing the Pyramid Model in Kindergarten Classrooms (TPOT-K)* measures how kindergarten teachers are implementing Pyramid Model practices in their classrooms.	• In the first year of PBC, a minimum of 2x per year. • In subsequent years, annually.	• Teacher-directed large-group activities such as morning meeting or read aloud. • Teacher-directed small group activities. • Transition which involve moving from activity to activity or from inside to outside the classroom. • When possible, child-guided activities in which students have choices around the pace or content of their learning, peers to engage with, how to engage with materials, etc.	• 2-hour classroom observation • 20–30-minute interview • Scoring time may vary

Guiding Questions:

1. How will the district determine strengths and needs of different teachers when starting to implement the Pyramid Model and PBC?
2. What observation tools will the program use to collect data on implementation and outcomes of coaching?
3. How often will observations/data collection occur?
4. How will the data be used within the coaching partnership and school or district-wide?

Selecting a Coaching Format and Delivery Method

Collaborative teaming is a key component of successful coaching, particularly around the implementation of IEPs, behavior support, and inclusion. Through the implementation of PBC, the coach will build a strong and trusting partnership with the teacher. The coach's investment in that partnership is important for achieving practice change. A coach could be an instrumental member of the team in helping teachers implement practices related to inclusion and behavior.

The leadership team will decide how coaching will be delivered (see Table 1.4) and whether coaching will be delivered on-site, using technology, or a mix of methods. In all formats, a coach is needed to guide the PBC process, provide support, and monitor implementation and outcomes.

Coaching Partners: PBC can involve expert coaches, reciprocal peer coaches, or teachers who engage in self coaching. Although coaching is not delivered directly by an expert coach in reciprocal peer or self-coaching formats, an expert coach continues to support the reciprocal peer or teacher and monitors the coaching delivery to ensure fidelity. Refer to Table 1.4 for additional information on coaching partners.

Grouping: When PBC is delivered by an expert coach, it can be delivered to an individual teachers or groups of teachers. In either case, the expert coach supports the PBC cycle. Refer to Table 1.4 for additional information on how it works with individuals versus groups.

Most of the research on PBC has examined the effects of on-site, expert coaching; however, other formats for delivering PBC are likely to be effective if delivered with fidelity and sufficient dosage. Leaders are encouraged to familiarize themselves with the different delivery formats. Decisions regarding the coaching formats and delivery options should be data-informed and matched to program need. There are certain conditions in which expert, individualized coaching might be the most appropriate coaching format. During initial implementation, the expert, 1:1, model of coaching might provide teachers the individualized support they need to implement Pyramid Model practices with fidelity. Additionally, districts might consider the use of expert coaching for teachers that are new to the Pyramid Model, for teachers who have low TPOT/TPOT-K scores, or when other data sources indicate a need for increased implementation of Pyramid Model practices. Ongoing use of data will be necessary for leaders to determine if the coaching system is working and if adjustments or changes are needed in coaching delivery formats. For example, a school might have several teachers who were previously trained and coached on the Pyramid Model, and the initial TPOT-K scores demonstrated the teachers have similar skill sets. The leadership team might decide to have this group of teachers receive group coaching, while the remaining teachers within the school receive expert coaching, as they are new to implementation of the Pyramid Model.

Regardless of format or delivery, all components of Practice-Based Coaching should be implemented which will require training for coaches and teachers.

Practice-Based Coaching can be implemented on-site or from a distance using technology. In on-site coaching, all activities are conducted in face-to-face interactions. Distance coaching might involve web tools with the coach reviewing a video that the teacher uploads to a shared file and providing feedback via email or conference call. While on-site coaching might occur more typically, it will be important for leadership teams to consider the important role that technology can have within the coaching process. For example, the coach might view a videotaped activity that was uploaded to a website and then arrange for a face-to-face debriefing meeting with the teacher.

The table below provides an overview of the different coaching formats along with considerations for helping leadership teams determine which coaching format will best support strong implementation of the Pyramid Model within their district or school.

Table 1.4 Coaching Formats

Assessment Tool	Description/Use of Tool	Program Supports
Expert 1:1 Coaching	• Expert in the Pyramid Model and PBC provides coaching to teachers (one-on-one)	• A coach trained in PBC and Pyramid Model Implementation • Confidential relationship with coach who will guide the process • Release time for coach and teacher(s) • Ongoing support for coach
Self-Coaching	• Implemented independently • Self-reflective • Structured process and materials • Expert coach provides ongoing support	• Self-motivated, self-sufficient, and reflective staff • Confidential relationship with coach who will guide the process • Release time for meetings with coach • Video cameras (to record self and engage in self-reflection)
Reciprocal Peer Coaching	• Two teachers supporting each other through PBC • Structured process and materials for action planning, observation, and feedback • Expert coach provides ongoing support	• Collaborative, motivated staff members who can maintain confidentiality • Access to materials and information • Expert coach to guide the process • Release time for coaching in each other's classroom
Group Coaching	• Expert coach provides ongoing support • Facilitated group meetings • Implementation of PBC Cycle • Use of video • Support from multiple sources	• A group of 6–8 teachers • Collaborative, motivated staff members who can maintain confidentiality • Expert coach to guide the process • Access to materials and information • Time for group meetings • Video cameras

Guiding Questions:

1. Which delivery method(s) for coaching does the district plan to use?
2. How are teacher observations going to occur (on-site or distance)?

Coaching Allocation and Caseload Planning

Each district will have a different system for delivering coaching depending on the format and delivery option chosen (expert coaching, reciprocal peer coaching, group coaching, on-site coaching or distant coaching), the number of teachers, and the assessed needs of the teachers in the program. The caseload of a coach will depend on the system for delivering coaching.

The frequency of coaching will depend on the needs of the teacher and may vary across time and teacher. At least twice per month the coach will conduct a 15-60 minute focused observation (determined by the action planning goal) and a 15-30 minute debriefing meeting with the teacher for reflection, feedback, and action planning. If a coach is working with a new teacher or there are students with persistent challenging behaviors, the coach may need to spend more time with that teacher. A coach collaborating with an experienced teacher who is fine-tuning a practice might spend less time with that teacher. A coach using a group coaching format will spend approximately 12 to 15 hours a month preparing for group meetings, facilitating group meetings and having individual meetings or observations with teachers. In addition, the coach will need an additional 3-4 hours per teacher to complete each administration of the TPOT and TPOT-K.

Districts will need to consider the following when planning coaching allocations:

Allow time for:

- Preparing for observations and debriefing meetings
- Completing documentation
- Assisting the teacher in developing materials and/or activities to support action planning goals

Additional staff time might be needed when debriefing meetings happen.

The leadership team might use a Coaching Assignment Tracking Sheet during the preparation stage of coaching. Use of this type of tool can assist the team in tracking relevant decisions about coaching allocation, including which teachers have been assigned a coach, which teachers will be getting coaching support first, and the coaching schedule (i.e., frequency) for each teacher.

Sample Coaching Assignment Tracking Sheet

Teacher	Coach	Start Date	End Date	Notes
Judy	Alice	9/1/17	1/12/18	Bi-weekly coaching; follow-up after intensive coaching through monthly community of practice
Ciera	Alice	9/8/17	2/9/18	Bi-weekly coaching; follow-up after intensive coaching through monthly community of practice
Christopher	Alice	9/1/17	1/26/18	Bi-weekly coaching; follow-up after intensive coaching through monthly community of practice
Maria	Alice	1/15/18		Bi-weekly Coaching
Iris	Alice	1/28/18		Bi-weekly Coaching

As teachers are assigned a coach, you enter their name, who will coach, and start date.

The end date is entered when coaching is completed.

Use the notes box to indicate a plan for frequency. Add to notes as you end coaching and implement sustainability strategies.

Ideas for Reducing the Amount of Time Required for Coaching:

- Implement an alternative delivery method such as reciprocal peer coaching, self-coaching, or group coaching.
- Group teachers who are working on similar goals or in close geographic proximity (reducing preparation, travel and meeting time).
- Use a video conferencing platform (e.g., Zoom, Microsoft Teams) or something similar for debriefing sessions and feedback (reducing time needed to meet on-site).
- Observe via video recording (reducing time needed to observe on-site and travel).

Guiding Questions:

1. How much time can be allocated for coaching?
2. How much travel time is needed for the coach if traveling between schools?
3. How much support do we anticipate each teacher will need?
4. Have we planned coverage for when the teacher meets with the coach?

Considerations for Supporting Coaches

While it is desired to separate supervision responsibilities from coaching, some districts might not have sufficient personnel to assign coaches who are not also serving in roles as administrators. If an administrator in a supervisory role must also take on the role of the coach, the coaching time must be clearly defined and separate from supervision activities. The coach uses the PBC cycle to structure their coaching interactions with teachers. Observations or debriefing should only relate to Pyramid Model implementation; conversations related to other topics must happen at different times. The collaborative partnership must be nurtured and maintained for the coaching process to be effective.

Coaches must also have opportunities for ongoing professional development. Coaches might need support around resistant teachers, students with challenging behavior, planning for debrief meetings, or addressing difficult topics through supportive and constructive feedback. This support could be provided in a variety of ways. A regularly scheduled coach community meeting could be established as a time for coaches to come together, reflect on their coaching practices, brainstorm solutions for current challenges, and receive new skill development. Ideally, a lead implementation coach (LIC) is identified. This person has the skills and experience to plan and facilitate coach community meetings and provide ongoing guidance and feedback. In addition, the LIC can provide individualized support to coaches as they need or request it. This is particularly important when new coaches join the team. The LIC could review coaching logs and meet with the coach to discuss the session, problem solving with the coach, as needed. Another option for providing support is the LIC listening to recorded debrief sessions and note which PBC components were used, and which are missing or need refinement. The LIC then provides the coach with feedback via email or in person meeting. Side by side observations is another type of coach support. The LIC observes alongside the coach during the focused observation, then meets to problem solve with the coach and guide debrief planning.

Preparing Teachers for Coaching and Training on Pyramid Model Practices

For the PBC cycle to be implemented and sustained, leaders must take great care in preparing teachers for their participation. Leaders might consider sharing information with teachers such as mission or vision statements, implementation plan, an overview of PBC, PBC articles, or PBC videos. The message must be clear that the PBC cycle is meant for professional development only! It is meant to be a time to learn, try out, and expand on their use of Pyramid Model practices. Coaching is not to be used as part of performance evaluations; coaching is as a process where teachers should feel safe to learn and grow as part of their professional development.

Leaders should develop a plan for how they will prepare teachers for coaching. Training should include an introduction to the coaching process, the goals of coaching, and the differences between coaching and supervision. Teachers should be aware of the expectations for their participation, the approximate time commitment and anticipated schedule, and their roles and responsibilities in the coaching process. During this training, the team might share the overview video on Practice-Based Coaching that illustrates the core elements of the model. Leaders might also use this time for teachers to ask questions and receive assurance that the coaching process is a supportive, not evaluative process. Teachers should also be trained in any skills needed to interact with the coach including any equipment (e.g., videotaping and/uploading videos) or documentation that will be used in the process.

One way to ensure that coaches and teachers are aware of their roles and responsibilities in the coaching partnership is to have the coach/teacher team complete a coaching agreement. A coaching agreement outlines the roles and responsibilities of both the teacher and the coach and is signed by both to demonstrate the commitment to the coaching process. To view sample coaching agreements, see the resources in NCPMI's Practice-Based Coaching webpage[4].

As part of getting ready for the coaching process, the leadership team will also want to consider allocating time for the coach and teacher to prepare for the coaching process together. The coach will need time to:

- Get to know the teacher;
- Become familiar with the classroom routines and schedule;
- Understand the coaching history of the teacher; and
- Meet with teacher in advance of initial TPOT/TPOT-K observation to answer questions and review observation process.
- Attend training with the teacher, when possible

Guiding Questions:

1. How does the district prepare and gain buy-in from teachers for Practice-Based Coaching?
2. What materials and resources will the district provide to teachers to promote awareness and gain buy-in?
3. How will coaching agreements be used and completed as part of the buy-in process?

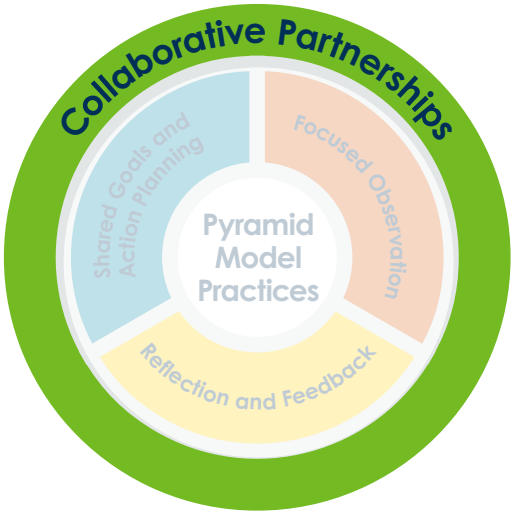
4 http://challengingbehavior.cbcs.usf.edu/Implementation/coach.html

Section 2: Enacting Coaching

The Coaching Process

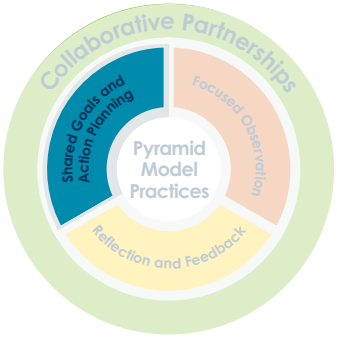
Once the district or school has determined how coaching will be delivered, who will receive coaching, and has allocated time for coaching to occur, the coach will begin working with teachers to implement PBC. The PBC process is described in detail in the following section.

Collaborative Partnerships



Establishing a Collaborative Partnership between the coach and a teacher is the foundation of Practice-Based Coaching. A collaborative partnership is built on consistent communication, mutual trust, and shared vision. The coach should initiate the partnership by getting to know the teacher and the teacher's classroom and coaching history; and, identify strengths, learning styles, and areas of need. Developing a collaborative partnership is an ongoing process that develops over time.

Shared Goals and Action Planning



The PBC cycle begins with Shared Goals and Action Planning. The coach and teacher work together to identify goals based on the strengths and needs assessment and develop an action plan for how goals will be met. Setting goals requires an assessment of the teacher's specific strengths, needs and provides a starting point for the teacher and coach to begin to create goals that address practices that need improvement, practices that need to be added to the teacher's repertoire, or practices that need to be implemented more often. The TPOT and TPOT-K assess needs related to the implementation of teaching and support of social-emotional skills in an early childhood classroom. Other examples of tools and methods for measuring classroom practices include direct observation of a teacher in a classroom, the Classroom Assessment Scoring System (CLASS), teacher self-assessment, and the Teaching Practices Implementation Checklist. These assessments, which might already be in use in your district, will provide the coach and teacher with the information they need to set appropriate goals.

For example, an examination of the TPOT/TPOT-K scores may identify a need to improve practices around teaching peer interaction skills. The coach and teacher might note that the teacher seldom provides positive and descriptive feedback to students who are working together or helping each other - in other words, students who are practicing peer interaction skills. Together, they might set a goal such as, "Over the next month, during activities, I will provide immediate and descriptive positive feedback to students when I see them working with peers." They might only identify this one goal or might review the TPOT or TPOT-K to set a second goal. However, only one or two goals are set within a cycle so that the teacher can focus on specific skills to reach the goal. Setting a goal also allows the coach to determine the best time for observations to occur. In this example, the coach would observe during learning center time or work time in the classroom.

Once the goal is set, an action plan is developed to support the achievement of the goal. The action plan is a a formal document. It includes the goal, a statement about how to know that the goal had been achieved, action steps, a timeframe for achieving the goal, and supports or resources that the coach will provide to help the teacher achieve the goal. Ideally, a goal should be moved to maintenance within two to three coaching cycles. If a goal has not been met, assess whether it could be broken down into smaller steps. It's important for coaches to periodically provide supportive and constructive feedback on goals that have been moved to maintenance, to emphasize the importance of maintaining practice use over time. Example action plans are located within the coaching resources in NCPMI's Practice-Based Coaching webpage[5].

For the example noted above, the Action Plan might include:

PBC Action Plan

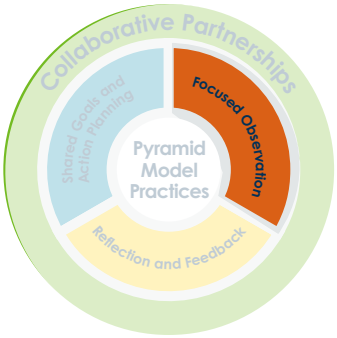
Teacher: Mary B. Coach: Keisha K. Date written: 9/1 Date moved to maintenance: _____

Goal	
I will create and post a visual schedule and every day I will refer to it at least 4 times and when changes occur.	Expected student outcomes: Less challenging behaviors, more independence because they have a clearer understanding of what is happening throughout the day.

Planning		
Action steps	**Materials/Resources**	**Timeline**
1. Make visual schedul with all daily activities, including options for schedule changes/special events and a way to indicate the current activity. 2. Post schedule at students' eye level at the bottom of the white board. 3. After teaching the procedures for at least 1 week, add "schedule helper" to classroom job board.	Icons for each activity Schedule helper icon	By Friday 9/10
Implementation		
Action steps	**Materials/Resources**	**Timeline**
1. Review visual schedul at morning meeting, after literacy centers, after lunch and before specials. When activities are done for the day, remove the schedule card and place in the basket to visually indicate it is completed. 2. When ther are changes to the schedule (e.g., indoor recess due to weather, school assembly), review with students as soon as the change is known. 3. Prompt schedule helper to reset at the end of the day.	Basket for completed schedule items	Starting by Monday 9/13
Individualization		
Action steps	**Materials/Resources**	**Timeline**
1. At the beginning of the day, ask Leona to review the schedule and discuss anything that is unusual.	Post it note on Leona's cubby to do a "schedule talk"	Starting by Monday 9/13

5 http://challengingbehavior.cbcs.usf.edu/Implementation/coach.html

Focused Observation

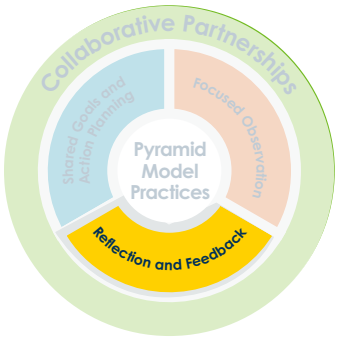


Focused observation is a way of looking at teachers, environments, and teaching practices in the context of the coaching partnership. It is the intentional and systematic way coaches gather and record information for use in reflection and feedback. An observation is focused because it is guided by the action plan. Coaches and teachers agree on the times when the observation will occur and use this information to prepare for reflection and feedback. Coaches then observe the teacher's use of the targeted goals, and this will provide information to prepare for the next step in the PBC cycle: reflection and feedback.

Coaching Strategies to Use During Focused Observation

- Watch teacher and take detailed notes
- Collect data
- Engage in a problem-solving discussion
- Engage in a reflective conversation
- Deliver side-by-side support
- Model target practices
- Videotape teacher
- Modify environmental arrangement
- Provide other help in classroom

Reflection and Feedback



Reflection and feedback is a critical component of PBC. The coach guides the teacher to reflect on implementation of practices, and the classroom observation informs the coach's reflection. The reflection process should be strengths-based and an opportunity for the coach to affirm and acknowledge the teacher's implementation efforts. This involves both the coach and teacher offering reflective statements. During reflection, teachers are encouraged to identify the challenges that might be impeding their progress with implementation or the use of a practice. The coach's response to challenges should convey support about the teacher's efforts to address challenges along with feedback (if appropriate to the situation) about ways challenges can be addressed. After reflective statements have been made, the coach provides supportive and constructive feedback based on the reflection discussion. Feedback statements must be grounded in data. Thus, the coach should be able to support any feedback statement with a statement of "evidence" that comes from the focused observation or assessment data. The feedback should be related to the action plan.

Reflection and feedback support the implementation of new practices, guides the precision of new practices, and provides encouragement and support for the teacher in the movement towards fluency of implementation.

Coaching Strategies to Use During Reflection and Feedback

- Engage in a problem-solving discussion
- Engage in a reflective conversation
- Review goals
- Update action plan progress
- Provide performance-based feedback (constructive and supportive)
- Demonstration of strategy
- Role-play
- Review teacher's video
- Share a video demonstration
- Help teachers use and interpret data
- Provide materials or resources
- Modify environmental arrangement
- Individual student support

Summary of Action Steps to Complete the PBC Cycle

Shared Goals and Action Planning	Focused Observations	Reflection and Feedback
During this step, the coach and teacher: • Identify strengths and needs and based on data collected • Set goal(s) for the Pyramid Model practice the teacher will change, improve, or develop • Identify where the coach will focus during observations • Create an action plan to support goal achievement • Identify materials and resources needed to meet the goal	During this step, the coach: • Observes Pyramid Model practices to assess progress toward meeting goals • Models, demonstrates, or prompts the practice for the teacher, as needed • Collects data • Observes students, as needed	During this step, the coach and teacher: • Discuss and reflect on the observation and progress toward goal completion • Discuss feedback provided by the coach • Problem-solve, as needed • Assess whether a goal is complete or needs additional practice or resources • Identify resources as needed • Continue PBC cycle to develop another goal

Section 3: Evaluating the Implementation and Outcomes of Practice-Based Coaching

An important role of the leadership team is to use data on the implementation and outcomes of PBC to make decisions about ongoing professional development including future coaching. The goal here is to first ensure that coaching is implemented with sufficient dosage and fidelity to lead to change in teacher practice. The primary outcome of coaching is teacher implementation fidelity of Pyramid Model practices. It is likely that data guided decision-making is already part of school district processes. Coaching data are another source of information for the district. Coaching data offer information about the progress teachers are making toward Pyramid Model fidelity as well as the level of support teachers need to make progress (dosage) and how coaches are providing that support (coaching strategies). Coaching logs are an important data piece that answers questions related to dosage, coaching strategies implemented, teacher progress on action plan goals, and coach adherence to PBC fidelity. Leadership teams can apply data decision-making processes already in place within their district to analyze coaching data or they can use the following process.

Data Decision-Making

The leadership team will use PBC data for two purposes: 1) assessing the fidelity of implementation and intervention and 2) assessing the outcomes that result from those efforts. Essentially, data are being used to address these questions:

- Are we doing what we say we are doing? (Fidelity)
- Is it making a difference? (Outcomes)

In the examination of data related to PBC, the leadership team will review data to ask the following questions:

- Is PBC being implemented with fidelity?
- Is PBC resulting in changes in the implementation of Pyramid Model practices?

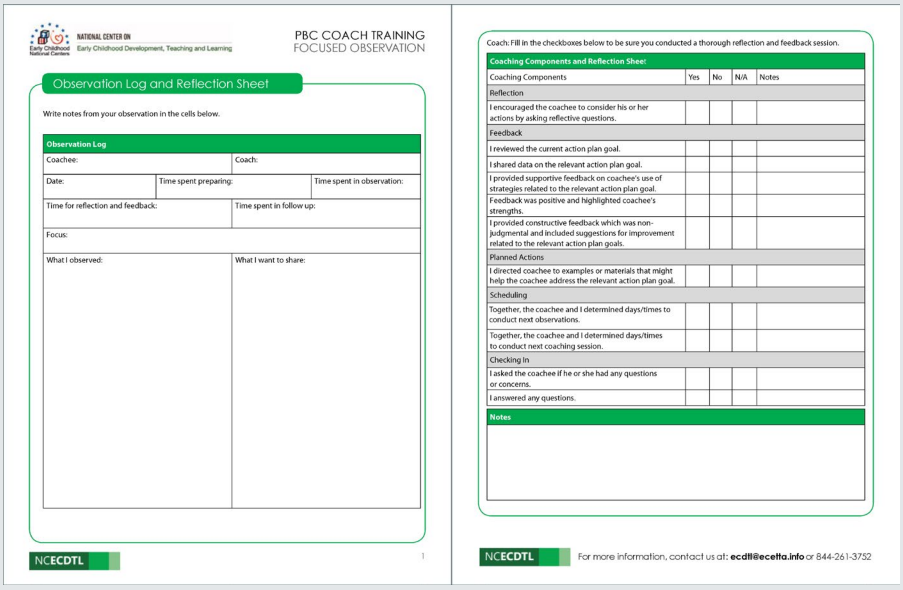
Table 3.1 lists the data sources and measures that might be reviewed by the leadership team to address these questions.

Table 3.1 PBC and Practice Implementation Data Sources

Data Tool	Elements	Measures
PBC Coach Log	• Number of coaching cycles • Use of coaching strategies • Time spent in coaching • Action plan goals	• Number of coaching cycles delivered • Number of action plan goals developed • % of action plan goals achieved
TPOT and TPOT-K	• % of practices implemented • red flags	• Growth in practice implementation • % of teachers at fidelity

Coaching Logs

Coaches should use logs as part of the coaching process. This example log supports coaches to organize their observation notes and prepare for their debrief meeting. The log also provides a place to record important information around dosage and PBC fidelity. The leadership team can use these data to make informed decisions about coaching implementation and outcomes. Additional examples of coaching logs are available on the NCPMI's Practice-Based Coaching webpage[1].



NATIONAL CENTER ON Early Childhood Development, Teaching and Learning

PBC COACH TRAINING
FOCUSED OBSERVATION

Observation Log and Reflection Sheet

Write notes from your observation in the cells below.

Observation Log		
Coachee:	Coach:	
Date:	Time spent preparing:	Time spent in observation:
Time for reflection and feedback:	Time spent in follow up:	
Focus:		
What I observed:	What I want to share:	

NCECDTL

Coach: Fill in the checkboxes below to be sure you conducted a thorough reflection and feedback session.

Coaching Components and Reflection Sheet				
Coaching Components	Yes	No	N/A	Notes
Reflection				
I encouraged the coachee to consider his or her actions by asking reflective questions.				
Feedback				
I reviewed the current action plan goal.				
I shared data on the relevant action plan goal.				
I provided supportive feedback on coachee's use of strategies related to the relevant action plan goal.				
Feedback was positive and highlighted coachee's strengths.				
I provided constructive feedback which was non-judgmental and included suggestions for improvement related to the relevant action plan goals.				
Planned Actions				
I directed coachee to examples or materials that might help the coachee address the relevant action plan goal.				
Scheduling				
Together, the coachee and I determined days/times to conduct next observations.				
Together, the coachee and I determined days/times to conduct next coaching session.				
Checking In				
I asked the coachee if he or she had any questions or concerns.				
I answered any questions.				

Notes

NCECDTL For more information, contact us at: ecdtl@ecetta.info or 844-261-3752

1 http://challengingbehavior.cbcs.usf.edu/Implementation/coach.html

Using the Look-Think-Act Process

Once data are collected, they should be displayed for analysis and interpretation. When data are examined within a data decision-making process, the leadership team "asks questions" about what the data might mean, while noting the quality of data. In addition, the leadership team might use multiple data sources to identify and understand the complexity of factors that can influence an issue or concern that might be identified by examining data. We strongly recommend the use of a team for reviewing data and making decisions. Diversity in the perspective of team members is highly valuable in the interpretation of the data and development of action decisions that might follow a review of data. We recommend using the following simple protocol for the process of data decision-making. This protocol involves three steps:

1. **Look –** Examine data for trends, meaningful associations
2. **Think –** Ask questions related to the data that might help with interpretation
3. **Act –** Make decisions as a team and identify the action plan needed to put the decisions in place

The data analysis process begins by thinking about the quality of data and noting whether there are concerns about how data were collected, external factors that might affect the interpretation of data, and other considerations to keep in mind as data are analyzed. Prior to reviewing data displays, teams might make notes regarding these data considerations so that the leadership team can review and effectively address concerns relating to data quality. In the "Look" step, teams should refrain from jumping to an inference about the data. In the initial review of the data, teams should identify what they see factually without coming to conclusions. For example, a statement related to teacher observation data might be, "I see that Mr. B has 5 red flags and those have been consistent across both of the formal observations."

As teams examine the data, they might:

- Identify patterns
- Make comparisons
- Identify commonalities
- Identify discrepancies
- Find unexpected results
- Identify questions that result from the data review
- Identify the need to access additional data

In the "Think" step, teams engage in a discussion to make interpretations about the data. The team records notes to begin to identify their inferences or conclusions based on the data that offer evidence for those conclusions. During the "Think" step, teams might ask:

- What factors might be associated with the results indicated by the data?
- What areas of the data need more inquiry or additional data to understand?
- What are major themes or conclusions that we are ready to make from our review of the data?

In the "Act" step, teams identify actions that will be implemented in response to conclusions from the data. Team action steps might include multiple actions, the collection of additional data, or a decision to continue to monitor a situation or data set. Actions might involve steps related to:

- Changes to policy or procedures
- Providing training
- Providing coaching
- Improving data collection and analysis procedures
- Addressing other factors related to the issue or concern

The PBC and Practice Implementation Data Sources listed in Table 3.1 provide graphic displays that are used by the leadership team for review and problem-solving. In the review of each data display, the team can use the Look-Think-Act process to discuss the data and determine if any actions are needed.

On the following pages, we have provided Look-Think-Act worksheets to guide the leadership team in reviewing data from each of these tools.

Download guide at: http://challengingbehavior.cbcs.usf.edu/docs/LTA_CoachingLog.pdf

Coaching Classroom Teachers

LOOK → THINK → ACT

Data Considerations for All:

- Time dedicated to coaching
- Coaching case-load (e.g., number of teachers being coached)
- Areas of focus for coaching (e.g., Pyramid-only, other curricula areas)

Look What do we see?	Think What are the data showing? What influences these data?	Act Consider these actions
Look at how many complete coaching cycles are delivered by each coach. Identify how many complete coaching cycles each teacher received. Look at the number of attempted and completed coaching cylcles.	Is the delivery of coaching cycles by coaches meeting the expected target? Are all teachers receiving the targeted number of coaching cycles? Are there differences between attempted cycles and completed cycles (i.e. higher number of attempted cycles when compared to completed cycles)? Are coaches reporting resistance from teachers? Are there differences across teachers or are they limited to a few teachers?	Identify and address reasons coaches are not meeting expected coaching cycle delivery targets and/or teachers are not receiving the targeted number of cycles. Consider: ▶ coaching loads ▶ time/resources ▶ teacher/coach attendance ▶ classroom/program schedules Develop a plan for expanding coaching reach. Refer to Leadership Team Guide to Implementing Practice-Based Coaching within the Pyramid Model for considerations of coaching assignments, format and delivery options. Revise procedures used to prepare teachers for coaching. Use handouts, on-line resources, teacher-coaching agreements, etc.
Look at the average duration of coaching observation and durations across teachers for each coach. Examine the average duration of coaching observation and durations for each teacher.	Are the average durations of coaching observation and debriefing meetings appropriate? ▶ Are teachers who spend more time with their coach making higher gains based on TPOT or TPOT-K scores? ▶ Are teachers with more concerns on their TPOT or TPOT-K scores (red flags) spending more time in coaching? Are their difference between teachers in duration of coaching observation and debriefing that are a concern?	Dig deeper into the data by comparing TPOT or TPOT-K scores and average duration of coaching cycle. Determine if a goal to increase or decrease coach durations is appropriate.

Look	Think	Act
What do we see?	**What are the data showing? What influences these data?**	**Consider these actions**
Look at the patterns of strategy used and activities across observation sessions.	What strategies are being used during observations? What strategies are not being used?	Provide coaches with additional support tools, or training for using other strategies. Allow time for coaches to network with other coaches.
Look at the patterns of strategy use and activities across debriefing sessions.	What strategies are being used during debriefing? What strategies are not being used?	Provide coaches with additional support tools, or training for using other strategies. Allow time for coaches to network with other coaches.
Identify the number of action plan goals each individual teacher is working on. Look at the percentage of action plan goals completed.	Are there differences among teachers with regards to completion of action plan goals? Do certain teachers have too few/too many action plan goals?	Partner with coaches to identify teachers who might need additional support to efficiently meet action plan goals.

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Pub: 06/10/24

Download guide at: http://challengingbehavior.cbcs.usf.edu/docs/LTA_TPOT.pdf

Teaching Pyramid Observation Tool

LOOK → THINK → ACT

Data Considerations for All:

- Were data collected by trained observers?
- Were TPOT or TPOT-K administration procedures, as outlined in the manual, followed?
- Has there been turnover in classroom staff that might affect program scores or scores within a classroom?
- Did class composition change between time 1 and time 2 data?

Look	Think	Act
What do we see?	**What are the data showing? What influences these data?**	**Consider these actions**
Look at Red Flags across teachers on the program summary tab.	Are there common red flags? What might contribute to those red flags? Is additional training needed? Is there a procedural issue? Have red flags decreased across administrations?	Plan training to build capacity for desired practice. Identify needed changes, establish new policy, and/or share data with teachers including rationale for change.
On the program summary tab, look at average scores for Key Practice Items across teachers. Identify the areas that are the lowest in implementation.	What might contribute to common low scores? ▶ Are action plans aligned to the practices that need improvement? ▶ Has the program established the expectation that practices should be implemented? ▶ Do teachers lack materials for implementation? ▶ Do teachers lack training or coaching in the practice? ▶ Does the curriculum support the practice? ▶ Is the culture of the school to not implement the practice?	Initiate school-wide efforts to communicate importance and expectations that teachers will implement Pyramid practices. Provide materials for implementation. Establish targeted professional development activities to strengthen common areas of need. Curricular changes to align curriculum with Pyramid Model implementation. Provide teachers with a process for requesting and receiving classroom implementation ideas.

Look	Think	Act
What do we see?	**What are the data showing? What influences these data?**	**Consider these actions**
Look at average scores for Key Practice Subscale over administrations.	Is there evidence of growth across all teachers in the implementation of Pyramid Model practices? Is the growth expected or in proportion to district efforts in providing teachers with professional development support (e.g., training and coaching)? Are action plans aligned to key practice areas that need improvement?	Provide higher quality training events on selected key practices (e.g., with implementation materials, using adult learning strategies). Increase access to professional development training (e.g., on-line, after hours). Provide more coaching cycles. Improve the delivery of complete coaching cycles. Improve the alignment of action plans to targeted key practice items. Identify any competing initiatives that might be affecting implementation and determine how to reduce the demands on teachers.
Look at item and indicator analysis across teachers.	What is the pattern across teachers? Are there common items or indicators that are not being observed?	Provide targeted professional development events. Set a district-wide goal for improvement in a key practice area. Provide coaching with a focus on the targeted key practice item(s). Provide materials to support implementation of targeted key practice items.
Using the individual summary tab, look at teacher individual scores for Key Practice Items. Identify the areas that are the lowest in implementation.	What might be factors related to a teacher's implementation scores? ▶ Teacher training or background ▶ Quality or intensity of coaching ▶ Classroom composition ▶ Teacher beliefs or biases ▶ Alignment of action plans to key practice items that need strengthening ▶ Delivery of complete coaching cycles	Provide professional development training opportunity that are focused on areas of need. Increase coaching with a focus on areas of need. Align action plans to key practice items in greatest need. Address teacher beliefs or biases using the Pyramid Model Equity Coaching Guide.

Look	Think	Act
What do we see?	**What are the data showing? What influences these data?**	**Consider these actions**
Look at individual teacher Red Flags.	Could there be a supervision issue? Could the teacher need more intensive professional development?	Provide feedback on red flags and identify PD opportunity. Develop action plan and provide coaching support.
Look at fidelity scores of teachers on the fidelity tab.	Are teachers reaching fidelity on the TPOT or TPOT-K? Are teachers showing growth towards fidelity across administrations?	Determine if teachers who are at fidelity should receive a lower frequency of coaching. Identify teachers at fidelity and consider if their practices might inform the work of colleagues by sharing through classroom observations, video clips, training to peers. Consider the use of peer coaching by teachers at fidelity. Intensify training and coaching for teachers who are not making progress towards fidelity.

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As the leadership team moves into thinking about the data and determining actions, they might examine multiple sources of data to identify potential issues and how to address those issues. Consider the following as examples of how two data sources can be helpful in digging deeper into identifying issues and actions:

- The coaching log indicates that a teacher has received 4 cycles of coaching over 5 months. The team is concerned about the dose of coaching as it is inconsistent with the expectation that the teacher would have received 10 cycles over 5 months. However, when examining the TPOT-K data, the team sees that this teacher is at fidelity in all key practice areas and has no red flags. In this case, the leadership team concur with the coach's recommendation and decides to reduce the expectation of bi-weekly coaching sessions to monthly coaching sessions.

- The coaching log indicates that a teacher has only achieved 1 action plan goal out of 4 goals after 8 cycles of coaching. The leadership team examine the teacher's TPOT data and sees that the teacher is low in all practice items. The leadership team and the coach discuss the need to reduce the number of action plan goals for the teacher and and for the coach to provide materials as a coaching strategy to assist the teacher in achieving action goals.

- The coaching log data indicates that fewer coaching cycles are being delivered than what the team anticipated could occur over the first few months of school. The coach shared that there were many canceled coaching observations (i.e., teacher said it was a "bad day," or they were short-staffed). The leadership team decide to develop an anonymous survey for teachers to complete that might identify why teachers were reluctant to participate in coaching.

Sharing Coaching Data

The leadership team should consider how they will share data on the delivery of coaching with staff in the program; key stakeholders, including the school board and administrators across the district; and families. Sharing data is a critical element of sustained implementation of Practice-Based Coaching and provides all school staff and other stakeholders with information about the progress of teachers and schools in meeting their implementation goals. When sharing data, it is important to keep individual teacher data confidential.

Sharing coaching and practice implementation data should be tailored to your audience. What is shared with staff within the school or district for reflection and problem-solving will often be different than what is shared with the school board, district administrators, and families. In data sharing, the leadership team should consider:

- Creating a plan to protect the confidentiality of teachers and coaches when sharing data

- Removing all identifiable information from the data

- Sharing that are aggregated across teachers versus displays for individuals

- The purpose of data sharing and the appropriate displays that achieve those purposes

For example, the leadership team might share data in the following manner with school staff:

- Staff or grade level meetings where practice implementation data are shared to note areas of high fidelity and areas of focus for growth

- Staff or grade level meetings where coaching data are shared to note efforts towards coaching and the accomplishment of action plans
    - Infographic or bulletin board displays that highlight professional development supports (e.g., # of coaching hours delivered, % action plan goals achieved) or meeting fidelity targets (e.g., % of staff at fidelity)

The leadership team might also consider sharing data related to practice implementation or coaching accomplishments with families or other key stakeholders (e.g., district administrators). This might be done in the following ways:

- Newsletters, summary reports, social media, bulletin boards, or in a school board meeting
- Graphic displays or infographics that show effort towards professional development (e.g., hours of coaching, # of action plan goals written, # of coaching cycles completed, % of action plan goals achieved)

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