

WELCOME to COACHES CONNECTION

Meeting Norms:

- ★ Reflect on conversation
- ★ Share your thoughts and ideas
- ★ Mute when not talking
- ★ Be present
- ★ Set an intention for yourself

November 10, 2022: Action Planning and Professional Development for all Staff



Mindfulness
Starts Here



Welcome - Thanks for Growing with Us



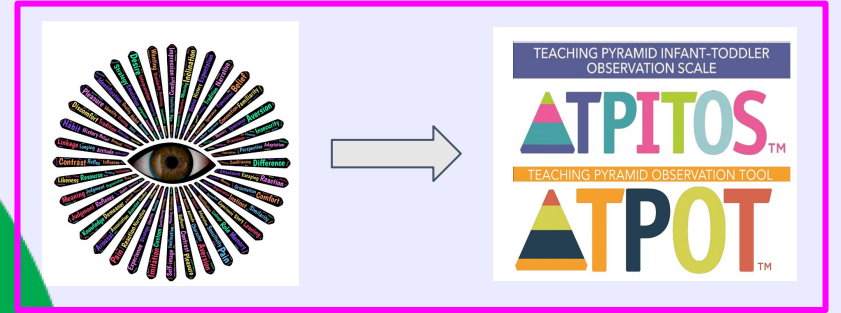
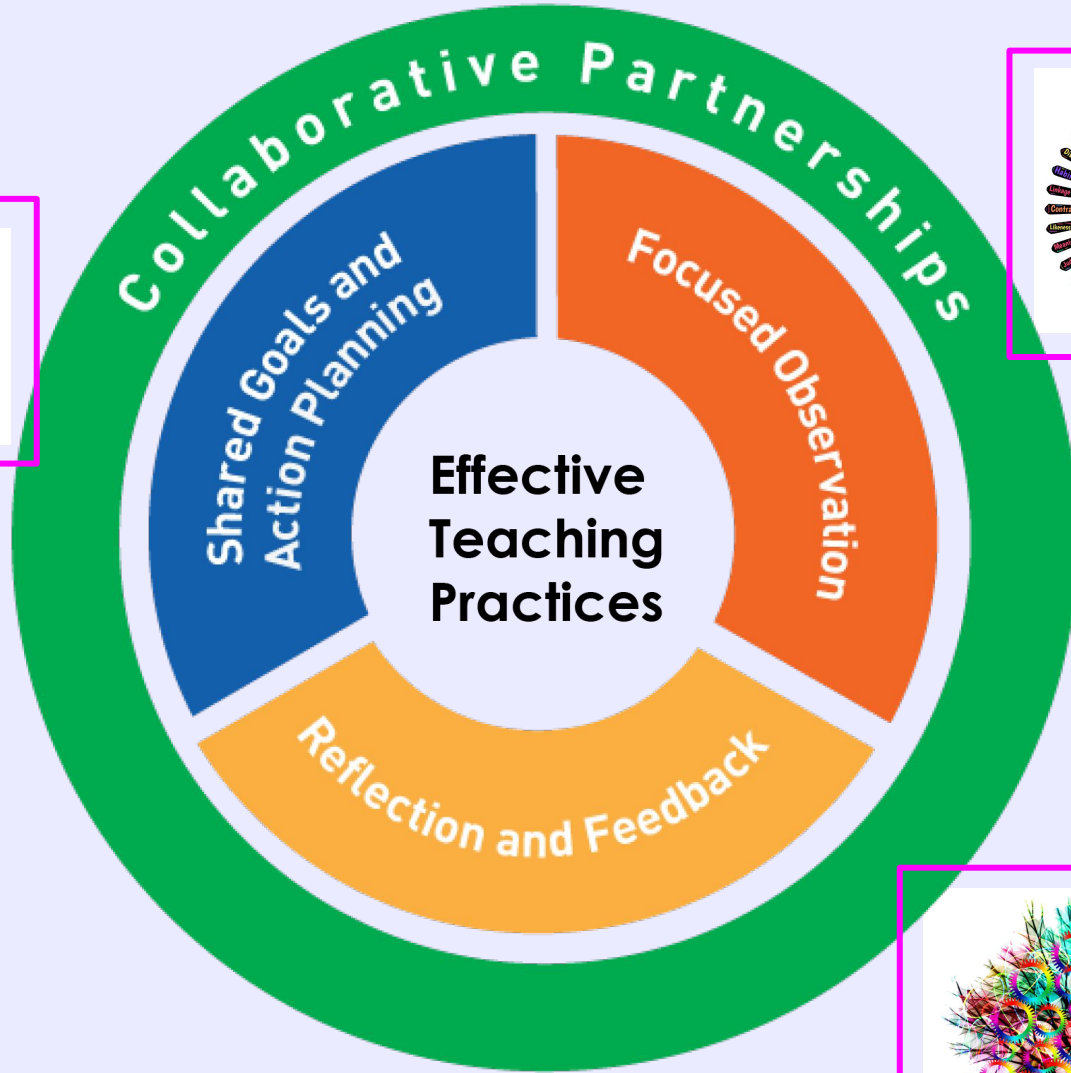
Our Time Together:

- Ground ourselves in the process
- Reflect on current practice
- Discuss common coaching challenges
- Develop our coaching toolbox

Why?

- Learn from each other
- Strengthen our skills





PIDS Reminders

Tool	Frequency and Notes	Entry
BOQ	<ul style="list-style-type: none"> ● Complete the BOQ 2x a year approximately 6 months apart <ul style="list-style-type: none"> ▪ Fall: By December 1 ▪ Spring: By June 1 ● Programs who have 80% or more of BoQ items in place may shift to completing the BOQ 1x a year 	Enter into PIDS*
TPITOS/TPOT	<ul style="list-style-type: none"> ● Complete TPITOS and TPOT observations 2x a year for teachers being coached, approximately 6 months apart <ul style="list-style-type: none"> ▪ By December 1 ▪ By June 1 ● When teachers have 80% or more of items in place with no red flags, TPITOS or TPOT observation and feedback can be shifted to 1x a year 	Enter into PIDS
ASQ:SE 2	<ul style="list-style-type: none"> ● Complete ASQ:SE 2 screening for all enrolled children at least once a year ● Programs may complete screenings more frequently 	Enter into PIDS*



TPOT Guidance

The TPOT Observation Should Include:

- teacher-directed activities
- child-directed activities
- transitions (do not count in calculation for “balance” - SR7)

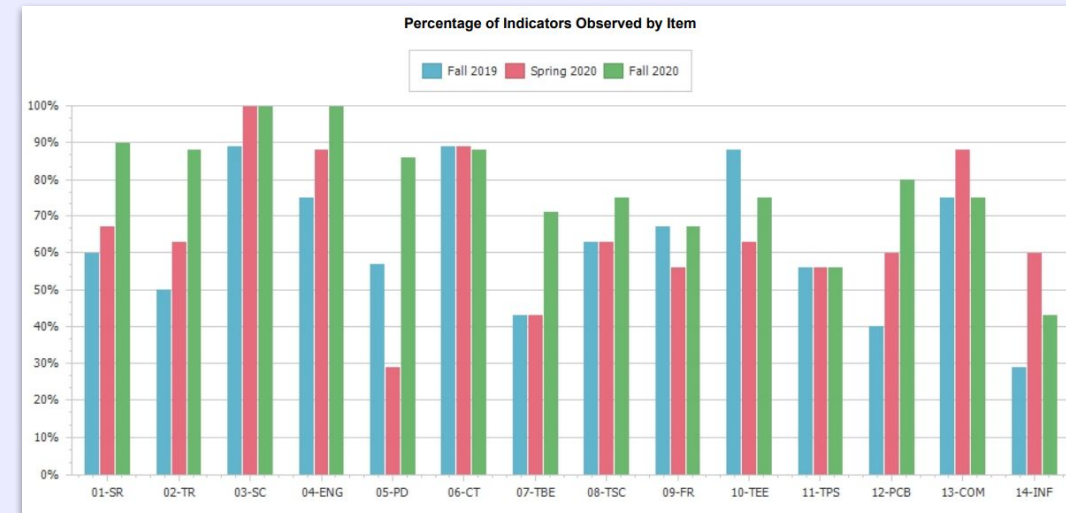
The TPOT Observation Cannot Include:

- meals
- outdoor play
- occasions when the entire class is engaged in another type of activity outside of the classroom (ex. music class)



First Reflection/Feedback Meeting after Observation

- Uncover Knowledge, Skills and Passions
 - Strengths and Needs Assessment
- Share Observations
 - Supportive and Constructive Feedback
- Share TPOT/TPITOS Data
- Make an Action Plan



Think, Feel, and Process



Think of a recent time that you received some feedback (constructive or supportive).

- How did it go?
- Was it a positive or negative experience?
- What did the feedback giver do that made it a positive or negative experience?



How can you use your own experiences with feedback to inform your how you provide it to your coachees?



Breakout Room Discussions

We will introduce a situation or scenario that often comes up in coaching. We will break you into breakout rooms of 2 or 3 people.

1. Introduce Yourself
 - a. Name
 - b. Program/Region
 - c. Role
2. Decide Format for your Breakout Room
 - a. Role Play
 - b. Discussion

Come back together and share



Scenario A

You are coaching Rosario, one of the teachers in the 3-year old classroom. Rosario has been with the program for 3 years. Rosario was originally very hesitant to coaching and after seeing other teachers go through it opened up to it a bit more. You completed a TPOT in Rosario's classroom and have scored the tool. There were many incidents of challenging behavior from 3 children who were all threatened with a timeout and one was removed from the classroom.

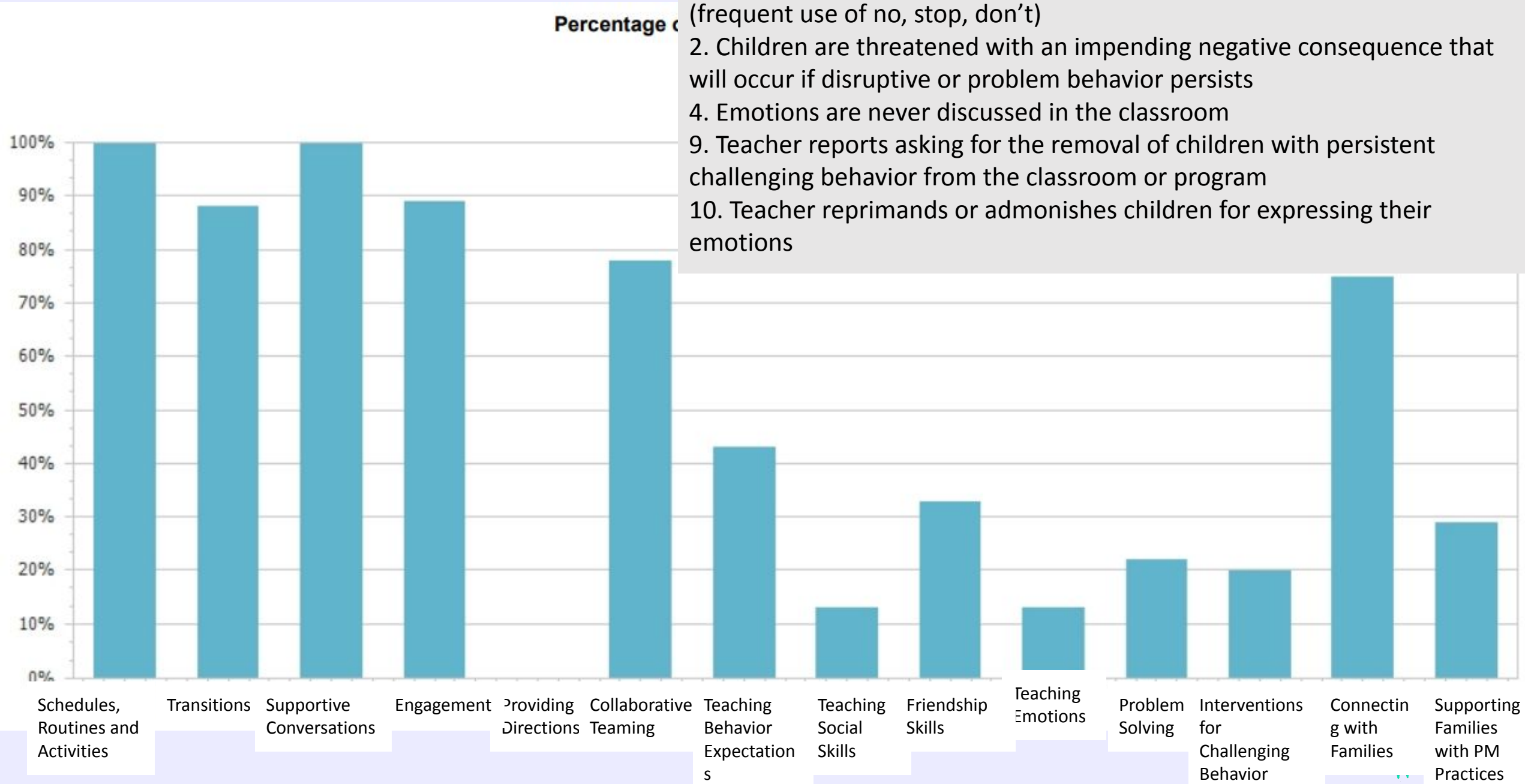
Questions to consider:

- What will you talk about at the reflection and feedback meeting?
- What feedback would you give? What questions would you ask?
- What approach or stance might you take at the reflection and feedback meeting?
- What additional information or data would you want to collect and/or consider?

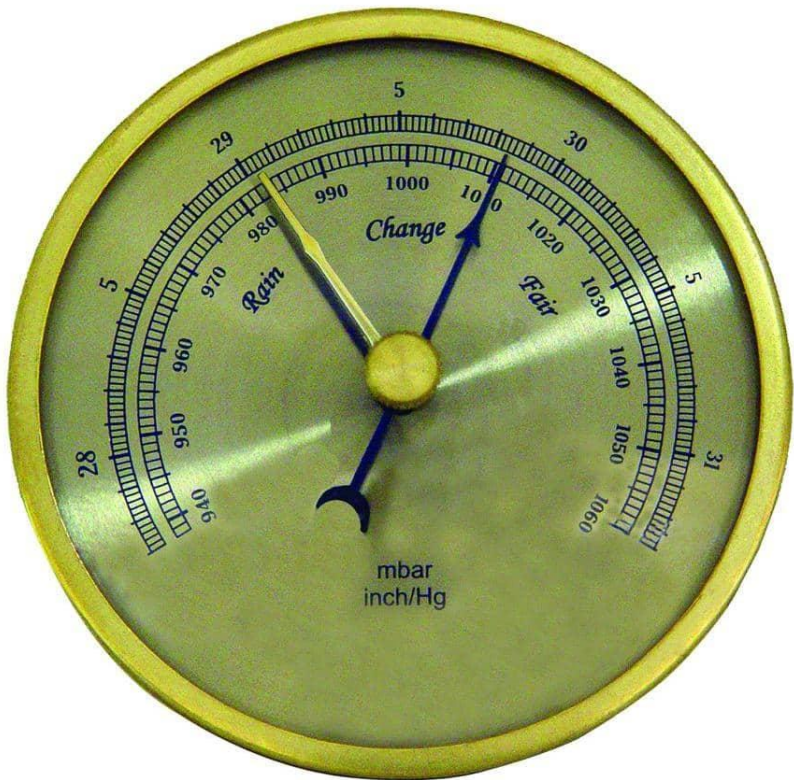


Red Flags Observed:

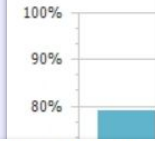
1. Children are reprimanded for engaging in disruptive or problem behavior (frequent use of no, stop, don't)
2. Children are threatened with an impending negative consequence that will occur if disruptive or problem behavior persists
4. Emotions are never discussed in the classroom
9. Teacher reports asking for the removal of children with persistent challenging behavior from the classroom or program
10. Teacher reprimands or admonishes children for expressing their emotions



Using the TPITOS and TPOT as a Barometer



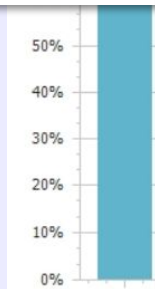
First Form Date:
Last Form Date:



First Form Date: 09/07/2022

TPOT Red Flag

1. Children are reprimanded for
2. Children are threatened with
3. During group activities, man
4. Emotions are never discuss
5. Learning centers do not hav
6. Teacher gives directions to a
7. Teacher makes comments a
8. Teacher rarely encourages i
9. Teacher reports asking for th
10. Teacher reprimands or ad
11. Teacher restrains a child w
12. Teacher talk to children is p



Preparing for the Pyramid: Classroom Essentials

Teacher: _____ Coach: _____ Date completed: _____

This list identifies six classroom components essential for successful Pyramid implementation. These materials and environmental considerations are pivotal for child success in a Pyramid Model classroom. This form is intended to be a coaching tool used following training to help the team be ready for coaching on the Pyramid to begin. The teacher and coach can review together and discuss if any modifications need to be made before the first coaching cycle begins.

1. Visual schedule *ALL must be present

- Includes photographs or clip art for each activity
- Each daily activity represented
- Posted at children's eye level
- Accommodates when changes occur (e.g., rainy weather, special events)
- Indicates the passing of time (i.e., pieces can be flipped over, removed, or marker denotes current activity)
- Remains visible the entire day

Notes:

2. Behavior expectations

- Positively stated (e.g., "We are safe," "We are kind")
- No more than 5
- Displayed expectations include an image or symbol
- Posted and visible to children in the classroom

Notes:

3. Rules

- Positively stated
- No more than 5
- Visual representation for each
- Posted at children's eye level in the activity or setting where applicable

Notes:

4. Families are visually represented (e.g. photos posted, class book)

- Every child is represented
- Easily seen or accessible
- Families are represented in a positive way

Notes:

5. Physical environment designed to promote engagement

- Enough centers to accommodate the number of children
- Centers have clear boundaries
- Materials are developmentally appropriate and adequate in number and variety
- No wide-open spaces for children to run
- Group area is clearly defined with enough space to accommodate the number of children

Notes:

6. If present, behavior management systems are positive *Note: this is not a required classroom essential

- Does not include punitive measures (e.g., moving clip to a red light, smiley/frown face daily ratings, time out chair)
- Any acknowledgement earned is not lost
- Any parental communication about the system focuses on what has gone well, rather than challenges
- All children are eligible to earn acknowledgement throughout the day

Notes:



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Pub: 04/28/21

Yes # No

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3 21

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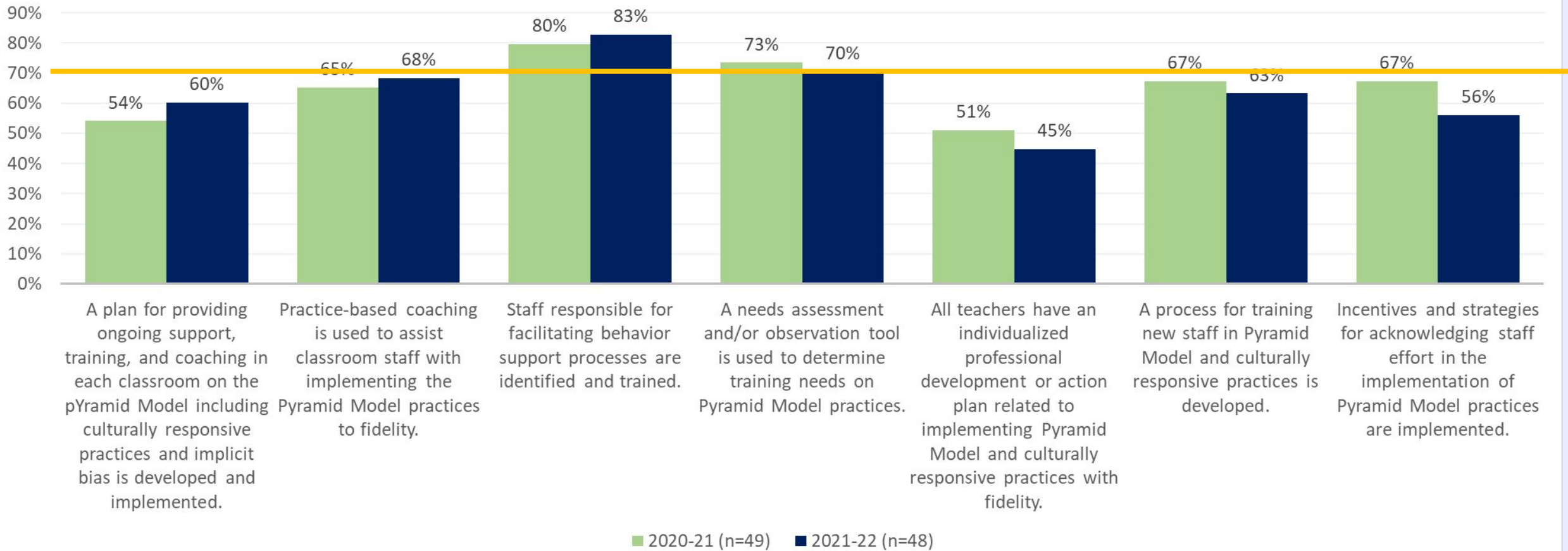
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Professional Development September 2020-August 2021



Action Plans for All

Specific/ Strategic	Focused, narrow and targeted Aligned to the larger efforts of the program
Measurable	Observable
Achievable	Realistic for the coachee within a short time frame
Relevant/ Results Based	Important to the coachee Will have a positive impact on children and/or families
Time-Bound	Framed within a specific time period
Equitable	Focus on the success of all children with consideration of the needs of children from historically marginalized groups

Name _____ Individual Training Plan

Please identify areas over the next year that are either of interest to you in pursuing or that been identified in your annual evaluation as areas for further training. Describe ways to meet these. For example attendance at a specific class, conference or training would be documented here.

REMINDER: State of Wisconsin Licensing standards=25 hours of continuing education per year NAC Standards=20 hours of continuing education directly related to the age group of children you work with (These hours can overlap each other)

Pyramid Model Specific Goals

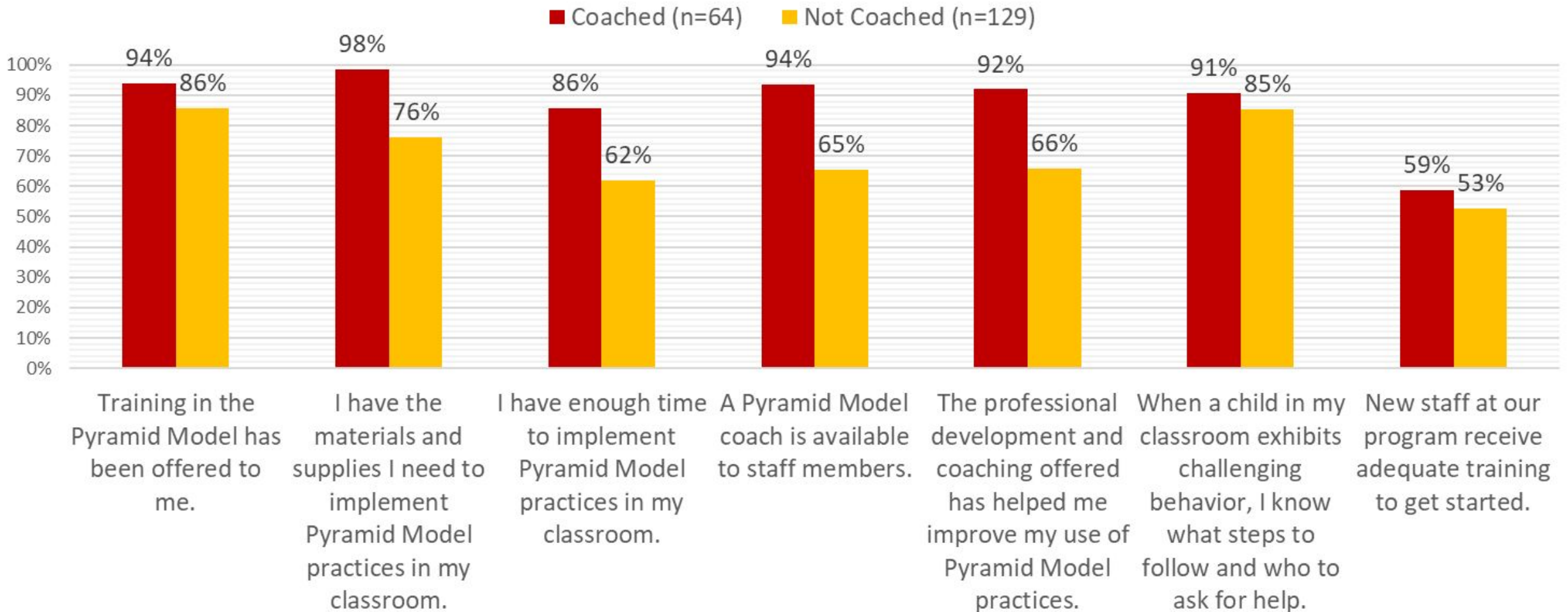
Classroom Observation Summary Based on NAC Standards

Employee _____ Date _____

Supervisor _____ Date _____

2022 Wisconsin Pyramid Model Staff Survey - Training and Resources

% Agreement



Scenario B

While completing a focused observation in an infant room for Blake who set a goal around using more emotion words, the teacher from the toddler room, Morgan enters and asks you some questions about BIRs for toddlers, specifically for toddlers who are not napping at the program.

What will you do?



TPITOS/TPOT Entry

TPITOS - 13 Items and 78 indicators
 TPOT - 14 items and 113 indicators

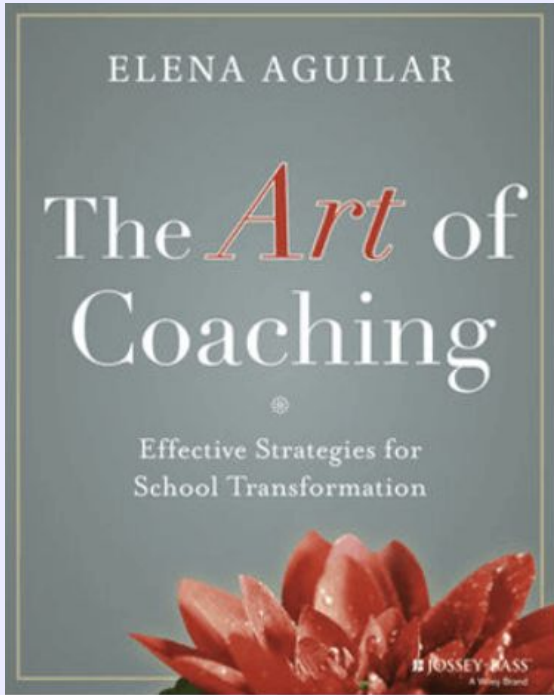
1. Teacher provides opportunities for communication and building relationships.

	INDICATOR	FREE PLAY	STRUCTURED GROUP	CARE ROUTINES	OUTDOORS	Y/N
CBR1	Teacher talks often to individual children.	Y	Y	Y		Y
CBR2	Teacher joins in children's activities and follows the child's lead by matching the focus of his or her attention to the child's focus of attention.	Y	N	Y		Y
CBR3	Teacher comments on children's interests	Y	Y	Y		Y
CBR4	Teacher upon children imitates	Y	Y	Y		Y
CBR5	Teacher children's at	Y	Y	Y		Y
CBR6	Teacher communication, skills, behaviors, and activities through positive, descriptive statements.	Y	Y	N		Y
CBR7	Teacher provides opportunities for children to initiate social interactions and provides time throughout interactions for the child to take a turn or form a response.	Y	N	N		N
CBR8	Teacher uses alternative strategies for communicating with children who have language delays or are DLLs.					N/A
		YES TOTAL:				6
		NO TOTAL:				1

TPITOS Item #	TPITOS Item Description	# Yes	# No	% Yes
1	Provides opportunities for communication and building relationships	<input type="text" value="N/O"/>	<input type="text" value="N/O"/>	0%
2	Demonstrates warmth and responsivity to individual children	<input type="text" value="N/O"/>	<input type="text" value="N/O"/>	0%
3	Promotes positive peer interactions	<input type="text" value="N/O"/>	<input type="text" value="N/O"/>	0%
4		<input type="text" value="N/O"/>	<input type="text" value="N/O"/>	0%
5		<input type="text" value="N/O"/>	<input type="text" value="N/O"/>	0%
6	behavioral expectations	<input type="text" value="N/O"/>	<input type="text" value="N/O"/>	0%
7	Responds to children in distress and manages challenging behaviors	<input type="text" value="N/O"/>	<input type="text" value="N/O"/>	0%
8	Uses specific strategies or modifications for children with disabilities/delays, or who are dual-language learners	<input type="text" value="N/O"/>	<input type="text" value="N/O"/>	0%
9	Conveys predictability through carefully planned schedule, routines, and transitions	<input type="text" value="N/O"/>	<input type="text" value="N/O"/>	0%

NEED YOUR INPUT





Chapters 5 and 6

<https://brightmorningteam.com/>



Creating Collaborative Partnerships

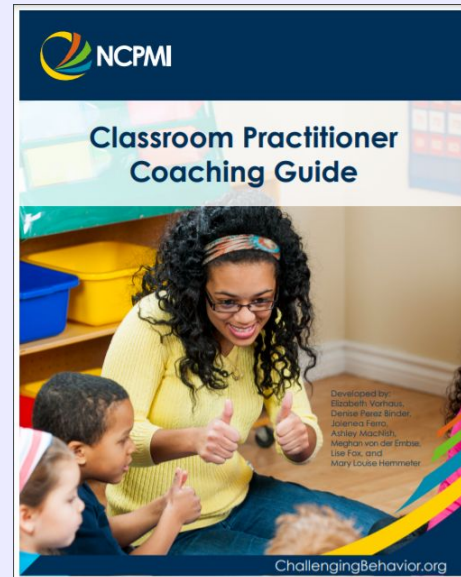
COLLABORATIVE PARTNERSHIPS:

- Have clear expectations around roles and responsibilities
- Include an understanding of the coaching cycle
- Are built on established trust
- Are supportive and not evaluative
- Build on individual strengths, learning style, culture and needs

[Click here for Collaborative Partnership Resources](#)

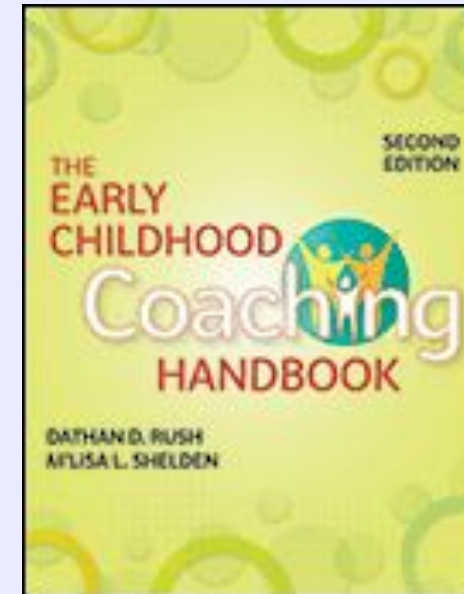
[Download printable initial meeting checklist](#)

www.wiaimh.org



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<https://challengingbehavior.cbcs.usf.edu/docs/Class-Practitioner-Coach-Guide.pdf>



Upcoming Events



1:00-2:00

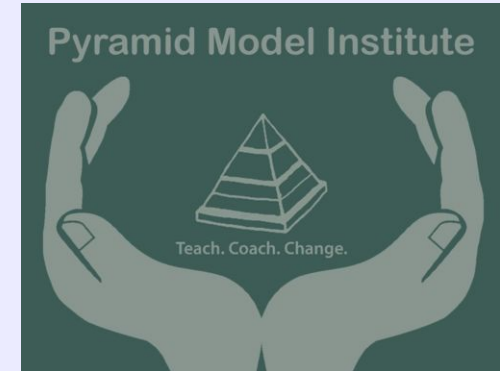
Dec 8

Jan 12

Feb 9

March 9

April 13



Wisconsin Pyramid Model

Institute:

1-2:30pm

Nov 29

Jan 31

Feb 28

March 28

April 25

Feedback Survey

