

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

September 8, 2022: Getting Started: Building Trust and Orienting New Coachees to the Process



Mindfulness
Starts Here





Setting the Stage..... Building Connections

Share your.....

- Name
- Where you work / location
- Listen and share - 2 minutes - switch
 - One thing that you enjoyed most about the summer? why? - OR -
 - What's been your favorite place to live, and why?
- Discuss Together - 3 minutes
 - What helps you trust another person in your workplace? Which kinds of actions enable you to build trust in another and which kinds of actions erode your trust in others?

Be prepared to share one thing about trust that will build our expectations for our time and space together each month



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



Establishing Trust

- Get to know new coachee
- Give information (establishes your competence)
 - What's the process about
 - Why were they chosen to be coached
 - Set TPOT/TPITOS dates



What to Cover During Initial Internal Coach-New Coachee Meeting

When you have determined who you will be coaching, set the initial relationship building meeting. Consider using this document to help you focus on important information to cover.

Before meeting coach will:

- _____ Connect with coachee to establish a time and place
- _____ Gather a copy of a [coaching agreement](#)
- _____ Have some calendar dates in mind for initial TPOT/TPITOS observations
- _____ If you are a new coach, connect with external coach for possible dates to complete TPOT/TPITOS observations
- _____ Bring an [action plan](#) so coachee understands a little about them
- _____ Decide how you will welcome and orient new coachee to the meeting
- _____ Send an email confirming initial meeting (include supervisor if coverage is needed, but try to plan during non child contact time)
- _____ Plan and prepare: What do you want them to think about you?

Optional: Include [PBC overview resource](#) in an email either before or after meeting

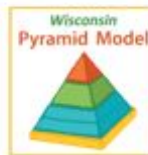
Together you will:

- _____ Establish Trust
 - Cautiously gather [background info](#)
 - Establish confidentiality-what will you discuss think about sharing results w/ supervisor (if you are not their supervisor)
 - Listen and Ask Questions
 - Connect
 - Validate
 - Be open about who you are and what you do
 - Ask for permission to coach
 - Keep commitments
- _____ Provide overview of coaching cycle process and data collection
 - TPOT/TPITOS observation and interview Use [TPOT at a Glance](#)
 - Choosing goals and writing action plans together using data from TPOT/TPITOS and inventory of practices
 - Data collected is not attached to performance evaluations
 - Focused observations using goals and action plans
 - Specific feedback meetings from focused observations
- _____ Define roles and expectations
 - Pick a coaching agreement that meets everyone's needs
 - Use coaching agreements to outline roles and expectations
 - Establish a sense of individual strengths, learning style and needs
- _____ Set up initial TPOT/TPITOS observation
 - With the teacher and external coach (if applicable) [plan TPOT/TPITOS](#) observations, interview meeting, and feedback session.
 - Check in with supervisors to ensure coverage for the interview meeting and feedback sessions
- _____ Establish preferred ways and times to contact and connect with each other (text, email, phone, in person, etc)



Practice Based Coaching in Pyramid Model Programs Fact Sheet

Practice Based Coaching in Pyramid Model Programs



Practice-Based Coaching is essential for program-wide implementation of the Pyramid Model. Research shows that it is very difficult to use everything learned in training without coaching support. Practice Based Coaching provides the sequence and structure for teachers to work with another professional who provides descriptive feedback, guides reflection and helps the teacher take actions to improve their skills.

What does Practice-Based Coaching look like?

Practice-Based coaching is:

- Collaborative
- Focused on skill building
- Reliant on observation and feedback
- Goal-Directed and outcomes driven

Practice-Based Coaching is not:

- Just providing advice and tips
- Supervision
- Evaluation
- Training with observation

It starts with a strong, **Collaborative Partnership**. Building this relationship takes time but it is vital, so that the coach and teacher can share openly.

Information is gathered to guide the coach. The Pyramid Model coach completes an observation using an evidence-based coaching tool (TPITOS for infant/toddler classrooms, TPOT for preschool classrooms). These observations occur every 6 months and are used, along with input from the teacher, to identify the **Effective Teaching Practices** that are in place.

During **Reflection and Feedback**, the teacher and coach meet to review the results of the observation, celebrate the teacher's strengths and reflect on possible areas to work on.

The teacher and coach work together to create a **Shared Goal and Action Plan** that details what the teacher wants to change or implement, what they need to meet their goal, and how the coach will support them.

The coach gathers notes based on the action plan and how children are responding during a **Focused Observation**. These notes will be used to guide the next reflection and feedback meeting.

The teacher and coach continue to meet at least monthly to reflect together on things happening in the classroom and adjust action plan steps.



Why coaching?

The first five years of a child's life are the most important for their overall development. They can also be the most challenging.

Just like children, the adults who work with young children deserve supportive and responsive relationships and environments. Through a coaching relationship, teachers receive consistent encouragement and feedback as they use strategies and materials that promote healthy social and emotional development for the infants, toddlers and young children in their care.

Our teachers do not need a coach. Our teachers deserve one.



What is Coaching? Why me?

Talk in your small group:

What do you share/what things do you plan to share about coaching?

How do you get people excited to be coached?



Resources: Describing PBC and Establishing Trust

Preparing Yourself for Coaching
Partnering for Success

Ragan McLeod, Kathleen Artman-Meeker, and Jessica K. Hardy

Talia, a first grade teacher, nervously sits down across the table from Kayley, her new coach. "I haven't had a coach since high school softball," she jokes. "I've heard a lot about how great coaching is, but I'm not sure what we're supposed to be doing."

Kayley smiles reassuringly and says, "That's just fine! I know this process is new, so thank you for inviting me here. My job is to work with you to reach your goals. We'll make this a safe space for you to ask questions, try new ideas, and get feedback. What's been on your mind in terms of classroom goals or ideas you've been wanting to try?"

Talia thinks for a minute. "We had a really great workshop on science



Article: 5 Coaching Strategies That Help Coaches Connect with Resistant Teachers

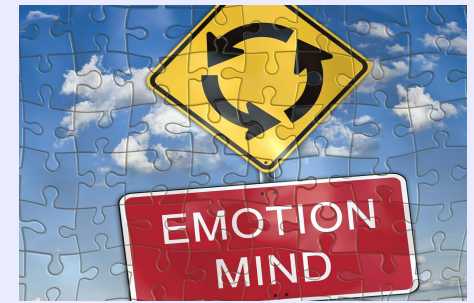
[5 Coaching Strategies That Help Coaches Connect with Resistant Teachers](#)

NAEYC-Young Children Journal: Written from a teacher's perspective

<https://www.jstor.org/stable/90013689?read-now=1>



Think, Feel, and Process



What do you want to know about your coachee/s?

How are you feeling about coaching the coachees you have chosen?

One thing I'd like to do differently or try when meeting with my coachee/s?

“As coaches we need to do a good amount of self-exploration before we go out and start guiding others to unpack their behaviors, beliefs and ways of being.”

-Elena Aguilar



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

The leadership team has decided that teaching teams will be involved in the coaching even when only one teacher is being observed using the TPITOS or TPOT. The leadership team has identified one preschool classroom with a teacher (Dana) who seems to be ready for coaching and is already implementing many Pyramid Model practices who you will begin coaching in fall of 2022. During your first meeting with the teaching team, the co-teacher (Alex) had questions about why the program was investing in Pyramid Model, why they needed a coach and what your qualifications were. During the first TPOT observation the co-teacher asked you several questions about the agreement, what would be involved in coaching and if you could help with one specific child. You attempted to answer her questions while still completing the observation. You noted that both teachers had some strong skills in building relationships with children and engaging them in conversations. No red flags were noted for Dana. Alex used “no”, “stop” and “don’t” frequently, particularly with the child they wanted help with.

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?



Scenario B

You are coaching a toddler teacher (Kyle) who seemed very excited to work with you during the initial meeting. You have completed the first TPITOS observation. During the observation, you saw Kyle use lots of feelings words and and try to play with individual children throughout the observation. 3 of the 8 children in the classroom engaged in challenging and often dangerous behavior. You stopped the observation two times in order to assist keeping children safe. Before you can even start the discussion about the TPITOS, Kyle starts to cry and says “I’m so embarrassed that you saw my class so out of control”.

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?



Coaches Toolbox

Coaching Agreements Initial Meeting Checklist

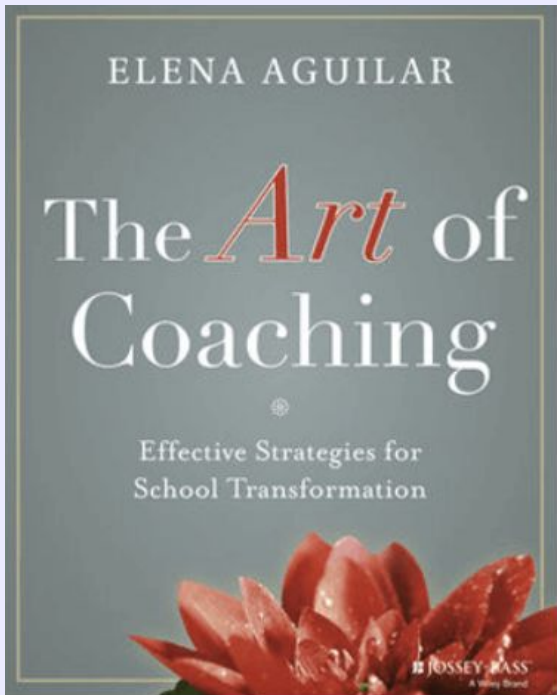
REFLECTIVE QUESTIONS FOR FIRST MEETING

Storytelling prompts for first meeting

Questions for a new client

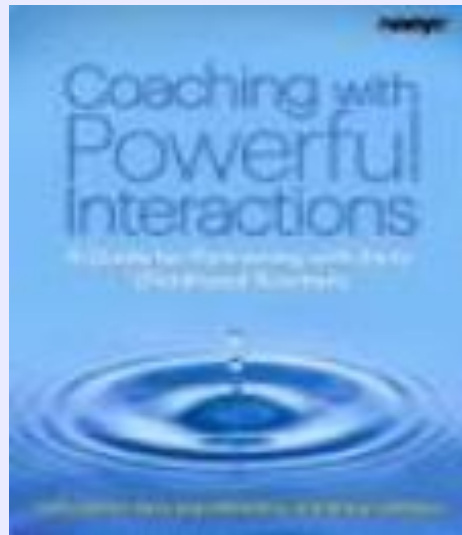
Questions for a first meeting





Chapters 5 and 6

<https://brightmorningteam.com/>



Creating Collaborative Partnerships

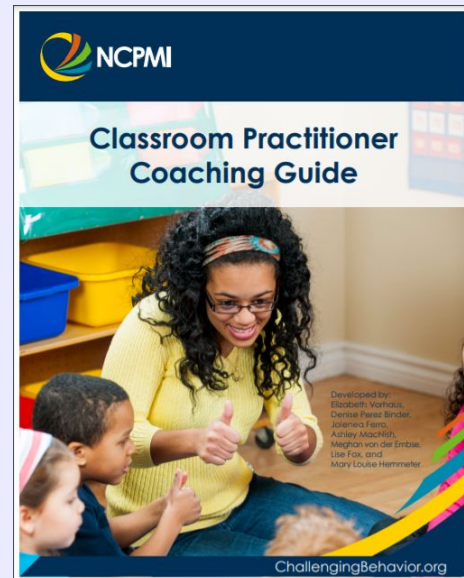
COLLABORATIVE PARTNERSHIPS:

- 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](#)

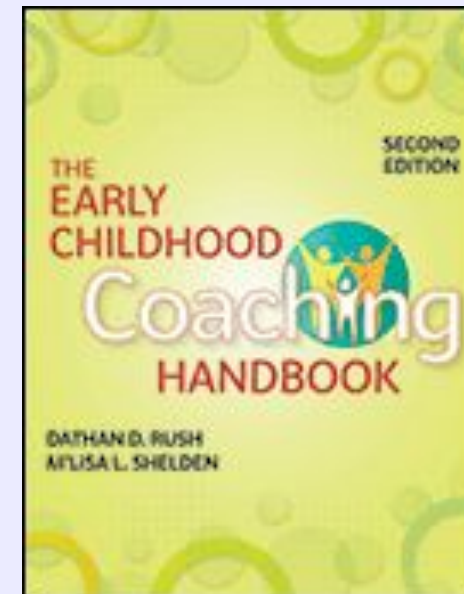
[Download printable initial meeting checklist](#)

www.wiaimh.org



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

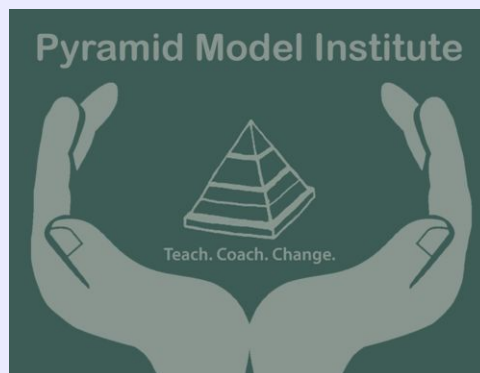


Upcoming Events



1:00-2:00

Oct 13
Nov 10
Dec 8
Jan 12
Feb 9
March 9
April 13



Wisconsin Pyramid Model

**Institute:
1-2:30pm**

Sept 27
Oct 25
Nov 29
Jan 31
Feb 28
March 28
April 25

**TPITOS Training
October 26-27 9-4
Virtual**

**TPOT Training
October 26-27 9-4
Virtual**

**Practice Based Coaching
November 2-3
9-3:30**

**Hybrid (Virtual and in person at
the WI-AIMH Office -
Middleton WI)**

Feedback Survey

