Wisconsin Pyramid Model

Promoting the social and emotional well-being of infants and young children

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

December 8, 2022: Acknowledging Staff for Pyramid Model Implementation

Coaches Connection

Mindfulness Starts Here

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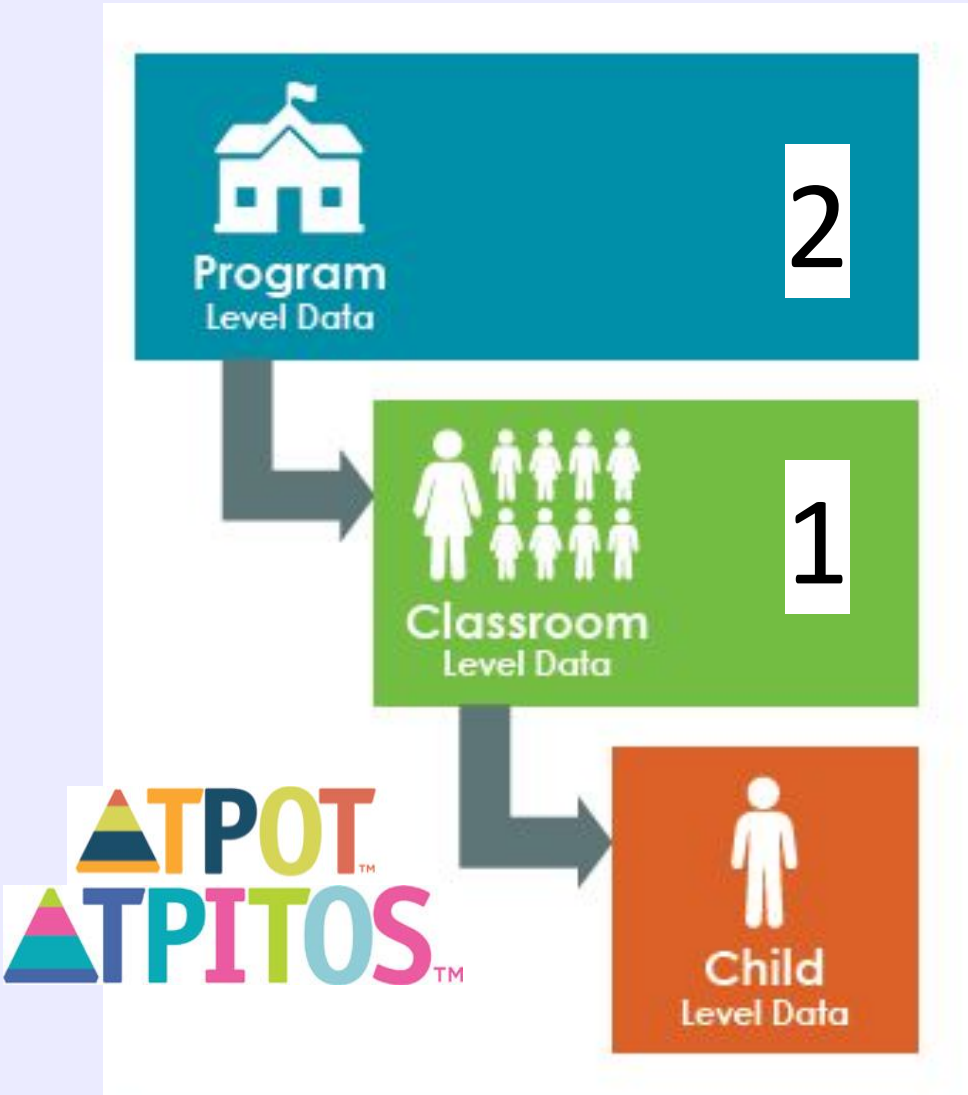# Welcome - Coaching is as Unique as Snowflakes

Coaches Connection

Our Time Together:

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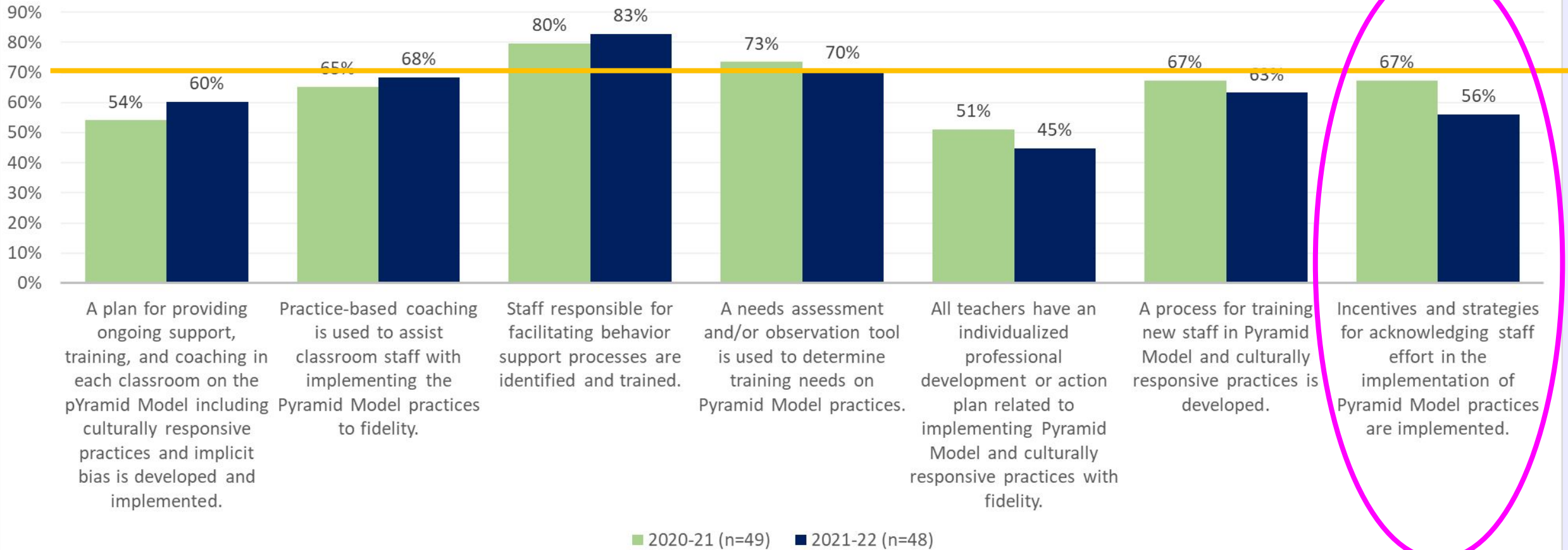- Develop our coaching toolbox

Why?
- Learn from each other
- Strengthen our skills

Professional Development
September 2020-August 2021

Item	2020-21 (n=49)	2021-22 (n=48)
A plan for providing ongoing support, training, and coaching in each classroom on the pYramid Model including culturally responsive practices and implicit bias is developed and implemented.	54%	60%
Practice-based coaching is used to assist classroom staff with implementing the Pyramid Model practices to fidelity.	65%	68%
Staff responsible for facilitating behavior support processes are identified and trained.	80%	83%
A needs assessment and/or observation tool is used to determine training needs on Pyramid Model practices.	73%	70%
All teachers have an individualized professional development or action plan related to implementing Pyramid Model and culturally responsive practices with fidelity.	51%	45%
A process for training new staff in Pyramid Model and culturally responsive practices is developed.	67%	63%
Incentives and strategies for acknowledging staff effort in the implementation of Pyramid Model practices are implemented.	67%	56%

Connection

Tying it back to program wide…..

Early Childhood Program-Wide PBS Benchmarks of Quality (continued)

Critical Elements	Benchmarks of Quality	Check One		
		Not in Place (0)	Partially in Place (1)	In Place (2)
Professional Development and Staff Support Plan -continued-	24. A needs assessment and/or observation tool is used to determine training needs on Pyramid Model practices.			
	25. All teachers have an individualized professional development or action plan related to implementing Pyramid Model and culturally responsive practices with fidelity.			
	26. A process for training new staff in Pyramid Model and culturally responsive practices is developed.			
	27. Incentives and strategies for acknowledging staff effort in the implementation of Pyramid Model practices are implemented.			
Procedures for Responding to	28. T ntial bias v ave			

This is what we talked about last month during coaches connection

Institute session

Where we are at today

1 Use a Five-One Ratio of Positive Attention

The 5:1 ratio of positive attention is based on research that has shown that children are better behaved in preschool settings when adults spend the majority of their time attending to positive behavior and not challenging behavior.

What happens when we hold this idea when it comes to supporting our teachers?

Coaches Connection

Considerations For Acknowledgement

Positive Descriptive Feedback is described as:

- stated in positive, sincere, and enthusiastic manner
- delivered intentionally and consistently
- individualized based on needs

Questions to consider with leadership team:

- How will you know what staff need for feedback to feel sincere?
- How often will you deliver acknowledgement?
- How will it feel intentional?
- Who will be responsible for acknowledgement?
- When will acknowledgement occur?
- How will staff members be acknowledged for their efforts towards implementation?
  - Staff members with Professional Development plans
  - Staff members active in PBC cycle
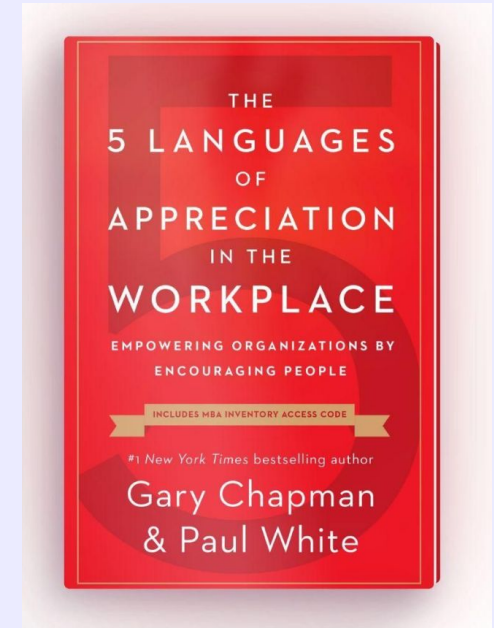
Across Program

Is there a practice that all staff are working on? (How will you collect this data?)

- Celebrate all staff's work to implement practice
- Share their work to other staff
- Review program wide data - how do they wish to be acknowledged?

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 _____ ference or training would be documented here.

_censing standards=25 hours of continuing
_ds=20 hours of continuing education directly
_en you work with (These hours can overlap each

NAC Standards

Date_____
Date_____

NCPMI 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
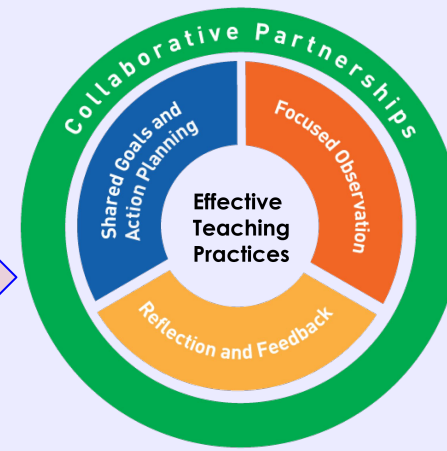   - Notes:

Staff Active in PBC Cycle

- Acknowledging staff that are receiving coaching
  - Outside of feedback how are you acknowledging teachers? Personal notes, favorite treat, additional break time, extra resource? How do they know that you as a coach value their time and their efforts?
  - How are the teachers recognized across the program as a way to promote the benefits of coaching in the program?
- TPITOS & TPOT Fidelity of 80%
  - Consider with your leadership team - what is the dosage of coaching when a teacher reaches fidelity
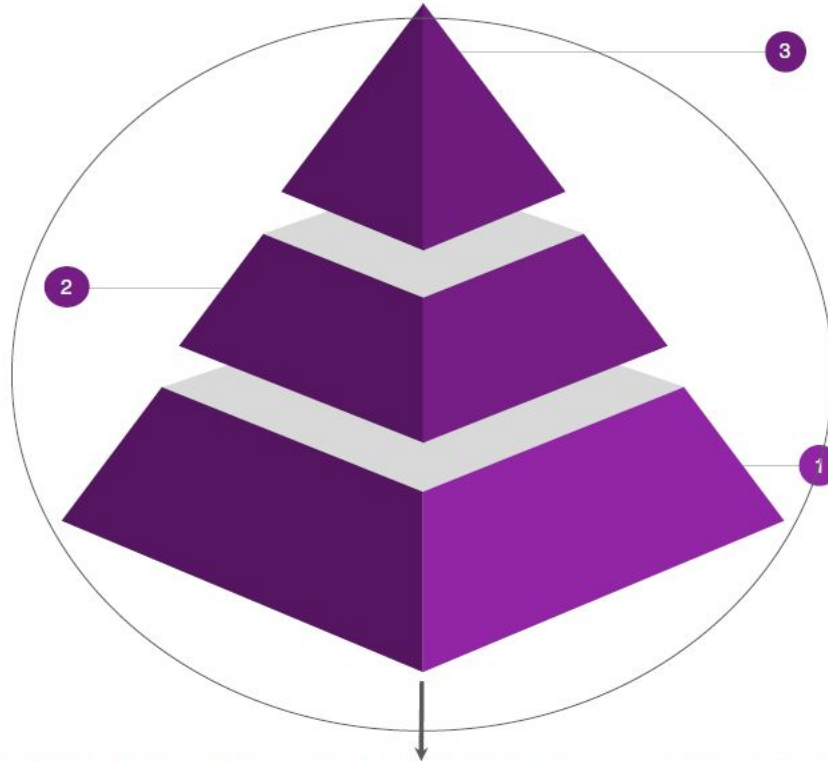 - Do you "celebrate" fidelity and how?

Remember coaching is a cycle - cycles don't end…..

Collaborative Partnerships

Shared Goals and Action Planning

Focused Observation

Reflection and Feedback

Effective Teaching Practices

Coaches Connection

TCM Overview

Small Group Coaching

- Monthly newsletters
- Bi-weekly in person/online meetings with teachers (guided action planning, reflection, and planning with group)

Individualized Coaching

- Monthly newsletters
- Weekly meetings with teacher following individualized coaching cycle (observation, live coaching, reflection and feedback).

Self-Guided Coaching

- Monthly Newsletters
- Monthly check-in with teacher
- Self-guided action planning and goal setting

Universal PD for ALL Teachers: Monthly Newsletters and resources to support implementation of Pyramid Model practices via email

Think, Feel, and Process
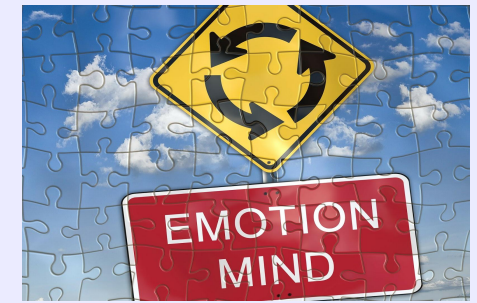
Think of your coachees and your program:

- How do you currently acknowledge staff?
- Do you use any of the strategies from the resources?
- How do you know that your coachee values the acknowledgement?

What has been your experience of receiving acknowledgement? How can you use this experience to think about 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 Yourselves
   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 Lucy, one of the teachers in the Toddler classroom. Lucy has been with the program for 3 years and has been teaching for 20 years. Lucy was enthusiastic to be coached and was thoughtful and intentional in her action planning. She quickly reached fidelity scoring a 85% and 90% concurrently. As a coach you are planning your coaching schedule for fall. You observe in fall and the TPITOS score is a 80%. During your feedback and action planning meeting Lucy expresses frustration that she has never experienced a group of children like this before. Your coaching conversation shifts to what comes next in coaching since she is at fidelity. According to program policy coaching hours are cut back once a teacher hits fidelity two times in a row.

Questions to consider:
- How do you determine the coaching dosage moving forward?
- What incentives would you think this teacher would appreciate? How would you know?
- What is needed to ensure this teacher sustains practices?
  - What data would you collect / consider?

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Scenario B

You are coaching Kyle, a 4K teacher who started their teaching career at the program 5 years prior. You have been coaching him for 2 years. He was positive about being coached and actively worked on his plan each month. He also showed some progress on the TPOT - starting at 35% and progressed to a 65%. Your program have told all staff that fidelity is 80% so he is aware of what he is working towards. During coaching meetings Kyle is increasingly becoming more negative about the experience and frustrated about the progress he is making.

What will you do?

- **How will offering acknowledgement impact Kyle's negative comments?**
- **How can you find out what would be meaningful acknowledgement for Kyle?**
- **How can you acknowledge the progress that he has made already without contributing to his negative comments?**
- **What would a coaching conversation look like?**
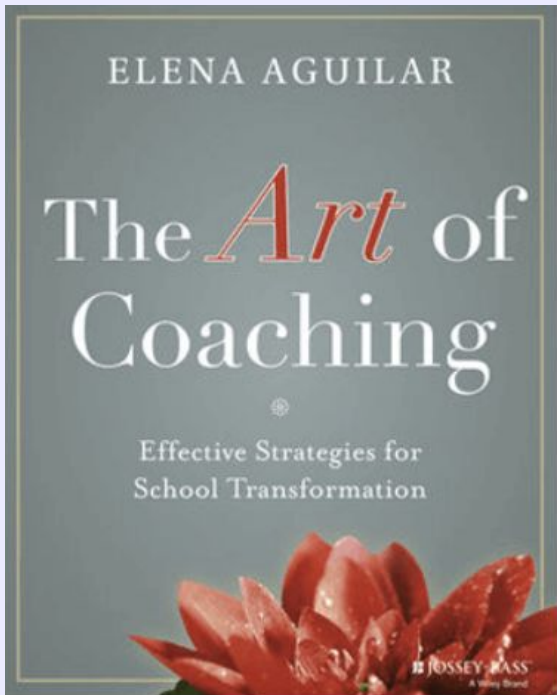
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Scenario C

Your program has been implementing for 4 years. During that time you have coached half the teachers in your program, some at fidelity and some working towards fidelity. You use a needs assessment checklist to support teachers not being coached in creating a professional development plan. Your leadership team is thinking about coaching dosage, how to support all staff, and acknowledge their work to implement practices.

What will you do?

- **How will you decide what to acknowledge and how to acknowledge staff?**
- **As the coach, how can you lean into the teachers at fidelity to support other teachers?**
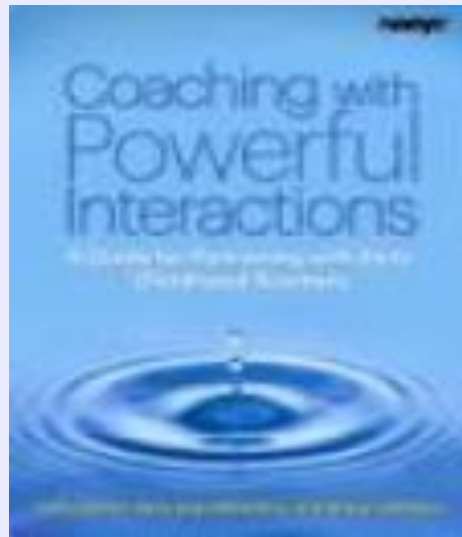- **As the coach, how can you most efficiently use your time to support all staff?**

Coaches
Connection

The Art of Coaching
ELENA AGUILAR
The Art of Coaching
Effective Strategies for School Transformation

Chapters 5 and 6

https://brightmorningtea
m.com/

Coaching with Powerful Interactions
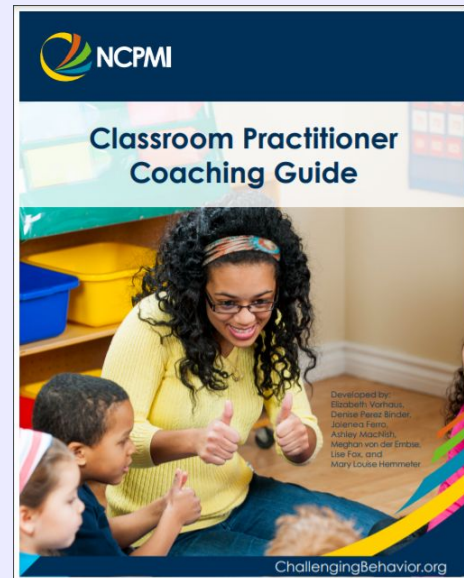

Creating Collaborative Partnerships

cooperate connect

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
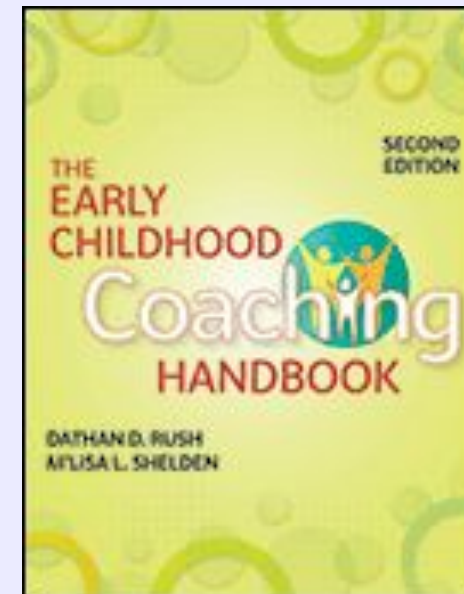
Click here for Collaborative Partnership Resources

Download printable initial meeting checklist

www.wiaimh.org

NCPMI
Classroom Practitioner Coaching Guide

Developed by:
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Lise Fox, and
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ChallengingBehavior.org

PAGE 5-16
https://challengingbehavior.cbcs.usf.edu/docs/Class-Practition
er-Coach-Guide.pdf

SECOND EDITION
THE EARLY CHILDHOOD Coaching HANDBOOK
DATHAN D. RUSH
M'LISA L. SHELDEN

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Upcoming Events

Coaches Connection

1:00-2:00
Jan12
Feb 9
March 9
April 13

Pyramid Model Institute

Teach. Coach. Change.
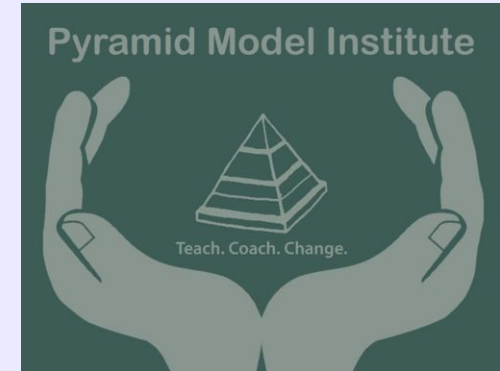
Wisconsin Pyramid Model Institute:
1-2:30pm
Jan 31
Feb 28
March 28
April 25

Feedback Survey