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

January 12, 2023: Coaching Between TPOT/TPITOS observations

Mindfulness
Starts Here

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Share a show you've recently binge watched or a good movie you've seen.

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Our Time Together:

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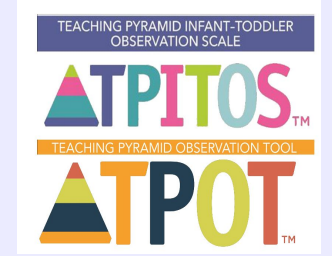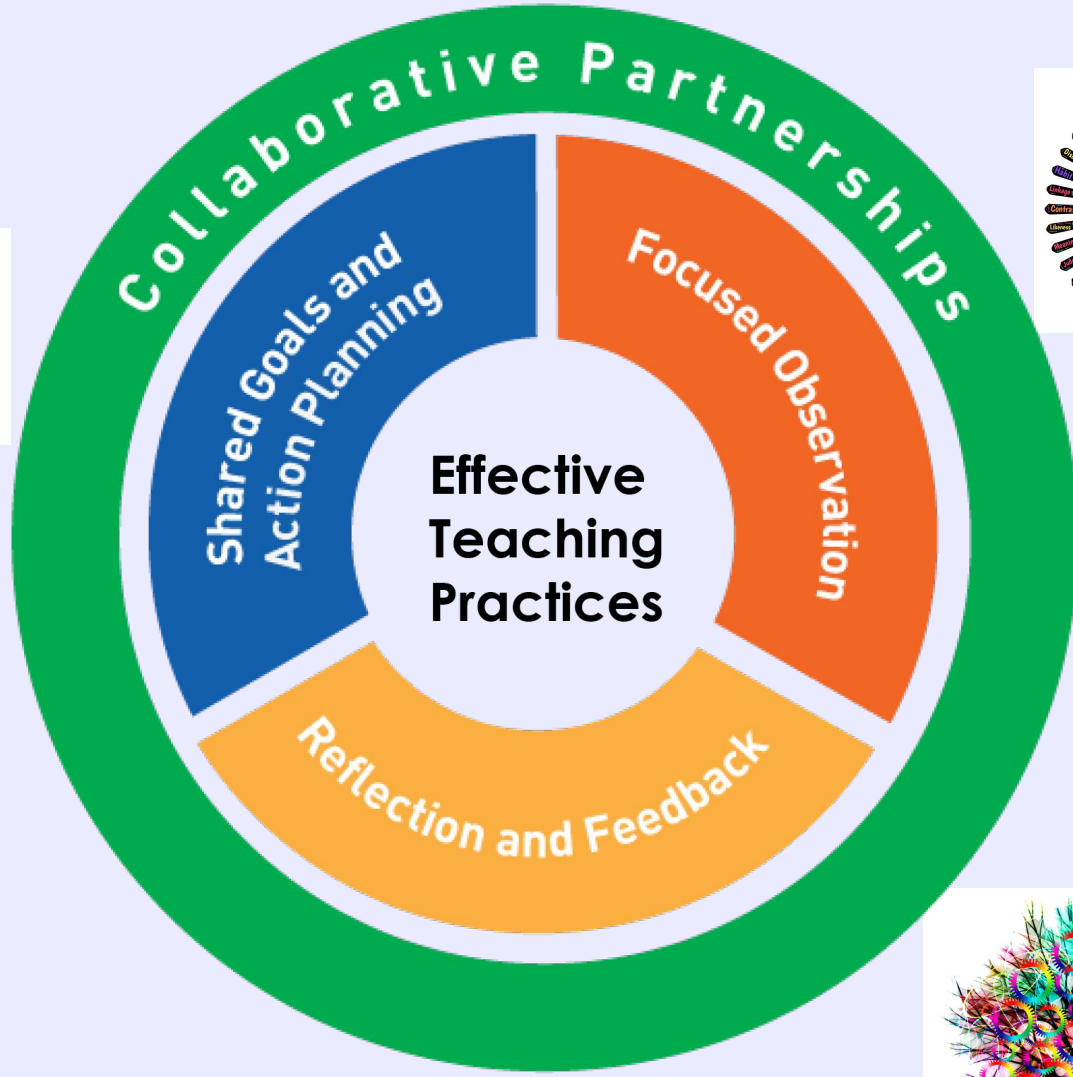- Discuss common coaching challenges
- Develop our coaching toolbox

Why?

- Learn from each other
- Strengthen our skills
- Build our community of coaches

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Parking Lot

Something comes up you want to share, coaching struggle, or you need more information. Go to link in chat and we will try to address at our next CC or individually if needed.

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Collaborative Partnerships

Shared Goals and Action Planning

Focused Observation

Reflection and Feedback

Effective Teaching Practices

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Decide who you are coaching. Establish collaborative partnerships and dates for observations and meetings

OCT

Finish TPOT//TPITOS Observations. Begin coaching using focused observations.

DEC

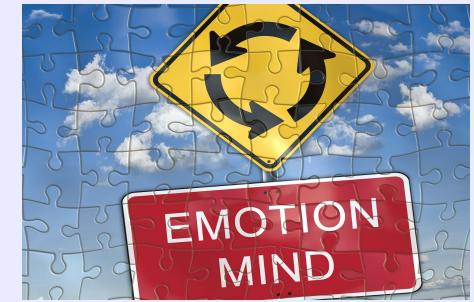**Continue Building Relationships, Coaching meetings, and focused observations**

FEB

SEPT

Plan and Conduct TPOT/TPITOS observations

NOV

JAN

March/April
Start planning and thinking about next TPOT/TPITOS

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Think, Feel, and Process

Think of your coaching experiences this year

- How are the relationships feeling?
- How did your first few coaching meetings go?
- How are goals coming?

What has come up for you as you facilitate coaching meetings? How might your experiences at the meetings help you to think about your coachees?

What does it look like to coach between TPOTS/TPITOS?

Coaching Cycle:

- **Set Goal from TPOT/TPITOS observation OR focused observation using an Action Planning Form**
- **Steps to Accomplish Goal**
- **Resources**
- **Use focused observation to see how goal is progressing**
- **Coaching Conversation**

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NCPMI Action Planning Form

Teacher: _____ Coach: _____ Date: _____

Goal	Action Steps	Materials or Resources Needed	Timeline	My goal is met when...	Date Action Step Completed
At least one time during free choice I will use solution kits and verbal prompts to help children come up with solutions to their problems.	1. Place solution kits in classroom 2. Plan a small group lesson next week to remind children about solution kits and help them to practice using solution kits 3. Create a sheet to help me remember specific words I can use to prompt children	Solution Kits Lesson plan Cheat sheet of words to say to help prompt children	End of next week Dec. 12 Week of Dec 15 Dec 15	During half of naturally occurring problems, children are verbalizing or using solution kits to help them verbalize their own solutions to problems	

Notes:

Page _____ of _____   Date Goal Set: _____   Date Goal Completed:_____

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https://wiaimh.org/focused-observation-resources

NCPMI **Focused Observation Notes**

Teacher:_____ Coach:_____
Date:___/___/___ Time spent in observation:_____ Time spent in meeting:_____

Observation focus: I will use verbal prompts and the solution kit to help children come up with solutions to their problems

What I observed:

Verbal Prompts:

Solution Kit Use or Prompt::

What I want to share:

Child's response to prompts: (Solutions child said)

Child's response to Solution Kit (Solutions child said)

Follow up needed:

IDEAs that Work
SOUTH FLORIDA

National Center for Pyramid Model Innovations | ChallengingBehavior.org
The reproduction of this document is encouraged. Permission to copy is not required. If modified or used in another format, please cite original source. This is a product of the National Center for Pyramid Model Innovations and was made possible by Cooperative Agreement #H326B170003 which is funded by the U.S. Department of Education, Office of Special Education Programs. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

Pub: 12/10/19

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Action Planning Form

NCPMI

Teacher: _____ Coach: _____ Date: _____

Goal	Action Steps	Materials or Resources Needed	Timeline	My goal is met when…	Date Action Step Completed
During free choice time I will use solution kits and verbal prompts to help children come up with solutions to their problems.	1. Place solution kits in classroom 2. Plan a small group lesson next week to remind children about solution kits and help them to practice using solution kits 3. Create a sheet to help me remember specific words I can use to prompt children	Solution Kits Lesson plan Cheat sheet of words to say to help prompt children	End of next week Dec. 12 Week of Dec 15 Dec 15	During half of naturally occurring problems, children are verbalizing or using solution kits to help them verbalize their own solutions to problems	

Notes:

Page _____ of _____   Date Goal Set: _____   Date Goal Completed: _____

Coaches Connection

TPITOS Strengths and Needs Assessment

Mark how often you think you demonstrate the following practices in your classroom. Write comments as needed and mark items as a "priority" if it is a practice you are interested in improving or increasing. Complete the summary on the last page.

Name:	Date:

	Never	Rarely	Sometimes	Usually	Always	Comments	Priority?
Teacher provides opportunities for communication and building relationships.							
Children's attempts to communicate are listened and responded to.							
Individual children are spoken to throughout the day.							
Imitations, questions and comments are made about things the child is interested in or focused on.							
Wait time is given for toddlers to initiate and continue interactions.							
Positive descriptive feedback is given about child's communication, behaviors, activities and skills.							
Teacher demonstrates warmth and responsivity to individual children.							
The tone of the teacher is generally calm, positive, and supportive.							
Most interactions between the child and adult happen at the child's eye level.							
Warm actions, facial expressions and physical affection is used toward individual children throughout the day.							
Teacher promotes positive peer interactions.							
Children's social interactions are closely monitored by the teacher.							
Children are encouraged to be aware of and interact with their peers.							
Positive descriptive feedback is given to children who engage in positive peer interactions.							
Comfort is offered when negative peer interactions occur.							
A variety of strategies are used to teach developmentally appropriate social skills.							
Teacher is responsive to children's expression of emotions and teaches about feelings.							
Labels of different feelings are given and expanded on as needed.							
A variety of strategies are used to teach about feeling words.							
Feeling words are used during routines and activities.							

APPENDIX 13.1. Checklist for teaching problem solving

Practice	Never	Sometimes	Often	Always
1. I set up the classroom environment to support children's use of problem-solving steps and solutions: a. Posters with visuals b. Problem-solving steps and solution visuals on a keyring c. Solution suitcase				
2. I use explicit instruction to teach problem-solving steps: a. Prompting procedures b. Small group activities c. Book readings/discussions d. Scenario cards e. Prompts to generate solutions to common social problems f. Role play				
3. I use explicit instruction to teach solutions to common social problems: a. Prompting procedures b. Small group activities c. Book readings/discussions d. Scenario cards e. Role play				
4. I use real-life situations to teach and reflect.				
5. I support children in the use of problem-solving in naturally occurring situations.				
6. I comment positively when children use their problem-solving strategies (i.e., steps, solutions).				
7. I individualize instruction and support for children who need extra help: a. Systematic prompting b. Teaching in contexts where problems tend to occur c. Individualized visuals d. Role play e. Peer models f. Reinforcement				
8. I provide families with information about how to guide their children to use problem solving at home and in the community.				

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

You are coaching Phoenix. You completed a TPOT with Phoenix in early November. Her goal was to refer to the daily schedule at least 2 times during morning meeting and one time during large group. When you did a focused observation in early December, you observed Phoenix refer to the daily schedule at the beginning of morning meeting and zero times during large group. During the coaching meeting, Phoenix decided to change her goal to referring to the schedule 2 times during morning meeting and was not going to practice this during large group. When you observed morning meeting in early Jan. she only referred to the daily schedule one time at the beginning.
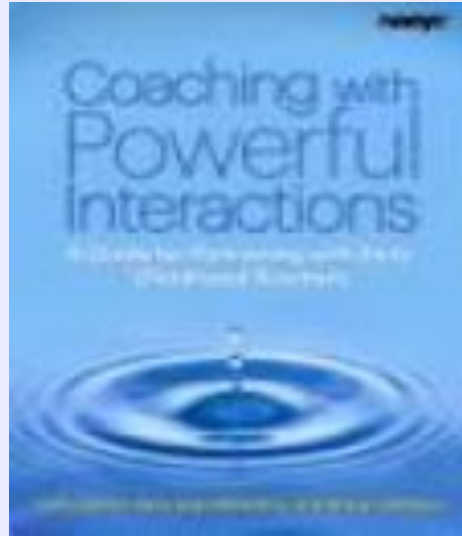
Questions to consider:
- **How might this make you feel as the coach?**
- **How might the teacher be feeling?**
- **How might you start the coaching meeting?**
- **What questions might you ask?**

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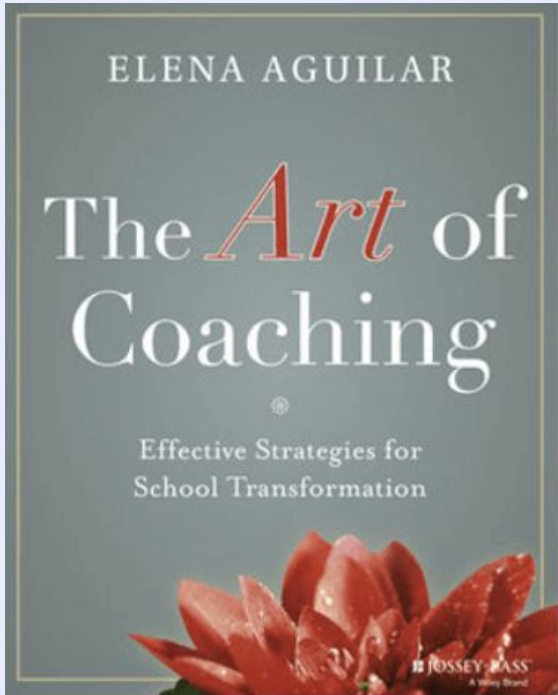
WI Pyramid Model Practice-Based Coaching Resources

COLLABORATIVE PARTNERSHIPS

TPOT/TPITOS OBSERVATIONS
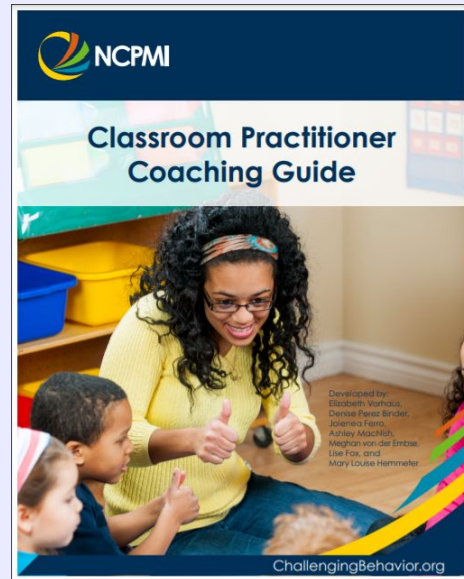
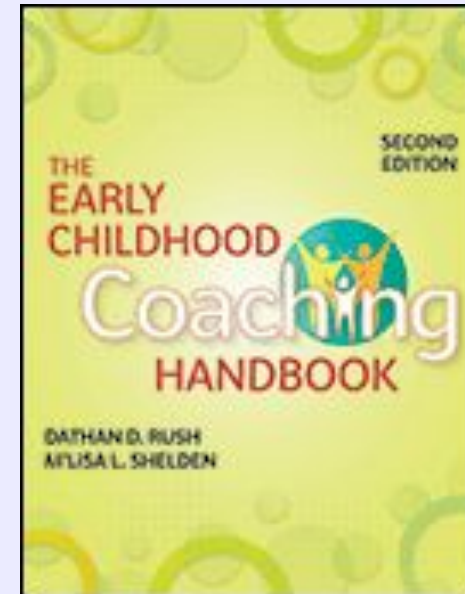SHARED GOALS & ACTION PLANNING

FOCUSED OBSERVATIONS

REFLECTION & FEEDBACK

Handouts for Practice Based Coaching

www.wiaimh.org

ELENA AGUILAR

The Art of Coaching

Effective Strategies for School Transformation

JOSSEY-BASS
A Wiley Brand

https://brightmorningteam.com/

Coaching with Powerful Interactions

NCPMI

Classroom Practitioner Coaching Guide

Developed by:
Elizabeth Vonhdui,
Denise Perez Binder,
Jolenea Ferro,
Ashley MacNish,
Meghan von der Embse,
Lise Fox, and
Mary Louise Hemmeter

ChallengingBehavior.org

https://challengingbehavior.cbcs.usf.edu/docs/Class-Practitioner-Coach-Guide.pdf **PAGES 20-25**

SECOND EDITION

THE EARLY CHILDHOOD Coaching HANDBOOK

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Feedback Survey