

CIRCLE

Infant & Toddler

Coaching 101

Workbook

This workbook belongs to:

What is an Effective Coach?

Define an effective coach by reading each statement below carefully and fill in the blank(s) with the correct answer. Answers may be more than one word. Answer key under definition.

Someone who provides personalized, job-embedded, _____ with instructional _____ and _____ - _____ that contributes to improved _____ practices.

Answer key: goal-setting professional development instructional feedback

Coaching: Coaching is the active process of: guiding, teaching, influencing and _____ a _____ to reflect upon their teaching practices in ways that build a deeper understanding of content. The practice of building instructional practice through coaching involves the teacher and the coach collaborating in the development of planned learning experiences, through classroom visits, modeling, co-teaching, feedback, and the gradual release of responsibility from the coach to the teacher.

Characteristics of an Effective Coach

List 4 characteristics of an Effective Coach.

Building Trust

Trust is the foundation of a relationship between teachers and instructional coaches. Establishing trust may take time. Without trust, a coach has little influence over the professional growth of a teacher and with student achievement.

List 1 way to build trust with teachers:

List 1 barrier to building trust with teachers:

Benefits of Coaching

Research has shown that coaching is an essential means of supporting teachers. With continual support, teachers can:

1. Become more _____ in their teaching practices.
2. Engage and _____ more on their own teaching practices.
3. Use effective classroom rules and _____
4. Have an increased sensitivity to children's _____ and emotional signals.
5. _____ more effectively (activities, routines, centers, small groups, etc.).
6. Increase their confidence, _____ and skills.

Answer key: social reflect Plan intentional routines. knowledge

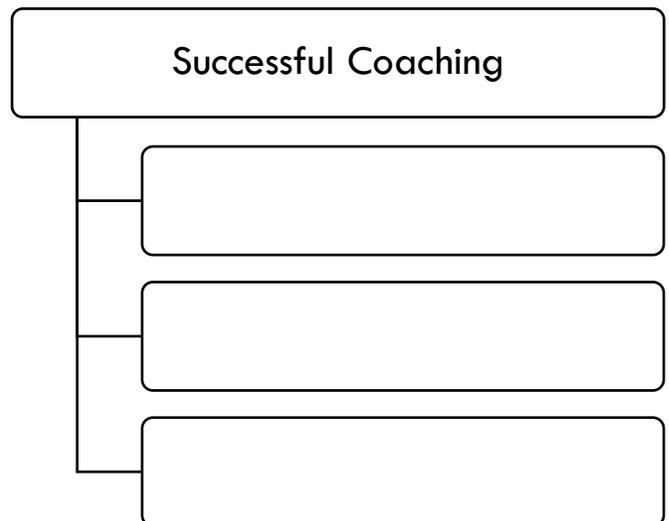
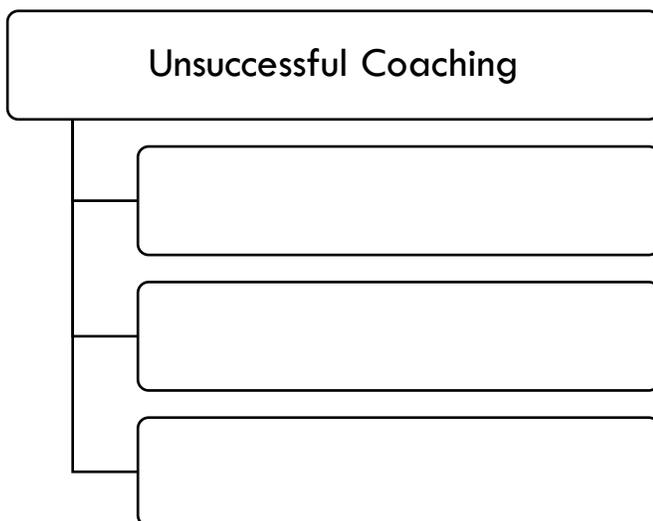
Place a ✓ in the box that is the role of a coach. Place an X in the box that is not the role of the coach.

Should not provide instructional support to the teacher. <input type="checkbox"/>	Provide feedback that the teacher can do to improve the lesson in the moment. <input type="checkbox"/>	Show teachers “how” effective instruction looks. <input type="checkbox"/>	Teach parts of the lesson the teacher is able to handle on her own. <input type="checkbox"/>
Support teachers with planning high quality instruction. <input type="checkbox"/>	Adjust the level of support provided to match teacher needs <input type="checkbox"/>	Move on once the teacher shows understanding <input type="checkbox"/>	Recognize and respond sensitively if a teacher shows discomfort. <input type="checkbox"/>
Develop teachers’ content knowledge. practice. <input type="checkbox"/>	Corrects teacher’s misunderstanding of content, method or practice in the moment. <input type="checkbox"/>	Help teachers notice children’s signals and how they are responding to instruction. <input type="checkbox"/>	Provide opportunities for feedback and self-reflection. <input type="checkbox"/>
Build on to what the teacher is already doing. <input type="checkbox"/>	Support the teacher to complete actions on their own, rather than taking over instruction. <input type="checkbox"/>	Offer teacher clues/ tips to improve instruction in the moment. <input type="checkbox"/>	Encourage more intentional coach-teacher goal setting. <input type="checkbox"/>
Provide the same level of coaching support to each teacher. <input type="checkbox"/>	Support the teacher in meeting the desired goals. <input type="checkbox"/>	Help teachers recognize connections between teacher behavior and child signals during instruction. <input type="checkbox"/>	Spend very little time targeting instructional change. <input type="checkbox"/>

Unsuccessful Coaching

VS

Successful Coaching



The Coaching Cycle

The coaching cycle begins when a coach **observes** a teacher's classroom environment and their instructional practices and collects data from classroom observation tools and child progress monitoring that allow the coach to identify priorities for instructional improvement. The cycle continues when the coach and the teacher meet to collaboratively **set goals** based on the observation data. The product of their meeting is an action plan, which includes setting goals that describes specific support the teacher will need to meet each goal and the type of support the coach will provide to the teacher. Coaches then **take action**, providing the teacher with needed resources, supporting instruction on their next coaching visit, reflecting on the coaching visit, and collecting new observation data. The coaching cycle is truly a means of supporting continuous, individualized improvement for all teachers.



Identify individual strengths and needs of the caregiver.

By observing instruction and collecting data, you can identify individual strengths and needs of the teacher. Using tools ensure your observations are targeted and systematic.



Meet with the caregiver to set specific and achievable goals.

Meet with the teacher to set specific goals and identify specific instructional approaches based on your observation data. Write an action plan with short term goals identifying what level of support the teacher will need and what support (coaching strategies) you will provide.



Provide access to resources and follow up with the teacher.

After meeting to set goals, discuss with the teacher how to access needed materials, additional training opportunities, or peer collaboration. On your next visit, implement planned coaching strategies and collect new observation data, continue to repeat the coaching cycle.

Note: Speaking with teachers about the coaching cycle during your first meeting can enhance trust and improve communication. Teachers should understand that coaching is about partnering to ensure positive learning outcomes for children.

Matching Strategies with Needs

Teachers have different needs and types of support. Some teachers can benefit from modeling while another teacher can benefit from side by side coaching. Coaches will need to tailor their coaching to meet the needs of the teacher. Coaches should be prepared to use any and all of the coaching strategies meet the teacher's needs.

Gradual Release Model

About Gradual Release

Gradual release is a process by which the coach strategically scaffolds teachers learning to provide sufficient initial support as teachers are learning new knowledge or skills. The coaches gradually remove the supports and transfer responsibility to the teacher so that the learning process moves from *I do* (the coach), *we do* (the coach and the teacher together), to *you do* (the teacher independently). Sometimes referred to as "I do, we do, you do". This model uses a plan of instruction that includes demonstration, prompt, and practice. This gradual release may occur over a day, a week, a month, or a year.

Rational:

- The teacher moves from a stage of limited knowledge or skill to a stage of becoming an effective and independent teacher.
- The teacher is able to effectively teach without coach support.
- The coach moves from doing, to observing as the teacher moves from observing to doing.
- The coach scaffold teachers' instructional improvement over time.
- The teacher will implement instructional practices at a high-quality level because of the initial support.
- The teacher will utilize self-reflection to continually improve instructional practices.

Gradual release may be an appropriate strategy when:

- The teacher is NOT familiar with the instructional strategy/activity.
- The teacher has never seen or tried the activity/lesson before.
- The teacher is resistant to using a new teaching strategy or behavior.
- The teacher could benefit from an expert demonstration.
- The teacher conducts the activity, but misses a few opportunities.

Setting: Large Group, Small Group, Centers or Transitions

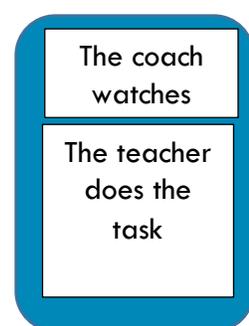
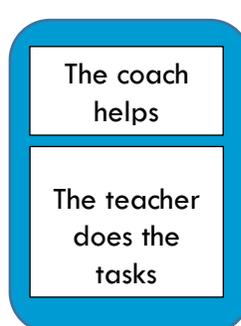
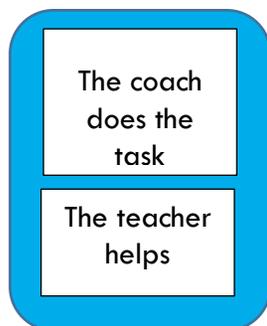
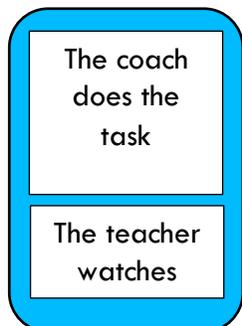
Action Steps: Action steps (what does it look like?)

1. The coach presents the new skill or strategy. The teacher watches the coach.
2. The teacher takes on part of the lesson while the coach provides support and encouragement.
3. The teacher will do the majority of the work, implementing the new skill alongside the coach, who provides limited assistance as needed.
4. The coach steps back as the teacher implements the skill independently.

Notes: Depending on the complexity of the skill, the process may be completed in a single visit or it may require ongoing support.

For example, a simple shared writing approach might require the coach to model the first part of the lesson, then switch roles to co-teaching, and finally allow the teacher to finish the activity on her own.

But another skill, such as deepening children's understanding through scaffolding, may require weeks of modeling, opportunities to practice effective responses in hypothetical conversations, and co-teaching before a teacher is able to scaffold effectively without coach support.



Instructional Planning

About Instructional Planning:

Instructional planning is a very intentional period of sitting down with a teacher, mapping out a specific activity, usually with data, with curriculum guides, with activity guides etc. It is an organized description of the activities and resources the teacher will use to guide the children toward a specific learning objective. It details out the lesson the teacher will teach to be taught.

Rational:

- The teacher will be better prepared to deliver an effective lesson.
- The teacher is prepared to meet the learning objectives of the lesson.
- Develops a set of well-organized learning experiences for the children.
- The coach will guide the teacher through the lesson components.
- is prepared for the lesson with learning objectives, goals and materials

Setting: Coach and the teacher in an office or room without children..

Action Steps:

1. Schedule time for instructional planning when teachers will not be working with children.
2. The coach and the teacher should meet in an office or in a room without children.
3. The coach and the teacher will try to bring it all together and create a very intentional and targeted plan.
 - a) Group size (Large, small, individual)
 - b) The appropriate lesson; selecting appropriate content at their level
 - c) The learning objectives for the lesson
 - d) Required materials to incorporate into content
 - e) The setting
4. Coach and teacher can use this form to document instructional plans.



The image shows a form titled "Instructional Planning Sheet" with a header containing the letters "L", "E", and "A" in colored boxes. The form is divided into several sections with labels and lines for text entry:

- Formal topic:** A line for the topic.
- Which group:** A line for the group type.
- Small group: With the children:** A line for the group name.
- 1.** A line for the first objective.
- 2.** A line for the second objective.
- 3.** A line for the third objective.
- 4.** A line for the fourth objective.
- Name of lesson:** A line for the lesson name.
- The lesson is from:** A line for the source.
- Describe lesson:** A line for a description.
- The learning objective is:** A line for the objective.
- At the end of the lesson the children will be able to:** A line for the outcome.
- We will need the following materials for this activity: Be specific:** A line for materials.
- Props:** A line for props.
- Books:** A line for books.
- Charts:** A line for charts.
- Graphs:** A line for graphs.
- Other:** A line for other materials.
- We will have this activity during the following time: Circle one**
- Circle (large group time)**
- Center time**
- Small group time**
- Classroom time**
- Other**
- We will meet: Circle one**
- On the rug**
- At a table**
- Use the Learning Center:** A line for the learning center.

See full copy on next page

Instructional Planning Sheet

Participants:	
<input type="checkbox"/> Whole group <input type="checkbox"/> Small group: List the children. 1. 2. 3. 4.	
Name of lesson:	The lesson source:
Describe lesson:	
The learning objective is:	
At the end of the lesson the children will be able to:	
We will need the following materials for this activity: Be specific	
Props: Books: Charts: Graphs: Other:	
We will have this activity during the following time: Circle one	
<input type="checkbox"/> Circle/Large group time <input type="checkbox"/> Center time <input type="checkbox"/> Small group time <input type="checkbox"/> Outdoor time <input type="checkbox"/> Other	
We will meet: Circle one	
<input type="checkbox"/> On the rug <input type="checkbox"/> At a table List the Learning Center: _____	

Modeling/Demonstrating

About Modeling/Demonstration

Demonstrating/Modeling is when the coach models/demonstrates a lesson, approach or strategy they would like to see the teacher do on their own. Modeling is a high intensity coaching strategy, because the coach is the one doing the “heavy lifting” with interactions that often target specific behaviors and instructional change. Evidence suggests that modeling for teachers is underutilized, with coaches preferring to use lower intensity strategies, such as: observing, setting goals, and providing feedback.

Rational:

- Modeling allows the teacher to see exactly what is expected of them during the lesson instead of guessing.
- Allows teacher to bridge theory and practice by showing teachers “how” effective instruction looks in the classroom.
- The teacher can observe the coach going through the thought processes.
- A teacher can see effective instruction and how it looks in action.
- The teacher builds confidence to try it themselves by seeing a strategy or approach demonstrated in their own classrooms, or matched to their own curricula and resources.

Modeling/Demonstrating may be an appropriate strategy when:

- The teacher is NOT familiar with the instructional strategy/activity.
- The teacher has never seen or tried the activity/lesson before.
- The teacher is resistant to using a new teaching strategy or behavior.
- The teacher could benefit from an expert demonstration.
- The teacher conducts the activity, but misses a few opportunities.

Setting: Large Group, Small Group, Centers or Transitions

Action steps (what does it look like?)

Before modeling/demonstration:

1. Briefly state what you will model and why.
2. Be explicit about what you are modeling for the teacher.
3. Position the teacher so that you can provide immediate feedback.
4. Review the learning objectives with the teacher prior to the activity.
5. Remind teacher of the lesson cycle.
6. Review the lesson script, if possible.
7. Review the materials for the lesson.
8. Guide the teacher on what to look for during the modeling and ask her to jot down observations.

During modeling/demonstration

9. Model the activity with the children, using the lesson cycle when appropriate.
10. Clearly state what you want children to understand and be able to do (learning objective)
11. Model the lesson exactly as you would like the teacher to do it.
 - a. The correct way; not the wrong way
 - b. Narrate/reflect throughout the model to show a thinking process, as long as it does not disrupt instruction for students.
12. Teacher observes and takes notes while the coach is teaching the lesson to the children.

After modeling/demonstrating

- a. Discuss the activity to reflect back on teaching behaviors
 - b. Provide clarification on specifics steps you took
 - c. Ask the teacher what she noticed while you were modeling/demonstrating.
 - d. Answer teacher questions
13. Encourage the teacher to do what you just did.
 - a. Provide suggestions, tips or recommendations, as needed.

Co-Teaching

About Co-Teaching

Co-teaching is a process that combines other coaching strategies such as instructional planning, modeling, side-by-side coaching, and reflective questioning to provide teachers with a rich learning opportunity and high levels of support. This strategy combines other coaching strategies such as instructional planning, modeling, side-by-side coaching, and reflective questioning to provide teachers with a rich learning opportunity and high levels of support from you. Co-teaching allows the teacher to complete the part of the activity that they feel comfortable with. Co-teaching is an effective way to engage teachers in all aspects of a well-planned lesson.

Rational:

Bridge large gaps between skill level and quality of practice.

Provide plenty of guidance initially, but remember that the goal is to have teachers demonstrate their ability to plan, teach, and reflect independently.

The teacher can observe the thought processes.

A teacher can see effective instruction and how it looks in action.

The teacher builds confidence to try it themselves by seeing a strategy or approach demonstrated in their own classrooms, or matched to their own curricula and resources.

Co-Teaching may be an appropriate strategy when:

The teacher is somewhat familiar with the instructional strategy/activity.

The teacher has tried the activity/lesson before and feels comfortable with sections of the activity.

The teacher is willing to try a new teaching strategy or behavior.

The teacher could benefit from an expert demonstration.

Work with your teachers to identify areas of instruction they would like help to improve. If teachers are unable to identify their own needs, guide them by reviewing children's progress monitoring data with them, or consider aligning your co-taught lessons with current course content.

Setting: Large Group, Small Group, Centers or Transitions

Action steps (what does it look like?)

Before the lesson:

1. The coach and the teacher sit down for an intentional strategizing session (Instructional Planning)
2. The coach and the teacher will map out the goals, objectives, and steps of an activity.
3. Identify a few instructional behaviors and skills the teacher can try independently to pave the way for your co-taught lesson.
4. They will decide who will do each part of a lesson. Note: the coach should only do the parts that the coach does not feel comfortable with.
5. Provide clarification on specifics steps
6. Be explicit about what you are modeling for the teacher
7. The coach will introduce specific expectations for the children to complete the activity.
8. The coach and the teacher can practice their lesson introduction and explain how they will model for children.
9. Position yourself so that you can provide immediate feedback to the teacher, as needed
10. When the teacher is doing a part of the lesson, be prepared to model or provide side-by-side coaching.
 - a. Teacher observes and takes notes while the coach is interacting with the children

After modeling

- b. Discuss the activity to reflect back on teaching behaviors
 - c. Ask the teacher what she noticed
 - d. Answer teacher questions
11. Encourage the teacher to do what you just did
 - a. Provide suggestions, tips or recommendations as needed

Side-by-Side Coaching

About Side-by-Side Coaching

Side-by-Side Coaching is providing the teacher instructional support while the teacher is providing classroom instruction. This strategy is used when there is a missed teachable moment. The coach will then briefly interject a comment, suggestion, a tip, a strategy while the teacher is providing classroom instruction. With Side-by-Side Coaching the teacher is doing the majority of the 'work' in the classroom, with the coach close by to "jump in" to improve or enhance the lesson.

Rational:

- The coach can grab the teacher's attention at the moment things are going off course and make corrections.
- The teacher will use the new skills and/or instructional strategies with the children after the coaching visit.
- The teacher can build and develop the strategies with the coach in the classroom.
- The teacher can improve their instructional knowledge in the moment.
- The teacher will practice new strategies with the support of a coach while with children.
- The coach is providing feedback in a real teaching situation.
- The coach can help the teacher learn how to adapt their instruction "in the moment" to more effectively meet the children's needs.

Side-by-Side Coaching may be an appropriate strategy when:

- The teacher is only somewhat familiar with the activity/lesson/strategy.
- The teacher misses children's signals that they need attention.
- The teacher deviates from planned activities in a way that hinders children's understanding and participation.
- The teacher misses opportunities to respond to children's comments and questions.
- The children need help with comprehending a concept or skill.

Setting: Large Group, Small Group, Centers or Transitions

Action Steps:

1. Before the lesson explain to the teacher that during the lesson you will offer support by providing feedback during the lesson for immediate implementation.
2. Be explicit about what you might offer during the lesson (see examples below - # 9).
3. Review the learning objectives with the teacher prior to the activity.
4. Review the lesson, use script if available.
5. Remind teacher of the lesson cycle.
6. Review the materials for the lesson.
7. Position yourself so that you can provide immediate feedback to the teacher and not interrupt the lesson too much.
8. Once the teacher is teaching the lesson, the coach should look for any of the following:
 - a. The teacher misunderstands the content
 - b. Teacher not scaffolding the children (upward or downward)
 - c. Children trying to get the teacher's attention.
 - d. Children not grasping the concept or skill.
 - e. Teacher is not comfortable with completing the lesson and coach may need to finish the lesson by modeling or co-teaching.
9. When one of the above items occur, quickly provide the teacher with a quick: (select one)

Suggestion	Prompt	Physical or signed action
Comment	Strategy	Cue
Brief model	Model	Reminder
Example	Gesture	Hint
Tip	Verbal cue	Explanation

Notes:

This quick type of feedback should be enough for the teacher to change implementation immediately. The coach should provide feedback that is very specific about what the teacher can do in the moment. The coach should provide feedback to the teacher and not the children when interjecting.

10. Encourage the teacher to incorporate your suggestions.

Video Reflection

About Video Reflection:

Video Reflection is an opportunity for the teachers to step back and fully assess how well children are responding to lessons and engaging with activities based on a video. The coach can deepen a teacher's learning opportunities by aligning video reflection with the teacher's short-term goals. The coach should guide the teacher's video reflective process through observation, listening, and the use of focused questions. Video viewing is about seeing area for improvement and celebrate accomplishments.

Rational:

The teacher can analyze behavior and make self-directed adjustments to instruction.

Discuss what changes you might make so that students will be more engaged during future lessons.

Pointing out some of our biggest defects and highlighting our largest strengths.

Setting: Small group, Large group, Centers or Transitions

Action Steps:

1. Discuss the value of video for enhancing self-reflection with the teacher.
 - a. Make sure teachers understand the recordings will not be used for any other purpose..
2. Establish a goal for recording.
 - a. Let teachers decide which activities or areas of instruction they would like to record and review.
 - i. Ease teachers into video reflection by letting them choose what will be filmed.
 - b. Reflect on previous goals
3. Set up the camera to record the section or part of the lesson or activity.
 - a. Keep the video short
4. Plan for future instruction.
5. During the reflection time the coach should preview the video and decide on the section that they want to focus on during the reflection time.

Note:

Let teachers decide which activities or areas of instruction they would like to record and review.

Let teachers view the playback screen on their own. Then ask them to report their observations.

When reflecting with the teacher, chunk up and divide by focus areas.

Reflective Follow-Up Visit

About Reflective Follow up Visit:

The Reflective Follow-Up Visit is a time to engage teachers in intellectually stimulating conversations about the day's events, instructional practices and interactions with children. The reflective follow-up visit allows a teacher 15-30 minutes after a coaching session and away from the children to think about: the daily schedule, the learning environment, the activity, and the instructional strategies. The setting, the materials, the curriculum, and the length of the lesson are also areas to discuss. This is a time for a teacher to think about why something happened or about how something worked. Reflection is an integral step to improving teacher practices.

Rational:

- The teacher can analyze what happened and consider options for change.
- The teacher can reflect and make connections between theory and their own practice.
- The teacher can consciously develop their own list of strategies and methods.
- The teacher can become aware of what they do and what they may need to change.
- The teacher can increase their awareness of their strengths and weaknesses in the classroom.
- The teacher can learn to connect progress monitoring data with lesson planning.
- The teacher can make adjustments and tweaks to their instructional practices.

Setting: After the coaching session the coach and the teacher will sit down in an office or room without children. Allow 15-30 minutes per visit.

Action Steps:

5. Schedule time for reflective follow-up meetings when teachers will not be working with children.
6. This meeting should occur immediately following the coaching visit (within 24 hours).
7. The coach and the teacher should meet in an office or in a room without children.
8. The coach will ask questions that will:
 - a. encourage the teacher to talk about what worked during the lesson and what didn't work.
 - b. allow the teacher to describe what happened.
 - c. help the teacher identify strategies that could be used to make the lesson more effective.
9. The coach will provide corrective guidance, feedback, ideas and suggestions, as needed.
10. The coach and the teacher will decide on the Short Term Goals together.

Notes:

- The coach should not do the majority of the talking, the teacher should.
- The coach should clarify any misunderstanding around early childhood theory and practice and determine where the teacher may need more support.

Sample reflective questions:

- What was the goal/objective of the lesson or activity?
- How could you present the learning goals more clearly?
- Describe what the children did and how did they respond?
- Do you feel the children were successful? Why or Why Not?
- What do you think the children walked away with?
- What could you do to help children understand and be successful?
- Describe what you were doing? Explain
- What made it successful or not successful? (teaching cycle, children, materials, lesson, time, setting etc.)
- What are your concerns, if any?
- How can you adjust the lesson for the next time?
- What strategies worked well during the lesson? How could they apply to other areas of instruction?
- What could you do the next time?

Coach Reflection Process

