

# System Supports for Virtual Coaching

*Improving Data, Improving Outcomes Virtual Convening 2020*  
Catasha Williams - North Carolina Early Learning Network

Ted Bovey - PELE Center, University of Denver

Phil Strain - PELE Center, University of Denver

Susan Sandall - Early EdUAlliance, University of Washington

Leslie Janes - Early EdUAlliance, University of Washington

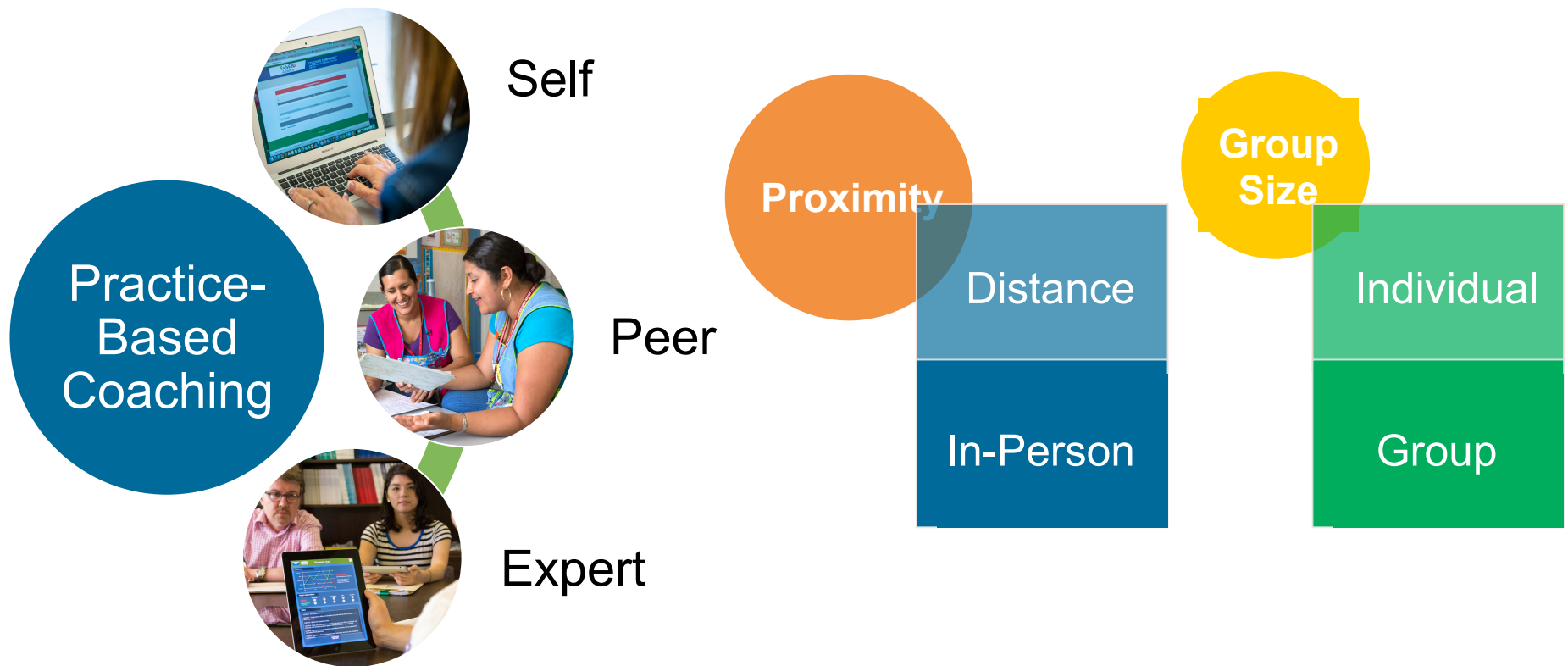
# Practice-Based Coaching



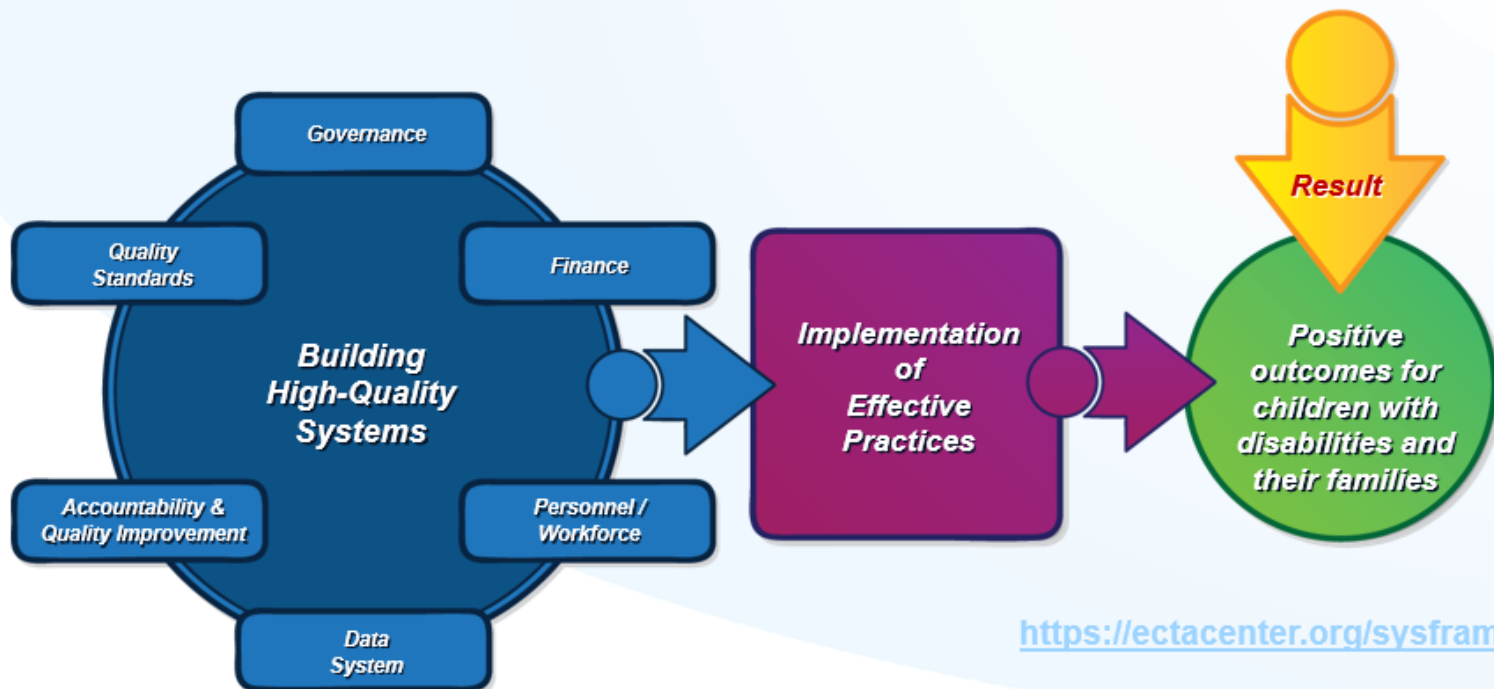
Practice-Based Coaching is a **cyclical process** for supporting teachers'/ providers' use of **effective practices** that lead to **positive outcomes for children**



# Various Coaching Formats



## ECTA/DaSy System Framework



# Statewide Implementation Guide

<https://ectacenter.org/sig/>

The screenshot shows the homepage of the ECTA Statewide Implementation Guide. The header features the ECTA logo (Early Childhood Technical Assistance Center) and the tagline "Improving Systems, Practices, and Outcomes". A search bar is located in the top right corner. Below the header, a navigation menu includes links for About, IDEA, Systems, Practices, Outcomes, Events, and Resources. The main content area is titled "Statewide Implementation Guide" and includes a brief description of the guide's purpose and origin. A sidebar on the left lists the guide's components: Statewide Implementation Guide, Essential Support Structures, Stages of Implementation, and Key Resources and Tools. The main content area also lists these components with expandable buttons. A suggested citation is provided at the bottom.

**ecta** Early Childhood Technical Assistance Center  
Improving Systems, Practices, and Outcomes

Updated regularly: Coronavirus (COVID-19), Remote Service Delivery and Distance Learning

Home About IDEA Systems Practices Outcomes Events Resources

Practices

- Statewide Implementation Guide
- Essential Support Structures
- Stages of Implementation
- Key Resources and Tools

Practices / Statewide Implementation Guide / Overview

## Statewide Implementation Guide

The Statewide Implementation Guide is a process for implementing evidence-based practices statewide. The guide is based on results and evidence from the multi-year Pyramid Model implementation initiative in 25 states. The guide includes tools, materials, and examples derived from the Pyramid Model and ECTA's DEC Recommended Practices implementation technical assistance.

The guide was produced in collaboration with the [National Center for Pyramid Model Innovations](#).

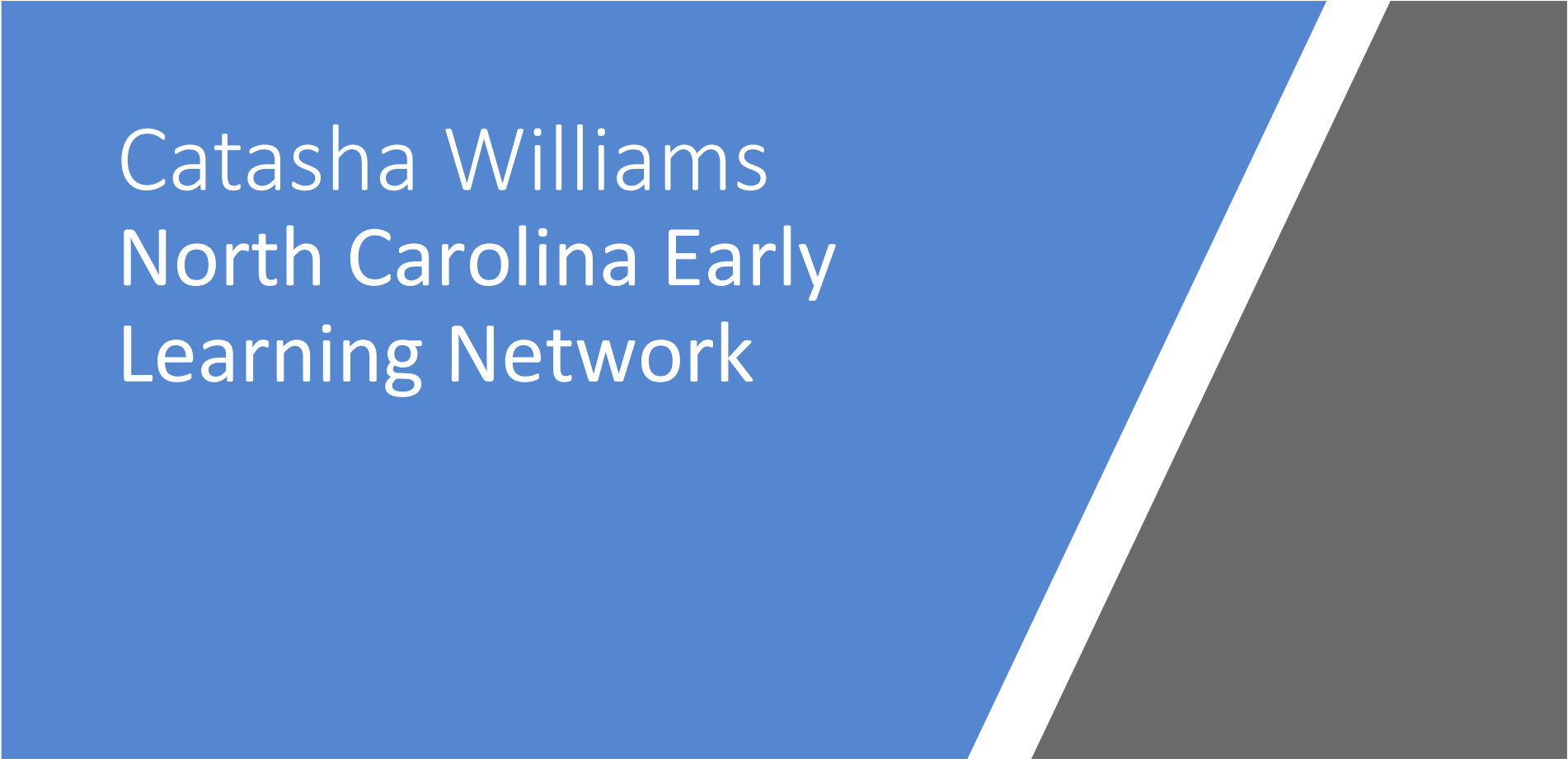
**Components of the Guide**

- Introduction
- Essential Support Structures
- Stages of Implementation
- Key Resources and Tools

**Suggested citation:**

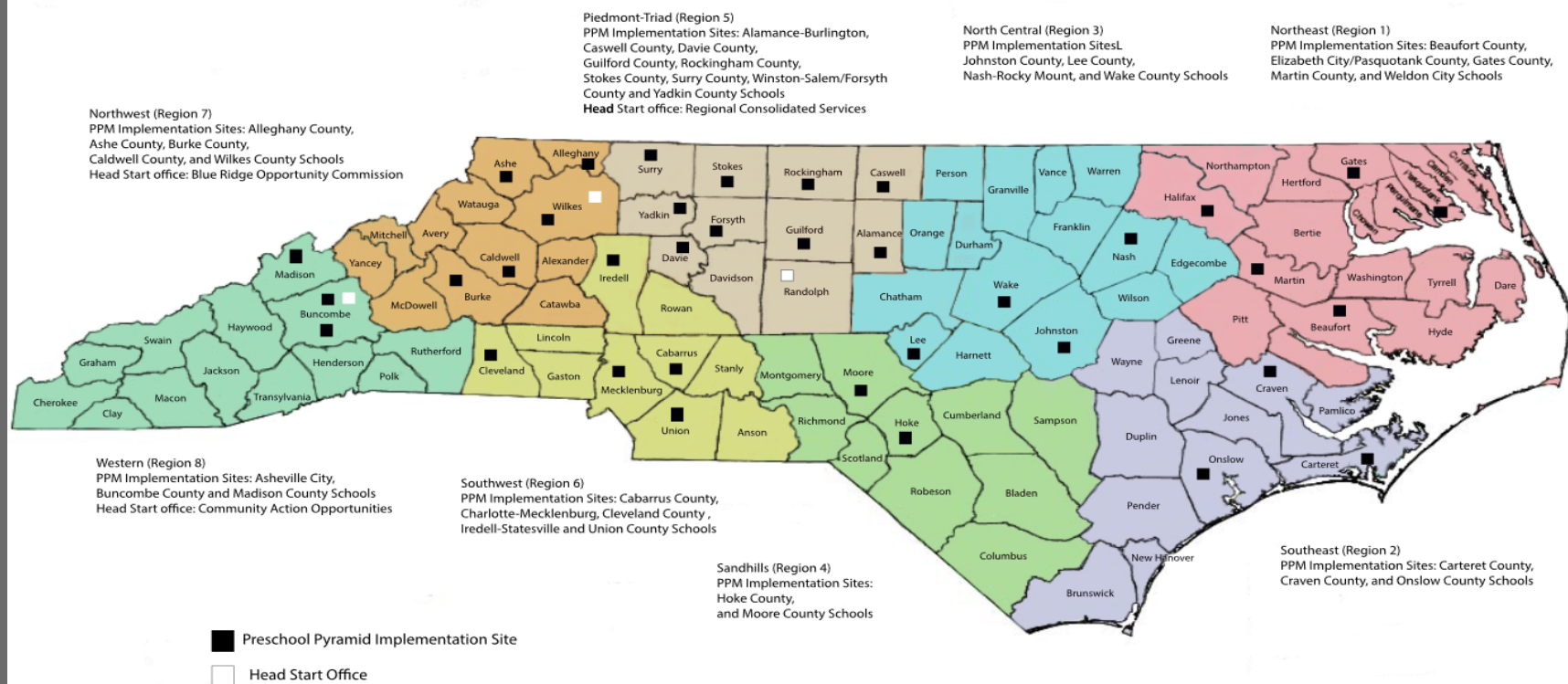
Smith, B.J., Fox, L., Strain, P., Binder, D.P., Bovey, T., Jones, A., McCullough, K., Veguilla, M., Dunlap, G., Blase, K., Trivette, C.M., Shapland, D., and Danaheer, J. (2018). *Statewide Implementation Guide*. Retrieved from <https://ectacenter.org/sig>

The contents of this guide were developed under cooperative agreements from the U.S. Department of Education, #H325P120002.

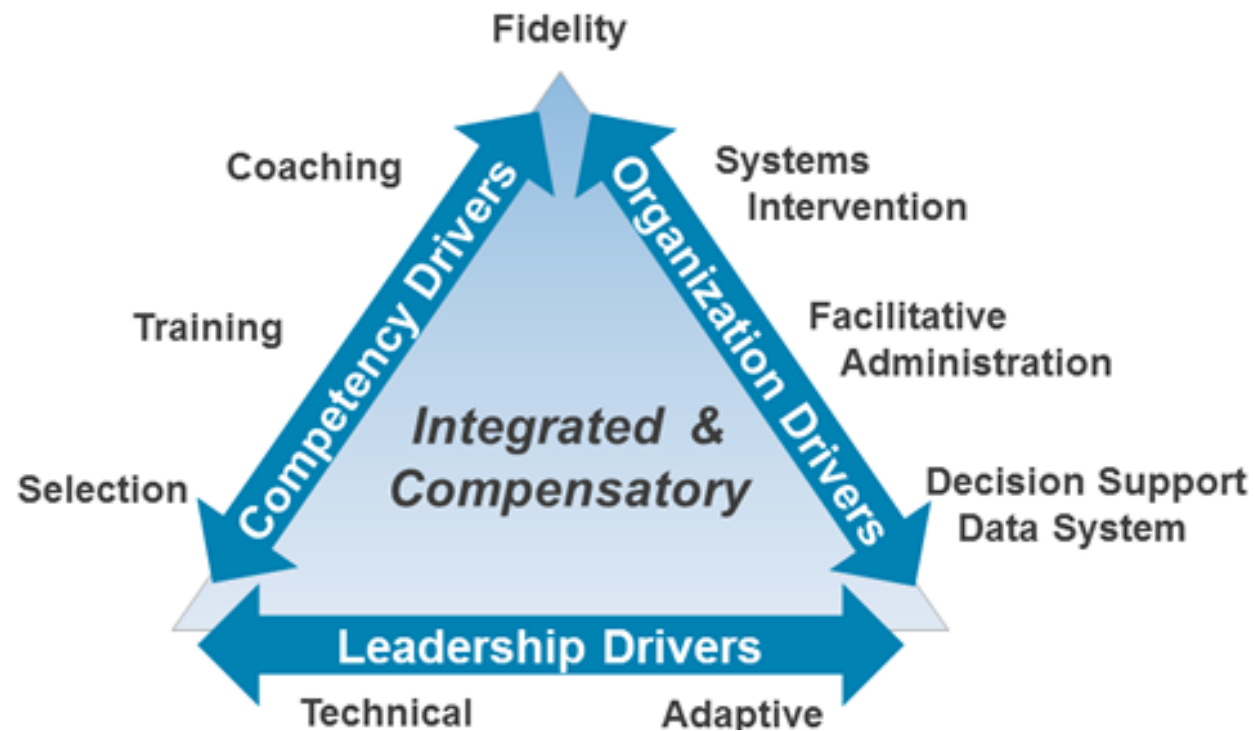


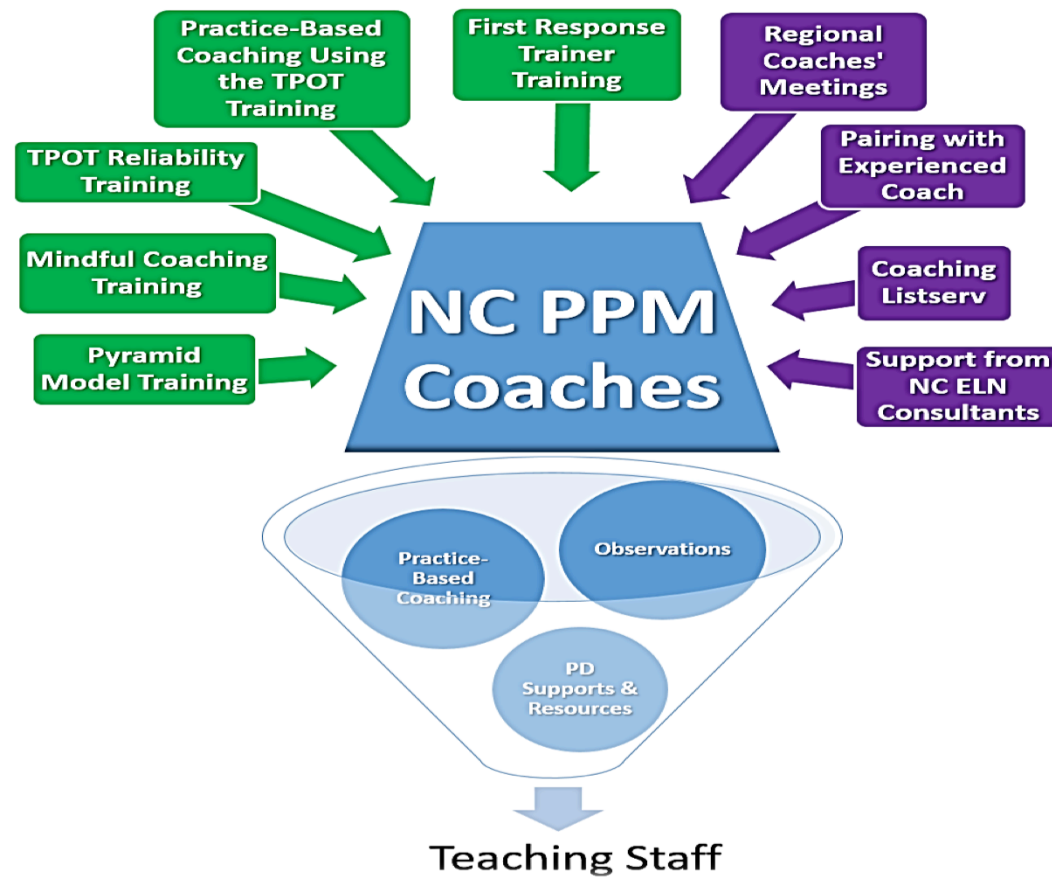
Catasha Williams  
North Carolina Early  
Learning Network

## North Carolina Preschool Pyramid Implementation Sites



## Implementation Drivers

















# Key Priorities

- Develop and maintain a strong network of Practice-Based Coaches
- Quarterly Coaching Webinars
- Coaching Community of Practice

The screenshot shows the 'NC Early Learning Network' website. The header is green with the network name and a logo. Below the header is a navigation bar with links: Home, Initiatives, Resources, EC Preschool Coordinators, Training Modules, State/Local Data, and Events. The main content area is titled 'Upcoming Events' and includes a 'Group' dropdown menu set to '- Any -' with an 'Apply' button. Below this, a list of events is displayed, each with a title, date, time, and a 'Group:' label. The events include '2020 New EC Preschool Coordinators Orientation', 'Remote Learning Promising Practices: Session Two', 'Remote Learning Promising Practices: Session Two', 'NC Pyramid Coaching to Support Remote Instruction Community of Practice Series: Session 3', 'Remote Learning Promising Practices: Session Three', 'Remote Learning Promising Practices: Session Three', 'NC Pyramid Coaching to Support Remote Instruction Community of Practice Series: Session 4', and '2020-21 Coaching Webinar Series: Webinar 2'. On the right side, there is a 'COVID19 events update' box with a message about postponed events.

NC Early Learning Network

Home Initiatives Resources EC Preschool Coordinators Training Modules State/Local Data Events

Home » Upcoming Events

**Upcoming Events**

Group: - Any - Apply

**2020 New EC Preschool Coordinators Orientation**  
Tuesday, October 6, 2020 - 3:00pm to 4:30pm  
Group:

**Remote Learning Promising Practices: Session Two**  
Wednesday, October 7, 2020 - 3:00pm  
Group:

**Remote Learning Promising Practices: Session Two**  
Thursday, October 8, 2020 - 3:00pm  
Group:

**NC Pyramid Coaching to Support Remote Instruction Community of Practice Series: Session 3**  
Friday, October 30, 2020 - 3:00pm  
Group:

**Remote Learning Promising Practices: Session Three**  
Wednesday, November 11, 2020 - 3:00pm  
Group:

**Remote Learning Promising Practices: Session Three**  
Thursday, November 12, 2020 - 3:00pm  
Group:

**NC Pyramid Coaching to Support Remote Instruction Community of Practice Series: Session 4**  
Monday, November 30, 2020 - 3:00pm  
Group:

**2020-21 Coaching Webinar Series: Webinar 2**  
Thursday, December 10, 2020 - 3:00pm

**Archived Events**

**COVID19 events update**  
Due to COVID-19, most in-person events have been cancelled or postponed. New dates TBA. Some offerings will be virtual- please check the calendar for updates.

<https://nceln.fpg.unc.edu/upcoming-events>

# Key Priorities



The relative strength of the coach has a significant impact on the teacher's performance and implementation fidelity!



## NC Early Learning Network

Home	Initiatives	Resources	EC Preschool Coordinators	Training Modules	State/Local Data	Events		
Assessment	Child Find	Transition	Pyramid Model	Foundations	Outcomes	Inclusion	ECPC	Learning Progressions

Home » Resources » Pyramid Model » NC Preschool Pyramid Model Resources: Coaching/TPOT

### NC Preschool Pyramid Model Resources: Coaching/TPOT

#### Coaching Resources

- **NC Preschool Pyramid Expert Coach (PPEC) Certification:** NC-ELN developed this process to ensure a high-quality level of coaching across the state of North Carolina.
- **PPM Coaching Webinar Series:** These webinars support the NC PPM initiative goals of developing and supporting high quality coaches who will provide support to preschool teachers implementing instructional strategies to support emotional and social development and address challenging behaviors in the classroom. The 2019-2020 series can be found [here](#). Information for the 2020-2021 series can be found [here](#).
- **PPM Coaching Community of Practice** series will support the NC PPM initiative goals of developing and supporting high quality coaches who will provide support to preschool teachers who are engaging students and families in remote learning experiences. More information can be found [here](#).
  - 2020 CoP Webinar Session 1- *Using the Practice-Based Coaching Framework to Provide Support to Teachers Engaging Students and Families in Remote Learning Experiences:* View a recording of the call and access support materials [here](#).
  - 2020 CoP Webinar Session 2- *Sharing Resources to Support Teachers Effectively Engage Families in Remote Coaching* is now open for registration [here](#).
  - 2020 CoP Webinar Session 3 *Coming soon! More information here.*
  - 2020 CoP Webinar Session 4 *Coming soon! More information here.*
- **Clarifying Questions**
- **Teacher-Coach Agreement:** Overview of responsibilities that the teacher and coach commit to as part of the coaching relationship.
- **PPM Coaching Resource List:** List of resource books that discuss information and understandings about the role of the coach and teacher for use in supplementing coaches' skills.
- **Coaching Log:** Provides a format for documenting the coaching sessions and provides a roadmap for discussion during the coaching meeting to identify what worked well, what the teacher needs in order to fully implement the practice, and what the teacher's priorities are. Helps determine the focus of the next observation and who will do what.
- **Coaching Questions and Answers:** Answers from experienced coaches to common coaching questions
- **Coaching Standard:** Recommended standard for coaching comprising three levels of intensity depending upon the needs of the teacher being coached.
- **Practice-Based Coaching - Suggested Timeline:** This form is to be used as a reference guide for coaches to develop and maintain a schedule of coaching sessions that will occur consistently throughout the year.
- **Practice-Based Coaching - Sample Timeline:** Sample schedule for coaching sessions that will occur consistently throughout the year.

#### TPOT Resources

- **Teacher Skills and Strategies Checklist / TPOT / Implementation Plan:** Checklist which includes the best practices of the Teaching Pyramid Observation Tool (TPOT). May be used by a teacher for a self-assessment and by the observer after the TPOT observation to compare the observation notes with the teacher self-assessment.
- **TPOT Crosswalk with CLASS Dimensions** – Aligns items on the Teaching Pyramid Observation Tool (TPOT) with dimensions and indicators on the Classroom Assessment Scoring System (CLASS).
- **Coaches TPOT Debrief Form:** Form used to determine direction of future coaching sessions by guiding discussion with the teacher around the TPOT observation.
- **TPOT Excel Sheet:** Allows the teacher and coach to visually document progress from the Pre-TPOT through the Post-TPOT.
- Information on ordering the Teaching Pyramid Observation Tool (TPOT) can be found through Brookes Publishing at this [link](#).
- **The National Center for Pyramid Model Innovations (NCPMI)** combines resources from national from the Center for Social Emotional Foundations of Early Learning (CSEFEL), the Technical Assistance Center for Social Emotional Innovations (TASCEI), and the Center for Evidence-based Practices to improve the social, emotional, and behavioral outcomes of young children.

Adapted from Slisbee, D. (2010). The mindful coach. San Francisco, CA: Jossey-Bass and [www.changingbehavior.org](http://www.changingbehavior.org)

Coach: \_\_\_\_\_  
Teacher: \_\_\_\_\_

Coaching Log

Practice-Based Coaching Teacher-Coach Agreement

Use the Coaching Partnership in a Remote Learning Environment  
2020-21 PPM Coaches Webinar 1  
PPM Remote Learning Checklist

What are the expectations of this coaching relationship?

**Coach's Responsibilities:**

As I coach you to implement the Pyramid Model with fidelity, I commit to:

- Maintain your confidentiality
- Be approachable and trustworthy
- Watch, listen, and learn from you about your educational beliefs and values
- Offer guidance and support that will address emerging skills identified on the TPOT and the Teacher Checklists
- Focus on your strengths, your emerging skills, and your individual professional goals for implementing SEFEL strategies
- Understand your unique learning style so that I can adapt my coaching to your individual needs
- Support you in creating your professional development plans in areas that you prioritize for your growth
- Follow through to encourage systematic teaching practice changes
- Be organized and prepared for our teacher-coach meetings to review progress and revise goals.

I commit to being respectful, non-judgmental, and supportive in all our coaching interactions in order to contribute to a positive collaborative relationship.

**Teacher's Responsibilities:**

As I work with you to implement the Pyramid Model with fidelity, I commit to:

- Build positive relationships with my children, families, peers and the coach
- Be approachable and trustworthy
- Provide the coach with a self-assessment on the Teacher Checklist
- Take charge of prioritizing my own goals identified as emerging skills on the TPOT and the Teacher Checklists
- Design supportive environments that will encourage children's positive behavior
- Learn to implement a variety of SEFEL strategies
- Work to successfully implement changes in my teaching practices
- Recognize when a child's behavior indicates the need for individualized intensive interventions
- Collaborate as a team with every adult who is influential in the child's life when creating a functional behavior plan
- Be organized and prepared for our monthly teacher-coach meetings.

I commit to being open to suggestions, ready to ask for what I need, and willing to change my teaching practices when skills have been identified in order to contribute to a positive collaborative relationship.

Signature of Teacher: \_\_\_\_\_

Signature of Coach: \_\_\_\_\_

Children's engagement  
☐ Special preparations are made to need more support for engagement

NC EARLY LEARNING NETWORK IS A JOINT PROJECT OF THE NC DEPARTMENT OF PUBLIC INSTRUCTION AND UNC FRANK PORTER GRAMM CHILD DEVELOPMENT INSTITUTE



*Where  
we've  
landed*



# Ted Bovey & Phil Strain

PELE Center, University of Denver



# Implementation of Virtual Coaching

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Ted Bovey & Phil Strain  
University of Denver



UNIVERSITY of  
DENVER

MORGRIDGE COLLEGE OF EDUCATION

National Center for  
**Pyramid Model  
INNOVATIONS**

[ChallengingBehavior.org](http://ChallengingBehavior.org)



## PELE Center Coaching Initiatives

- Coaching across multiple projects to different agencies/personnel.
- Coaching to Providers
  - Pyramid Model & IEP<sub>M</sub>
  - LEAP Preschool Model
- Coaching to Coaches
  - LEAP Preschool Model
  - PTRYC
  - NCPMI
  - ECTA Inclusion Initiative
- Historically delivered via
  - Live in-person coaching visits to practitioners.
  - Monthly support calls to coaches

## Questions & Challenges to Consider

- How is my district/program delivering instruction/services?
  - Remote/Hybrid/In Person?
  - Reduced class group sizes?
  - Putting kids in cohorts/groups?
- What are the COVID related guidelines that will impact coaching?
- What technology platform(s) is my district/agency using, what technology platforms could or should I be using to facilitate coaching?



## Building a (Distance) Relationship with Providers

- **Connect** – Get to know the coachee(s), their interests, life outside of the classroom.
  - Share information about yourself, your interests and your experience (what are your qualifications for being there and being a coach?)
- **Collaborate** – Make it clear that they have a voice in the process. Listen to their issues, needs, concerns, this is ESPECIALLY important right now.
- **Celebrate** – Make sure you make note of small changes, progress and, effort!

## Virtual Coaching – Getting Started

Start establishing your collaborative coaching partnership before starting observations.

- Meet with your provider(s), debrief their training and/or reflect on past training and past implementation.
- What were coachees working on last year when instruction went remote?
- Do you have existing Action Plans that can (realistically) carry over or are you starting from scratch?
- Providers will likely need to talk... it is OK to let them do that!!!
  - Listen for nuggets that could be shaped into Action Plan goals.

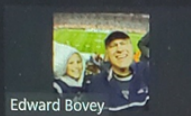
## Distance (Virtual) Coaching

Whether related to COVID-19 or not...

- Leverage technology
  - Simple virtual meetings (Zoom, MS Teams, Google Meets, Webex)
  - Video Coaching hardware (Swivl, Owl, etc.)
  - Coaching software (Coaching Companion)
- Video can easily be set up with multiple cameras, multiple camera angles

Zoom Meeting

View



Edward Bovey



Nadine



nadine



1:03 PM  
9/25/2020

DELL

## Distance (Virtual) Coaching, cont.

Whether related to COVID-19 or not...

- Use your documentation!!!
  - Coaching Agreements
  - Coaching Logs
  - Feedback forms (are you doing live feedback meetings or using email?)
  - Action Plan forms
  - Data tools (formal and/or informal) to measure implementation

## Sample Virtual Coaching Cycle

1. Meet with provider/team to debrief training events and establish initial Goals/Action Plan items.
2. Conduct your virtual observation via remote video technology (live or recorded).
3. Conduct your Reflection and Feedback meeting (can be immediately following observation or later based on availability)
  - Via email
  - Via phone
  - Via zoom or other video conferencing technology
  - Via coaching platforms (e.g., Coaching Companion)







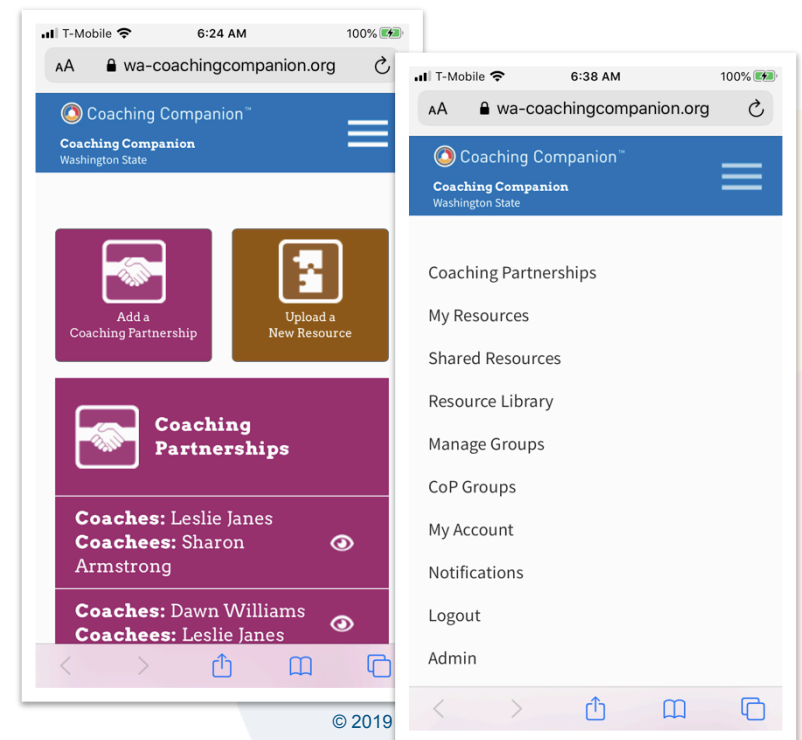
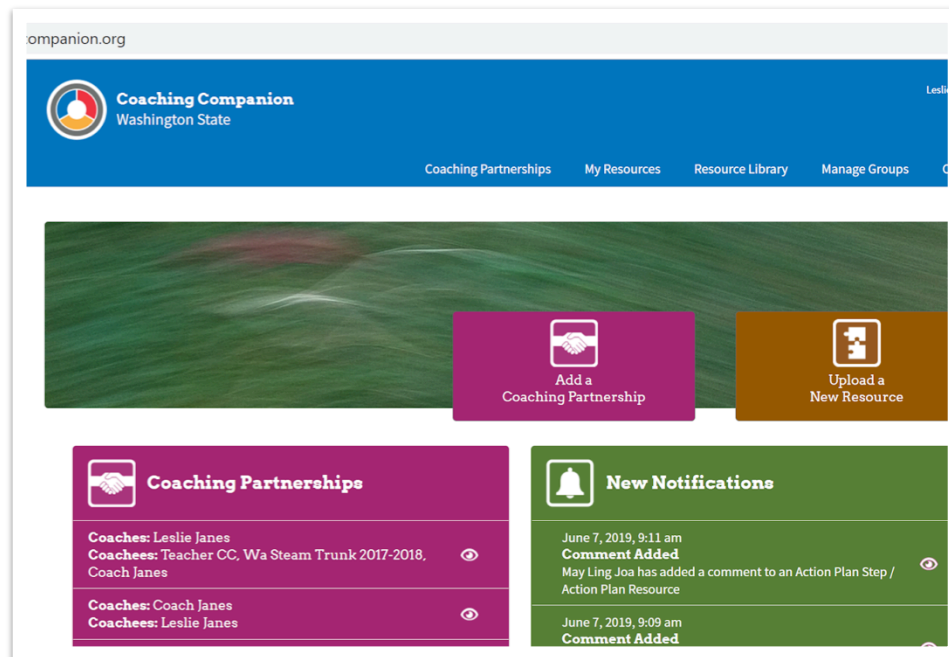
# Susan Sandall & Leslie Janes

Early EdU Alliance, University of Washington

The Coaching Companion is a web-based tool that provides a systematic framework to organize coaching.

The concept of the Coaching Companion was launched in 2014, however, most of the state and system-wide work has occurred in the past two years.





**Shared Goals and Action Plan Steps** are created to identify the goal and make a plan for how the coach and coachee are going to meet their goal.



Media and resources can be uploaded by the coach or coachee for each action plan step. And all participants can make comments and tag videos.

Coaching Partnership


**Coaches:** Coach Janes  
**Coachees:** Teacher CC

Shared Goals

To support children's problem solving skills during free time.

 **Action Plan Step** 

To have a poster that gives options for problem solving near each interest area and show children how to select a problem solving technique when they come across a problem.

 **Action Plan Step Resource**

Add A Resource

Select From The Resource Library

Cancel

**Focused Observations** promote a coach to view an observation with the lens of the specific practice that the educator is working on mastering.

Focused Observations can be uploaded from a desktop or mobile device.

The image displays three overlapping screenshots of the EarlyEdU Alliance Focused Observation interface. The largest screenshot on the left is a desktop view showing a video player with a red 'Focused Observation' header. The video shows a woman interacting with two young children in a classroom setting. The video title is 'Uh-oh, Amy and Jany, what's the problem?'. Above the video, the 'Observation Date' is 02/19/2019, and the text reads: 'I have been working with children on expressing themselves as they play during free choice time.' To the right, a mobile device screenshot shows the 'Observation Date' as 09/03/2019 and the text 'We are counting during mealtime.' Below this is an 'Upload' button and a 'Select A File To Upload' section with 'Choose File', 'no...', and 'Cancel' options. Further right, another mobile device screenshot shows the 'Observation Date' as 08/06/2019 and the text 'I was counting bugs outside with children'. Below the text is a photo of a child with a bug on their finger, labeled 'BUG THEME'.

Both coach and coachee can offer **Reflection and Feedback** by making comments on videos and other documentation through the Add Comments or Video Tagging features.

Commenting features allow for back and forth exchange that simulate a conversation around observation. Each video tag provides a time stamp of when the comment is made.

The screenshot displays the EarlyEdU Alliance interface. At the top is a video player with a progress bar showing 0:00 / 3:51. Below the video player is an orange header bar with a speech bubble icon and the text "Reflection and Feedback". Underneath this header, there are several comment entries, each with a timestamp and a "Reply | Edit | Delete" link.

**Coach Janes**  
This is a great video of the children really engaging in mindfulness and using it as a tool to manage their feelings.  
0:00:26  
You talked about your favorite place  
0:01:26  
the children are all relaxed with their eyes closed  
0:02:31  
You are engaging their use of their senses in this activity

**UW Coach**  
Teacher helps the child with the last couple of numbers.  
0:00:23  
You made sure to make eye contact to show the child that you knew she was paying attention.  
0:00:38  
You used gestures to clarify your question.

**UW Coachee**  
Yes, this child is just learning the English language.

**UW Coach**  
You made sure that every child had a chance to respond.

At the bottom of the comment section is a button labeled "Add Comments" with a dropdown arrow.

**Communities of Practice** allow for any groups of users to engage in conversations, respond to resources, and share ideas outside of a coaching partnership.

Coaching Partnerships My Resources Resource Library Manage

CoP Groups

## CoP Groups

Community of Practice groups allow for small groups of Coaching Companion users to engage in conversations, respond to resources, and share ideas outside of a coaching partnership. Community of Practice groups allow for small groups of Coaching Companion users to engage in conversations, respond to resources, and share ideas outside of a coaching partnership.

STEAM Trunk Math Study Communities of Practice

New Group

Meaningful Makeover for STARS credit - Teacher CC

EQEL discussion

Add a Community of Practice

Download  
Download this Word doc to your computer

Coach Janes  
This worked really well, thanks!  
February 18, 2019, 9:40 a

Reply | Edit | Delete

Leslie Janes  
Glad it worked for you!  
May 16, 2019, 8:42 a

Reply | Edit | Delete

Leslie Janes  
I like this topic  
May 16, 2019, 8:42 a

Reply | Edit | Delete

Add comments to this discussion topic

Upload an item to this discussion topic

Edit Discussion Topic

11 customized versions of  
the **Coaching Companion**

4 States,

2 Statewide PD Systems

2 School Districts

1 University Partnership

2 Training/TA Providers

PLUS the **Head Start Coaching  
Companion** serves early childhood  
providers across the country

Lessons Learned:

1. *A coaching system or framework is needed first. The Coaching Companion supports use of the system.*
2. *Use of the Coaching Companion needs a “champion” who advocates for continued use of the tool.*
3. *Use of the Coaching Companion requires practical supports such as time and opportunity to practice, access and familiarity with the technology, and access to the internet.*
4. *Uptake and continued use of the Coaching Companion requires incentives to fully establish and promote efficiencies.*



## New features being built to support virtual collaboration

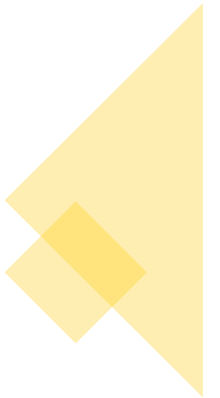
- **Video Tracker** for tracking analytics: users who have viewed a video, where they have paused, if they completed viewing the video, and if they returned to view again.
- **Completed Goals and Action Plan Steps** can be summarized and assigned levels of competency (i.e. beginning, progressing, mastery).
- **Program Monitoring/Reporting** to report on completion of standards from the drop down menus and the levels of completion from the completion section.
- **Training Modules embedded** in to the Coaching Companion with several activities/ assignments (lecture, responding to exemplars, demonstration of practice).
- **Video Conferencing** within the tool allows for real time meeting within the Coaching Companion site to discuss and view goals, steps and observations.



# Breakout Discussions

## Breakout Discussion Questions

1. What's the vision or identified purpose for distance or virtual coaching and how has that been communicated across your system?
2. What infrastructure supports are you considering, or have you implemented?
3. What challenges does your system continue to have with distance or virtual coaching?



# Large Group Q & A

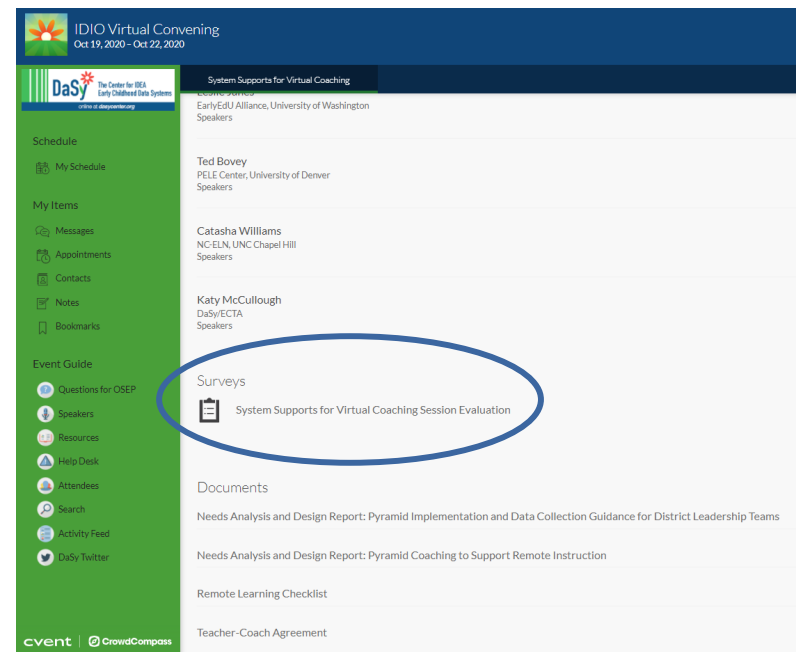
Do you have a question for the presenters?



Enter one key  
take-away in  
the chat

# Please evaluate this session!

You can find the link to the evaluation survey at the bottom of the tab for this session under “My Schedule” within CVENT.



# Thank You!

Feel free to contact us:

Catasha Williams    [catasha.williams@unc.edu](mailto:catasha.williams@unc.edu)

Susan Sandall        [ssandall@uw.edu](mailto:ssandall@uw.edu)

Leslie Janes          [janesl@uw.edu](mailto:janesl@uw.edu)

Ted Bovey             [Ted.Bovey@du.edu](mailto:Ted.Bovey@du.edu)

Phil Strain            [phillip.strain@du.edu](mailto:phillip.strain@du.edu)