



## Pyramid Model

# Equity Coaching Guide

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# Pyramid Model Equity Coaching Guide

*Jolene Ferro, Lise Fox, Denise Binder, and Meghan von der Embse*

The Pyramid Model Equity Coaching Guide is a reflection tool that examines the implementation of Pyramid Model practices through the perspectives of equity and cultural responsiveness. It is not an assessment of implementation; instead, it is meant to provoke thoughtful reflection about classroom practices. It should be used within the collaborative coaching partnership and ongoing coaching activities to identify equity concerns and promote equity within Pyramid Model practice implementation. The tool provides: 1) reflective questions that are used to identify areas of concern; 2) guidance for using supporting data to prioritize concerns; 3) links to resources, both for each reflective question and for addressing implicit bias; and 4) conversation starters and strategies for supporting the teacher in identifying opportunities to make practices more equitable.



The Pyramid Model Equity Coaching Guide is designed to be used by coaches after:

- ▶ The coach has established a strong collaborative coaching partnership,
- ▶ An initial Teaching Pyramid Observation Tool (TPOT) assessment has been completed,
- ▶ The coach and teacher have identified goals and an action plan, and
- ▶ The coach has conducted several observations in the classroom.

Coaches may use and adapt The Pyramid Model Equity Coaching Guide in a variety of ways that are compatible with their coaching style and with the program's culture. Here are some suggestions from coaches who have used the guide.

1. The coach may review and reflect on all the questions or limit their review to a few key questions related to goals they are working on with the teacher. For example, the coach might address family engagement when coaching goals are focused on families. See Appendix A for a table that identifies which reflection questions align with which TPOT goals.
2. The coach may review the reflective questions with a teacher as part of a debriefing meeting. Rather than responding “Concerns” or “No concerns,” as presented in the guide, the questions may be rephrased to prompt the teacher to reflect on strategies (e.g., “How have you...?”). Using those questions, the teacher and the coach can focus on locating specific resources and creating action plans around potential next steps.
3. The coach may engage a group of teachers using the questions to reflect on how the program could ensure the support of each and every child. They may use the No concerns/Concerns format of questions or rephrase them as noted in #2.
4. As a program-wide asset, the reflection questions can be used with a teacher on the Program Leadership Team. The teacher could review the questions and reflect on them in terms of either classroom practice or overall program implementation. The coach would then meet with the teacher to discuss each question and ways to foster equitable practices as part of program-wide improvements.
5. A teacher might be given the questions to review as a self-reflection, followed by a discussion with the coach.

The Pyramid Model Equity Coaching Guide can be used as part of the practice-based coaching (PBC) process, but should only be used after assessing classroom practices using the Teaching Pyramid Observation Tool (TPOT™). The TPOT provides the coach with a comprehensive assessment of Pyramid Model practice implementation. The Pyramid Model Equity Coaching Guide examines the implementation of those practices through an equity perspective to ensure they are equitable and inclusive of each and every child.

As a supplement to the TPOT, any observations or reviews already occurring in the program can be additional sources of data for a discussion of equity and culturally responsive practices. For example:

- ▶ Observations completed as part of the coaching cycle may identify equitable practices or concerns. The coach may observe that the teacher has added pictures, clothing, and artifacts representing a variety of ethnicities, cultures, family structures and abilities as a positive example of an equitable practice.
- ▶ The coach may observe an incident in which a teacher responds to one child's challenging behavior by providing instruction on an acceptable alternative behavior, but is more directive with a second child, telling them what not to do and removing them from the activity. This observation might be followed by reflecting with the teacher using relevant questions from the guide (e.g., reflective question #16).
- ▶ The Behavior Incident Report System (BIRS) summaries at the classroom and program level can identify potential disproportionality in BIR data. Using the Look-Think-Act process encourages thinking more deeply about the data.
- ▶ Records of family engagement and reviews of the classroom environment may identify lack of equitable family representation, prompting a reflection on the questions in the guide around family participation.
- ▶ Data related to classroom practices, such as ECERS or CLASS, may identify more or less family engagement, also prompting a review of questions around family participation (e.g., reflective questions #17 and #18).
- ▶ Finally, a professional development activity or meeting around equity may lead to a coaching conversation and reflection about implicit bias and culturally responsive practices using resources from the guide.

The Steps for using the Guide are:

**Step 1:** **Coach Reflection Questions.** The coach may: review and reflect on all the questions or limit their review to a few key questions related to goals; review with the teacher as part of a coaching debriefing; engage a group of teachers to reflect on the questions; reflect with Program Leadership Team members; or give to the teacher as a self reflection.

**Step 2:** **Issue Identification.** The coach, or the coach with the teacher, examines all sources of data to develop a comprehensive understanding of any concern or potential equity need identified in Step 1. The coach, or coach and teacher, clearly defines the issue to be addressed.

**Step 3:** **Coaching Resources.** The coach and teacher identify resources related to the potential equity need that might be helpful in guiding the teacher to understand and address the issue identified in steps 1 and 2. Additional resources for beginning to address implicit bias are included in this step, as needed.

**Step 4:** **Reflection and Feedback.** The coach may use the items identified in the reflection to complete a reflection and feedback session with the teacher and to identify goals for their action plan.

The Pyramid Model Equity Coaching Guide may be most effective when used along with Pyramid Model practice implementation data from the TPOT. For example, as the teacher identifies practices for their action plan, they can use the equity reflection questions that apply for a deeper review of a specific practice.



Table 1 in Appendix A links each TPOT Key Practice with the related reflection questions from the Pyramid Model Equity Coaching Guide. Because positive descriptive feedback is prevalent throughout the TPOT, reflection question #6 has been linked with each TPOT Key Practice in which it is included as an item. This table is meant to suggest where the coach might be able to embed equity reflection with TPOT practices and teachers' action plans. However, each coach is encouraged to embed equity reflection in a manner that is most effective and useful in their program and environment.

## Step 1: Coach Reflection Questions

### Instructions

Review these questions to identify areas of potential concern related to equitable practices in the classroom. The bullets in italics are meant to provide examples for the item in practice. These examples are offered as illustrations of the practice but are not required and are not part of the criteria for the practice. The teacher and coach may have other examples to address the items that are appropriate in their program. If the answer to the reflection question is Yes, check "No concerns." If the answer to the reflection question is No, check "Concerns" and identify the issue.

Question	Reflections
<p><b>1. Do learning centers and activities include materials, songs, visuals that are aligned with the cultures and interests of children in the classroom?</b></p> <ul style="list-style-type: none"> <li>▶ The teacher collaborates with families to locate culturally relevant musical instruments for children to use during weekly music lessons. Teacher asks families to share songs that reflect family cultural backgrounds and or family history. Songs learned in the weekly music lessons are added to the song bank as part of the daily circle routine.</li> <li>▶ On a monthly basis the teacher inventories the classroom to ensure materials available align with the cultures represented by all children in the classroom. If needed, the teacher might add materials (e.g., relevant children's literature to the book area, new cultural toy food items to the kitchen area, or new dress up clothes to the imaginative play area).</li> </ul>	<p><input type="checkbox"/> No concerns.</p> <p><input type="checkbox"/> Concerns:</p>
<p><b>2. Does the schedule include activities where children work collectively or cooperatively?</b></p> <ul style="list-style-type: none"> <li>▶ Teacher intentionally plans ongoing collaborative play activities as part of small group rotations. Children are given specific group tasks in the activity, such as working collectivity to build a block castle or working in pairs to create partner portraits.</li> <li>▶ Daily schedule may include gross motor activities that focus on team building and cooperative play, including games such as relay races, parachute, and bean bag toss.</li> </ul>	<p><input type="checkbox"/> No concerns.</p> <p><input type="checkbox"/> Concerns:</p>
<p><b>3. Do the posted schedule, expectations, and rules use the children's home language?</b></p> <ul style="list-style-type: none"> <li>▶ Rule poster contains pictures of children in the classroom following the rules as well as text in English and home languages.</li> <li>▶ Classroom schedule includes text in English and home languages.</li> </ul>	<p><input type="checkbox"/> No concerns.</p> <p><input type="checkbox"/> Concerns:</p>

Question	Reflections
<p><b>4. Does the teacher use multiple examples, visuals, and cultural experiences to teach behavior expectations in a manner that relates to all children?</b></p> <ul style="list-style-type: none"> <li>▶ All children in the classroom assist with making expectation posters. Posters include the stated behavior expectations and photographs of all children engaging in one of the expectations. Children decorate the posters and sign their name on the poster they helped decorate.</li> <li>▶ Teachers change circle time rules from “eyes on teacher” to “eyes are looking.” This change accommodates children in the classroom whose family culture places significant value on respecting adults, which includes avoiding eye contact with authority figures.</li> </ul>	<input type="checkbox"/> No concerns. <input type="checkbox"/> Concerns:
<p><b>5. Does the teacher guide all individual children who need extra support to begin and complete the transition?</b></p> <ul style="list-style-type: none"> <li>▶ Classroom staff has learned basic words transition phrases in the home languages (e.g., snacktime, circle time) that can be used during transitions to engage more children in transition activities.</li> <li>▶ Teacher develops a new transition strategy based on the child’s interests by creating a “rap” about clean-up that adds new words for a popular song.</li> </ul>	<input type="checkbox"/> No concerns. <input type="checkbox"/> Concerns:
<p><b>6. Does the teacher provide positive descriptive feedback for children’s skills, behaviors, and activities to every child?</b></p> <ul style="list-style-type: none"> <li>▶ Teacher self-monitors use of descriptive feedback to ensure they are equitable in the delivery of positive descriptive feedback across all children and groups of children.</li> <li>▶ Teacher creates a visual display for “catching” children following expectation (e.g., children place a leaf on the classroom “Kindness Tree” when they display friendship skills in the classroom) The visual display allows the teacher to visually and quickly assess which children in the classroom may not be receiving as much feedback as others and increase rates of feedback for those children.</li> </ul>	<input type="checkbox"/> No concerns. <input type="checkbox"/> Concerns:
<p><b>7. Does the teacher have conversations, engage in play, and use questioning with all children in the classroom (e.g., including the use of the child’s home language, interests, and learning preferences)?</b></p> <ul style="list-style-type: none"> <li>▶ Conversations with children reflect knowledge of child’s culture, including family structure, food preferences, religious traditions, and may include key vocabulary or phrases from the child’s home language.</li> <li>▶ Teacher demonstrates awareness of children’s interests during play by following children’s lead in play and regularly pulling in additional materials or toys to support children’s play (e.g., before joining to play with a child in transportation center, the teacher adds additional rescue vehicles, as the child expresses an interest in policeman and fireman).</li> </ul>	<input type="checkbox"/> No concerns. <input type="checkbox"/> Concerns:

Question	Reflections
<p><b>8. Does the teacher individualize social skills instruction to meet cultural and linguistic differences?</b></p> <ul style="list-style-type: none"> <li>▶ Teacher reteaches critical social emotional phrases in home language to support concept development.</li> <li>▶ Teacher plans activities and additional strategies for teaching social skills across cultural settings and norms. For example, the teacher may use role plays to teach children ways they can greet friends at school, such as saying hello, waving, giving a fist bump, or asking for a hug. Children then role play ways they can greet friends at home or community.</li> </ul>	<input type="checkbox"/> No concerns. <input type="checkbox"/> Concerns:
<p><b>9. Does the teacher consistently use positive directions (i.e., telling children what to do versus what not to do) across all children?</b></p> <ul style="list-style-type: none"> <li>▶ All classroom staff have prepared and learned 10 to 20 “survival words” or phrases that will assist new non-English speaking children feel safe and comfortable while directions are being given.</li> <li>▶ Teacher uses inclusive language when developing positively stated rules within the classroom. For example, the teacher may state “careful steering” instead of “walking feet” when assisting children in wheelchairs and/or walkers to learn the safe way to maneuver in the classroom.</li> </ul>	<input type="checkbox"/> No concerns. <input type="checkbox"/> Concerns:
<p><b>10. Does the teacher respond equitably and allow for differences in the way individual children express, experience, and regulate their emotions?</b></p> <ul style="list-style-type: none"> <li>▶ The teacher labels, notices, and describes a range of children’s emotions (i.e., more than sad and angry) and offers differential support based on family input that includes use of visuals in the child’s home language and communication systems for children with linguistic needs.</li> <li>▶ The teacher engages children and families in brainstorming ways individual children calm themselves, respecting differences and offering a range of choices (e.g., active ways to calm such as stomping or dancing and less active ways such as listening to music, calming alone or with support, calming songs from the child’s home and culture, family photographs to hold, or a recording of family voices).</li> </ul>	<input type="checkbox"/> No concerns. <input type="checkbox"/> Concerns:
<p><b>11. Does the teacher’s instruction about emotions employ strategies that affirm differences by planning lessons to include the children’s home language and visuals representative of a variety of family structures, ethnicities, cultures, and abilities?</b></p> <ul style="list-style-type: none"> <li>▶ The teacher provides visuals related to the instruction of emotions to ensure that identities are equitably portrayed across positive and negative emotions. Emotions are represented across gender, color, ethnicity, and family composition.</li> <li>▶ The teacher gathers and uses information from families in their instruction by including words or key phrases from the families’ home language and/or photos of families expressing emotions.</li> </ul>	<input type="checkbox"/> No concerns. <input type="checkbox"/> Concerns:

Question	Reflections
<p><b>12. When providing instruction on problem-solving, does the teacher use strategies and materials that consider individual differences in ability, race and cultural background, family structure, and linguistic needs?</b></p> <ul style="list-style-type: none"><li>▶ The teacher uses a variety of examples, visuals, materials, cultural experiences and languages to teach problem solving in a manner that is representative of each child (e.g., diverse books, solution cards, dolls/puppets, and translated materials)</li><li>▶ The teacher has conversations with each family to identify solutions that may be used and relevant in a child’s culture (e.g., teacher sends out possible solutions to families and they choose their top three).</li></ul>	<input type="checkbox"/> No concerns. <input type="checkbox"/> Concerns:
<p><b>13. Does the teacher respect children’s choice of possible problem-solving solutions, and ensure that solutions are compatible with children’s family and cultural backgrounds?</b></p> <ul style="list-style-type: none"><li>▶ All children are given opportunities to problem-solve in a variety of ways that meet their individual needs (e.g., some children may need visual representations versus verbal support or additional practice opportunities during non-crisis times).</li><li>▶ The teacher directly addresses uncomfortable conflicts among children such as those based on race, gender, diversity, economic class, ability, and family structure, by helping children understand similarities and differences, empathy, and fairness.</li></ul>	<input type="checkbox"/> No concerns. <input type="checkbox"/> Concerns:
<p><b>14. Are all adults in the classroom respectful to each other and aware of differing cultural backgrounds?</b></p> <ul style="list-style-type: none"><li>▶ Classroom staff engage in ongoing conversations and dialogue about how they will work together and plan for differing cultural backgrounds in the classroom (e.g., How will we provide positive feedback to children of different cultures? How will we plan for consistent communication with families? What teaching strategies and materials will be useful?). During these conversations, staff discuss their own cultural backgrounds and norms.</li><li>▶ The classroom teacher and teacher assistant work collaboratively to create an environment that balances their cultural beliefs around authority. For example, the classroom teacher finds questioning and discourse a positive indicator of critical thinking, while the teacher assistant believes that questioning information provided by authority, which includes the classroom teacher, is a sign of disrespect. The two staff members come to an agreement that when the teacher assistant has a question for the classroom teacher, she will ask the teacher after dismissal, in a one-on-one private setting or she will send the teacher a text or email.</li></ul>	<input type="checkbox"/> No concerns. <input type="checkbox"/> Concerns:



Question	Reflections
<p><b>15. Are all adults working towards creating an impartial, inclusive, and positive learning environment (e.g., modeling, positive feedback, directives)?</b></p> <ul style="list-style-type: none"><li>▶ To increase inclusiveness around students with hearing impairments and language delays in the classroom, the teacher may increase the use of visual cues/gestures when introducing new vocabulary during story time.</li><li>▶ Teacher uses specific movements or gestures to teach a few key words related to the theme of seeds and plants (e.g., sign language for seed, rain, grow) and all classroom staff learn and use these gestures throughout the week so that children become familiar with the key concepts.</li></ul>	<input type="checkbox"/> No concerns. <input type="checkbox"/> Concerns:
<p><b>16. Does the teacher refer and participate in the process of addressing challenging behavior similarly across all children?</b></p> <ul style="list-style-type: none"><li>▶ Teacher uses BIR data to assist with decision making around initiation of intervention plan development. Children who exhibit similar levels of challenging behavior (severity and/or intensity) within the classroom are referred at similar rates for behavioral intervention support.</li><li>▶ After initiating a behavioral support referral, the classroom teacher is an active participant in the process, attending planning meetings and collaborating with family members and behavior support team members on plan development.</li></ul>	<input type="checkbox"/> No concerns. <input type="checkbox"/> Concerns:
<p><b>17. Are attempts to connect with families evenly distributed across all families, regardless of the extent of their involvement?</b></p> <ul style="list-style-type: none"><li>▶ Classroom newsletters are sent home weekly with all children on Friday and are emailed home to all families. Newsletters are available in home languages and families are able to select the language(s) necessary.</li><li>▶ Families are asked to identify their preferred mechanism for receiving ongoing information about their child and program events. Families select options from a large array of choices including text-messaging, email, phone call, communication book, and other choices.</li><li>▶ Classroom teacher regularly provides families with positive updates on child progress and makes personal connections with family members using their preferred mechanism. Additional efforts are made to contact all families that do not respond.</li></ul>	<input type="checkbox"/> No concerns. <input type="checkbox"/> Concerns:

Question	Reflections
<p><b>18. Is bidirectional communication with families balanced so that all families are represented in posted photos, culturally significant items, and activities celebrating their diversity?</b></p> <ul style="list-style-type: none"><li>▶ Teacher creates weekly sign-up for special Friday snack and story time. Families send in their child’s favorite family/cultural food and a book to be read during snack time. Families are invited and encouraged to attend the snack time and read the book aloud in their child’s classroom.</li><li>▶ Teacher develops an “All About Me” showcase next to the home living area. A student for the showcase is selected each week. Families are encouraged to bring in cultural items from home to add to the “All About Me” showcase. Children are allowed to play with items while playing in the home living center.</li></ul>	<input type="checkbox"/> No concerns. <input type="checkbox"/> Concerns:
<p><b>19. Does the teacher provide families with practical strategies for supporting the development of social/emotional skills that are developmentally appropriate and also compatible with the child-rearing practices of parents from different cultures represented in the classroom?</b></p> <ul style="list-style-type: none"><li>▶ All parents are encouraged to complete a child-rearing/child care routine survey upon child enrollment that includes information about child’s temperament, home language, family routines, religious holiday and traditions, as well as routines related to toileting, feeding, and sleeping. Classroom teacher uses information from the survey to provide families with specific social/emotional resources and to help the child adjust to the early childhood environment.</li><li>▶ Teacher creates a “parent corner” containing social emotional handouts, resources, and child-friendly books for families to take home. Materials are rotated monthly, align with topics in the classroom curriculum, and are available in home languages. A suggestion box is located next to the parent corner for families to request information on a specific topic.</li></ul>	<input type="checkbox"/> No concerns. <input type="checkbox"/> Concerns:
<p><b>20. When a child-rearing practice is different than or incompatible with that considered developmentally appropriate, are families provided an opportunity to discuss and understand the difference? When possible, is there an effort to identify a mutually compatible alternative strategy?</b></p> <ul style="list-style-type: none"><li>▶ Teacher schedules face-to-face meetings or arranges phone call to discuss child-rearing differences. Teacher invites families into classroom to observe child in the classroom environment to observe classroom strategies.</li><li>▶ Family members are included as active participants in the development of behavioral interventions. Classroom teacher meets with parents to review the intervention plan to make sure they understand the techniques and strategies</li></ul>	<input type="checkbox"/> No concerns. <input type="checkbox"/> Concerns:

Question	Reflections
<p><b>21. In analyzing your observation of teacher responses to challenging behavior, are developmentally appropriate and positively stated strategies implemented as a typical response across all children (i.e., no differences that can be related to differences in gender, ethnicity, culture, disability etc.?)</b></p> <ul style="list-style-type: none"><li>▶ Classroom teacher is mindful of the need for consistency in responses to challenging behavior. For example, while on the playground a male and female child engage in the same challenging behavior (hitting peers). The teacher redirects both children back to the game of tag, reminds both children of the playground rule of “gentle hands and feet”, and provides positive feedback to both children once they are engaging appropriately in play.</li><li>▶ Classroom staff engage in conversations, reflection, and planning when reviewing responses to challenging behavior. (“Remember, we want to provide positive feedback as soon as the child begins behaving appropriately.” “I noticed that yesterday we only responded to challenging behaviors in the block area with the boys. What are some strategies we can use to make sure we are actively scanning and monitoring all students today, not just the boys?”)</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> No concerns.</li><li><input type="checkbox"/> Concerns:</li></ul>
<p><b>22. When behavior interventions are developed, are they individualized based on family cultural practices and child interests?</b></p> <ul style="list-style-type: none"><li>▶ Classroom teacher has conversations with families regarding cultural/social behaviors (individual versus group dynamics, views on authority figures, attitudes towards sharing, etc.). Information gathered from the family is considered when developing behavioral interventions.</li><li>▶ In the development of an intervention plan, the classroom teacher or behavior support plan facilitator checks in with the family to determine whether the strategies under consideration have contextual and cultural fit. Staff ask “Of the strategies we have discussed, which ones would work best for your family?” and “Are there any strategies that we are discussing that you have concerns about? Are you comfortable with these approaches?”</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> No concerns.</li><li><input type="checkbox"/> Concerns:</li></ul>

## Step 2: Issue Identification

In Step 2, the coach defines the question or questions that will be addressed with the teacher and examines additional sources of data that might help with understanding the concern or potential issue. For example, if the coach and/or teacher identify questions they want to examine more fully, the coach might gather the classroom's BIRs for patterns related to children who have had incidents or for patterns in the responses to these incidents for the coach and teacher to review during the reflection and feedback session. The coach might also review the program level summary of BIR to determine if the classroom data are consistent with the program patterns and if there are programmatic or data from other classrooms that identify a broader issue.

After reflecting on teacher practices and data that support identifying a practice or lack of practice as a concern, the coach may also engage in self-reflection about the potential issue. Is the identification of this concern related to the coach's biases? What is the relationship of the coach to the teacher? Are there implicit biases that might be affecting the coach's perspective?

Finally, in preparation for further meetings with the teacher, the coach should operationalize the issue and identify the data sources that might be referenced in the coaching conversation.

**Equity issue:** \_\_\_\_\_  
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**Data sources that support the need for coaching focus:** \_\_\_\_\_  
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**Initial thoughts about culturally responsive practices that might address the concern:** \_\_\_\_\_  
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 \_\_\_\_\_

## Step 3: Coaching Resources

### Culturally Responsive Practices

The following resources will be helpful for both coaches and teachers to build a deeper understanding for addressing the issue or issues identified in steps 1 and 2. Coaches can review these resources to deepen their understanding of the practices in preparation for their coaching conversation. In addition, the coach can identify what resources might be valuable to share with the classroom teacher during action planning to support the teacher with implementation. Prior to sharing any materials, it is important for the coach to make sure the materials are applicable to the teacher and the classroom context.

1. **Do learning centers and activities include materials, songs, and visuals that are aligned with the cultures and interests of children in the classroom?**
2. **Does the schedule include activities where children work collectively or cooperatively?**
3. **Does the posted schedule, expectations, and rules use the children's home language?**
4. **Do teachers use multiple examples, visuals, and cultural experiences to teach behavior expectations in a manner that relates to all children?**

#### Resources for coaching:

- ▶ 4 min video on the creation of a classroom schedule to promote learning. Head Start  
<https://eclkc.ohs.acf.hhs.gov/video/schedules-routines>
- ▶ Managing the environment: NCQTL tips to support DLL.  
<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/managing-the-classroom/managing-classroom-teacher-tips-dll.pdf>
- ▶ Strategies For Supporting All Dual Language Learners. Head Start Guide.  
<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/dll-strategies.pdf>
- ▶ Supporting dual language learners and their families. Young Children, 2015. This link is an abstract. The full article can be obtained through a college library or by NAEYC members. <https://eric.ed.gov/?id=EJ1003853>
- ▶ Reading your way to a culturally responsive classroom. Young Children, 71(2)  
<http://www.naeyc.org/yc/culturally-responsive-classroom>
- ▶ 5 min video from Supporting cultural and linguistic diversity in early childhood.”  
<https://www.youtube.com/watch?v=XWg-ZrV3wPk>
- ▶ 7 min video with ideas and strategies for dual language children to learn routines and schedule  
<https://www.youtube.com/watch?v=09PrmLppQ1A>
- ▶ 9 Head Start Tip Sheets with strategies to support DLL when teachers do not speak the language.  
<https://eclkc.ohs.acf.hhs.gov/culture-language/article/specific-strategies-support-dual-language-learners-dlls-when-adults-do-not-speak-their-language>
- ▶ Creating gender safe environments. Includes information, strategies, and activities that fit an early childhood program.  
<https://www.virtuallabschool.org/focused-topics/creating-gender-safe-spaces>
- ▶ Environments and experiences to promote language diversity.  
<https://www.virtuallabschool.org/focused-topics/supporting-language-diversity-direct-care/lesson-2>



- ▶ Head Start Dual Language Toolkit – Multiple resources for supporting DLL  
<https://eclkc.ohs.acf.hhs.gov/culture-language/article/dual-language-learners-toolkit>

## **5. Does the teacher guide all individual children who need extra support to complete a transition?**

### **Resources for coaching:**

- ▶ 4 min video: strategies for smooth transitions. Head Start  
<https://eclkc.ohs.acf.hhs.gov/video/classroom-transitions>
- ▶ Tip Sheet: Supporting Dual Language Learners With Classrooms Schedules and Transitions. Head Start  
<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/dll-classroom-schedules-transitions.pdf>

## **6. Do teachers provide descriptive feedback for children’s skills, behaviors, and activities to every child?**

### **Resources for coaching**

- ▶ Some starter phrases for giving positive feedback  
[https://challengingbehavior.cbcs.usf.edu/docs/ToolsBuildingRelationships\\_starters-for-giving-positive-feedback.pdf](https://challengingbehavior.cbcs.usf.edu/docs/ToolsBuildingRelationships_starters-for-giving-positive-feedback.pdf)
- ▶ Alternatives to “Good Job” NAEYC publication.  
<https://www.naeyc.org/resources/pubs/tyc/oct2013/10x-good-job-alternatives>
- ▶ Recommendations and considerations for providing positive descriptive feedback.  
<https://challengingbehavior.cbcs.usf.edu/docs/positive-feedback.pdf>

## **7. Do teachers have conversations, engage in play, and use questioning with all children in the classroom (e.g., including the use of the child’s home language, interests, and learning preferences)?**

### **Resources for coaching**

- ▶ Tips (strategies and examples) for Teachers: How to Make Learning Meaningful.  
<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/engaging-interactions-2/making-learning-meaningful-teacher-tips.pdf>
- ▶ 4.5 min Head Start video about responsive interactions  
<https://eclkc.ohs.acf.hhs.gov/video/early-essentials-webisode-8-practice-moment-responsive-interactions>
- ▶ 4 min Head Start video: Fostering Connections  
<https://eclkc.ohs.acf.hhs.gov/video/fostering-connections>
- ▶ 5 min Head Start video: Ways to engage children in conversations  
<https://eclkc.ohs.acf.hhs.gov/video/engaging-children-conversations>
- ▶ 4 min Head Start video: Engaging children in extended back and forth conversations  
<https://eclkc.ohs.acf.hhs.gov/video/thick-thin-conversations>
- ▶ Tips for Engaging Dual Language Learners: NCQTL and Head Start Tip Sheet  
<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/engaging-interactions/engaging-interactions-teach-tips-dll.pdf>

## 8. Does the teacher individualize social skills instruction to meet cultural and linguistic differences?

### Resources for coaching

- ▶ 41 min Head Start Teacher Time video: Strategies for teaching social emotional skills to help children cope with “big emotions.”  
<https://eclkc.ohs.acf.hhs.gov/video/help-me-calm-down-teaching-children-how-cope-their-big-emotions>
- ▶ 54 min Head Start Teacher Time video: Strategies to teach problem solving.  
<https://eclkc.ohs.acf.hhs.gov/video/its-big-problem-teaching-children-problem-solving-skills>
- ▶ NCPMI resources (materials and solution kit) for social emotional skills.  
<https://challengingbehavior.cbcs.usf.edu/Implementation/Program/strategies.html>

## 9. Does the teacher consistently use positive directions (i.e., telling children what to do versus what not to do) across all children?

### Resources for coaching

- ▶ 4 min video: Stating and creating behavioral expectations. Head Start  
<https://eclkc.ohs.acf.hhs.gov/video/stating-behavioral-expectations>
- ▶ 4 min video: Five steps teachers can follow to generate meaningful classroom rules and teach them to children. Head Start  
<https://eclkc.ohs.acf.hhs.gov/video/creating-classroom-rules>
- ▶ Use Positive Words tip sheet  
[https://challengingbehavior.cbcs.usf.edu/docs/ttyc/TTYC\\_UsePositiveWords.pdf](https://challengingbehavior.cbcs.usf.edu/docs/ttyc/TTYC_UsePositiveWords.pdf)
- ▶ 4 min Head Start video: How to provide feedback that helps children’s learning and encourages effort.  
<https://eclkc.ohs.acf.hhs.gov/video/providing-feedback>
- ▶ 1.5 hour IRIS center module; Developing and teaching rules  
<https://iris.peabody.vanderbilt.edu/module/ecbm/#content>

## 10. Does the teacher respond equitably and allow for differences in the way individual children express, experience, and regulate their emotions?

## 11. Does the teacher’s instruction about emotions employ strategies that affirm differences by planning lessons to include the children’s home language and visuals representative of a variety of family structures, ethnicities, cultures, and abilities?

### Resources for coaching

- ▶ How culture shapes emotions. Interview of Marianna Pogoyan, Ph.D. Psychology Today. Research shows cross-cultural differences in the way children experience and express emotions.  
<https://www.psychologytoday.com/us/blog/between-cultures/201803/how-culture-shapes-emotions>
- ▶ Halberstadt, A. G. & Lozada, F. T. (2011). Culture and Emotions in the first 5 to 6 years of life. Encyclopedia of Early Childhood Development. <https://www.child-encyclopedia.com/emotions/according-experts/culture-and-emotions-first-5-6-years-life>
- ▶ Feelings Faces, English, English-Spanish, and English-Blank. NCPMI, Implementation, Practical Strategies-Teaching Social-Emotional Skills. <https://challengingbehavior.cbcs.usf.edu/Implementation/Program/strategies.html>
- ▶ Culturally Responsive Strategies to Support Young Children with Challenging Behavior. NAEYC article.  
<https://www.naeyc.org/resources/pubs/yc/nov2016/culturally-responsive-strategies> (section on teaching and developing empathy)

**12. When providing instruction on problem-solving, does the teacher use strategies and materials that consider individual differences in ability, race and cultural background, family structure, and linguistic needs?**

**13. Do teachers respect children's choice of possible problem-solving solutions, and ensure that solutions are compatible with children's family and cultural backgrounds?**

**Resources for coaching**

- ▶ We Can Problem Solve, English-Spanish, and We Can Problem Solve at Home, multiple languages. NCPMI, Implementation, Practical Strategies-Scripted Stories for Social Situations.  
<https://challengingbehavior.cbcs.usf.edu/Implementation/Program/strategies.html>
- ▶ NCPMI Problem Solving Steps.  
[https://challengingbehavior.cbcs.usf.edu/docs/SocialEmotionalSkills\\_problem-solving-steps\\_poster.pdf](https://challengingbehavior.cbcs.usf.edu/docs/SocialEmotionalSkills_problem-solving-steps_poster.pdf)
- ▶ Guide to Promoting Problem-Solving, Univ. of VA, School of Education and Human Development.  
[https://vkrp.virginia.edu/content/pdfs/6.%20Problem%20Solving\\_SSGuide.pdf](https://vkrp.virginia.edu/content/pdfs/6.%20Problem%20Solving_SSGuide.pdf)
- ▶ Guss, C. D. (2015) The Brain and Thinking Across Cultures:  
<https://kids.frontiersin.org/articles/10.3389/frym.2015.00012>

**14. Are all adults in the classroom respectful to each other and aware of differing cultural backgrounds?**

**15. Are all adults working towards creating an impartial, inclusive, and positive learning environment (e.g., modeling, positive feedback, directives)?**

**Resources for coaching**

- ▶ 4 min video describing, zoning, an effective practice to help teachers manage staff.  
<https://eclkc.ohs.acf.hhs.gov/video/zoning-maximize-learning>
- ▶ Every individual is rooted in culture. Head Start Multicultural Principle – Identity  
<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/principle-01-english.pdf>

**16. Does the teacher refer and participate in the process of addressing challenging behavior similarly across all children?**

**Resources for coaching**

- ▶ Understanding the impact of language differences on classroom behavior.  
[https://challengingbehavior.cbcs.usf.edu/docs/whatworks/WhatWorksBrief\\_2.pdf](https://challengingbehavior.cbcs.usf.edu/docs/whatworks/WhatWorksBrief_2.pdf)
- ▶ Fact sheet: what teachers want to know about the BIR  
[https://challengingbehavior.cbcs.usf.edu/docs/BIR\\_Teacher\\_Factsheet.pdf](https://challengingbehavior.cbcs.usf.edu/docs/BIR_Teacher_Factsheet.pdf)
- ▶ Tip sheet for addressing challenging behavior  
[https://challengingbehavior.cbcs.usf.edu/docs/ttyc/TTYC\\_B\\_CommunicationIsKey.pdf](https://challengingbehavior.cbcs.usf.edu/docs/ttyc/TTYC_B_CommunicationIsKey.pdf)

**17. Are attempts to connect with families evenly distributed across all families, regardless of the extent of their involvement?**

**18. Is bidirectional communication with families balanced so that all families are represented in posted photos, culturally significant items, and activities celebrating their diversity?****Resources for coaching**

- ▶ What parents have to teach us about their DL children. NAEYC article.  
<https://www.naeyc.org/resources/pubs/yc/nov2015/what-parents-have-teach-us-about-their-dual-language-children>
- ▶ Parent, Family, and Community Engagement Resources Catalog – Head Start.  
<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-resource-catalog-2.pdf>
- ▶ Head Start Multicultural Principles – ideas for collecting information to make home/program connections.  
<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/principle-02-english.pdf>
- ▶ Guide for developing partnerships with families – tools and strategies from Head Start  
<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/building-partnerships-developing-relationships-families.pdf>

**19. Does the teacher provide parents with practical strategies for the development of social/emotional skills that are developmentally appropriate and also compatible with the child-rearing practices of parents from the different cultures represented in the classroom?****20. When a child-rearing practice is different than or incompatible with that considered developmentally appropriate, are families provided an opportunity to discuss and understand the difference? When possible, is there an effort to identify a mutually compatible alternative strategy****Resources for coaching**

- ▶ How to include families in intensive individualized intervention development and implementation.  
<https://challengingbehavior.cbcs.usf.edu/Pyramid/pbs/process.html>
- ▶ Do's and Don't's: Strategies for Teaming with families.  
[https://challengingbehavior.cbcs.usf.edu/docs/Collaborating\\_families\\_building\\_capacity.pdf](https://challengingbehavior.cbcs.usf.edu/docs/Collaborating_families_building_capacity.pdf)
- ▶ Talking with families about challenging behavior.  
<https://challengingbehavior.cbcs.usf.edu/docs/Talking-families-about-problem-behavior-dos-donts.pdf>
- ▶ Cultural and Linguistic Responsiveness Resource Catalog from Head Start  
<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/resource-catalogue-cultural-linguistic-responsiveness.pdf>
- ▶ Young Children article: Balancing responsibilities to children and families when the family has a different view of the problem behavior <https://www.naeyc.org/resources/pubs/yc/nov2016/culturally-responsive-strategies>
- ▶ Home Solution Kit [https://challengingbehavior.cbcs.usf.edu/docs/Solution\\_kit\\_cards\\_home.pdf](https://challengingbehavior.cbcs.usf.edu/docs/Solution_kit_cards_home.pdf)
- ▶ What families can expect from the individualized intervention process (PTR-YC)  
[https://challengingbehavior.cbcs.usf.edu/docs/PTRYC\\_what-to-expect.pdf](https://challengingbehavior.cbcs.usf.edu/docs/PTRYC_what-to-expect.pdf)

**21. In analyzing your observation of teacher responses to challenging behavior, are developmentally appropriate and positively stated strategies implemented as a typical response across all children (i.e., no differences that can be related to differences in gender, ethnicity, culture, disability, etc)?**

## 22. When behavior interventions are developed, are they individualized based on family cultural practices and child interests?

### Resources for coaching:

- ▶ Young Children article: Culturally Responsive Strategies to Support Young Children with Challenging Behavior. <https://www.naeyc.org/resources/pubs/yc/nov2016/culturally-responsive-strategies>
- ▶ Strategies for supporting Dual Language Learners with Challenging Behavior. <https://eclkc.ohs.acf.hhs.gov/culture-language/article/dual-language-learners-challenging-behaviors>
- ▶ Discussion of how to match intervention strategies to values, needs, skills, resources, and culture of people implementing; includes family values <https://aspe.hhs.gov/reports/importance-contextual-fit-when-implementing-evidence-based-programs>

## Coaching Resources: Implicit Bias

The PW-BOQ references knowledge and understanding of both culturally responsive practices and implicit bias as important parts of implementing Pyramid Model practices with fidelity. The idea behind this section of the Equity Coaching Guide is to provide resources for the coach to develop a deeper understanding of implicit bias in general and their own biases in particular so they have a foundation with which to begin their discussion with the teacher about the importance of culturally responsive practices. Although the resources are meant for the coaches knowledge and self-reflection, they may also be used to support any teacher who wants to explore how they might address implicit bias in their classroom.

Implicit bias refers to “attitudes and stereotypes that affect our understanding, actions, and decisions in an unconscious manner” (Kirwan Institute, 2015). It drives people to behave and make decisions in certain ways (U.S. Department of Education, Office of Civil Rights. (2016, June). Implicit bias has been identified as at least a partial explanation of race and gender disparities in preschool expulsion data. Therefore, many of these resources are focused on race and culture. Understanding the role implicit bias may play in child care and early learning environments is a first step toward addressing racial disparities. However, keep an open mind as you explore your own implicit biases. As noted in the NAEYC position statement on advancing equity (2019) biases are not only based in race, culture, and gender but also in class, sexual orientation, ability, language, and indigenous heritage.

If you do discuss implicit bias with others, approach the conversation carefully and with sensitivity. We all have biases. An important purpose of discussions around implicit bias is to learn not to judge people or respond to them differently based on these biases.

These are only a small portion of the resources available to begin thinking about and addressing implicit bias. If you desire additional resources, begin by checking the organizations represented in this section (e.g., Kirwin Institute, Head Start, PWPBS, National Center for Pyramid Model Innovations, and NAEYC).

**Self-Reflection.** The information in these links provide ideas for self-reflection about an individuals own culture, implicit bias, and developing culturally responsive practices.

- ▶ Every individual is rooted in culture. Head Start Multicultural Principles. <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/principle-01-english.pdf>
- ▶ Reflections on institutional and personal biases. Head Start Multicultural Principles. <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/principle-09-english.pdf>
- ▶ Online journal article with tips: Mindful reflection as a process for developing CRP. Accessed through Google search. <http://currikicdn.s3.amazonaws.com/resourcedocs/55c33b939857b.pdf>



- ▶ Harvard implicit bias test and FAQs about the test.  
<https://implicit.harvard.edu/implicit/takeatest.html>  
<https://implicit.harvard.edu/implicit/uk/background/faqs.html#faq14>
- ▶ Implicit Bias Mythbusters. Kirwan Institute State of the Science: Implicit Bias Review 2015.  
<http://www.livebinders.com/media/get/MTkxNTIxMjk=>  
 Full report at  
<http://kirwaninstitute.osu.edu/wp-content/uploads/2015/05/2015-kirwan-implicit-bias.pdf>
- ▶ 6 min video from SAMHSA: Recognizing Implicit Bias.  
[https://www.youtube.com/watch?v=PJs1aByD2Ao&list=PLBXgZML\\_zqfSphRqkJQKvaNZmKtaBOB25&index=5](https://www.youtube.com/watch?v=PJs1aByD2Ao&list=PLBXgZML_zqfSphRqkJQKvaNZmKtaBOB25&index=5)

**Research summaries for background.** These have similar information about why implicit bias is considered a factor in preschool suspension and expulsion. Use which is most appropriate for your needs.

- ▶ Short, succinct highlights of research on implicit bias in preschool. Blog on Learning and Development.  
<https://bold.expert/implicit-bias-in-early-education-is-it-as-black-and-white/>
- ▶ NPR discussion of implicit bias in ECE. <https://www.npr.org/sections/ed/2016/09/28/495488716/bias-isnt-just-a-police-problem-its-a-preschool-problem>
- ▶ Yale study. Implicit bias may explain high suspension and expulsion rates in preschool.  
<https://medicine.yale.edu/news-article/13500/>
- ▶ USA Today Article about implicit bias and racism. <https://www.usatoday.com/story/opinion/2018/05/08/starbucks-naacp-implicit-bias-training-racism-column/587402002/>
- ▶ 2.5 min video summarizing implicit bias research. Kirwan Institute.  
<https://www.youtube.com/watch?v=KBZPHE1oPJo>
- ▶ Research study brief; Gilliam, W. et al (2016). Do early educators' implicit biases regarding sex and race relate to behavior expectations and recommendations of preschool expulsions and suspensions?  
<https://files-profile.medicine.yale.edu/documents/75afe6d2-e556-4794-bf8c-3cf105113b7c>

### Anti-Bias Tips, Activities, and Practices

- ▶ Strategies for Addressing Implicit Bias. Kirwan Institute.  
<http://kirwaninstitute.osu.edu/wp-content/uploads/2015/06/implicit-bias-strategies.pdf>
- ▶ 10 tips for teaching and talking to kids about race. Embrace Race.  
<https://www.embracerace.org/resources/teaching-and-talking-to-kids>
- ▶ Supporting the development of anti-bias practices. NAEYC.  
<https://www.naeyc.org/resources/pubs/yc/mar2016/moving-beyond-anti-bias-activities>

### Resources for parents and teachers. Talking to Kids about Race

- ▶ An age-by-age guide to talking to kids about race and racism. Motherly.  
<https://www.mother.ly/child/talking-to-kids-about-racism-age-by-age/why-its-never-too-early-to-start-talking-about-race-and-racism-with-kids>
- ▶ Talking to Young Children About Race and Racism. PBS.  
<https://www.pbs.org/parents/talking-about-racism>
- ▶ Your Kids Aren't Too Young To Talk About Race: Resource Roundup. Blog with and additional resources by Katrina Richie.  
<https://www.prettygooddesign.org/blog/Blog%20Post%20Title%20One-5new4>

- ▶ Zero to Three. Racism and Violence: Using Your Power as a Parent to Support Children Ages Two to Five.  
<https://www.zerotothree.org/resources/1598-racism-and-violence-using-your-power-as-a-parent-to-support-children-aged-two-to-five#chapter-1041>
- ▶ Children’s Community School. Social Justice resources for thinking and talking about race.  
<http://www.childrenscommunityschool.org/social-justice-resources/?fbclid=IwAR37PWDJSNV3HiG5Rp9sg ezRAW80UtggMrCfntubK6euibscUgsw4607fAQ>
- ▶ Talking to Children About Race infographic. Barton Lab, Vanderbilt University.  
<https://cdn.vanderbilt.edu/vu-web/lab-wpcontent/sites/96/2020/06/04222144/Talking-About-Race.pdf>
- ▶ This is a link to a number of resources for having conversations with children about race. Barton Lab, Vanderbilt University.  
<https://lab.vanderbilt.edu/barton-lab/inclusion-diversity-and-acceptance/>

### **Position Statement and Guidance**

- ▶ Advancing Equity in ECE. NAEYC position statement and guidance.  
<https://www.naeyc.org/resources/position-statements/equity-purpose>

## Step 4: Reflection and Feedback

This coaching guide is meant to help you identify when culturally responsive practices are in place as much as it is to identify when they are not in place. So, remember to provide positive feedback to teachers when you find good examples of culturally responsive practices just as you do with other coaching practices. For example,

*“That was a great strategy you used to connect with parents working two jobs. I’d really like to share that with other teachers. Can you tell me more about how you did it?”*

Reflective conversations on culturally responsive practices may be stimulated by ongoing classroom coaching and reflections, an observation of a specific incident that suggests a question about a teacher’s practice, following a meeting or professional development in which culturally responsive practices and/or implicit bias is discussed, or as a program-wide effort to focus on cultural responsiveness. As noted in the introduction, the coach, teacher, or program may begin with questions about a specific practice (e.g., family engagement) depending on the context and needs of the program.

TPOT observations, reflections on the questions and examples posed in Part 1 of this guide, BIRs review, and ongoing observation are important considerations when beginning to address equity. For example, the teacher may identify a variety of ways in which they attempt to reach families during the interview in the TPOT, however, further review of the practice and reflections on Question 17 in this guide indicate that less effort is initiated toward single-parent families. The observations, in addition to the review, This review and these observations would indicate the need for further discussion around culturally responsive practices and equity related to family engagement. Alternatively, a teacher may ask for more ideas for connecting with parents. Reviewing the reflection questions and connected resources together may provide ideas.

An observation of a specific incident may also be the catalyst for a discussion of culturally responsive practices. For example, you may observe an incident in which a teacher responds to one child’s challenging behavior by providing instruction on an acceptable alternative behavior but is more directive with a second child, telling them what not to do and removing them from the activity. This incident may lead you to gather more data/information by reviewing BIRs and asking the teacher questions about the difference in their response.

Finally, a professional development activity or meeting around equity may lead to a coaching conversation and reflection about implicit bias and culturally responsive practices. For example, you may have a reflection around vulnerable decision points and how that might apply in a specific classroom.

To prepare for discussions around culturally responsive practices and equity concerns, coaches can review the following conversation starters and reflective questions used frequently in Practiced Based Coaching.

- ▶ Describe what happened when you ...?
- ▶ How did the children respond to ...?
- ▶ I noticed that you .... Tell me more about that strategy.
- ▶ What do you think would happen if ...?
- ▶ Tell me how you felt about...
- ▶ What might you try the next time?
- ▶ How did that compare to ...?

In addition, coaches can review the following specific questions that may assist in entering conversations around culturally responsive practices and equity.

### **Questions following professional development or training:**

- ▶ What strikes you about what we discussed in the staff training?
- ▶ What have you seen that you would like to learn more about?
- ▶ What was your impression about the training?
- ▶ Did it bring up any issues or “aha” moments?

### **Questions following data review:**

- ▶ Are you seeing any patterns in your data that you want to discuss? Any data patterns that concern you?
- ▶ When you examine the data, is it consistent with what is occurring in your classroom?

### **General questions about equity/practices to start conversation:**

- ▶ What experiences have you had with...(implicit bias; culturally responsive practices)?
- ▶ What are your thoughts about culturally responsive practices and their application to this process?
- ▶ What are some culturally responsive practices we've implemented in the program?
- ▶ What are practices in your classroom that are culturally responsive? Show me what you have. I would like to hear more about what you are doing.

### **Questions following an incident that might occurring during an observation?**

- ▶ When I was here for my observation, I saw \_\_\_\_\_ (describe incident). Describe to me what happened that day. What's your perspective on this situation?
- ▶ Let's talk about Vulnerable Decision Points. Have you come across situations in your classroom recently where a vulnerable decision point occurred? Have you had to ask yourself if this is a VDP?

### **Goal Setting:**

- ▶ In my last observation, I noted that...(provide wait time for coachee to respond). What do you think about trying...?
- ▶ As I think about your strengths, you do this (insert practice here) well. I am wondering if we can add to this practice to address (insert equity question here).

### **Wrapping up Coaching Conversations:**

- ▶ What reflections or observations do you have about our discussion today?
- ▶ What have you heard today that has made you think or has touched you in some way?

## Some Tips for Working through Resistance

If the teacher is likely to be resistive, have difficulty acknowledging that the concerns are relevant to the classroom, or reject the information, try using the strategies below to initiate the reflection and guide the coachee to awareness and buy-in for practice change.

1. Share a PD resource (see suggestions in step 3) that you think might be helpful in addressing the concern. You might say “I saw this resource and it made me think of your classroom. I think it could be helpful in ..... (e.g., getting all children engaged in learning, strengthening your family partnerships, etc.). Can you review it before my next coaching visit and we can discuss it?”
2. In the next coaching session, start the conversation with...”What did you think about the resource?” and pause for response. You might follow with “Would this strategy work in your classroom?”. If the teacher does not express interest or see the fit, you might follow with “I noticed in your classroom that (state the concern in observational terms). I thought that this resource might be helpful for thinking about how to (state the practice).”
3. If the teacher rejects the notion that your observation is accurate or the change in practice is needed, assess whether one of the following strategies might be helpful:
  - a. Suggest that the teacher monitor their practice over the next week for a follow-up discussion (e.g., “Would you be willing to think about this over the next week and collect some data to see if it’s an issue for your classroom? You could do a simple tally of how many times you join in the play of the boys during center time versus the girls”).
  - b. Suggest that the teacher reflect on their practice and hold a team meeting with other personnel in the classroom to discuss whether this is an issue for the classroom. During this meeting the team can make a list of examples that show that the practice is/is not being implemented. You might say “I can’t be here every day and I don’t get to see everything that happens. You and your team know best what happens in the classroom. Could you bring this up in a team meeting over the next week?”
  - c. Offer to videotape an observation so that the teacher can review it and identify if there are any concerns (e.g., “Would it be helpful if I videotaped center time and provided it to you for your reflection. When you are busy teaching, it is hard to observe everything that might happen in the classroom.”).
4. If the teacher asserts that biased-practices are justified because of perceptions about a particular group of children (e.g., “Those children need ...” or “Those children can’t ...”), follow the statement with probing questions to move the teacher towards exploring the basis for the statement. For example, you might say “What makes you say that?” or “When you say those children, it makes me think that you believe that.... Can we explore that some more?”



# Appendix A

## TPOT Key Practice and Related Coach Reflection Questions

TPOT Key Practice	Coach Reflection Questions
Schedules, Routines, and Activities	<ul style="list-style-type: none"> <li>▶ Does the schedule include activities where the children work cooperatively? (#2)</li> <li>▶ Do the posted schedule, expectations, and rules use the children's home language? (#3)</li> </ul>
Transitions	<ul style="list-style-type: none"> <li>▶ Does the teacher guide all individual children who need extra support to begin and complete the transition? (#5)</li> <li>▶ Does the teacher provide positive descriptive feedback to every child for their skills, behaviors, and activities? (#6)</li> </ul>
Supportive Conversations	<ul style="list-style-type: none"> <li>▶ Does the teacher provide positive descriptive feedback to every child for their skills, behaviors, and activities? (#6)</li> <li>▶ Does the teacher have conversations, engage in play, and use questioning with all children in the classroom (e.g., including the use of the child's home language, interests, and learning preferences)? (#7)</li> </ul>
Engagement	<ul style="list-style-type: none"> <li>▶ Do learning centers and activities include materials, songs, and visuals that are aligned with the cultures and interests of children in the classroom? (#1)</li> <li>▶ Does the teacher provide positive descriptive feedback to every child for their skills, behaviors, and activities? (#6)</li> </ul>
Providing Directions	<ul style="list-style-type: none"> <li>▶ Does the teacher provide positive descriptive feedback to every child for their skills, behaviors, and activities? (#6)</li> <li>▶ Does the teacher consistently use positive directions (i.e., telling children what to do versus what not to do) across all children? (#9)</li> </ul>
Collaborative Teaming	<ul style="list-style-type: none"> <li>▶ Are all adults in the classroom respectful to each other and aware of differing cultural backgrounds? (#14)</li> <li>▶ Are all adults working toward creating an impartial, inclusive, and positive learning environment (e.g., modeling, positive feedback, directives)? (#15)</li> </ul>
Teaching Behavior Expectations	<ul style="list-style-type: none"> <li>▶ Do the posted schedule, expectations and rules use the children's home language? (#3)</li> <li>▶ Does the teacher use multiple examples, visuals, and cultural experiences to teach behavior expectations in a manner that relates to all children? (#4)</li> <li>▶ Does the teacher provide positive descriptive feedback to every child for their skills, behaviors, and activities? (#6)</li> </ul>
Teaching Social Skills and Emotional Competencies	<ul style="list-style-type: none"> <li>▶ Does the teacher provide positive descriptive feedback to every child for their skills, behaviors, and activities? (#6)</li> <li>▶ Does the teacher individualize social skills instructions to meet cultural and linguistic differences? (#8)</li> </ul>

TPOT Key Practice	Coach Reflection Questions
Teaching Friendship Skills	<ul style="list-style-type: none"> <li>▶ Does the schedule include activities where children work collectively or cooperatively? (#2)</li> <li>▶ Does the teacher provide positive descriptive feedback to every child for their skills, behaviors, and activities? (#6)</li> </ul>
Teaching Children to Express Emotions	<ul style="list-style-type: none"> <li>▶ Does the teacher respond equitably and allow for differences in the way individual children express, experience, and regulate their emotions? (#10)</li> <li>▶ Does the teacher's instruction about emotions employ strategies that affirm differences by planning lessons to include the children's home language and visuals representative of a variety of family structures, ethnicities, cultures, and abilities? (#11)</li> </ul>
Teaching Problem Solving	<ul style="list-style-type: none"> <li>▶ When providing instruction on problem-solving, does the teacher use strategies and materials that consider children's individual ability, cultural background, and linguistic needs? (#12)</li> <li>▶ Does the teacher respect children's choice of possible problem-solving solutions, and ensure that solutions are compatible with children's family and cultural backgrounds? (#13)</li> </ul>
Interventions for Children with Challenging Behavior & Response to Challenging Behavior	<ul style="list-style-type: none"> <li>▶ Does the teacher refer and participate in the process of addressing challenging behavior similarly across all children? (#16)</li> <li>▶ In analyzing your observation of teacher responses to challenging behavior, are developmentally appropriate and positively stated strategies implemented equitable across all children? (#21)</li> <li>▶ When behavior interventions are developed, are they individualized based on family cultural practices and child interests? (#22)</li> </ul>
Connecting with Families	<ul style="list-style-type: none"> <li>▶ Are attempts to connect with families evenly distributed across all families, regardless of the extent of their involvement? (#17)</li> <li>▶ Is bidirectional communication with families balanced so that all families are represented in posted photos, culturally significant items, and activities celebrating their diversity? (#18)</li> </ul>
Supporting Family Use of Pyramid Model Practices	<ul style="list-style-type: none"> <li>▶ Does the teacher provide families with practical strategies for supporting the development of social/emotional skills that are developmentally appropriate and also compatible with the child-rearing practices of parents from different cultures represented in the classroom? (#19)</li> <li>▶ When a child-rearing practice is different than or incompatible with that which is considered developmentally appropriate, are families provided an opportunity to discuss and understand the difference? When possible, is there an effort to identify a mutually compatible alternative strategy? (#20)</li> </ul>

