

Coaching Early Interventionists

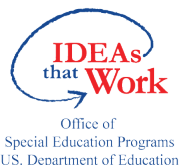


Data Considerations for All:

- ▶ Time dedicated to coaching
- ▶ Coaching case-load (e.g., number of practitioners being coached)
- ▶ Areas of focus for coaching (e.g., Pyramid-only, other areas)

Look	Think	Act
What do we see?	What are the data showing? What influences these data?	Consider these actions
<p>Look at how many complete coaching cycles are delivered by each coach.</p> <p>Identify how many complete coaching cycles each practitioner received.</p> <p>Look at the number of attempted and completed coaching cycles.</p>	<p>Is the delivery of coaching cycles by coaches meeting the expected target?</p> <p>Are all practitioners receiving the targeted number of coaching cycles?</p> <p>Are there differences between attempted cycles and completed cycles (i.e. higher number of attempted cycles when compared to completed cycles)? Are coaches reporting resistance from practitioners?</p> <p>Are there differences across practitioners or are they limited to a few practitioners?</p>	<p>Identify and address reasons coaches are not meeting expected coaching cycle delivery targets and/or practitioners are not receiving the targeted number of cycles.</p> <p>Consider:</p> <ul style="list-style-type: none"> ▶ coaching loads ▶ time/resources ▶ willingness of families on caseload ▶ travel and coordination challenges <p>Develop a plan for expanding coaching reach. Consider changes in coaching assignments, format and delivery options.</p> <p>Revise procedures used to prepare practitioners for coaching. Use handouts, on-line resources, coaching agreements, etc.</p>

Look	Think	Act
What do we see?	What are the data showing? What influences these data?	Consider these actions
<p>Look at the average duration of coaching observation and durations across practitioners for each coach.</p> <p>Examine the average duration of coaching observation and durations for each practitioner.</p>	<p>Are the average durations of coaching observation and debriefing meetings appropriate?</p> <ul style="list-style-type: none"> ▶ Are practitioners who spend more time with their coach making higher gains based on EIPPPFI scores? ▶ Are teachers with more needs on their EIPPPFI scores spending more time in coaching? <p>Are their difference between practitioners in duration of coaching observation and debriefing that are a concern?</p>	<p>Dig deeper into the data by comparing EIPPPFI scores and average duration of coaching cycle. Determine if a goal to increase or decrease coach durations is appropriate.</p>
<p>Look at the patterns of strategy used and activities across observation sessions.</p>	<p>What strategies are being used during observations?</p> <p>What strategies are not being used?</p>	<p>Provide coaches with additional support tools, or training for using other strategies.</p> <p>Allow time for coaches to network with other coaches.</p>
<p>Look at the patterns of strategy use and activities across debriefing sessions.</p>	<p>What strategies are being used during debriefing?</p> <p>What strategies are not being used?</p>	<p>Provide coaches with additional support tools, or training for using other strategies.</p> <p>Allow time for coaches to network with other coaches.</p>
<p>Identify the number of action plan goals each individual practitioner is working on.</p> <p>Look at the percentage of action plan goals completed.</p>	<p>Are there differences among practitioners with regards to completion of action plan goals?</p> <p>Do certain practitioners have too few/too many action plan goals?</p>	<p>Partner with coaches to identify practitioners who might need additional support to efficiently meet action plan goals.</p>



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