

EDU501 Course Build Plan

Your Name: Jennifer Lee

Course Title: Coaching In Action: Implementing the Practice-Based Coaching Model Across Diverse Head Start Settings

Course Goal: To equip staff with the knowledge, skills, and tools to Implement the Practice-Based Coaching model with fidelity across all Head Start program types by building foundational knowledge, developing practical coaching skills, and applying strategies for collaborative goal setting, observation, feedback, and reflection.

Course Learning Outcomes (CLOs): (2 to 5)

1. Describe the components of the PBC cycle and explain how they support coaching implementation in a Head Start setting.
2. Apply collaborative partnership strategies to build trust and foster engagement with teaching staff throughout the PBC cycle.
3. Analyze coaching strategies that support each phase of the PBC cycle and determine the most appropriate strategies for individualized scenarios.
4. Demonstrate the ability to use the required documentation tools for goal setting, focused observations, and written reflection/feedback in accordance with agency standards.
5. Implement a mock PBC cycle and reflect on challenges, successes, and adaptations needed for real-world application.

MODULE 1

Title	Module Learning Goals (MLGs)	Activities (Assignments)
<p>Module 1 Title: Why PBC? Understanding the Model and Its Purpose</p>	<ol style="list-style-type: none"> 1. Explain the rationale for using a research-based coaching model. (CLO 1) 2. Identify and describe the components of the Practice-Based Coaching (PBC) cycle. (CLO 1, 2) 	<p>Activity 1.1 – Connect, Extend, Challenge Visual Thinking after guided discussion on the reason for coaching, particularly, PBC. (MLG 1)</p> <p>Activity 1.2 – Group Chart the PBC Cycle components and add descriptors of what happens during each area of the cycle. (MLG 2)</p> <p>Activity 1.3 – Think, Pair, Share Visual Thinking Routine on why PBC matters. This will help conceptualize the cycle, Head Start requirements, and solidify learning. (MLG 1 & 2)</p> <p>Activity 1.4 – Self Assessment: Strengths and Needs Assessment: Collaborative Partnerships. (MLG 2)</p>
<p>Resources:</p> <ul style="list-style-type: none"> • Snyder, P., Hemmeter, M. L., & Fox, L. (2022). Essentials of practice-based coaching: Supporting effective parties in early childhood. Brookes Publishing. <ul style="list-style-type: none"> ○ Chapter 1: Overview of Practice Based Coaching: Theoretical, Empirical, and Practice-Based Rationales ○ Chapter 2: Introduction to the Practice-Based Coaching Framework ○ Chapter 3: Establishing and Maintaining a Collaborative Partnership • PowerPoint for Guided Discussion • Connect, Extend, Challenge Visual Thinking Routine: https://pz.harvard.edu/resources/connect-extend-challenge • Think, Pair, Share Visual Thinking Routine: https://pz.harvard.edu/resources/think-pair-share • Blank PBC cycle component poster display – include cycle titles and descriptors from each cycle to match to the correct area • Strengths & Needs Assessment: Collaborative Partnerships 		

MODULE 2

Title	Module Learning Goals (MLGs)	Activities (Assignments)
<p>Module 2 Title: Laying the Groundwork for a Successful Coaching Cycle</p>	<ol style="list-style-type: none"> 1. Analyze coaching strategies to determine their application across different coaching settings. (CLO 3) 2. Demonstrate how to complete a coaching agreement and conduct a strengths and needs assessment. (CLO 1, 4) 	<p>Activity 2.1 – Strategy Carousel with sample scenarios for the participants to travel to and match the most effective strategies for each. Come back and engage in a Circle of View Points Visual Thinking Routines to emphasize the multiple perspectives involved in the PBC (MLG 1)</p> <p>Activity 2.2 – Role Play Groups – offer two scenarios: Coaching Agreement and Strengths & Needs Assessment review. Group discussion after the role plays. (MLG 2)</p> <p>Activity 2.3 – Self Assessment: Strengths & Needs Assessment: Coaching Strategies (MLG 1)</p>
<p>Resources:</p> <ul style="list-style-type: none"> • Snyder, P., Hemmeter, M. L., & Fox, L. (2022). Essentials of practice-based coaching: Supporting effective parties in early childhood. Brookes Publishing. (Chapters 4-5) <ul style="list-style-type: none"> ○ Chapter 4: Coaching Strategies & Definitions ○ Chapter 5: Effective Practices and Strengths and Needs Assessments • PowerPoint for Guided Discussion • Videos: <ul style="list-style-type: none"> ○ The Power of Coaching: https://www.youtube.com/watch?v=4tn_51gUv7w ○ Coaching Conversation Video: https://youtu.be/_nnMJhXxbxU ○ The Teacher’s Voice in Setting Goals (Using Strengths & Needs Assessment Info): https://youtu.be/D7ncq3Z0jl4 ○ Needs Assessment Video: https://padlet.com/JenLee1026/practice-based-coaching-modules-kys4ya25ryvik8bu/wish/x5m7aorjjMNVWkAV • Strategy Carousel materials & Circle of Viewpoints Prompt sheet: https://pz.harvard.edu/resources/circle-of-viewpoints • Sample Coaching Agreement and Strengths and Needs Assessments • Case study for Role Play • Strengths & Needs Assessment: Coaching Strategies 		

MODULE 3

Title	Module Learning Goals (MLGs)	Activities (Assignments)
<p>Module 3 Title: Turning Data into Action: Goals and Planning</p>	<ol style="list-style-type: none"> 1. Analyze how assessment data and identified teaching practices are used to develop meaningful goals with teachers. (CLO 2, 3) 2. Review the components of effective goal and action plans and develop a sample plan using a case study. (CLO 4, 5) 	<p>Activity 3.1 – Use sample child-outcome data from assessments and the Teaching Practice Self Assessment to determine possible goals. Use the Claim, Support, Question Visual Thinking Routine to justify why teaching goals would be supported. (MLG 1)</p> <p>Activity 3.2 – Create sample goals and post them around the training area. Participants will do a peer critique gallery walk and offer suggestions for goal statements, planning activities, and implementation steps. (MLG 2)</p> <p>Activity 3.3 – Self Assessment: Strengths & Needs Assessment: Shared Goals and Action Plans (MLG 2)</p>
<p>Resources:</p> <ul style="list-style-type: none"> • Snyder, P., Hemmeter, M. L., & Fox, L. (2022). Essentials of practice-based coaching: Supporting effective parties in early childhood. Brookes Publishing. (Chapter 6) <ul style="list-style-type: none"> ○ Chapter 6: Shared Goal Setting and Action Planning • PowerPoint for Guided Discussion • Videos: <ul style="list-style-type: none"> ○ The Value of Documenting the Process: https://youtu.be/Cssa8YthT1o • Sample child outcome data • Sample Teaching Practice Self Assessment • Claim, Support, Question Visual Thinking Routine Prompt: https://pz.harvard.edu/resources/claim-support-question • Blank Goal Documentation Forms 		

MODULE 4

Title	Module Learning Goals (MLGs)	Activities (Assignments)
<p>Module 4 Title: Observing with Purpose and Reflecting with Impact</p>	<ol style="list-style-type: none"> 1. Identify strategies for conducting focused observations that align with established goals and targeted teaching practices. (CLO 3, 4) 2. Discuss and practice strategies for conducting effective feedback and reflection sessions. (CLO 2, 4) 	<p>Activity 4.1 – Video Clip Observation; walk through twice, once without a focused for the observation and then once with a teaching practice identified. Use the What Makes You Say That Thinking Routine to guide discussion after the clip. (MLG 1)</p> <p>Activity 4.2 – Pair participants and provide with a case study to conduct a sample feedback session. Peers observe and discuss the strategies used and offer suggestions on other ways the conversations could be conducted effectively. (MLG 2)</p> <p>Activity 4.3 – Self Assessment: Strengths & Needs Assessment: Focused Observation & Reflection and Feedback (MLG 1 & 2)</p>
<p>Resources:</p> <ul style="list-style-type: none"> • Snyder, P., Hemmeter, M. L., & Fox, L. (2022). Essentials of practice-based coaching: Supporting effective parties in early childhood. Brookes Publishing. <ul style="list-style-type: none"> ○ Chapter 7: Focused Observation ○ Chapter 8: Reflection and Feedback • PowerPoint for Guided Discussion • Videos: <ul style="list-style-type: none"> ○ Class Observation - https://youtu.be/l7n7yX5fmRc ○ The Value of Using Pause in a Reflection: https://www.youtube.com/watch?v=egTt_aoFAXI • What Makes You Way That? Thinking Routine Prompt: https://pz.harvard.edu/resources/what-makes-you-say-that • Observation Documentation Tools; Notes & Tally Mark Options • Supportive & Constructive Feedback Tip Sheets • Strengths and Needs Assessments: Focused Observation & Reflection and Feedback 		

MODULE 5

Title	Module Learning Goals (MLGs)	Activities (Assignments)
<p>Module 5 Title: Putting it All Together: Running the Full Coaching Cycle</p>	<ol style="list-style-type: none"> 1. Apply content to role-play a complete Practice-Based Coaching cycle using a case study. (CLO 2, 4, 5) 2. Reflect on the coaching cycle implementation and identify areas of strength and opportunities for growth. (CLO 3, 5) 	<p>Activity 5.1 – Mock PBC Cycle Simulation. Using relevant case studies, pairs complete the coaching agreement, determine a teaching practice/goals, set a focus for an observation, and sample reflection & feedback meeting. (MLG 1)</p> <p>Activity 5.2 – Share a useful tip/tool and set up a collective resource bank. (MLG 2)</p> <p>Activity 5.3 – Reflection Circle – I Used to Think... Now I Think Thinking Routine with the focus of sharing increased understanding of PBC in the context of the program.</p>
<p>Resources:</p> <ul style="list-style-type: none"> • Snyder, P., Hemmeter, M. L., & Fox, L. (2022). Essentials of practice-based coaching: Supporting effective parties in early childhood. Brookes Publishing. <ul style="list-style-type: none"> ○ Chapter 9: Considerations for Implementing Practice-Based Coaching • Case Studies for Mock PBC Cycle Simulations • Padlet and Teams Channel created for the Collective Resource Bank • I Used to Think... Now I Think Thinking Routine Prompt: https://pz.harvard.edu/resources/i-used-to-think-now-i-think 		

CLO Distribution

Enter an X into the boxes corresponding to the CLO covered in each module.

#	CLO	Module 1	Module 2	Module 3	Module 4	Module 5
1	Describe the components of the PBC cycle and explain how they support coaching implementation in a Head Start setting.	X	X	X		
2	Apply collaborative partnership strategies to build trust and foster engagement with teaching staff throughout the PBC cycle.	X		X	X	X
3	Analyze coaching strategies that support each phase of the PBC cycle and determine the most appropriate strategies for individualized scenarios.		X	X	X	X
4	Demonstrate the ability to use the required documentation tools for goal setting, focused observations, and written reflection/feedback in accordance with agency standards.		X	X	X	X
5	Implement a mock PBC cycle and reflect on challenges, successes, and adaptations needed for real-world application.				X	X