

# NM PBC NON-NEGOTIABLES

**Introduction:** NM Practice-Based Coaching (PBC) is a cyclical process for supporting teachers' use of evidence-based teaching practices that lead to positive outcomes for children. The PBC framework has three key components: 1) shared goals and action planning, 2) focused observation, and 3) reflection and feedback. These components occur in the context of a collaborative coaching partnership, which is focused explicitly on supporting implementation of evidence-based or recommended practices. (Snyder, Hemmeter, Fox, 2022). Each component is necessary for implementing PBC with fidelity, and each component builds from the previous component. In New Mexico, this cycle is completed within a two-week period.

Elements of intentional coaching are:

- Adherence to each component of the coaching model (fidelity procedures and implementation)
- Dosage (two-week cycle)
- Quality of coaching (PBC Fidelity Monitoring Process)

**Fidelity:** PBC must be implemented with fidelity with sufficient frequency, intensity, and duration (dose), and each component of PBC must be delivered as intended to achieve intended effects (Powell & Diamond, 2013; Snyder et al., 2015)

## **Prior to Beginning PBC:**

To ensure that all (teachers and administrators) understand PBC, and to establish intensity, sufficient frequency, and duration:

- Orientation occurs annually with all teachers and administrators.
  - An overview of PBC is provided.
  - PBC agreement is reviewed and routed for electronic signatures.
  - Signed agreements are stored in a shared Google drive.
- During the orientation, the two-week cycles are scheduled for the entire year. Upcoming holidays and school closures are planned for (this should include a one-week cycle before or after a holiday or closure to adhere to the two-week cycle).
- PBC cycles start immediately after the PBC Orientation and Agreement have been completed and the most recent CLASS data has been reviewed.
- To document the Orientation, the PBC log is completed as a **TS** (see pg. 1 How to Complete the PBC Log in Torsh Talent)

# NM PBC NON-NEGOTIABLES

## **Non-Negotiables for Shared Goals and Action Planning:**

To ensure that sufficient frequency and duration occur:

- The SMA<sup>2</sup>R<sup>2</sup>T goal with observable action steps is completed in TORSH prior to the meeting ending. (Essentials of PBC pg. 217)

To ensure intensity of coaching:

- Data is analyzed from CLASS, ECOT, Four-Step Data Analysis, Early Literacy Checklist, PDPs, or administrator driven goals.
- Based on reviewed data or administrator driven goals, the teacher selects a teaching practice from the Menu of Practices.
- Coaches will align content from current professional learning the teacher is completing (required or continued).
- Coach ensures that all components from the PBC Fidelity Action Plan Checklist are included in the goal and action steps (Essentials of PBC pg. 217).
- Competency tag is selected with the teaching practice from the Menu of Practices.

## **During the two-weeks between meetings:**

To ensure that sufficient frequency and duration occur:

- Coaches will ensure the next meeting date has been confirmed.
- Send reminder for Focused Observation due date.
- Send reminder of Reflection & Feedback Meeting date/time with link or location.

To ensure intensity of coaching:

- Coaches will provide resources related to the selected teaching practice.
- Coaches will support teachers with data tools to support practice implementation.
- Coaches will prepare for the reflection and feedback meeting by:
  - Reviewing goal practice and effective implementation
  - Reviewing resources
  - Preparing questions to enhance reflection
  - Preparing feedback (supportive, reflective, constructive)
- Coaches review the focused observation and time stamp reflective questions and feedback in TORSH

# NM PBC NON-NEGOTIABLES

## Non-Negotiables for Focused Observation:

To ensure that sufficient frequency and duration occur:

- Video/artifact capture of the focused observation is required regardless of whether coaching takes place in person or via distance.
- Focused Observation will be shared with the coach prior to the Reflection and feedback meeting.
  - If a Focused Observation has not been submitted prior to the meeting the coaching cycle will be marked **incomplete**.
  - In the event a teacher is having technical difficulties uploading the Focused Observation, the Reflection and Feedback meeting may be rescheduled within 48 hours. (Repeated technical difficulties will be reported to the supervisor and administrator.)
- Coaches start a “new cycle” in TORSH Talent when the Focused Observation video/artifact is received.

To ensure intensity of coaching:

- Coaches will encourage their teachers to engage in self-reflection by watching their Focused Observation prior to the Reflection and feedback meeting.
- Coach will conduct a Focused Observation on the goal practice.
  - Before beginning the observation, the coach will copy the goal practice and insert it into the Focused Observation for reference.
  - When observed, the coach will tag the practice implementation with the Rubric Tag.
    - If the practice is noted multiple times, the Focused Observation can be tagged multiple times.
    - If the practice **is noted** the coaching cycle is marked **complete**.
    - If the practice implementation **is not observed** during the Focused Observation, constructive feedback will be provided. The coaching cycle will be marked **incomplete**.
  - Feedback and reflective questions in the Focused Observation are required.

## Non-Negotiables for Reflection and Feedback:

To ensure that sufficient frequency and duration occur:

- The due date for the new Focused Observation is confirmed.
- The next Reflection and Feedback meeting date is confirmed.
- The coach completes the PBC Log in TORSH Talent during the Reflection and Feedback meeting or within 48 hours after.

# NM PBC NON-NEGOTIABLES

## To ensure intensity of coaching:

- Coach provides an opportunity for the teachers to discuss and reflect on the fidelity of the practice implementation.
- Coach utilizes additional planned reflective questions and feedback to enhance the conversation and set up for goal setting.
- Together, the coach and teacher determine next steps:
- If the practice implementation was done with fidelity and a need for continuing the practice is not required:
  - Then the teacher selects a NEW teaching practice from the Menu of Practices utilizing data from CLASS, ECOT, Four-Step Data Analysis, Early Literacy Checklist, PDPs, or administrator driven goals.
  - The coach provides a strengths/needs assessment for the practice to determine where to begin for the next coaching cycle and a SMA<sup>2</sup>R<sup>2</sup>T goal is written.
- If implementation of the practice can be enhanced, refined, or changed:
  - Then the next SMA<sup>2</sup>R<sup>2</sup>T goal will be written to reflect the modified measurable actions and steps.
  - Coach determines the necessity and use of a strengths/needs assessment for next goal setting.

## End of Year:

### To ensure that sufficient frequency and duration occurred:

- A certificate of professional learning hours (hours engaged in PBC) is provided to teachers.
- An administrator report is provided (administrators may request a PBC report at any time during the school year).
- PBC will continue until notification from supervisors is given to allow for EOY (End of Year) CLASS observations.

### To ensure intensity of coaching occurred:

- An end of year survey is provided to teachers and administrators.
- Data is reviewed with the coach from TORSH, MOY and EOY Surveys.
- PBC goals for coaches are set for the following school year.

# NM PBC NON-NEGOTIABLES

## **Process for No-Show or Rescheduled PBC Meetings:**

1. If a teacher does not show up for the Reflection and Feedback meeting, the coach will call or text within the first 5 minutes of the scheduled meeting. If there is no response, the meeting will end, and the coach will contact the teacher to reschedule the meeting.
2. A rescheduled meeting must take place no later than 48 hours after the initial meeting. If this does not occur, the cycle will be marked incomplete. Administrators (PreK Coordinator and/or Building Principal) will be notified by email that a PBC Reflection and Feedback meeting did not take place and efforts to reschedule the meeting were unsuccessful. The coach's direct supervisor will be cc'd.
3. The scheduled Reflection and Feedback (ZOOM) meeting will occur even if the Focused Observation is not uploaded to TORSH. This will ensure the next two-week PBC cycle continues.
4. Coaches will track all missed or rescheduled PBC meetings. Document this in the current PBC Log under "Time spent in Reflection and Feedback Meeting:"
5. When this has occurred twice in a row, the coach will have a conversation with their supervisor for support in achieving fidelity with individual teachers.

## **Data Collection and Analysis Related to PBC:**

### **To ensure that sufficient frequency and duration occurred:**

- Data collected from TORSH Talent is shared with the ECECD/PED (quarterly).
- Data collected from TORSH Talent is shared with administrators: (quarterly or upon request).

### **To ensure intensity of coaching occurred:**

- The NM PBC Fidelity Monitoring Process takes place.
- TORSH Talent Reports are gathered and analyzed.
- The Action Plan Fidelity Checklist is utilized.

# NM PBC NON-NEGOTIABLES

To assist in data driven coaching decisions:

- Coaches will complete a monthly data check in TORSH using the Report Builder to reflect frequency, intensity, and duration.
- PBC reports will be reviewed with supervisors quarterly.
- To support the elements of fidelity, coaches may choose or be directed to utilize this document.  
<https://docs.google.com/spreadsheets/d/1zdbNZbNplaBMjgURN2aAgyYTDY-1JyuU8MVUbYajUM/copy>

## References

Snyder, P. A., Hemmeter, M. L., & Fox, L. (2015). Supporting implementation of evidence-based practices through practice-based coaching. *Topics in Early Childhood Special Education*, 35, 133-`43. Paul H. Brooks Publishing Co.

Snyder, P. A., Hemmeter, M. L., & Fox, L. (2022). *Essentials of Practice-Based Coaching – Supporting Effective Practices in Early Childhood*. Paul H. Brooks Publishing Co.

Powell, D. R., & Diamond, K. E. (2013). Studying the Implementation of coaching-based professional development. In T. Halle, A. Metz, & I. Martinez-Beck (Eds.), *Applying implementation science in early childhood programs and systems* (pp. 97-116). Paul H. Brooks Publishing Co.