



Teaming and Collaboration

Building and Sustaining Partnerships

© 2019 by the Division for Early Childhood (DEC)
of the Council for Exceptional Children

All rights reserved

ISBN: 978-0-9905128-7-5

Disclaimer

The opinions and information contained in the articles of this monograph are those of the authors of the respective articles and not necessarily those of the Division for Early Childhood (DEC) of the Council for Exceptional Children. Accordingly, DEC assumes no liability or risk that may be incurred as a consequence, directly or indirectly, or the use and application of any of the contents of this monograph.

Published and Distributed by:



E-mail: dec@dec-sped.org

Website: <http://www.dec-sped.org/>

The Division for Early Childhood (DEC), a division of the Council for Exceptional Children, is an international membership organization for individuals who work with or on behalf of young children with disabilities and other special needs. Founded in 1973, DEC's mission is to promote policies and advance evidence-based practices that support families and enhance the optimal development of young children who have or are at risk for developmental delays and disabilities. Information about membership and other resources available can be found at www.dec-sped.org

Editors: Pamela J. Winton, *University of North Carolina at Chapel Hill*, Chelsea Guillen, *University of Illinois at Urbana-Champaign*, and Alana G. Schnitz, *Juniper Gardens Children's Project*

Copy editing and cover and interior design: Kevin Dolan

Indexer: Jean Jesensky, *Endswell Indexing*

Typeset in Warnock Pro, Myriad Pro, and Calibri

All photos provided by iStock except those provided by the Frank Porter Graham Child Development Institute on pages 69, 72, 78, 81, and 112 and those submitted by authors of their article on pages 111 and 115.

Suggested Citation

Winton, P. J., Guillen, C., & Schnitz, A. G. (Eds.). (2019). *Teaming and collaboration: Building and sustaining partnerships* (DEC Recommended Practices Monograph Series No. 6). Washington, DC: Division for Early Childhood.

DEC Executive Office

Executive Director: Peggy Kemp
Associate Director: Diana Stanfill
Operations Coordinator: Brittany Clark
Doctoral Intern: Sarah Sexton

DEC Executive Board 2018–2019

President: Ted Burke
Past President: Eva Horn
President Elect: Megan Vinh
Vice President: Amanda Quesenberry
Treasurer: Jessica Hardy
Secretary: LaShorage Shaffer
Member at Large: Serra Acar
Member at Large: Chelsea Guillen
Member at Large: Cori Hill

Developing a Collaborative Partnership to Enhance Teaming Using a Practice-Based Coaching Framework

DARBIANNE SHANNON
CRYSTAL BISHOP
PATRICIA SNYDER
JENNIFER JARAMILLO
University of Florida

Michael has worked in the local Head Start program for just more than a year as the lead teacher alongside his teaching assistant, Myrna, who has worked in the program for 12 years. They both love teaching and feel they are making a difference in the lives of children from their community. They are proud of their knowledge of the Head Start Early Learning Outcomes Framework (ELOF; Office of Head Start, 2015) and are committed to providing an environment that helps children learn and prepares them for kindergarten. Michael and Myrna collaborate each week to plan for and provide a variety of opportunities for children to communicate with adults and peers, make choices, acquire social skills through interactions with their peers, and develop preacademic skills using developmentally appropriate materials.

This year, Michael and Myrna's classroom of sixteen 3- and 4-year-olds includes a child named Tavion, who recently began receiving early childhood special education services. Tavion joined the classroom in October, shortly after his third birthday. The goals on his individualized education program (IEP) are focused on social-emotional and language skills. His speech-language therapist, Karen, comes from a local agency three times per week for 20 minutes each visit. She brings materials and provides one-on-one services in the classroom. Michael also tries to work on Tavion's IEP goals during small group rotations in the afternoon.

Michael and Myrna wanted to give Tavion time to adjust to the classroom, but now it is nearly the end of December and Tavion is still communicating mostly through gestures and about 10 single words. In addition, he spends all of center time engaged in solitary play. Michael has never worked with children with disabilities before, and he feels as though his bag of "teaching tools" has been



Practice-based coaching provides the follow-up implementation support for practitioners to transfer what they have learned from other professional development experiences to their classrooms.

exhausted. Feeling a bit defeated, Michael e-mailed Yesenia, the Head Start disability coordinator, and asked for help. Yesenia and Michael talked about how the team could use embedded instruction to provide more opportunities throughout the day for Tavion to work on targeted skills that are aligned with his IEP goals, the preschool curriculum, and the ELOF. Yesenia explained to Michael that embedded instruction is an intentional and systematic approach for promoting children's acquisition, maintenance, and generalization of skills that support a child's access to and participation in the general preschool curriculum (Snyder, Hemmeter, McLean, Sandall, & McLaughlin, 2013; Snyder et al., 2018). Michael wants to try embedded instruction, but he is concerned about how the team will learn to use it effectively, given all the other demands on their time. In response to his concerns, Yesenia offers to coach the team using a collaborative approach called practice-based coaching. Michael is not sure exactly what this will involve or how he feels about having someone in his classroom to "coach" him and his team, but he decides to schedule a meeting with Yesenia so he and Myrna can learn more.

Using Practice-based Coaching to Enhance Teacher's Competence and Confidence

In this article, we discuss how structural and process components of practice-based coaching (PBC; Snyder, Hemmeter, & Fox, 2015) can support the development of a collaborative partnership and sustainable communication strategies to enhance the ability of a team (i.e., Michael, Myrna, and Karen) to acquire and become more competent and confident in their use of evidence-based teaching practices to support a young child with a disability in an inclusive preschool classroom. In the example provided, the practice focus of PBC is embedded instruction. Three Division for Early Childhood (DEC) Recommended Practices (2014) related to teaming and collaboration (TC1, TC2, and TC3) are addressed. PBC is a collaborative form of coaching that, when used as intended across a variety of delivery formats, has been shown to be efficacious for supporting preschool teachers to use evidence-based teaching practices and, in turn, improving child outcomes (Snyder, Hemmeter, & Fox, 2015). PBC is a cyclical coaching framework composed of three components: (1) shared goal setting and action planning, including a strengths and needs assessment; (2) focused observation; and (3) reflection and feedback (see Figure 1). These components occur within the context of a collaborative coaching partnership and can be implemented with teachers, related service professionals, family members, or teams to promote collaboration and teaming to implement evidence-based practices that support the development and learning of young children.¹ Throughout this article, we refer to the "coachee" within the PBC partnership as the teaching team, which includes Michael (lead teacher), Myrna (teaching assistant), and Karen (speech language therapist).

PBC typically occurs in conjunction with other professional development experiences where practitioners are acquiring or enhancing knowledge and skills related to a set of evidence-based practices. Use of PBC provides the follow-up implementation support for practitioners to transfer what they have learned

Figure 1
Key Components of the Practice-Based Coaching Framework



From "Supporting Implementation of Evidence-Based Practices Through Practice-Based Coaching," by P. A. Snyder, M. L. Hemmeter, and L. Fox, 2015, *Topics in Early Childhood Special Education*, 35, p. 135.

from other professional development experiences to their classrooms. In this article, we describe how PBC is implemented when the coach provides on-site support to the coachee. The process of completing a strengths and needs assessment allows the coachee and the coach to identify and discuss the coachee's strengths with respect to the practices that are the focus of coaching as well as priorities for coaching support. When both the coachee and the coach have completed the strengths and needs assessment, they are able to collaborate to identify a shared goal and action plan for implementing a specific teaching practice over the course of two to five weeks. Once a shared goal has been established and the action plan developed, the coach conducts focused observations of the coachee implementing practices and action steps that are the focus of the action plan in the classroom. During the focused observation, the coach collects qualitative and quantitative data about the coachee's use of targeted teaching practices and

“

Stating agreements for how to be a collaborative partner allows the coach and team to be transparent about what they will contribute to ensure the productivity of the collaborative partnership.

children's responses to those practices. Data from the focused observation are shared during a debrief meeting, which involves dedicated time for collaborative reflection and the provision of supportive and constructive feedback to enhance the coachee's use of the practice(s) that are the focus of the goal and action plan. These components of the PBC framework are repeated across multiple coaching sessions, each of which includes a focused observation followed by a debrief meeting.

To ensure PBC is used as intended within the context of a collaborative partnership, it is helpful to consider three underlying dimensions of coaching: content, structure, and process (Powell & Diamond, 2013; Snyder, Hemmeter, & McLaughlin, 2011). Content specifies the evidence-based teaching practices that are the focus of coaching (e.g., embedded instruction practices). Structure defines how and how often coaching interactions occur and includes materials to guide how the key components of the PBC framework are used (i.e., coaching manuals, documents to support collaborative interactions). Process includes strategies used by the coach to facilitate interactions between the coach and the coachee(s) and among all members of the child's instructional team.

Establishing the Parameters of the Collaborative Partnership

Yesenia, Michael, Myrna, and Karen represent different disciplines and are guided by diverse philosophies for supporting children and families. To work collaboratively, they will need to use effective communication strategies to develop mutual agreements about their roles and responsibilities within their collaborative partnership and to establish transparency about what interactional strategies will be used both as part of coaching and as they implement embedded instruction to support Tavion (TC2, TC3). Within the PBC framework, coaches use two documents to facilitate effective communication related to the roles, responsibilities, and interactional strategies of team members within the collaborative partnership: a coaching agreement and a preferred coaching strategies checklist.

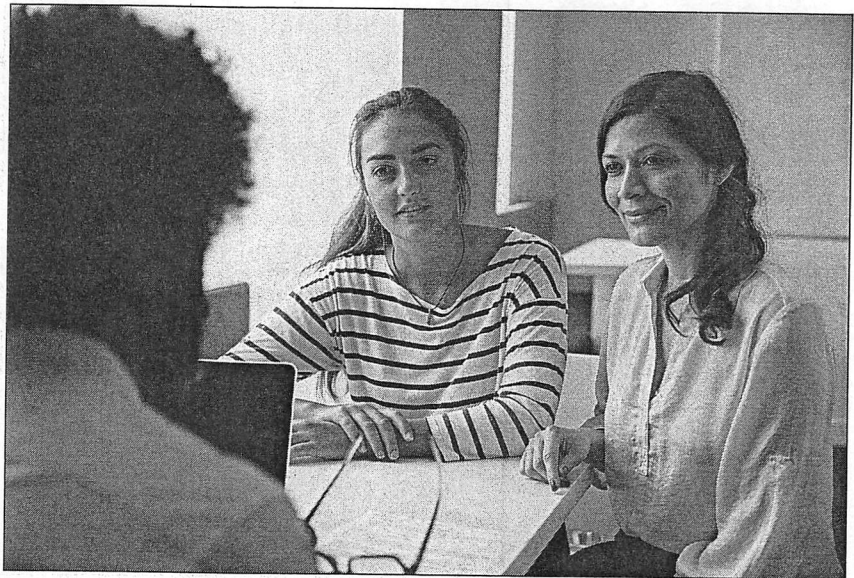
A coaching agreement describes the actions and behaviors the coach and team agree to do within the collaborative partnership. Typically, this document includes four to six agreements each for the coach and for the team. For example, as the coach, Yesenia agreed to “communicate with the team prior to modeling or interacting with children in the classroom during the observation.” This agreement is important for Michael and Myrna, who are feeling hesitant about incorporating another adult into their established classroom activities and routines. An example of a coachee agreement is, “Our team will set aside 30 minutes of uninterrupted time to debrief with our coach every other week.” This agreement helps to ensure the team is dedicating a sufficient amount of time to the coaching process and to learning how to use embedded instruction teaching practices as intended. Stating agreements for how to be a collaborative partner allows the coach and team to be transparent about what they will contribute to ensure the productivity of the collaborative partnership.

A preferred coaching strategies checklist describes the essential coaching strategies that are required as part of implementing PBC as intended. It also includes a menu of enhancement strategies that might be used, depending on the

individual learning preferences and needs of each member of the teaching team. Within the PBC framework, there are five essential strategies used in all coaching sessions: (1) observation by the coach of the team implementing practices that are the focus of coaching; (2) reflective conversation (i.e., discussion between the coach and the team designed to prompt thinking about implementation of teaching practices that are the focus of coaching); (3) supportive performance feedback (i.e., explicit and descriptive feedback about what the team is doing well in relationship to the evidence-based teaching practices and action plan goal or steps); (4) constructive performance feedback (i.e., objective description of the team's actions or behaviors in the classroom followed by two to three strategies for how the team might enhance its use of the evidence-based teaching practices); and (5) the provision of resources to support the team's implementation of practices that are the focus of coaching.

Video models, problem-solving discussions, gestural prompting, or role play are enhancement coaching strategies that might be used to support the use of a practice, but they might not be necessary in every coaching session. While most strategies can be used during both the focused observation in the classroom and the debrief meeting (e.g., supportive performance feedback, modeling), some are most appropriate for the focused observation (e.g., gestural prompting) or the debrief meeting (e.g., video models). In the initial coaching session, the team can ask questions about each of the coaching strategies and indicate which enhancement strategies they want the coach to use when supporting its use of targeted teaching practices. The coaching strategies checklist can be reviewed at multiple points throughout the coaching cycle because preferences for enhancement strategies might evolve as the partnership develops with the coach and among team members.

Structural documents such as a coaching agreement and a preferred coaching strategies checklist can help coaches and teams to enhance communication and promote individualization and choice. They help set the foundation for a transactional collaborative partnership and effective teaming in the classroom. Use of structures to document these choices can also help teachers and related service professionals communicate with each other by serving as a reminder of their mutual agreement to participate collaboratively in the coaching process and as a member of the team. These documents might also help the team identify enhancement strategies they can use to support each other between coaching sessions. For example, Michael, Myrna, and Karen might decide that Michael or Myrna will videotape Tavion during ongoing classroom activities so all three team members can review the video clips to discuss how Tavion is progressing



toward his learning objectives and so Karen can provide some suggestions for strategies they can use to facilitate Tavion's communication.

Yesenia uses a coaching agreement to describe further the commitments the team would need to make to engage in PBC and the preferred coaching strategies checklist to explain ways she might interact with the team and the children during the focused observation in the classroom and the debrief meeting. Michael asks questions about how she will use performance feedback, and Myrna asks about what she will be looking for during the observation. Yesenia also describes the enhancement strategies and encourages Michael and Myrna to share the preferred coaching strategies checklist with Karen so they can discuss as a team how they would like Yesenia to be involved in the classroom during the focused observation, how they might support one another between coaching sessions, and how Yesenia could provide support in the debrief.

Although somewhat apprehensive going into the meeting, Michael and Myrna leave feeling much more comfortable with PBC. They appreciate that Yesenia acknowledged their strengths and are relieved she is not going to use coaching strategies that are uncomfortable for the team. Michael and Myrna schedule time to review the preferred coaching strategies checklist with Karen when she visits the program on Wednesday. The team decides they are not comfortable reviewing video of themselves at this early stage in coaching, but they would like to see video exemplars of other teachers using embedded instruction. They also would like Yesenia to model using embedded in-



struction practices during focused observations and to use role play in the debrief to help them plan for and practice using embedded instruction teaching practices. To get started, Yesenia sends the team a link to view an online module that includes a description and video exemplars of embedded instruction practices.

Using the Strengths and Needs Assessment to Set a Goal and Develop an Action Plan

As the team moves into its initial coaching sessions, they begin to focus more on the evidence-based teaching practices at the core of the PBC framework. Two documents are used to guide the coach and team through a systematic conversation about which teaching practices are priorities for their classroom: a strengths and needs assessment and an action plan.

A strengths and needs assessment lists the teaching practices that are the focus of coaching and provides a way for the coach and team to each record

information about (a) what practices the team is using in the classroom, (b) how often and with what level of competence and confidence the team is using each practice, and (c) whether the team would like support to enhance their use of each teaching practice. The strengths and needs assessment documents completed by the coach and team are then used for collaborative goal setting and action planning. Generally, goal setting and action planning begins by providing teams with an opportunity to discuss their strengths and needs assessment ratings, while the coach highlights similarities and differences between the team's ratings and the coach's ratings. As the strengths and needs assessment ratings are discussed, the coach and team collaborate to develop an observable and measurable teaching goal, which states the teaching practice that will be the focus of the coaching interactions for two to five weeks. The teaching goal is recorded on an action plan document followed by a criterion to know when the goal has been met, action steps outlining coach and team member actions for achieving the goal, resources, and a timeline.

An action plan document is an essential structural feature of the PBC process because it guides (a) what teams will do to enhance their use of evidence-based teaching practices on a daily or weekly basis, (b) what the coach will look for and how the coach will collect data during the focused observation, and (c) what the focus of the reflective conversation, performance-based feedback, and shared resources and materials will be in the debrief meeting. An action plan is also used systematically at each coaching debrief meeting to help the team reflect on progress toward achieving its teaching goal and, when necessary, to negotiate changes to the agreed-upon roles and process for achieving the goal. Goal setting and action planning, including a strengths and needs assessment, provide a process for teams to work together to identify how they will exchange expertise, knowledge, and information to build their capacity to plan, implement, and evaluate practices that will promote optimal child outcomes. Collaborative decisions and plans for implementing and evaluating their use of practices that are the focus of coaching are documented on the action plan so all team members have a shared language and structure to guide their practice as they work to achieve their shared goal.

Michael, Myrna, and Karen complete an online embedded instruction module together after school and discuss what practices they are familiar with and what practices they feel they need the most support from Yesenia to use. On Wednesday, during snack and center time, Yesenia visits the classroom for about an hour to observe the teaching team's ongoing interactions in the classroom with all children and Tavion. She sits off to the side of the room and records notes on the strengths and needs assessment document about the team's current use of six embedded-instruction teaching practices and areas where she believes she could provide support to enhance their instruction for all children and Tavion.

During nap time, the team meets to debrief. Yesenia begins by giving the team a blank copy of the strengths and needs assessment document and asking them to reflect together and share their thoughts about their strengths and needs with respect to the embedded instruction teaching practices. Yesenia also shares notes from her focused observation and strengths and needs assessment, highlighting

“

Goal setting and action planning, including a strengths and needs assessment, provide a process for teams to work together to identify how they will exchange expertise, knowledge, and information.

Figure 2

Michael, Myrna, and Karen's Action Plan

Teaching goal

We will write two priority learning targets (PLTs) for Tavion and will practice embedding learning opportunities on these targets in two or more classroom activities and routines.

Criterion

We will know we have achieved this goal when we are providing opportunities for Tavion to work on each of his two PLTs during two or more activities per day for one week.

Steps to achieve this goal

		Resources needed	Timeline
1	Michael, Myrna, and Karen will review examples of observable and measurable PLTs.	Website, sample PLTs	12/3
2	Michael and Myrna will video Tavion interacting in ongoing activities, routines, and transitions and share the video with Karen.	Video camera, memory card to store video and give to Karen	12/4
3	Michael, Myrna, and Karen review Tavion's current IEP goals and video clips to determine appropriate target skills and write two observable and measurable PLTs that are proximal to Tavion's current skill level.	Tavion's IEP goals, video clips of Tavion, team planning time	12/6
4	Michael e-mails PLTs to Yesenia to receive feedback and includes Myrna and Karen on e-mails.	E-mail, coach time	12/6
5	Michael and Myrna implement learning opportunities for two PLTs during one activity or routine while Yesenia collects data.	Team planning time, coach time	12/9
6	Michael, Myrna, and Yesenia discuss and identify a second logical activity or routine in which to embed learning opportunities for each PLT.	Coach and team planning time, planning forms	12/9
7	With Karen's support, Michael and Myrna provide opportunities for Tavion to practice each PLT skill during two or more planned activities and they collect data about their implementation and Tavion's demonstration of the targeted skills.	Planning forms, data collection system, team planning time	12/15

many things the team is doing well. As they discuss their strengths and needs assessment ratings, Michael, Myrna, Karen, and Yesenia agree their teaching goal and action plan (see Figure 2) will focus on writing two priority learning targets (PLTs) for Tavion based on his IEP goals and embedding learning opportunities for each PLT.

To start on their first action step, Yesenia reminds the team that PLTs should be proximal behaviors or skills just beyond Tavion's current level. Karen shares some of the data she has collected about Tavion's current ability to communicate based on the IEP goals and explains how important it is that the team consistently require Tavion to use his words, even if they know what he wants based on his gestures. Yesenia thanks Karen for her expertise, and they all agree Tavion needs support to make verbal requests. Yesenia shows examples of high-quality PLTs and describes how the team might try to provide embedded learning opportunities for Tavion to make one- to two-word requests for objects at meal times. They role play how opportunities might be provided in these activities as they wrap up the coaching session. Yesenia then asks whether there is anything specific they would like for her to observe and provide feedback on during her next visit. The team asks her to count how many opportunities they provide for Tavion to make one- to two-word requests during meals and to help them think about other natural opportunities for him to practice this skill. As they leave the meeting, Michael says, "I like the idea of helping Tavion work on his IEP goals without developing special activities just for him. I knew it didn't feel right to work with him separately on his IEP goals, but I just didn't know what else to try."

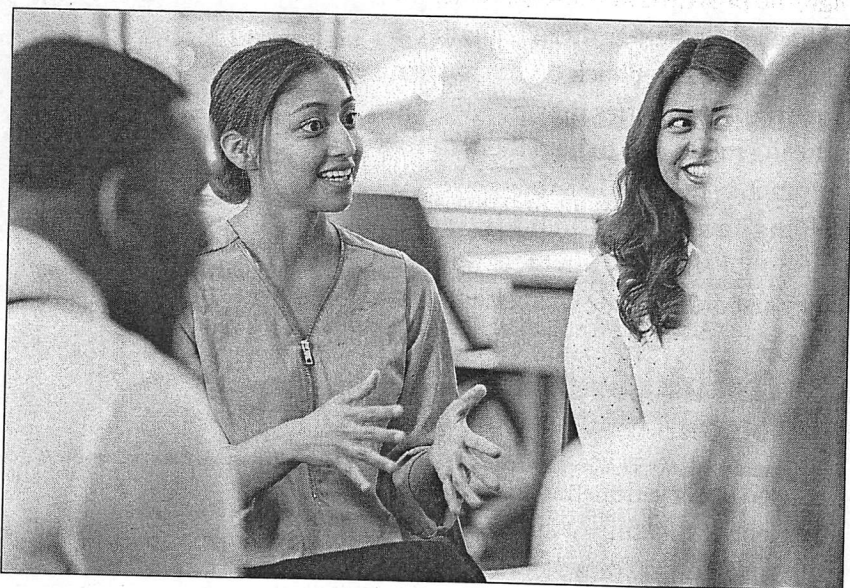
Reflection and Performance Feedback Guided by the Coaching Protocol

In each PBC session, the coach conducts a focused observation guided by the action plan and then engages with the team in a debrief meeting of approximately 30 minutes. The debrief meeting is guided by a coaching log (Snyder, Hemmeter, Bishop, Shannon, & McLean, 2015) that includes 10–15 actions or behaviors the coach will use to facilitate reflection and discussion among team members about their use of the evidence-based teaching practices in the classroom. Coaching log items address key components of the PBC framework and help the coach and team members (a) reflect on the current action plan and what occurred during the observation, (b) use qualitative and quantitative data collected during the focused observation to provide each other with supportive and constructive performance feedback that moves the team toward achieving the action plan goal, and (c) discuss what resources or materials are needed to address the constructive feedback and next action step. A coaching log is a structural support that reminds the coach of the logical sequence for the debrief discussion and the essential strategies the coach and team members will engage in to continue to develop their collaborative partnership and to achieve the positive results associated with prior studies employing the PBC framework (Snyder, Hemmeter, & Fox, 2015; Snyder et al., 2018). A coaching log also provides a routine structure that lets team members know what to expect during the debrief meeting,

increasing the likelihood they will be prepared and feel confident contributing their thoughts and ideas as they collaboratively work toward the action plan goal (Shannon, Snyder, & McLaughlin, 2015).

Before the second coaching session, Yesenia gathers resources that could help the team consider when it might provide additional learning opportunities for Tavion to work on his language PLTs. She also brings instructional plans that might help the team plan for how it will provide learning opportunities for Tavion's PLT by using materials in a variety of activities and routines. During the focused observation, Yesenia uses tallies to document the number of opportunities the team provides for Tavion to make one- to two-word requests at meals. She also makes notes about natural opportunities she observes during centers.

During the coaching debrief meeting, Yesenia positions the action plan and data she collected so it will be available for her and the team to reference. Yesenia thanks the team for the opportunity to visit and facilitates data-based team



reflection. She says, "I noticed Tavion said 'crackers' and pointed to the box two times during the first 10 minutes of snack today! What do you think was different about snack time today that encouraged him to use words?" Michael and Myrna shared that Karen had suggested that they place the cracker box in sight, but out of reach, to encourage Tavion to verbally request crackers. She modeled this environmental arrangement strategy for them last week.

Yesenia provided supportive feedback by stating, "It is terrific that you are working together as a team to think about how you can provide em-

bedded learning opportunities for Tavion during meals and that you're using your team members to model!" Myrna said, "Michael and I have also been reminding each other to provide a consequence when Tavion makes a one- to two-word request. Like today, Michael got interrupted when Lilybeth spilled her milk. So, I said, 'Tavion, I like the way you used your words to ask for crackers!'" A warm smile spread across Yesenia's face as she said, "Providing consequences immediately after Tavion makes a one- to two-word request is going to ensure he continues to use his words. It's great that you're able to remind each other about these embedded instruction practices!"

Yesenia glances at her coaching log, action plan, and her notes about how the team might enhance their instruction and says, "I noticed snack was the only time during the day that Tavion used his words to request objects. For him to increase his language, he will need more opportunities to practice. One way you might increase the number of opportunities for Tavion to practice making one- to two-word requests would be to develop an activity matrix for the team to

collaboratively plan for times of day that are a natural or logical fit for the PLTs."

Yesenia shared photos of activity matrices, explained the parts of the matrices, and described how they could be used. "Another option would be to develop an instructional plan that you might use to guide your interactions during particular activities or with specific materials Tavion uses often in class. For example, today when another child got Tavion's preferred toy at the train table, he began to cry. Michael, you asked the peer to give the toy to Tavion. Do you think that could have been a good opportunity to help Tavion use one to two words to request the toy? We have discussed two options for how you might increase the number of opportunities provided to Tavion beyond meals. What would be most helpful: the activity matrix, the instructional plan, or something else I didn't think of?" Michael, Myrna, and Karen discussed the benefits and challenges of each option, then they decided to develop an activity matrix so everyone on the team will have a visual reminder of what Tavion is working on during each activity. Yesenia worked with the team to tweak this action step on the team's action plan and said, "I'll e-mail a copy of the updated action plan to you all this afternoon."

Using Structural Features of the PBC Framework to Enhance the Coaching Process

For teams to use teaching practices such as embedded instruction as intended to promote optimal child development and learning (TC1, TC2), they often benefit from the support of coaches to enhance their knowledge and skills and to assist the team in learning how to communicate effectively (TC3) about how each member of the teaching team can contribute to a common instructional goal such as the one Michael, Myrna, and Karen wrote on their action plan. Through their facilitated debrief meetings with Yesenia, Michael and Myrna began to see Karen as a more accessible resource for identifying skills that would help Tavion achieve his communication goals throughout the day. Karen began to interact more with Michael, Myrna, and Tavion's peers in the classroom. All team members also became more conscious of their use of the embedded instruction practices and provided each other with performance feedback throughout the day and modeled for each other how to effectively provide learning opportunities for Tavion in new activities and routines.

As the team began to feel more confident in its use of embedded instruction and saw that Tavion was making more one- to two-word verbal requests for items in the classroom, they shared information about embedded instruction with Tavion's family. They collected video examples of strategies his family might use to provide opportunities for him to make verbal requests at home. After viewing the video clips, Tavion's family requested a meeting to talk more about how they could use the strategies at home.

Michael, Myrna, and Karen met with Tavion's family and helped them think through their daily activities and routines in their home and community, prioritizing times that would be feasible for them to help Tavion practice making one- to two-word verbal requests. They also wrote a plan for how they could arrange materials in their home environment to promote verbal requests. After three weeks of trying the strategies they discussed, Tavion's family reported he

“

For teams to use teaching practices such as embedded instruction as intended to promote optimal child development and learning, they often benefit from the support of coaches to enhance their knowledge and skills and to assist the team in learning how to communicate effectively.

Table 1

Structural PBC Coaching Documents That Facilitate Collaboration and Teaming

Structural documents	Collaborative process (recommended practice)	Key components
Coaching contract	Used to facilitate communication between coach and team members about their roles and responsibilities within the collaborative partnership (TC3).	<ul style="list-style-type: none"> • 4-6 statements describing actions or behaviors the coach and coachees agree to as part of the collaborative coaching partnership
Preferred coaching strategy checklist	Used to facilitate discussion about the essential coaching strategies the coach will use in all sessions and the enhancement strategies. The coachees can select enhancement strategies to support the implementation of evidence-based practices that will promote optimal child development and learning, based on their individual preferences and needs (TC2, TC3).	<ul style="list-style-type: none"> • Descriptions and examples of essential coaching strategies (i.e., observation, reflective conversation, supportive performance feedback, constructive performance feedback, and providing resources) • Descriptions and examples of enhancement coaching strategies (e.g., role-play, modeling) • Space for the coachees to indicate which enhancement strategies are preferred
Strengths and needs assessment	Used to facilitate coach's and coachees' reflection and discussion about when and how the coachees are using the evidence-based teaching practices that are the focus of coaching. It also includes information about which teaching practices are a priority for the coachees. This discussion informs the development of shared action plan goals (TC3).	<ul style="list-style-type: none"> • List of evidence-based teaching practices that are the focus of coaching • System for the coachees and coach to document how the coachees are using the practice (e.g., rating scale) • System for the coachees and coach to document what practices are the highest priorities for coaching (e.g., rating scale, rank-order, open-ended question)

was using words to request at home more frequently and that everyone was feeling less frustrated because Tavion could say what he wanted or needed.

The vignette of Michael, Myrna, Karen, and their coach, Yesenia, illustrates how five documents (see Table 1), which guide the underlying structural features of the PBC framework, can enhance a coach's ability to foster collaborative partnerships among members of a teaching team. The partnership is characterized by clear expectations, a common goal focused on a teaching practice, and responsiveness to individual needs, preferences, and motivations of each team member. Collaboration and communication among the members of the teaching team, along with repeated opportunities for reflection and feedback guided by a coach, can help to ensure evidence-based teaching practices that are the focus of coaching are adopted and sustained as intended in the classroom and at home, supporting optimal outcomes for young children.

Table 1 (continued)

Structural PBC Coaching Documents That Facilitate Collaboration and Teaming

Structural documents	Collaborative process (recommended practice)	Key components
Action plan	Used to record the intended outcome of engaging in PBC and to guide the focused observation and debrief meeting. This document includes a collaboratively developed teaching goal statement about the coachees' enhanced use of an evidence-based teaching practice, a criterion to know when the goal has been met, action steps the coach and coachees will engage in to achieve the goal, resources/materials that will aide the coachees in achieving the goal, and a timeline for goal achievement (TC1, TC2, TC3).	<ul style="list-style-type: none"> • Goal statement • Criterion statement • Action steps describing what each member of the collaborative partnership will do to achieve the goal • A list of resources (i.e., materials, time, personnel, information) needed to complete each action step • Timelines for completing each action step
Coaching log	Used by the coach to ensure the key components of the PBC framework are implemented as intended in each coaching session (TC2).	<ul style="list-style-type: none"> • Key actions or behaviors the coach must do to ensure all components of the PBC framework are implemented with fidelity, with space to indicate whether each action or behavior occurred • A list of essential and enhancement strategies, with space to indicate whether each strategy was used in the observation or debrief meeting

Note

1. To date, the use of PBC in collaborative teaming and group delivery formats has not been evaluated through rigorous experimental trials. However, program evaluations conducted in California and New Zealand have shown promise for this delivery format.

References

- Division for Early Childhood. (2014). *DEC recommended practices for early intervention/early childhood special education 2014*. Retrieved from <http://www.dec-sped.org/dec-recommended-practices>
- Office of Head Start. (2015). *Head Start early learning outcomes framework: Ages birth to five*. Washington, DC: Author. Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/elof-ohs-framework.pdf>
- 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). Baltimore, MD: Paul H. Brookes.

- Shannon, D., Snyder, P., & McLaughlin, T. (2015). Preschool teachers' insights about web-based self-coaching versus on-site expert coaching. *Professional Development in Education*, 41, 290–309. doi:10.1080/19415257.2014.986819
- Snyder, P. A., Hemmeter, M. L., Bishop, C., Shannon, D., & McLean, M. (2015). *Embedded instruction for early learning coach manual* [Protocol and forms]. Unpublished manual. Gainesville: Anita Zucker Center for Excellence in Early Childhood Studies, University of Florida.
- 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, 133–143. doi:10.1177/0271121415594925
- Snyder, P., Hemmeter, M. L., & McLaughlin, T. (2011). Professional development in early childhood intervention: Where we stand on the silver anniversary of PL 99-457. *Journal of Early Intervention*, 33, 357–370. doi:10.1177/1053815111428336
- Snyder, P., Hemmeter, M. L., McLean, M. E., Sandall, S. R., & McLaughlin, T. (2013). Embedded instruction to support early learning in response to intervention frameworks. In V. Buysse & E. S. Peisner-Feinberg (Eds.), *Handbook of response to intervention in early childhood* (pp. 283–298). Baltimore, MD: Paul H. Brookes.
- Snyder, P., Hemmeter, M. L., McLean, M., Sandall, S., McLaughlin, T., & Algina, J. (2018). Effects of professional development on preschool teachers' use of embedded instruction practices. *Exceptional Children*, 84, 213–232. doi:10.1177/0014402917735512