



THE NATIONAL CENTER ON  
**Quality Teaching  
and Learning**



# Practice-Based Coaching in a Group: Recommended Practices



**Practice-Based Coaching**  
Collaborative Partnerships

# Introductions

- Who are we?
- Who is in the room?
- Where are you with PBC?
  - Not interested
  - Learning more
  - Organizing
  - Implementing (feeling good?)



# Purpose of this Session

- Think about the characteristics of programs that are “ready” for PBC in a group
- Share experiences with PBC in groups – specifically the TLC program - what works?
- Provide information to help you evaluate whether PBC in a group format is a good fit for you.
- Help you plan for implementing PBC in groups

# Session Objectives



- Review key components and lessons learned about successful PBC in a group format
- Share specific recommended practices
- Provide assessment tools to evaluate grantee and facilitator readiness

# Practice-Based Coaching





# Goal of Practice-based Coaching:

Increase effective teacher-child interactions leading to improved child outcomes and children prepared for success in school.



# The Intentional Teacher

Teachers who are intentional **make the most of interactions** with children by creating opportunities for learning.

# Why Implement PBC in a Group?

Encourages individual and group reflection and intentional planning.



# Why Implement PBC in a Group?

- Teachers supporting teachers
- A cost-effective and sustainable approach



# What a PBC Group is Not

- It is NOT a tool for evaluating and rating teacher performance.
- It is NOT a series of lectures on topics disconnected from actual classroom practice.

# Effective PBC Groups

Safe  
environment

Bring  
successes  
and  
challenges

Strategies  
linked  
to actual  
classroom  
practice

See  
connection  
to child  
outcomes

Constructive  
reflection

# PBC in a Group & the PBC Model



Safe environment

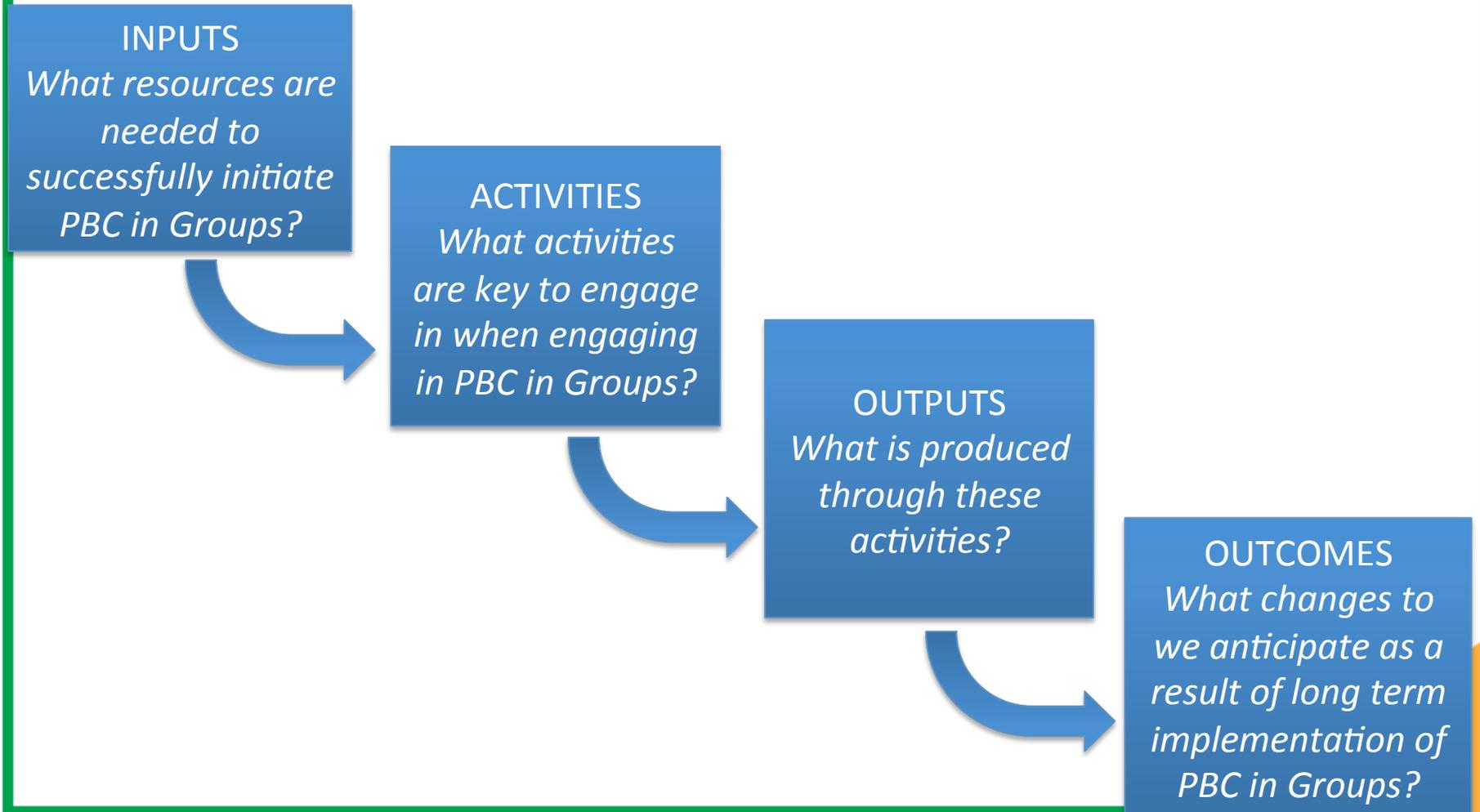
Bring successes and challenges

Strategies linked to actual classroom practice

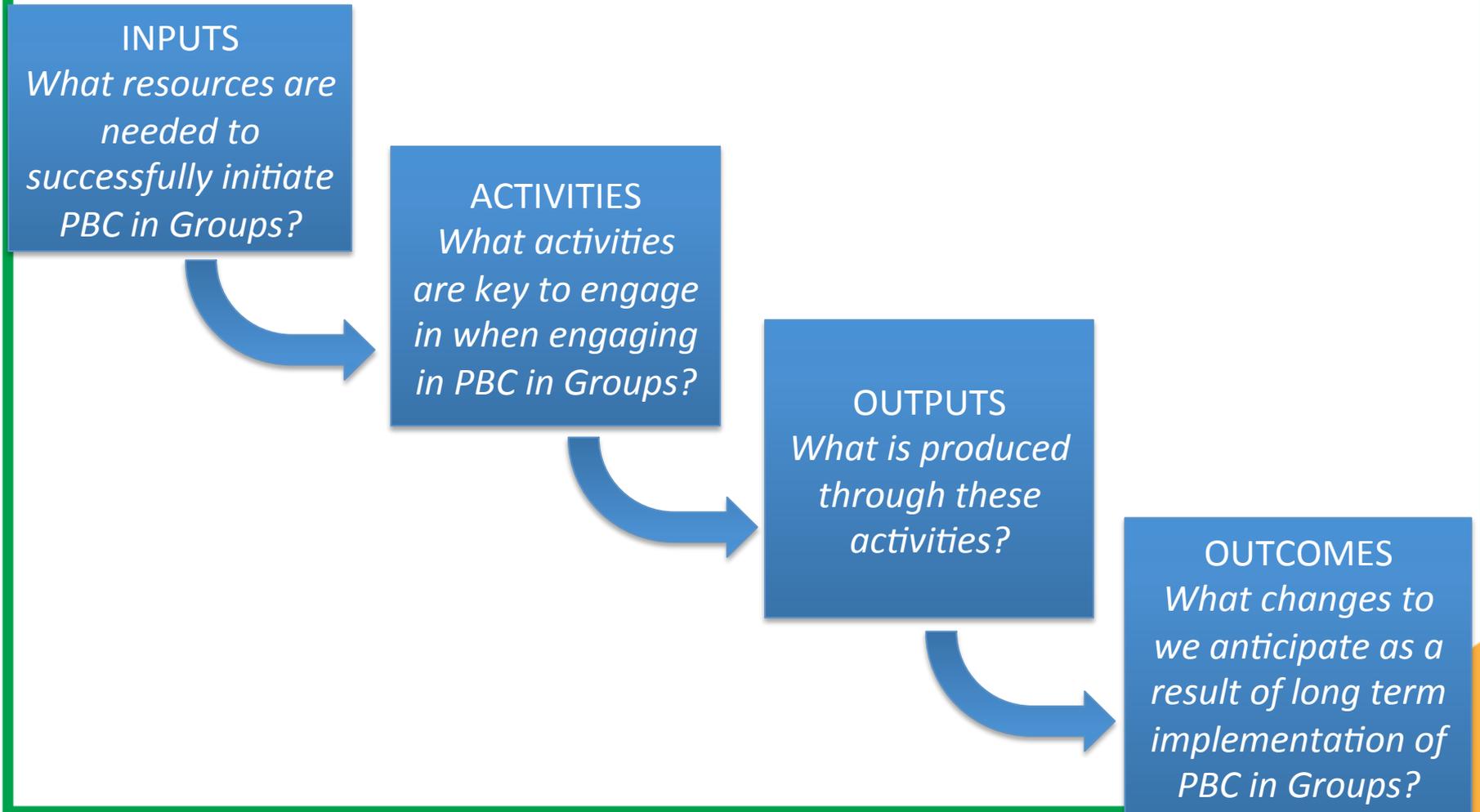
See connection to child outcomes

Constructive reflection

# Logic Model behind PBC in Groups



# Focus on Inputs





# Focus on Inputs

- Program Support
  - Qualified Facilitator
  - Creation of a Group Structure
- 

# Focus on Inputs: Program Support

- Supportive grantee/program director
  - Provide arrangements/coverage so that teachers can attend bi-weekly meetings
  - Provide video equipment



# Focus on Inputs: Program Support

- Supportive grantee/program director
  - Help secure meeting place
  - Protect consistent meeting time
  - Create positive messages around PBC in groups in organization
  - Assist facilitators in recruitment efforts

# Focus on Inputs: Qualified Facilitator

- Need to consider all of the characteristics of a well-qualified facilitator
- Facilitator is the key to successful PBC groups



# What are the Qualities of an Effective Facilitator?

Individual has positive working relationships with teachers/staff.

# What are the Qualities of an Effective Facilitator?

Mutual respect

Trust in knowledge/skills

Strengths-based approach

Individual has positive working relationships with teachers/staff.

# What are the Qualities of an Effective Facilitator?

Individual is able to manage group dynamics with a high level of proficiency and competency.

# What are the Qualities of an Effective PBC Facilitator?

**Individual is able to manage group dynamics with a high level of proficiency and competency.**

Organize and plan group sessions

Create a safe peer community

Facilitate constructive reflection

Provide a forum for discussion



# What are the Qualities of an Effective PBC Facilitator?

Individual is able to provide constructive, meaningful feedback.



# What are the Qualities of an Effective PBC Facilitator?

Individual is able to provide constructive, meaningful feedback.

Can identify effective classroom teaching practice

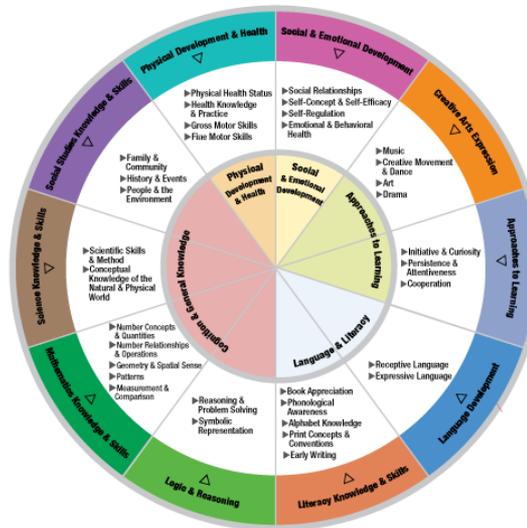
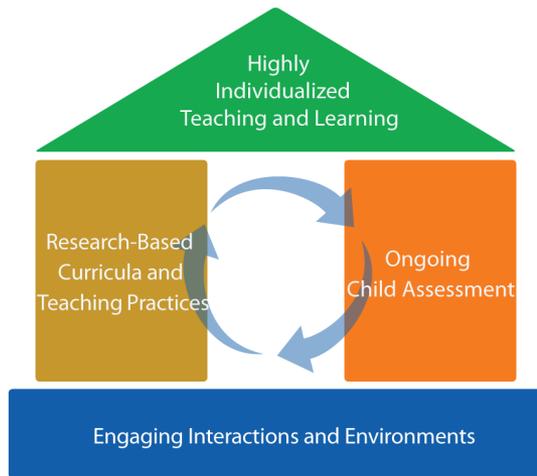
Makes the connection between effective practice and child outcomes

Provides individualized feedback to improve teaching practice

Make specific, behavioral observations using common lens; teach others how to make these observations

# What are the Qualities of an Effective PBC Facilitator?

## Individual understands and uses:



# Considering Facilitator Readiness: Role of the Facilitator

- Identify and articulate the goal of the group
- Provide information about the benefits and expectations
- Invite teachers to participate
- Select 6-8 teachers for the PBC group



# Considering Facilitator Readiness: Role of the Facilitator cont.

- Manage logistics
- Prepare for each session
- Meet individually with teachers
- Facilitate NCQTL In-Service Suite presentation session
- Guide group discussion/ reflection session



# Assessing Qualities of an Effective PBC Facilitator



# Time to plan and reflect

- Discuss and complete the **Assessment of Facilitator Readiness and Assessment of Program Readiness for PBC Group** handouts:




**Assessment of Facilitator Readiness for TLCs**

Potential Facilitator's Name \_\_\_\_\_ Position \_\_\_\_\_ Date \_\_\_\_\_

1. How would you characterize the working relationship of this individual with teachers/staff:

<input type="radio"/> Little support, much strain in relations among staff	<input type="radio"/> Moderate support but some relationships are strained	<input type="radio"/> Overall high level of support and relationships with some exceptions	<input type="radio"/> High levels of support and positive relationships
--	--	--	---

2. How would you characterize this individual's ability to manage group dynamics:

<input type="radio"/> Not proficient, will need a great deal of support in this area	<input type="radio"/> Mixed proficiency, some areas of competencies, other areas have much room for growth	<input type="radio"/> Moderate proficiency, some competencies and knowledge across areas, but could grow with support	<input type="radio"/> Highly proficient, consistently demonstrates competencies across areas
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3. How would you characterize this individual's ability to provide constructive, meaningful feedback:

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1. How would you rate this individual's understanding and use of the Framework for Effective Practice (the "House"):

<input type="radio"/> Not proficient, will need a great deal of support in this area	<input type="radio"/> Mixed proficiency, some areas of competencies, other areas have much room for growth	<input type="radio"/> Moderate proficiency, some competencies and knowledge across areas, but could grow with support	<input type="radio"/> Highly proficient, consistently demonstrates competencies across areas
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2. How would you rate this individual's understanding and use of the Head Start Child Development and Early Learning Framework (the "Wheel"):

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3. How would you rate this individual's understanding and use of the NCQTL strategies and observation of classroom interactions using the lenses provided by the NCQTL In-services:

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4. How would you rate the current support needs of this individual:

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Greatest areas of need for this individual:

Here are some things I can focus on to prepare this individual for TLC Facilitator Training:

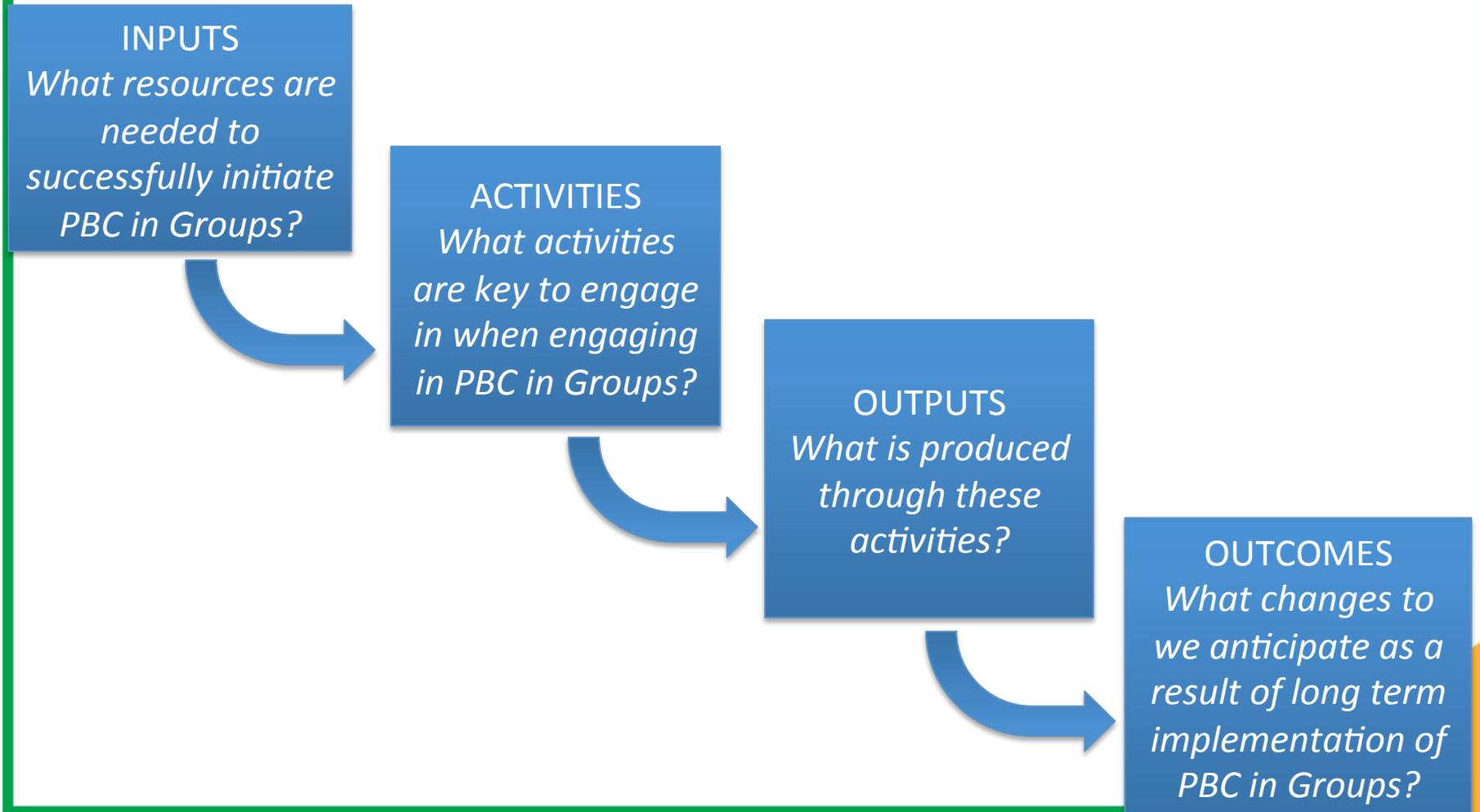

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# Focus on Inputs: Structure

- One facilitator
- 6-8 teachers
- Bi-monthly group sessions
- 90 minute group sessions
- Individual teacher meetings
- Videotaping in classroom and self-reflection



# Focus on Activities





# Focus on Activities

- PBC Process
  - Develop a Collaborative Network
  - Clear Purpose
  - Using Video
  - Using Proven Strategies and Content
  - Planning and Reflecting
  - Holding Individual Meetings
- 

# Focus on Activities: Process

- Maintaining a consistent flow of what is done each session
- Provide the key components of the PBC process
  - shared goals and action planning,
  - focused observation,
  - reflection and feedback

# What is the Process of PBC?



# Focus on Activities: Develop a Collaborative Network

- Ongoing teambuilding
- Establishing mutual respect
- Establishing constructive and respectful tone



# Focus Activities: Clear Purpose

- Establish clear shared purpose
- Interactive guidelines to ensure both productivity and safety





# Focus on Activities: Using Video

- Use video for
    - Self-reflection
    - Self-evaluation
    - Sharing successes and challenges with group
    - Objective basis for providing feedback and sharing ideas
- 

# Focus on Activities: Using Proven Strategies and Content

- Content of sessions should be derived from NCQTL 15 minute in-services or other research based material
- This content is used to help participants make plans for individualized implementation



# Focus on Activities: Planning and Reflecting

- Making specific plans for individualized implementation of learned content
- Evaluating efficacy of efforts
- Taking an iterative approach





# Focus on Activities: Holding Individual Meetings

- In addition to group meetings
  - A time for focused self-reflection, expert feedback, and planning what to share with the group
  - Sets the stage for productive video sharing in group format
  - Supports accountability and goal setting
- 

# Focus on Activities

The following example activities have increased the success facilitators have experienced working with groups when used in TLC groups.



# Example Activities

## Group Norms

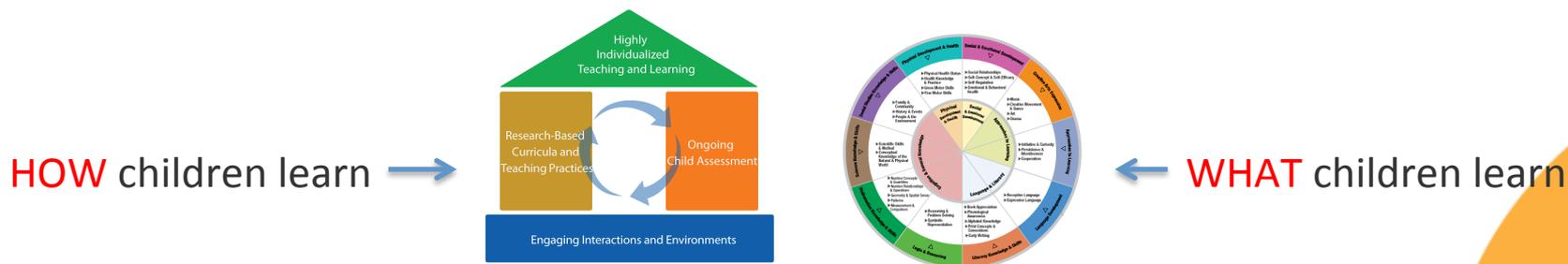
- Why this is important?
- What have you done?
- We'd like to share a way we've worked with facilitators to set up group norms.



# Example Activities

## Linking the House and the Wheel

- Why this is important?
- What have you done?
- We'd like to share a way we've worked with facilitators to link the House and the Wheel.



# Example Activities

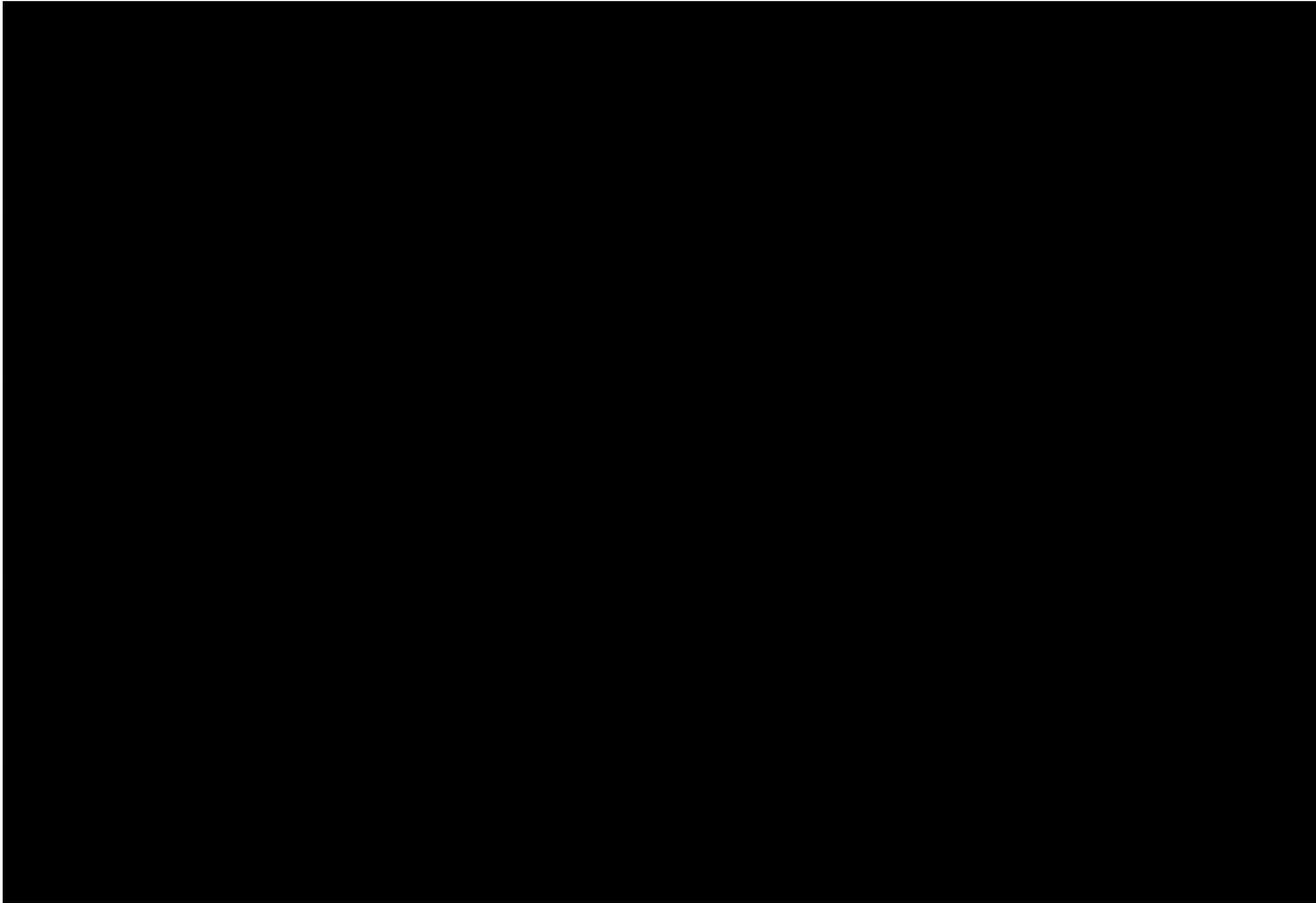
Preparing teachers to share video, make observations, and give feedback

- Why is this important?
- What have you done?
- We'd like to share how we've done this successfully





# Video: One Teacher's Experience



# Getting Over the Video “Fear Factor”

- Ease into using video
- Explain the benefits
- Videos for PBC only
- Teachers choose what they record



# Classroom Video Recording Tips



- Use a tripod
- Set up the camera
- 5 minutes before/5 minutes after
- Make sure the recording worked



# Video: One Teacher's Experience





# Example Activities

Scaffolding making specific, objective observations

Handout facilitators provide to teachers



# Example Activities

- Scaffolding providing feedback in a group setting
  - Stay focused on skill teacher is working with
  - Stay focused on what teacher is asking for feedback about
  - Start with specific, behavioral observation from video
  - Balance affirmation/observation of successful elements with constructive suggestions element

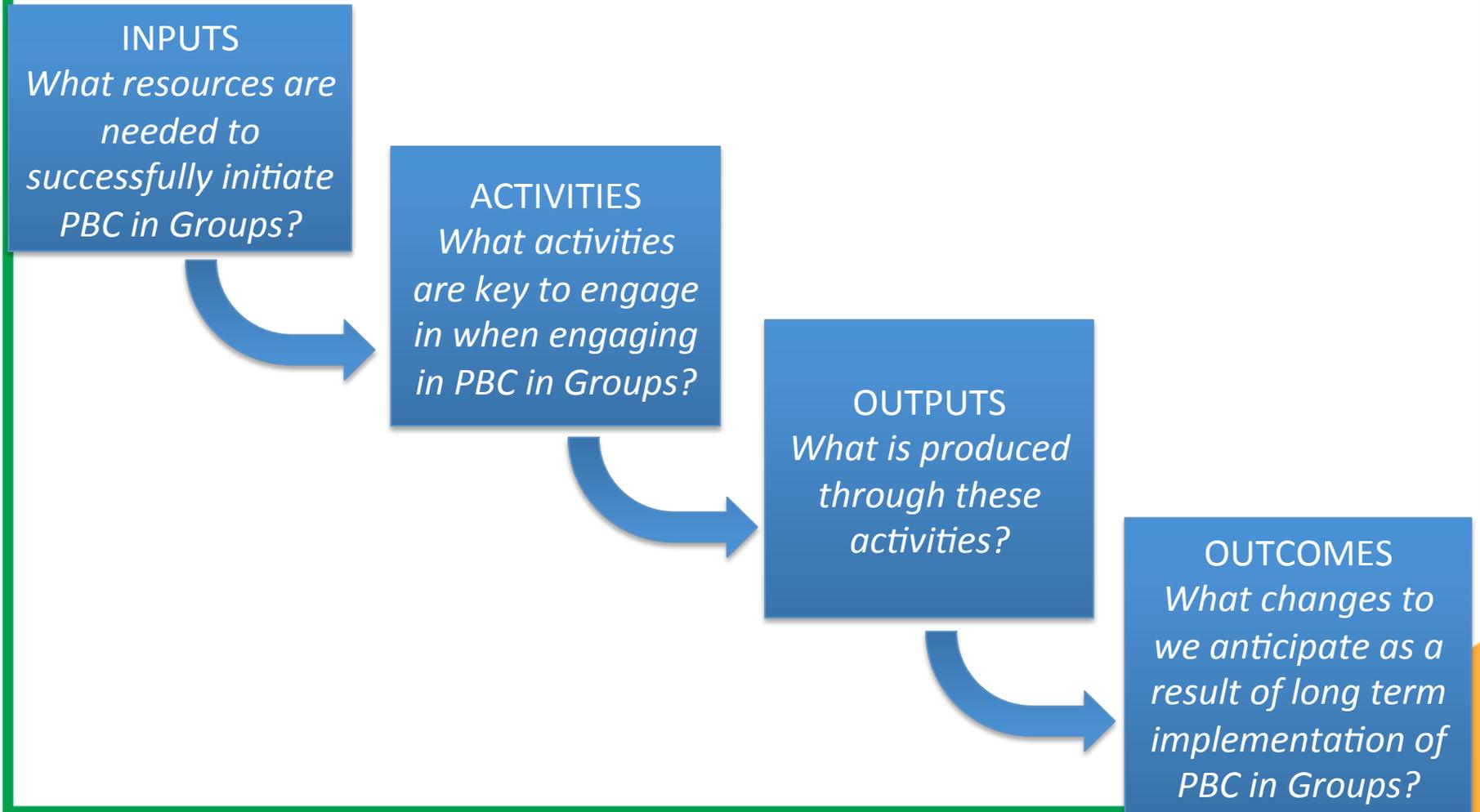
# Example Activities

Preparing facilitators to deliver NCQTL  
15 minute in-services.

- Why is this important?
- What have you done?
- What we have done to prepare facilitators.



# Focus on Outputs



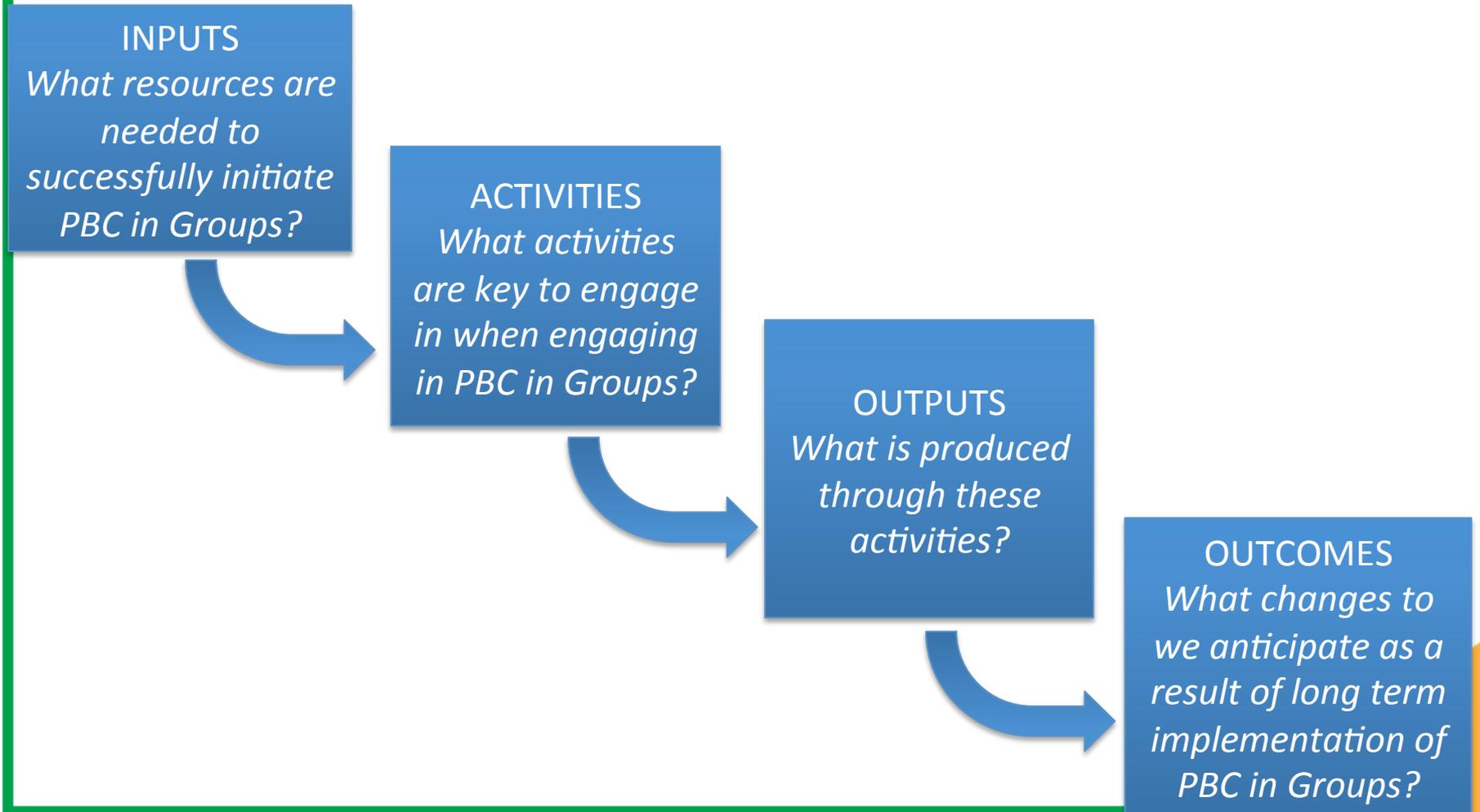


# What We Know so far about Outputs

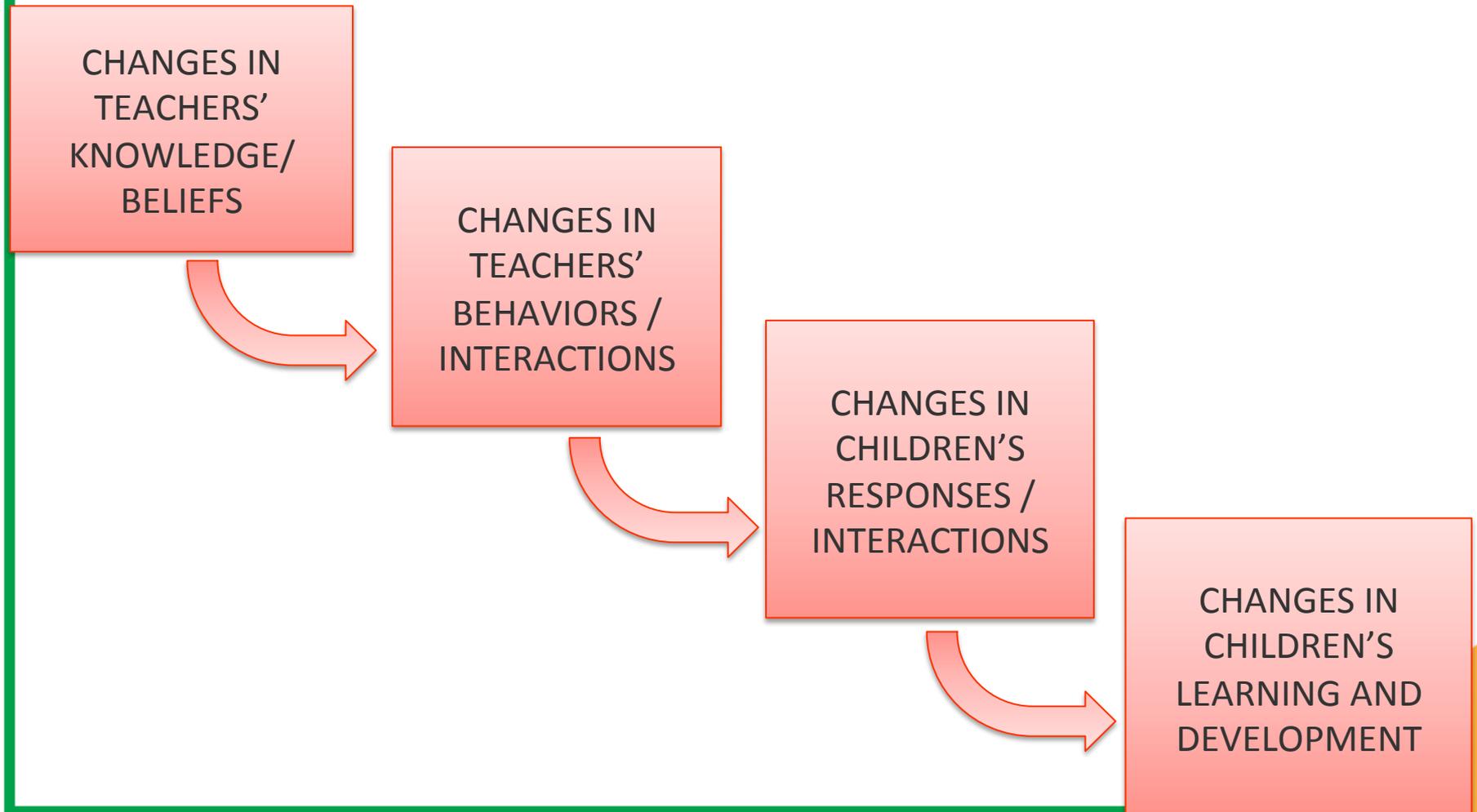
What have experienced facilitators and participants said about their experience with TLCs as a type of PBC in a group?



# Thinking Ahead to Outcomes



# Thinking about Sequence of Outcomes





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# Teachers Learning and Collaborating: One example of Practice-Based Coaching in a Group



**Practice-Based Coaching**  
Collaborative Partnerships

# One Example of PBC in a Group: TLC

- Teachers Learning and Collaborating (TLC) is an example of PBC with groups.
  - TLCs consist of structured, scripted group sessions, and individual meetings
  - Becoming a TLC facilitator requires attending 2.5 days of training.
  - TLCs following the model of KNOW-PLAN-DO-REFLECT-SEE in 2 week cycles

# Lessons Learned from TLCs

Taking time to build a foundation of trust and shared purpose matters

- Building relationships
- Clarify of commitment/expectations/purpose
- Establishing ground rules

# Lessons Learned from TLCs

## Size matters

- impacts individual attention
- impacts active participation

## Consistency matters



# Lessons Learned from TLCs

## A skilled facilitator matters

- Keeping on track
- Making specific, behavioral, on-topic comments
- Balancing support and constructive feedback

## Relevant, applicable content matters

- Choose in-services that link to teachers expressed needs
- Link new information to Wheel and House



# Lessons Learned from TLCs

Taking time to scaffold Planning skills matters

Self-Reflection time matters

- Video recording and watching that recording independently between sessions
- 



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# Making Plans for your Programs



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## Next steps: considering your programs

Is your program a good fit with what PBC in a group offers?

1. Think about your program. Consider who the group facilitator might be.
  2. Partner with someone at your table.
  3. Take turns talking through the facilitator you have in mind, completing the facilitator and program readiness forms as you go
  4. Decide what your next step might be
- 

# TIME TO PLAN AND REFLECT

- Discuss and complete the **Assessment of Facilitator Readiness and Assessment of Program Readiness for PBC Group** handouts:

THE NATIONAL CENTER ON Quality Teaching and Learning

Practice-Based Coaching Teachers Learning & Collaborating (TLC)

**Assessment of Facilitator Readiness for TLCs**

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Practice-Based Coaching Teachers Learning & Collaborating (TLC)

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Questions?





# Thank you!!

For more information:

- **NCQTL**

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## PBC in a Group

### ACTIVITY: Brainstorming group norms and guidelines

- Explain that the group will develop guidelines that will govern all aspects of our interactions with each other.
- Discuss how the guidelines should create an environment where all participants feel safe and supported sharing practices.
- Discuss how the group will hold itself to the norms we develop and how we will revisit them throughout the PBC in a group process, especially when sharing video recordings.

- **Conduct Brainstorming Group Norms Activity**

*Preparation note: Consider your ideas about norms that could guide the group dynamics **before** the activity. Some commonly used norms include: Supportive Environment, Safe Discussions, and Shared Purpose. For example, Supportive Environment might be a norm for the brainstorming ideas of “encourage not criticize”, “be positive”, give positive feedback”, and “listen and consider other viewpoints”.*

1. Distribute the attached handout and ~5 index cards (or scrap paper) to each participant.
2. Ask participants to reflect on their experiences, hopes, and expectations that are **action orientated and based on behaviors** (e.g., “everyone will make positive and supportive statements”) and not personal beliefs (e.g., “everyone is nice to each other”).
3. Write one idea per card.
4. Once done brainstorming put all cards face down in a common area and mix them up.
5. Once shuffled, turn all cards face up and read aloud one at a time. Allow a minute or two for the group members to **discuss each idea**. You may ask questions like: “What would this look like” or “why would this be important to do?” to engage participants in a meaningful discussion.
  - a. If a card duplicates an idea that has already been discussed, this can simply be acknowledged rather than discussing the idea again.
6. After the discussion of each idea, ask the group to determine if it is similar to another idea that already has been expressed.
7. Tape or tack each card to a display board or organize in the common space. Cards with similar ideas should be grouped together.
8. This may be all you can fit into your group time together. If additional time, encourage the participants to **come up with common themes for the ideas** they have brainstormed. Alternatively, if there is less time, you can summarize the participant’s ideas into common themes **after** the group session and present them for group approval during the next session.

If labeling themes during the session, help coin language that can be used throughout the PBC in a group process. For example, language about effective support might include:

- **Positive Communication**—positive affect and acknowledgment of effort in a constructive manner
- **Perspective Taking**—consider matters from other’s points of view

- **Active Listening**—hear and validate what other's say
- **Respect time**—balance amount and length of comments so that others in the group can contribute.

9. Remind participants that the group will return to these each session, as they will guide our interactions with one another.

*Follow up Note: This activity requires **follow-up for the facilitator** to create some resources of the common themes brainstormed by PBC group participants. This resource (e.g., poster, handout, etc.) should be visible and be referenced during future group meetings. Participants learn in different ways, so it might be helpful for facilitators to include images/illustrations that represent group norms on the poster or handout.*

## Activity Handout: Brainstorming group norms and expectations

Why create group norms? When a group establishes its own set of norms it ensures that all individuals have the opportunity to contribute during the session, it increases productivity and effectiveness, and it facilitates the achievement of shared goals. *This is your group.*

### Activity Instructions:

Work alone or if you are comfortable with a partner:

1. Brainstorm some ideas of how individuals should behave, how to facilitate the group, and how to accomplish our shared goals. Use the following questions to brainstorm some ideas.
2. Write down each idea on an index card or scrap paper. Keep **ideas that are actions and behaviors, and NOT your personal beliefs**. Try to complete 2-5 cards of ideas.
3. When finished with a card, hand it to the facilitator. All index cards will be shuffled, keeping all ideas anonymous.
4. Then the group will work together to sort them into categories for consensus.

Brainstorming ideas: The following are sample questions for your consideration. You do not have to answer all questions, instead use them to get you thinking.

As a member of this group, consider your experiences, hopes, and expectations.

How do we want to support each other?

How will we encourage everyone's participation?

What do you expect from each other?

How can others benefit from your strengths?

What are you willing to learn from others?

How will we encourage listening? How will we discourage interrupting?

What can be said after the PBC in a group sessions?

How will we deal with conflicts?

## PBC in a Group

### ACTIVITY: Linking the NCQTL Framework for Effective Practice and the Head Start Child Development and Early Learning Framework (HSELCDF) to the work of PBC in a Group

- Draw participants' attention to the NCQTL House Framework (have a copies for participants or some sort of visual to follow). Remind them that the framework organizes our thinking about what we are already doing in the classroom and how we can maximize our impact on children's learning and development.
  - Ask participants how the House framework components affect activities and outcomes in their classroom.
  
- Introduce the Head Start Child Development and Early Learning (Wheel) Framework
  - **Distribute copies** (or have participants bring) The Head Start Child Development and Early Learning Framework. (*Note: color copies are recommended, black and white copies are difficult to read.*)
  - **Explain the five broad domains of child development and early learning** in the middle of the wheel. Within each domain are elements that help describe the specific child skill sets within that area that relates to school readiness.
  - Ask participants to provide **examples of classroom activities or teacher behaviors that link to one or two of the domain elements** (i.e., Expressive Language is linked to how the teacher asks questions).
  - Note that part of your work together may relate to becoming more **intentional about creating learning opportunities** in less familiar domains.
  
- Explain how the two frameworks (House and Wheel) relate to the primary goal of PBC in a Group: *to help teachers become more intentional about engaging in effective teaching practices, which can affect child development in any classroom situation.*
  
- Clarify that as part of the PBC in a Group work, participants will be thinking about how to promote child development in the 5 domains within activities they already have planned in their classroom. During the PBC group sessions the facilitator can tie teacher and student behaviors back to the Head Start Child Development and Early Learning Framework.

## PBC in a Group

### **ACTIVITY: Things to know as you prepare to present NCQTL 15 minute in-services**

NCQTL has developed a suite of materials to walk you through the presentation of their 15 minute in-services. Your role during PBC group sessions is to **present the content** developed by NCQTL, **adapting as necessary** to fit your time constraints and the needs of your group; to **facilitate focused discussion** about how the strategies in each in-service relate to participants' classroom experiences; and to select the activities and videos that best meet the needs and interests of your group.

- **PowerPoint is optional.** Your goal should be to have the in-service experience be as interactive as possible, more like a discussion and less like a formal presentation. If you find that using PowerPoint presentations discourages active participation in your group, or if you do not have access to a computer or presentation screen, you may just use the "Connections Presenter Notes" as talking points and the "Connections Teacher Handout" as a visual reference for teachers as you review and discuss the content. The Presenter Notes are organized by slide, and you can generally talk through the content associated with each slide whether or not you are using the PowerPoint.
- **Use the "Connections Presenter Notes"** to help you prepare and as a reference as you talk through the content. This reference walks you through all of the suggested talking points for this in-service, whether you are using the PowerPoint slides or not. The notes outline step by step what the presenter should say/do, highlight places to prompt discussion and possible discussion questions, note when to pass out materials, note when to show the videos for each in-service, and give directions for facilitating learning activities.
- **Before your session** read through the Connections Presenter Notes for the selected in-service and the learning activities and watch the videos. Prioritize the videos and activities according to what you think will be most useful for your group.
- **Print out copies** of the "Connections Teacher Handout," the "Connections Activities" and the "Connections Teacher Tips" documents before the session, and have videos easily accessible and PowerPoint ready if you are using it.

NOTE: The timing for the delivering in-service content varies depending on the depth the facilitator explains the teaching practice, and how many learning activities and video examples are shared. See tips or notes for required or optional pieces within each in-service suite.

### **Things to keep in mind while sharing in-services in your group session:**

You will generally **follow the presenter notes** as you talk through the content and facilitate the discussions described, regardless of whether or not you are showing the

PowerPoint slides. You may **adapt some of the content** so that it makes the most sense in the context of your PBC in a Group. For example:

- You do not need to go through the introductions slides each time or go into great detail about the Framework for Effective Practice. You might start the in-service by saying “We are going to be talking about \_\_\_\_\_ today, which is part of the \_\_\_\_\_ Block in the Foundation” and reference the foundation on the Framework for Effective Practice (House) visual.
- For discussion activities: Depending on the size of your group, you may stay as a whole group to engage in this discussion or break into subgroups to discuss and share back.

Showing Video from in-service suites:

- After showing video, it is recommended you start by leading the discussion **about what the participants observed in the video. Then, have participants engage in a learning activity from the in-service.** Remember to prioritize videos and learning activities used during your in-service presentation; if time allows, have your group watch additional videos recommended for the in-service.

Note: If, as you talk, your group participants are very quiet, you should encourage **them to participate** by sharing a time their experiences resonate with (or do not resonate with) the statements shared in the in-service (on PowerPoint slides or that you have shared verbally):

- For example, you may ask your participants: “Have you ever experienced this?”
- Some groups may need more prompting from the facilitator to share and discuss, whereas others may spontaneously share their ideas, questions, and experiences with strategies presented the in-service and you may not need to prompt additional sharing.

It is also possible that some groups may need a lot of redirection/reframing from the facilitator to **stay focused on the topic**, whereas others may stay focused and on target without prompts from.

## PBC in a Group

### ACTIVITY: Making classroom observations

#### 1. Introduce the idea of having a **common lens for observations**:

Explain that it is not possible to observe everything all at once. We need to select a focus, or a lens through which to observe what is happening in classrooms.

Note that a person's lens is based on their experience, training, culture, background as well as what is happening in their classroom at the time.

- Sometimes we may use a positive lens, and will look for positive things happening in the classroom.
- Sometimes we may use a language and literacy lens, looking for activities, interactions, and materials that support (or don't support) language and literacy development
- The kind of **lens you choose impacts what you see**. For example, if you are looking for aspects of the classroom that support language and literacy, you may not notice some other aspects of the classroom, such as those that support positive behaviors.

Facilitate discussion: What types of lenses have participants used as they think about/observe their classrooms and how does that impact what they notice and overlook about their classrooms.

#### 2. Introduce the idea of making specific, objective observations

Distribute the attached handout: Explain that **objective observations** are based on observable actions of both adults and children and not tied to opinions or judgments. Objectivity is important regardless of the lens used.

Use OBJECTIVE spaces on the handout to write down examples of objective (desirable) and subjective (not desirable) statements. Facilitate participants sharing and discussing responses.

Explain that **specific observations** are based on discrete behaviors, events or actions made by teachers or children.

Use SPECIFIC spaces on the handout to write down examples of specific (desirable) and general (not desirable) statements. Facilitate participants sharing and discussing responses.

You may also distribute the additional handout (also attached) and ask participants to complete this multiple-choice activity. Briefly facilitate discussion about the correct responses, importance of making specific, objective observations, and how challenging participants feel this will be.

#### 3. Reinforce the take-home message that classrooms are complex environments. A common lens is needed to help us organize what we're seeing, be in sync with each other, and focus on the most important aspects of classrooms. As we talk to each other about our classroom experiences, we will focus on discussing observations in specific, objective terms.

## Activity Handout: Making Classroom Observations

It is important to have a **common lens** for classroom observations: What lens you choose affects what you observe. How do we want to observe?

### Effective Observations:

A good observer is:

<p><b>OBJECTIVE</b></p> <ul style="list-style-type: none"><li>• Based on fact</li><li>• Includes specific behaviors or actions</li><li>• Is about what actually happened.</li></ul> <p><b>Your notes:</b></p>	<p><b>SUBJECTIVE</b></p> <ul style="list-style-type: none"><li>• Based on opinion</li><li>• Emotional reactions to behaviors or actions</li><li>• Personal thoughts about what happened</li></ul> <p><b>Your notes:</b></p>
<p><b>SPECIFIC</b></p> <ul style="list-style-type: none"><li>• Describes discrete behaviors</li><li>• Includes teacher or child actions</li><li>• Provides a description of facts</li></ul> <p><b>Your notes:</b></p>	<p><b>GENERAL</b></p> <ul style="list-style-type: none"><li>• Overview statements</li><li>• Not tied to actions</li><li>• Descriptions of the overall classroom atmosphere</li></ul> <p><b>Your notes:</b></p>

## Activity Handout: Making Classroom Observations

### Activity: Choose the best observations

#### Objective vs. Subjective

*Instructions:* Check the statement for each example that is *objective*

Example 1:

- Teachers would be lucky to have children behaving like this in their classroom.
- Behavior management is great in this class.
- There were no instances of children misbehaving in this class.
- All classrooms should run as well as this classroom.

Example 2:

- There were no hands-on opportunities for the children.
- Activities like this are boring for children.
- Children need to keep busy. They weren't busy in this class.
- The children should have had more interesting toys.

#### Specific vs. General

*Instructions:* Check the statement for each example that is *specific*.

Example 3:

- Everyone was having a good time.
- The teacher and children smiled and laughed together.
- This classroom is a really fun place to be.
- All classrooms should look like this classroom.

Example 4:

- The teacher asked lots of questions that were at the right level for children this age.
- The questions really got the children thinking.
- Questions like this don't help children learn.
- The teacher asked questions that required children to think, such as "How do you know?" and "Why did you pick that one?"

# PBC IN A GROUP

## Assessment of Facilitator Readiness

Potential Facilitator's Name \_\_\_\_\_ Position \_\_\_\_\_ Date \_\_\_\_\_

1. How would you characterize the working relationship of this individual with teachers/staff?

<ul style="list-style-type: none"><li>○ Little support, much strain in relations among staff</li></ul>	<ul style="list-style-type: none"><li>○ Moderate support but some relationships are strained</li></ul>	<ul style="list-style-type: none"><li>○ Overall high level of support and relationships with some exceptions</li></ul>	<ul style="list-style-type: none"><li>○ High levels of support and positive relationships</li></ul>
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2. How would you characterize this individual's ability to manage group dynamics?

<ul style="list-style-type: none"><li>○ Not proficient, will need a great deal of support in this area</li></ul>	<ul style="list-style-type: none"><li>○ Mixed proficiency, some areas of competencies, other areas have much room for growth</li></ul>	<ul style="list-style-type: none"><li>○ Moderate proficiency, some competencies and knowledge across areas, but could grow with support</li></ul>	<ul style="list-style-type: none"><li>○ Highly proficient, consistently demonstrates competencies across areas</li></ul>
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3. How would you characterize this individual's ability to provide constructive, meaningful feedback?

<ul style="list-style-type: none"><li>○ Not proficient, will need a great deal of support in this area</li></ul>	<ul style="list-style-type: none"><li>○ Mixed proficiency, some areas of competencies, other areas have much room for growth</li></ul>	<ul style="list-style-type: none"><li>○ Moderate proficiency, some competencies and knowledge across areas, but could grow with support</li></ul>	<ul style="list-style-type: none"><li>○ Highly proficient, consistently demonstrates competencies across areas</li></ul>
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4. How would you rate this individual's understanding and use of the Framework for Effective Practice (the "House")?

<ul style="list-style-type: none"> <li>○ Not proficient, will need a great deal of support in this area</li> </ul>	<ul style="list-style-type: none"> <li>○ Mixed proficiency, some areas of competencies, other areas have much room for growth</li> </ul>	<ul style="list-style-type: none"> <li>○ Moderate proficiency, some competencies and knowledge across areas, but could grow with support</li> </ul>	<ul style="list-style-type: none"> <li>○ Highly proficient, consistently demonstrates competencies across areas</li> </ul>
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5. How would you rate this individual's understanding and use of the Head Start Child Development and Early Learning Framework (the "Wheel")?

<ul style="list-style-type: none"> <li>○ Not proficient, will need a great deal of support in this area</li> </ul>	<ul style="list-style-type: none"> <li>○ Mixed proficiency, some areas of competencies, other areas have much room for growth</li> </ul>	<ul style="list-style-type: none"> <li>○ Moderate proficiency, some competencies and knowledge across areas, but could grow with support</li> </ul>	<ul style="list-style-type: none"> <li>○ Highly proficient, consistently demonstrates competencies across areas</li> </ul>
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6. How would you rate this individual's understanding and use of the NCQTL strategies and observation of classroom interactions using the lenses provided by the NCQTL in-services?

<ul style="list-style-type: none"> <li>○ Not proficient, will need a great deal of support in this area</li> </ul>	<ul style="list-style-type: none"> <li>○ Mixed proficiency, some areas of competencies, other areas have much room for growth</li> </ul>	<ul style="list-style-type: none"> <li>○ Moderate proficiency, some competencies and knowledge across areas, but could grow with</li> </ul>	<ul style="list-style-type: none"> <li>○ Highly proficient, consistently demonstrates competencies across areas</li> </ul>
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		support	
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7. How would you rate the current support needs of this individual?

<ul style="list-style-type: none"> <li>o Not proficient, will need a great deal of support in this area</li> </ul>	<ul style="list-style-type: none"> <li>o Mixed proficiency, some areas of competencies, other areas have much room for growth</li> </ul>	<ul style="list-style-type: none"> <li>o Moderate proficiency, some competencies and knowledge across areas, but could grow with support</li> </ul>	<ul style="list-style-type: none"> <li>o Highly proficient, consistently demonstrates competencies across areas</li> </ul>
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Greatest areas of need for this individual:

Here are some things I can focus on to prepare this individual to facilitate PBC in a group format:

PBC IN A GROUP

**Assessment of Program Readiness**

Program \_\_\_\_\_ Date \_\_\_\_\_

1. What are the Program's primary PD needs?

2. What are the Program's key desired PD outcomes?

3. What would you say are the average support needs of this Program's staff?

- |   |  |   |   |
|---|--|---|---|
| <input type="checkbox"/> a. Not Proficient in many areas, need a great deal of one-on-one support | <input type="checkbox"/> b. Mixed proficiency, some areas of competencies, other areas have much room for growth | <input type="checkbox"/> c. Moderate proficiency, some competencies and knowledge across areas, but could grow with support | <input type="checkbox"/> d. Highly proficient, consistently demonstrate competencies across areas |
|---|--|---|---|

4. How would you characterize the working relationships among teachers/staff?

- |   |  |   |  |
|---|--|---|--|
| <input type="checkbox"/> a. Little peer support, much strain in relations among staff | <input type="checkbox"/> b. Moderate peer support, but some relationships are strained. Groups need to be carefully considered | <input type="checkbox"/> c. Overall high level of peer support with some exceptions | <input type="checkbox"/> d. High levels of peer support, any group of staff could work well together |
|---|--|---|--|

5. Please consider the Program's access to the following resources associated with implementation of PBC in a group:

	<b>Have currently available</b>	<b>Can access or purchase</b>	<b>Cannot access or purchase</b>
<b>Video cameras for all participating teachers:</b>	_____	_____	_____
<b>Memory cards for all participating teachers:</b>	_____	_____	_____
<b>Screen for showing videos/projecting key points during session:</b>	_____	_____	_____
<b>Location for teachers to meet:</b>	_____	_____	_____
<b>Time for teachers to meet (i.e., coverage, funds for afterhours compensation)</b>	_____	_____	_____
<b>Facilitator time to plan for and run group sessions and receive ongoing training/support:</b>	_____	_____	_____