



Preschool During the Pandemic, Episode 14: Supporting Remote Teaching with Practice-Based Coaching Facilitator Guide

Early Care and Education Environment
Indicators and Elements of High-Quality
Inclusion: E6: Instruction, E7: Collaborative
Teaming

DEC Recommended Practices: Instruction,
Teaming and Collaboration

As you watch [this episode](#), take note of the tools and specific steps used in Michelle's and Alex's practice-based coaching process.

Reflection Questions

- This episode provides a glimpse into how Practice-Based Coaching (PBC) supports high-quality teaching practices. What has been your experience with PBC? How would you complete the following analogy? PBC is like _____ because _____.
- In this episode Michelle shares her approach to using the [FOCUS on Young Children's Learning Practice-Based Coaching Menu of Practices](#) to guide, address and set goals for her teaching practices related to literacy and social-emotional development in young children. What are the primary/core types of instructional strategies that you use (or witness) regularly? Are these effective? How do you know?
- Practice-Based Coaching occurs within the context of a collaborative partnership. How did the strategies described by Alex facilitate a collaborative partnership? How did these strategies support Michelle's learning and practice implementation?
- Practice-Based Coaching is a cyclical process which includes the following components. Watching the episode again, consider examples and strategies for the following components:
 - Planning goals and actions steps
 - Engaging in focused observation
 - Reflecting on and sharing feedback
- Michelle shared that PBC helps her transform "really big goals into manageable tasks". Think of a professional goal you are currently working towards and jot down ideas for transforming that goal into manageable tasks. Where will you begin? What strategies/supports are needed to increase your professional accountability?

Group Activity

Coaching from a Distance Using the Coaching Companion

Michelle and Alex shared their experiences with PBC and the use of an online platform to share episode clips to foster reflective teaching practices. The Office of Head Start offers a free online platform called the Coaching Companion that can be used by early childhood educators. The Coaching Companion “helps coaches and coachees and peer-coaching teams work together, even between coach visits or from a distance. Share episode files, ask questions, and exchange feedback. Also, develop individualized coaching plans that support quality teaching and positive outcomes for young children.” Educators can use the platform if they work in a Head Start program, but it’s also available for free for the wider early childhood community. For example, you can still use the Coaching Companion if you work in a childcare program, state-funded public PreK program, or early childhood special education classroom. For this activity, watch this [Coaching Companion Overview Video](#).

Note to Facilitators: If your group is not familiar with PBC, you can extend their learning by using the resources about the model on the Office of Head Start site. Practice-Based Coaching is a professional development strategy that uses a cyclical process. This process supports teachers’ use of effective teaching practices that lead to positive outcomes for children. PBC occurs in the context of collaborative partnerships. Explore articles and videos on ELCKC’s page on [Practice-Based Coaching \(PBC\)](#).

Additional Resources

Practice Improvement Tools

- [Teaming and Collaboration Practice Guides for Practitioners](#)

The ECTA Center is a program of the FPG Child Development Institute of the University of North Carolina at Chapel Hill, funded through cooperative agreement number H326P170001 from the Office of Special Education Programs, U.S. Department of Education. Opinions expressed herein do not necessarily represent the Department of Education's position or policy.



**FRANK PORTER GRAHAM
CHILD DEVELOPMENT INSTITUTE**

