



Pyramid Coaches' Roles and Responsibilities

What is a Pyramid Coach?

- Coaches provide training and ongoing consultation to at least one demonstration program (classroom or center) that is implementing the pyramid model
- Coaches ensure the fidelity of Pyramid implementation
- Coaches support demonstrations in the collection of data to monitor implementation fidelity, plan professional development, and track outcomes

Coaching Pre-requisites:

- Completed three day train the trainers workshop (pre-k/infant toddler)
- Experience in delivering training to early educators
- Experience in providing supervision or support to early educators
- Current position includes or will allow for dedicated time to:
 - Provide ongoing training to demonstration site
 - Provide ongoing support to demonstration site
 - Collect and analyze outcome data

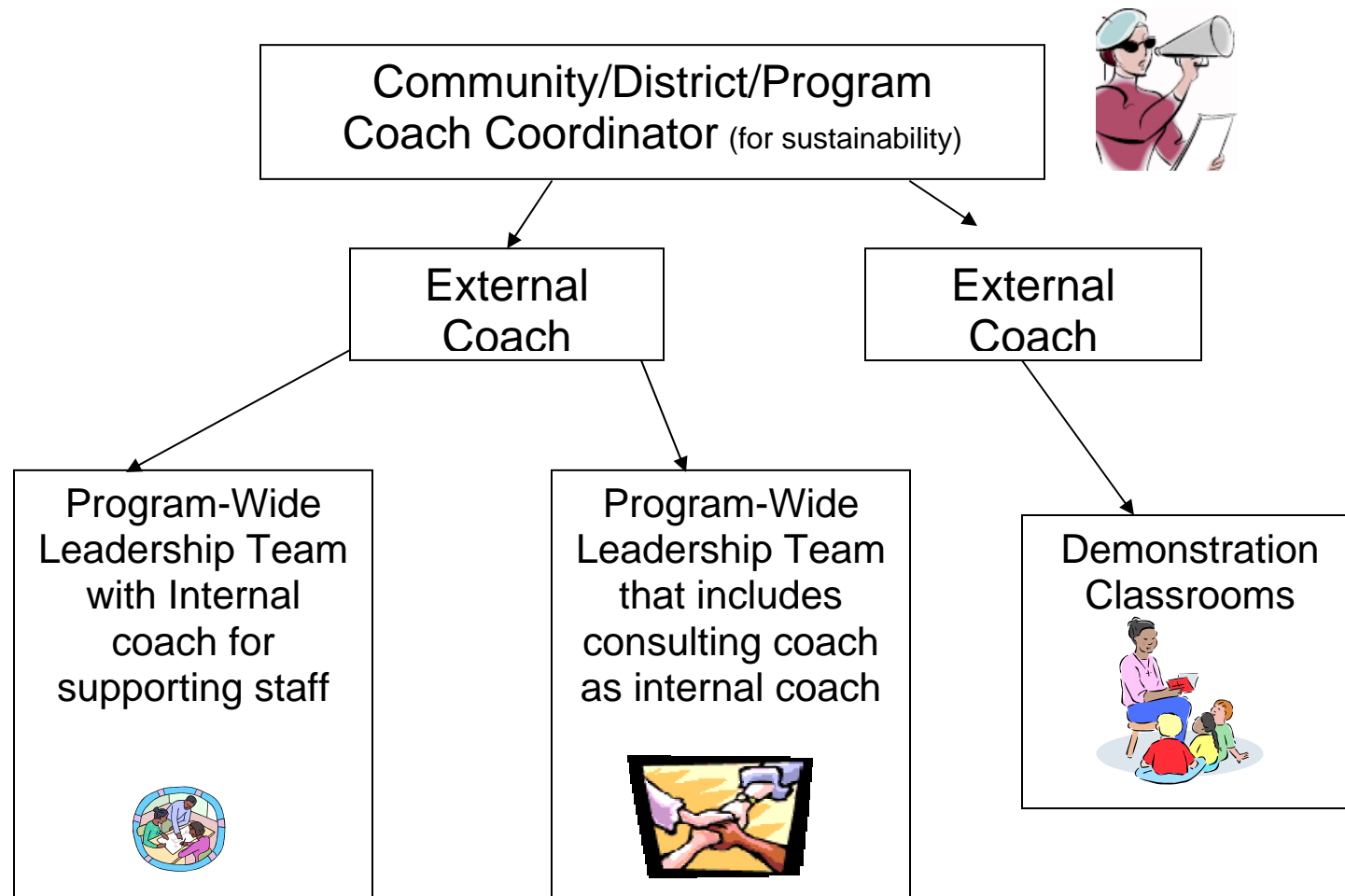
Coaching Program-Wide PBS

- Build the capacity of the Leadership Team
- Works through on-site leadership team leader or team coach
- Assists team in developing implementation plan
- Assists team in developing professional development plan
- Assists team in developing internal coaching capacity OR serves as internal coach for the program
- Ensures the development of a system to deliver tertiary supports to children with challenging behavior
- Facilitates the collection of data by the team
- Ensures that the team uses data for decision-making

Coaching Pyramid Demonstration Classrooms or Programs

- Support implementation within one or several classrooms
- Work with program leadership to ensure ongoing support to classrooms
- Assess implementation fidelity (TPOT) and guide professional development planning
- Provide in classroom technical assistance and coaching
- Facilitate the provision of tertiary supports to children with challenging behavior
- Facilitate the collection of data
- Guide the teacher or program to use data for decision-making

Sample Contact Flow Chart



The Coaching Relationship

The coach is someone who guides the other person to develop a new skill or build competence and expertise. Coaching is a partnership that occurs because both parties are willing and agree to work together.

Coaching Is....

- A collaborative and iterative process
- Focused on building skills and competencies
- Reliant on observation and feedback
- Goal-directed
- Outcomes driven

Coaching Is Not....

- Providing modeling only
- Supervision
- Training with classroom observation
- Providing tips

The Coaching Cycle

1. Plan the coaching session, discuss purpose, activities, goals, time, and desired outcomes
2. Observe the teacher, lesson, review video, or listen to teacher as she describes situations (this might include the use of the TPOT as an observation tool)
3. Model, demonstrate, or describe how to implement a strategy or activity
4. Use questioning and active listening to guide teacher to reflect on what she does, what happened during the observation, what to try
5. Provide concrete, descriptive feedback on progress to goals; Guide teacher to develop new goals when old goals are met



Teacher-Coach Agreement: Implementing the Pyramid Model for Social-Emotional Competence in Young Children

Coaches Responsibilities:

As I coach you to implement the Pyramid Model with fidelity, I commit to:

- Maintain your confidentiality.
- Observe you during your different daily routines.
- Watch, listen, and learn from you about your educational beliefs and values.
- Focus on your strengths, your emerging skills, and your individual professional goals for implementing the Pyramid Model.
- Use a variety of tools to assess your strengths.
- Offer guidance and support that will address emerging skills identified on the TPOT and the Inventory of Practices.
- Understanding your unique learning style, so that I can adapt my coaching to your individual needs.
- Support you in creating your professional development plans in areas that you prioritize for your growth.
- Follow through to encourage systematic teaching practice changes.
- Be organized and prepared for our monthly teacher-coach meetings to review progress and revise goals.
- Be approachable and trustworthy.

I commit to being respectful, non-judgmental, and supportive in all our coaching interactions in order to contribute to a positive collaborative relationship.

Teacher's Responsibilities:

As I work with you to implement the Pyramid Model with fidelity, I commit to:

- Build positive relationships with my children, families, peers and the coach.
- Design supportive environments that will encourage children's positive behavior.
- Learn to implement the variety of social-emotional strategies imbedded into the Pyramid Model.
- Recognize when a child's behavior indicates the need for individualized intensive interventions.
- Collaborate as a team with every adult who is influential in the child's life when creating a functional behavior plan.
- Provide the coach with a self-assessment on the Inventory of Practices when requested.
- Take charge of prioritizing my own goals identified as emerging skills on the TPOT and the Inventory of Practices.
- Work to successfully implement changes in my teaching practices.
- Be organized and prepared for our monthly teacher-coach meetings.
- Be approachable and trustworthy.

I commit to being open to suggestions, ready to ask for what I need, and willing to change my teaching practices when skills have been identified in order to contribute to a positive collaborative relationship.

Signature of Teacher

Signature of Coach