

Figure 1. Mechanisms of Coaching Logic Model (Massar & Horner, 2017)

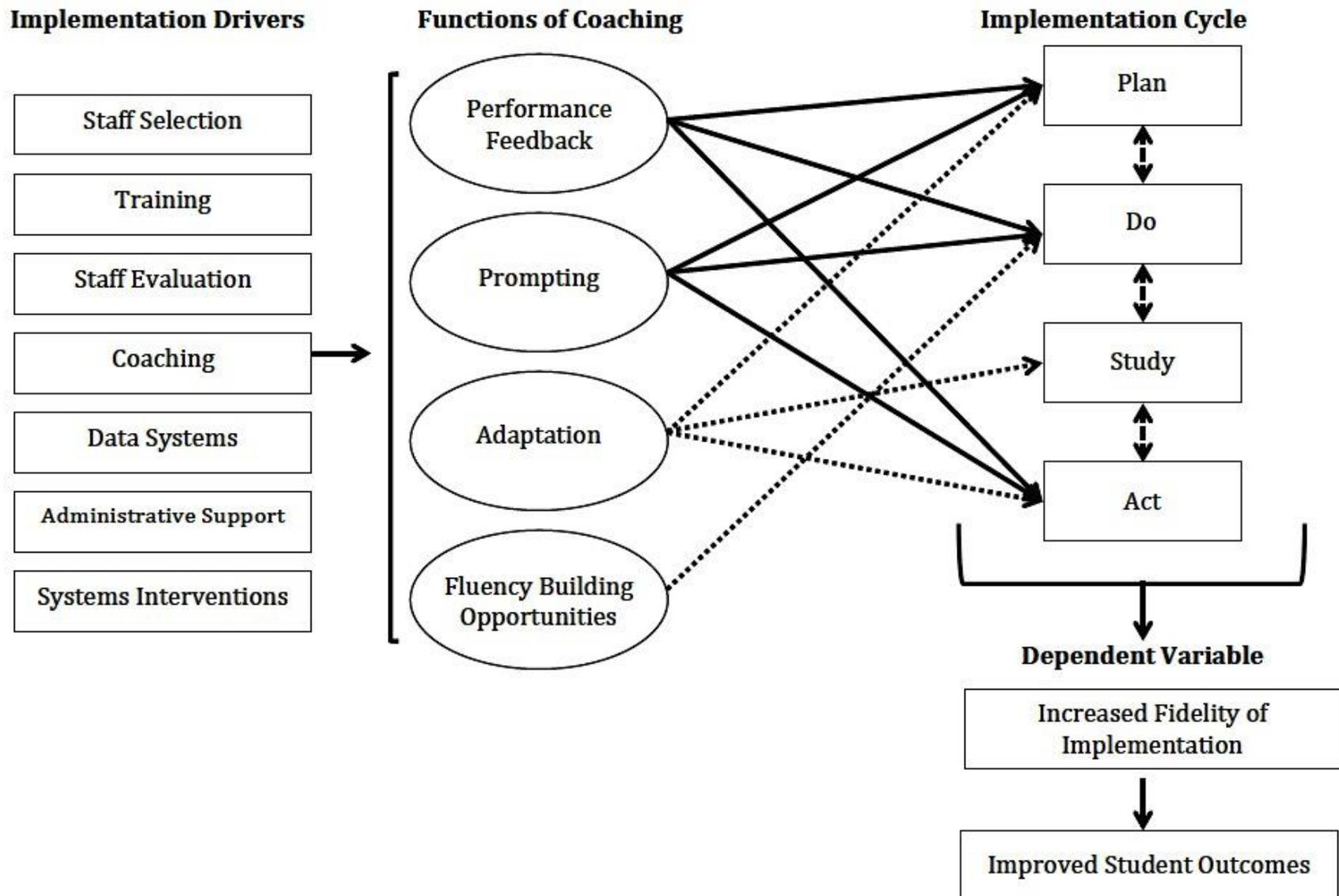
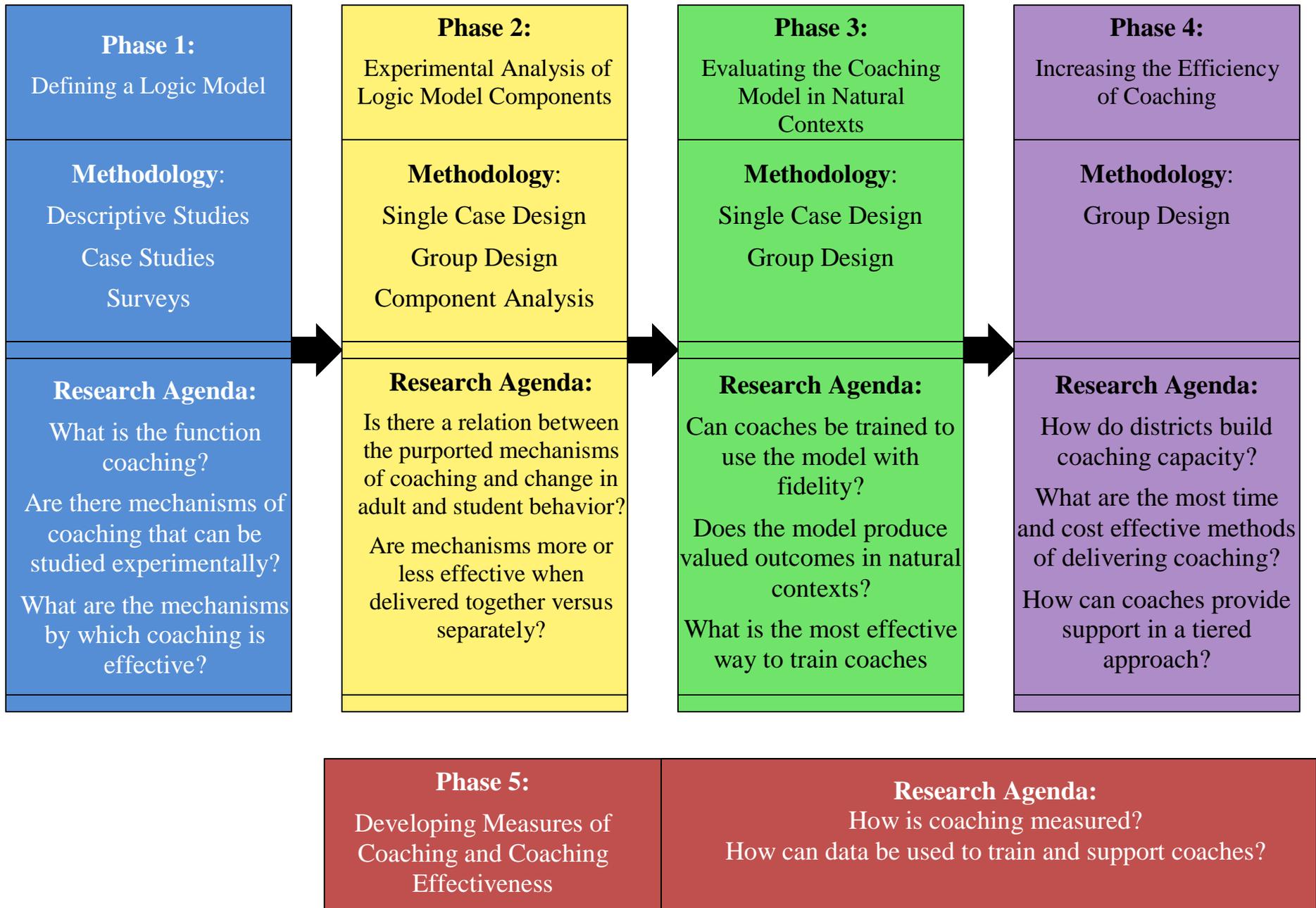


Figure 2. A program of research to evaluate the mechanisms of effective coaching (Massar & Horner, 2017)



Operational Definitions of Coached Evidence-based Practices
Massar & Horner, 2017

Prompting/Precorrection	
Positively stated verbal cue or reminder, modeling, or behavioral practice delivered before desired behavior is expected	
Examples	Non-examples
<ul style="list-style-type: none"> ▪ Verbal prompting (e.g., “Remember to line up quickly and quietly, with our hands by our sides”) ▪ Visual cueing (e.g., “Let’s look at our poster and review what our Ready to Read body looks like”) ▪ Modeling or practicing a skill (e.g., “I am going to show you how we walk from our desks to our stations. Watch me. First,...”) 	<ul style="list-style-type: none"> ▪ Delivering a reminder after a student has made an error (e.g., “Oh, I see you shouting out – remember that our class rule is to raise your hand quietly and wait to be called on”) ▪ Delivery of general cues such as “do a good job” ▪ Delivering only reminders of what <u>not</u> to do (e.g., “No shouting out”)

Behavior Specific Praise Statements	
Verbal praise delivered contingent upon student(s) demonstration of appropriate behavior. Praise statement includes statement of <i>specific behavior</i> student(s) demonstrated	
Examples	Non-examples
<ul style="list-style-type: none"> ▪ “Great job lining up quietly with your hands to your sides” ▪ “I like the way Group 2 is on task and working quietly” ▪ “Ella, excellent job following directions the first time” 	<ul style="list-style-type: none"> ▪ General verbal praise such as “good job” or “well done” ▪ Gestures such as high-fives or thumbs up (unless accompanied with specific verbal praise) ▪ Giving points/awards/tokens without specific verbal praise

Academic Opportunities to Respond

Verbal or visual request for academic-related information from students

Examples	Non-examples
<ul style="list-style-type: none">▪ Flashcard is held up for student to answer▪ Teacher calls on student to answer an academically-related question▪ Teacher poses a question to the class related to academic content▪ Teacher says "write the answer to problem 1"	<ul style="list-style-type: none">▪ Questions that are not related to academic content such as "how was your weekend?"▪ Rhetorical questions that the teacher does not intend for students to answer such as "I wonder how we might go about answering this..." and then modeling▪ Questions related to behavioral expectations that are not delivered in a social skills instruction period such as "Who can remind me what our classroom rule is for transitioning from our seats to the carpet?"

Study 1 and 2 Results

	Average percentage of intervals		
	Baseline	Intervention Phase 1 (B or C)	Intervention Phase 2 (BC)
Teacher 1			
Coached EBP	1.8	4.7	--
Uncoached EBP	18.0	22.0	--
Classroom Disruption	56.2	40.7	--
Teacher 2			
Coached EBP	4.2	9.6	22.1
Uncoached EBP	2.1	0.6	0.9
Classroom Disruption	59.0	40.8	41.5
Teacher 3			
Coached EBP	2.1	17.0	19.3
Uncoached EBP	0.7	0.2	0.2
Classroom Disruption	48.4	42.0	24.5
Teacher 4			
Coached EBP	4.9	24.5	26.3
Uncoached EBP	42.7	44.5	43.5
Classroom Disruption	43.5	32.3	20.3
Teacher 5			
Coached EBP	2.2	20.8	27.2
Uncoached EBP	19.3	22.3	18.3
Classroom Disruption	72.0	59.5	31.3
Teacher 6			
Coached EBP	0.6	10.0	11.9
Uncoached EBP	12.4	8.6	13.6
Classroom Disruption	78.5	62.4	36.9
Teacher 7			
Coached EBP	2.4	7.3	12.4
Uncoached EBP	6.8	7.0	3.6
Classroom Disruption	44.0	27.3	25.8

Sample Emails

Behavior specific praise

Hi Ms. Montoya,

Thanks so much for letting me observe your reading block this morning. *[Note: it is tempting to add some other general feedback here – don't! The only thing I would add is something along the lines of “I really enjoy being in your classroom” but I usually saved that until the end”].* We are working on increasing your delivery of behavior specific praise throughout the lesson. Praise can be delivered in many ways and to many different types of student groups (i.e., individual students, small table groups, whole class). For example, when you transition your students from their desks to the carpet, you could say “I see Maddie walking quietly and sitting in her assigned carpet spot – well done!” or “I noticed that Table Group 2 followed directions immediately – good work!”. *[Note: You can also add other relevant info to the classrooms you are working with. For example, if they use a point system or other rewards system, you could add that into the examples you provide].*

I really enjoy being in your classroom and am looking forward to our next observation on Tuesday, February 7 at 9:30.

Prompts/Precorrection

Hi Mr. Walker,

Thanks so much for letting me observe your math groups this afternoon. We are focusing on increasing your delivery of prompts and precorrection, especially before transitions in the lesson. You may deliver a prompt that reminds students of the expectation or routine. For example, before the calling on students to answer questions, you could provide a cue such as “I want to remind the class that when I ask for you to participate, you need to raise your hand quietly and wait until you’re called on to give your answer”. Before having students get up to grab their math manipulatives you can remind them of the routine, “Remember, when I call your table group the table leader will get up, come to the manipulatives station, and grab one basket for the entire table. Nobody at the table will grab anything from the basket until I give further directions”.

I love observing your classroom and am looking forward to our next observation on Thursday, February 9 at 2:00.

Sample Performance Feedback Script

Behavior specific praise

Coaching Steps	Practice
1. Meeting/session occurs after lesson has been observed.	Hi Mr. Smith, thanks so much for allowing me to observe your reading block this morning!
2. Coach begins by reviewing targeted behavior management skill.	Today we are going to discuss our coaching target – increasing delivery of behavior specific praise throughout the lesson. This meeting will be no longer than 10 minutes.
3. Coach provides reinforcing feedback with 1-2 specific examples of how the teacher used the skill successfully in the lesson.	I noticed that you delivered specific verbal praise to individual students 11 times during the lesson. Well done! During baseline you averaged 2 times per 15-minute observation session so this is a very impressive increase.
4. Coach provides corrective feedback with a replacement skill or 1-2 suggestions/tips for improvement.	I noticed that there were opportunities to deliver praise to groups throughout the lesson. For example, when each table group got up to grab their reading and journal materials, you could praise each one that did it correctly – “Excellent job Table 1, I see you are all walking quietly and returning to your seats after picking up your materials. Keep up the good work!”. To increase opportunities for students to receive praise, consider delivering small and whole group praise more often throughout the lesson.
5. Coach prompts teacher to identify methods for increasing the use of targeted behavior management skill into lessons.	What are some other ways you can increase your delivery of praise? Imagine you are trying to increase it from 11 times per observation to 20 times per observation.
6a. Coach provides praise following the teacher identifying another strategy to implement the behavior of focus.	That makes perfect sense! So you will try to deliver more whole class points when everyone is on task and following directions and you will deliver specific praise while awarding the point. Nice!

<p>6b. If teacher defines an incorrect or low impact strategy, the coach will prompt with a question or suggestion for another strategy.</p>	<p>That could work, but what about delivering small group praise when you award team cooperation points? Do you think that would work for you?</p>
<p>7. Coach uses data when delivering performance feedback.</p>	<p><i>Throughout feedback session. I recommend bringing the data that I will have graphed before all sessions with teachers. They like seeing their progress and it's easier to deliver feedback when it's in visual form.</i></p>
<p>8. Coach does not provide feedback on any other behavior management skills.</p>	<p><i>Note – This is really hard because it also means no praise for any other behavior management skills. Try really focusing on your targeted skill and avoid discussing the classroom in general (for example, “I really like how organized your classroom is and how students clearly understand the expectations” is feedback... we want to avoid this).</i></p>
<p>9. Coach ensures coaching session is no longer than 10 minutes.</p>	<p><i>Note – I recommend always starting with the time (see Step 2) but I will also make it very clear during recruitment what the expectations are for teachers. If they start to ask about other things such as individual students or other areas of focus tell them that you can't discuss until the study is over.</i></p>
<p>10. Coach thanks the teacher, adds additional praise, and reminds teacher of next scheduled observation.</p>	<p>I really enjoy being in your classroom and am looking forward to our next observation on Tuesday, February 7 at 9:00. Our next feedback session will be on Tuesday at 3:15.</p> <p><i>Note: I like to keep praise as general as possible here to avoid the temptation to provide more specific feedback. If you do prefer to keep it more specific, deliver more praise on the targeted EBP only.</i></p>

Script for Teacher Delivery of Prompting/Precorrection

- Hi Mrs. Stephenson, thanks so much for allowing me to come in and observe your math block this afternoon!
- We have a quick 10 minutes to go over our coaching target. For the past few weeks we have been focusing on increasing the delivery of prompting and precorrection, especially before any transitions in the lesson or routine.
- I brought the graphs with me again and you'll notice that you have increased your delivery of prompting/precorrection from last week from 5 times during the 15-minute lesson to 8 times during the 15-minute session. This is a huge increase from baseline, where your average number of prompts was 1.2 during the observation session. Well done! I noticed that you were delivering reminders before almost every major transition in the lesson. For example, when you asked students to get ready to use their whiteboards for review, you reminded them of the expectations before they were released to get their whiteboards and markers – excellent!
- I noticed that there were opportunities to remind students of the behavioral expectations multiple times throughout the lesson. Remember, if you deliver precorrection it significantly reduces the likelihood that you will need to correct a behavioral error. For example, before moving onto the “we-do” portion of the lesson where you were calling on students, it would be good to remind them of expectations for raising their hands quietly and waiting to be called on because you spent the first 1-2 minutes of the transition correcting students for calling out inappropriately.
- Are there any other behavioral expectations you can think of that would be helpful to remind students of at certain points in the lesson?
- That's a great idea. I think it makes sense to remind students how to appropriately get your attention at the beginning of the lesson and before any opportunity for students to raise their hands and answer a question. Remember, a prompt can also be visual, so you can model the expectation yourself and/or point to the poster of the student raising his hand appropriately to remind students.
- I really appreciate you allowing me to observe you with your students – it's so much fun to see! I am looking forward to our next observation on Tuesday, February 7 at 9:00. Our next feedback session will be on Tuesday at 3:15.

Coaching: Guiding Questions for Action Planning

1. Defining Roles and Responsibilities

The Who, When, and Where

Who.

Who is responsible for what tasks? What is my role? What is my role compared to others in similar positions (e.g., instructional coaches, behavior specialists, specific curriculum coaches)? What are my responsibilities for delivering coaching? What are my responsibilities for documenting coaching? Are teachers expected to work with me?

When.

When do I coach? How often am I expected to deliver coaching? Is this time allotted in my FTE? How much time do teachers have to engage in observations and coaching conversations? Am I responsible for developing the schedule?

Where.

Where am I assigned to coach? Am I expected to visit multiple sites? Am I coaching all classroom settings? All other school settings (e.g., front office, cafeteria)?

2. Operationalizing Outcomes

The What

What.

What am I working with teachers to accomplish? What behaviors/skills/knowledge do I need to measure in the individuals I coach? What tools are available to monitor progress and growth? What will I do with the data I collect? How will you use the data to (a) measure individual progress, (b) examine effectiveness of coaching, (c) track group progress toward outcomes, and (d) guide coaching conversations?

What type of data is appropriate to measure? What information would tell you that an individual or team has met a targeted goal?

- Teacher-based and team-based outcomes: classroom management, instruction, fidelity of implementation
- Student-based outcomes: student behavior, student achievement, student growth (in a specific academic area, IEP goals, etc.)

3. Establishing a Coaching Plan

The How

How.

How will I utilize my time to reach the desired outcomes? How will I know when I have reached the outcomes? How will I ensure that I am using my time efficiently and effectively? How will I handle individuals who are resistant to coaching? Am I using the coaching mechanisms with my teachers?

Coaching Alignment to Level of Support Needs

Massar & Horner, 2017

		Support Needs and Skill Use	Features of Coaching and Possible Coaching Activities
		Level of Coaching Support	Facilitative
Low	<ul style="list-style-type: none"> • May need additional support embedding practice into everyday routines. • Stimulus control established. • Some fluency with skill or practice. • Skill used the majority of the time with accuracy, ease, and/or precision. 		<ul style="list-style-type: none"> • Focus on moving from coach-led to coach-supported coaching conversations • Prompt when necessary • Provide reinforcing performance feedback • Provide corrective feedback when necessary • Support teacher to reflect on and evaluate his/her own performance
Moderate	<ul style="list-style-type: none"> • Needs support to ensure practice is implemented. • Stimulus control is not established. • Limited fluency with skill or practice. • Skill is either not used at the appropriate time and/or when the skill is used, it is not used with accuracy, ease, and/or precision. 		<ul style="list-style-type: none"> • Focus on increasing teacher use of skill(s) in natural environment • Prompt frequently • Provide reinforcing performance feedback often • Provide corrective feedback when necessary • Target 1 or 2 areas for improvement only • Provide multiple and sufficient opportunities for fluency building

High	<ul style="list-style-type: none"> • Needs hands-on, intensive support to ensure practice is implemented and used correctly. • Stimulus control is not established. • Little to no fluency with skill or practice. • Skill is either not used at all or not used at appropriate time. If skill is used, it is not used with accuracy, ease, or precision. 	<ul style="list-style-type: none"> • Focus on supporting teacher implementation of skill(s) in simulated and natural environments • Ensure teacher has been trained on skill and re-teach as necessary • Establish ongoing schedule of observations and feedback • Prompt often • Provide reinforcing performance feedback often • Provide corrective feedback frequently • Target 1 or 2 areas for improvement only • Provide multiple and sufficient opportunities for fluency building • Model and/or co-teach, as necessary
All	<ul style="list-style-type: none"> • Assist with barriers to implementation that may occur at any level (e.g., lack of staff buy-in, removal of district support, administrator turnover) 	