

Coaching: What Happens After the PD (Professional Developement)?

Audience: Specialty

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Effective Coaching: 7 Steps for Building Trust

- **1. Plan and Prepare** Have questions prepared; visualize the outcomes that you want to achieve.
- 2. Describe the Routine Explaining the purpose of your visit and what it can/will look like helps the teacher to feel safe.
- **3. Establish Confidentiality** Information that is shared with you during coaching visits is strictly confidential; any information that needs to be shared with administration will be discussed with the teacher first and the teacher will be copied on the email correspondence.
- **4. Listen More Than You Talk** See things from their perspective without an agenda already established in your mind.
- **5. Ask REFLECTIVE Questions** Help the teacher discover their own ideas.
- **6. Connect -** Make personal connections; share about yourself and allow them to share about themselves; be open about who you are and what you do.
- **7. Encourage** A transformational coach is a master at helping the teacher uncover their own strengths; validating their experiences is powerful.

NOTES:			

Sample Letter: Pre-Arrival of Coaching Session

November 27, 2019
Dear,
I'm looking forward to visiting your classroom later this week to offer support for your
implementation of Conscious Discipline. Please know that when I come into your room,
my goal is to model the language of Conscious Discipline while interacting with you and

Please complete the Pre-Arrival Survey prior to my visit and have it for me when I arrive. This survey provides information that will help me effectively support you. On the day of our coaching session, I would prefer to follow your scheduled daily routine, as that is best for the children. I will focus on using the Conscious Discipline rituals, structures and skills you noted on your survey, as well as interactions with the particular children mentioned within it.

the children. My purpose is not to evaluate your implementation of Conscious Discipline.

During my visit, I encourage you to do what you normally do, follow your normal schedule and conduct your normal routines. I will step in where appropriate, mainly through interacting with the children. As I move around your classroom, watch how I interact and listen to my Conscious Discipline language. Please ask me questions while I am in your room; I am there to support you!

Wishing you well, Kim Jackson Conscious Discipline Master Instructor

Coaching: What Happens After the PD?

School:	Coaching Observation Form	
Teacher(s):		Date:

Cooobing Observation Form

The following Conscious Discipline Rituals and Structures are visible and <u>being implemented</u> in the classroom:

- Absent Child
- Brain Smart® Start
- Celebration Center
- Class Meeting
- Conflict Resolution
 Time Machine
- Friends & Family Board

- Greeting/Goodbye
- I Love You Rituals™
- Kindness Tree
- Picture Rule Cards
- Ritual Transition Rituals
- Safekeeper Ritual
- Safe Place[™]

- Social Stories
- Ways to Be Helpful Board/Book
- We Care Center
- Wish Well
- Visual Daily Schedule
- Visual Routines



Noticing Successes













Noticing for Encouragement

Flipping from Negative to Positive "You wanted" or "You were hoping"	"See his face/see her face"
	What was he/she telling you when?

Conscious Discipline® Coaching Agreements



I am willing to:

	Be partners in learning. We will make mistakes and they will offer us rich learning opportunities.
	We will learn alongside one another.
	Establish a judgment free zone. We will notice when we feel difficult feelings such as frustrated,
	anxious, or disappointed. As we become aware of these feelings we can practice Composure and Wishing Well so we may manage them and establish an optimal learning environment.
	Build a relationship built on trust. As the coach, I am not here to evaluate you or share what I see in any form of evaluation tool for your administrator. Information that you share with me will not be shared without your permission unless it is for your own well-being or the well-being of children.
	Take responsibility for my own growth through goal setting and action steps. I am willing to ask for help, ask questions, use new tools and/or practice skills that will help me continue my growth and aid in the growth of my students.
Coad	ch Name (printed):
Sign	ature:
Date	:

Coaching Debrief Schedule:



1. Brair	Smart	Start
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2.	Refl	ecti	on
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4. Rubric



5. Action Steps









Framework for Reflective Questioning

sing of (topic, why? 'Why? ' Why? ' Why? more detail? en?			
What do you know about? What is your current understanding of (topic, situation)? Probes (examples): How are you come to believe this? What kinds of things did you do (have you done so far)? Why? What kinds of things did you try? Why? What kinds of things are you learning to do? What did you do that worked well? Probes(examples): Where does that occur most often? When did you first notice this? How did that work for you?	vareness Analysis	Alternatives	Action
How are you currently doing? Why? What kinds of things did you do (have you done so fan)? Why? What kinds of things did you try? Why? What kinds of things are you learning to do? What did you do that worked well? Probes(examples): What is the present situation in more detail? Where does that occur most offen? When did you first notice this? How did that work for you? What happened when you did? Why?	w about? How does that compare to what you want to know about? How is that consistent with (standards, evidence)? What do you know now after trying? Who does that compare with what you originally thought?	How could you find out about? What different things could you do to learn more about? What are other ways to view this for next time?	How do you plan to learn more about? What option do you choose? Why? How are you going to put that into place? Probes(examples): What resources do you have? What supports will you need?
	ently doing? Why? go do (wanted to do)? Why? y? How is that consistent with what you intended to do (have you ago do (have you go do (wanted to do)? Why? How is that consistent with standards? Why? How is that consistent with standards? Why? How is that consistent with what you intended to do (wanted to do)? Why? How is that consistent with standards? Why? How is that consistent with what you intended to do (wanted to do)? Why? How is that consistent with what you intended to do (wanted to do)? Why? How is that consistent with standards? Why? How is that consistent with what you intended to do (wanted to do)? Why? How is that consistent with what you intended to do (wanted to do)? Why? How is that consistent with standards? Why?	What else could you have done to make practice consistent with standards? Why? What would you do differently next time? How might you go about doing that? What different ways could you approach this? <i>Probes(examples):</i> What would it take for you to be able to do? What would you need to do personally in order to do?	What do you plan to do? When will you do this? What option did you choose? Probes(examples): What types of supports will you need? What resources do you have? What would it take for you to be able to do? What would you need to do personally in order to do?
Outcomes What did you achieve when you did that? How did the you estieve when you did that? How did you estieve when you did that? (What was the result) Probes(examples): How do you feel about that? How do the practice? How do you feel about that? Probes(examples): Probes(examples): How do you feel about that? Probes(examples): Probes(examples): How do you feel about that? Probes(examples): Probes(examples): What do you think about:? Probes(examples): Probes(examples): How much control do you have over the outcome? What broug	~	What else might happen when you do? Why? What different things could you have done to get expected outcomes? What might make it work even better next time?	Which option could get the best result? What do you plan to do differently next time? Probes(examples): What types of supports will you need? Where will you get them?
Evaluation (What opportunities were useful to you in achieving (or in learning)? In what (What about the process) What supports were most helpful? What about the supports were most helpful? expected?	to you in In what ul? most helpful?	What other opportunities would be useful?	What opportunities do you want to access? How will you access those opportunities? Probes (examples): What resources do you need? Where will you get them?

Source: The Early Childhood Coaching Handbook by Dathan D. Rush, Ed.D., CCC-SLP, and M'Lisa L. Shelden, PT, Ph.D. Copyright © 2011 by Paul H. Brookes Publishing Co, Inc. All rights reserved.

Conscious Discipline® Action Plan

Teacher:		Date:
Program:		
Practi	ce-Based Coaching Action	on Plan
Rubric Power/Skill/Structure: F	Power of Unity, Skill of Encourageme	ent, Structure: I Love You Rituals
Goal I want to achieve: Help children to connect with or	ne another and with teachers throug	gh I Love You Rituals.
Steps to achieve this goal:	Resources Needed:	Timeline:
1. Intentionally teach <i>I Love You Rituals</i> during circle as a school family (group).		
2. Children are able to do <i>I Love You Rituals</i> with a partner.		
3. Begin to use <i>I Love You</i> Rituals during transitions.		
Review Date:		
□ I know I achieved this goal because:	☐ I am making progress towards my goal and will keep implementing my Action Plan.	☐ I need to change my plan to achieve this goal by revising the goal or change the action steps.

T.A.G. - You're It!

Teach



• Believing that what we offer others, we strengthen in ourselves. What is one skill or structure you are willing to teach someone else and pay it forward?



Add



• Conscious Discipline is a journey. What is a strategy you are willing to add to a skill or structure to boost your implementation to the next level?

Grow

• What challenges in your implementation do you view as your biggest opportunities for growth?

•	I am going to do the following
	things to grow in my
	Conscious Discipline iourney:

Sample Letter: Follow-up of Coaching Session

January 2020 / Visit #3
Dear,
It was an absolute pleasure being in your classroom today. Experiencing the difference in the overall feeling of the room speaks to your hard work and growth over these last few months.
Below is a brief recap of the things that we discussed during our debriefing session:
 You and both expressed feelings of gratitude for the training and coaching you have received that has helped you make changes to your interactions and intentions in the classroom. We reviewed your action plans from my last visit and decided where you were in terms of accomplishing the different goals. You feel that your connections, rituals and I Love You Rituals™ program have all been successful. You want to continue to strengthen your use of I Love You Rituals during transition times and waiting times. You have been setting a timer to take composure breaks for yourself and consciously take deep breaths throughout the day to keep yourself in your executive state. You feel like you have mastered the goal of becoming more conscious of your own upset and composure. has really settled in to the School Family culture of the room and is now interacting with the other children as well as with the adults. You have the following Conscious Discipline structures in place: Wishing Well, We Care Center, Friends and Family Board, School Family Jobs, Safe Place, Greetings and Goodbyes. We talked about meaningful School Family jobs and the possibility of changing one of them if it is not meaningful.
 Next Steps for Moving Forward: We discussed the importance of referencing your visual schedule throughout the day. We discussed re-teaching "clean up" and possibly changing the music to something more calming to help children stay focused rather than "hyping" them up. The clean up transition was really long today. Remember to be conscious of the time during circle time. Children can only sit for about 20 minutes – no more. It may be helpful to set a timer for yourself or to possibly split your morning meeting off from your story time. You wanted to work on teaching children their "Big Voice" so I have attached your next action plan for child assertiveness. Please review it and let me know if you have any additions or corrections. I have also attached <i>The Coaching Rubric for Teachers</i>. Available at: ConsciousDiscipline.com/resources/coaching-rubric-for-teachers. Please use the rubric to assess where you are with your skills development as we will use these to drive our next steps. Once you complete them, please email them back to me.
Wishing you well, Kim Jackson Conscious Discipline Master Instructor

My Plan for the First Six Weeks

WEEK	MATERIALS
Week 1:	
Week 2:	
Week 3:	

My Plan for the First Six Weeks

WEEK	MATERIALS
Week 4:	
Week 5:	
Week 6:	

