

National PBIS Leadership Forum | October 22 - 23, 2025 | Hilton Chicago



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1E - Practice-Based Coaching: Guiding the Classroom Teacher to Implement Evidence-Based Practices

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- Topic: Coaching
- Keywords: Implementation, Tier 1, Social Skills



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Learning Objectives

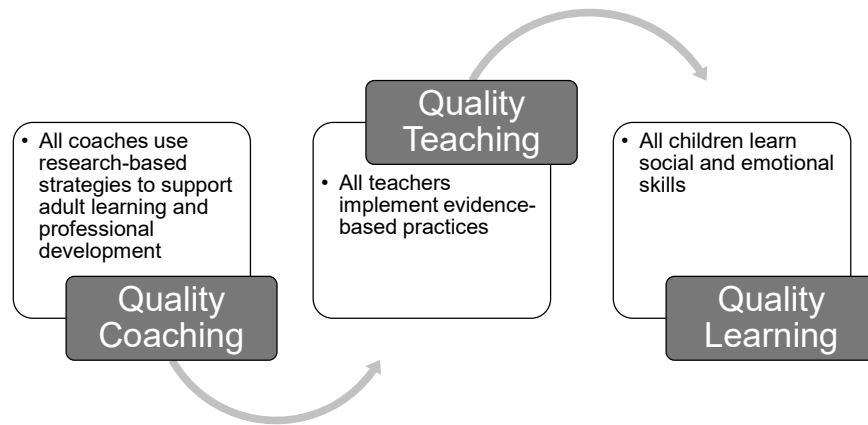
1. Identify the essential components of Practice-Based Coaching (PBC)
2. Understand how PBC is used to improve the implementation of evidence-based social, emotional, and behavioral instructional practices by teachers
3. Identify free resources to support the implementation of PBC within classrooms



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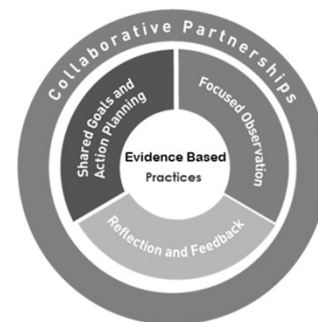
Effects of Quality Coaching



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Evidence-Based Professional Development

- High Quality Training
- Practice-Based Coaching
 - Collaborative partnership with coachee
 - Focused on a defined set of practices
 - Delivered in complete cycles
 - Shared Goals and Action Plan
 - Focused Observation
 - Reflection and Feedback



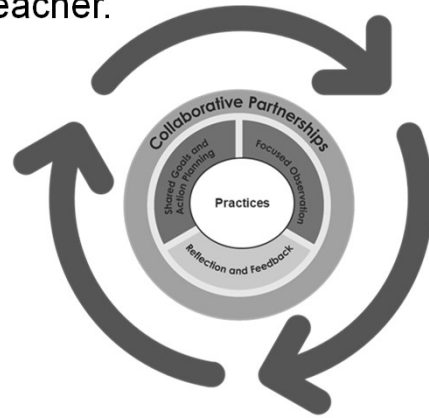
Snyder, Hemmeter, & Fox, 2016

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PBC Framework Components

A **coaching cycle** occurs each time the coach conducts a focused observation related to a specific goal and action plan and debriefs with the teacher.

- Focused on goals and action steps
- Observation
- Reflective conversations
- Supportive feedback
- Constructive feedback



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Role of the Classroom Coach



- Observes teachers
- Helps teachers develop action plans for their implementation of practices
- Provides coaching (observation, reflection, and feedback)

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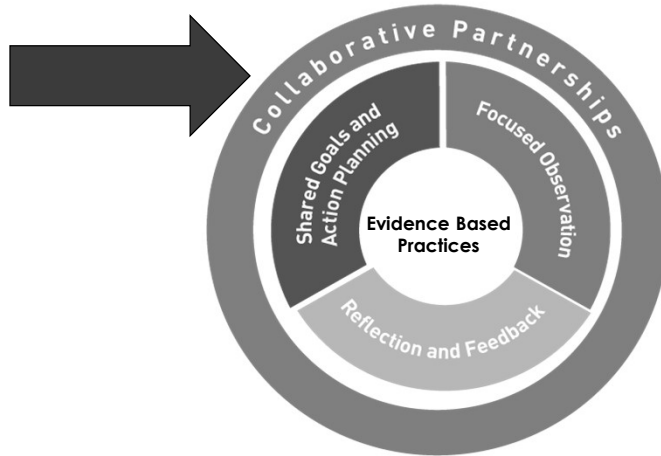
Who is the Coach?

- Extensive knowledge of effective practices and social-emotional development.
- Understanding of adult learning principles and collaborative teaming.
- Ability to collaborate with teachers to determine needs and goals for the classroom.
- Ability to facilitate teacher learning through positive and constructive feedback.
- Ability to collect and analyze data to determine the progress and needs of teachers in classrooms.
- Ability to communicate effectively with administration, school leaders, teachers, staff, families, and community.

<https://challengingbehavior.org/wp-content/uploads/2024/06/school-leaders-guide-to-pbc.pdf>

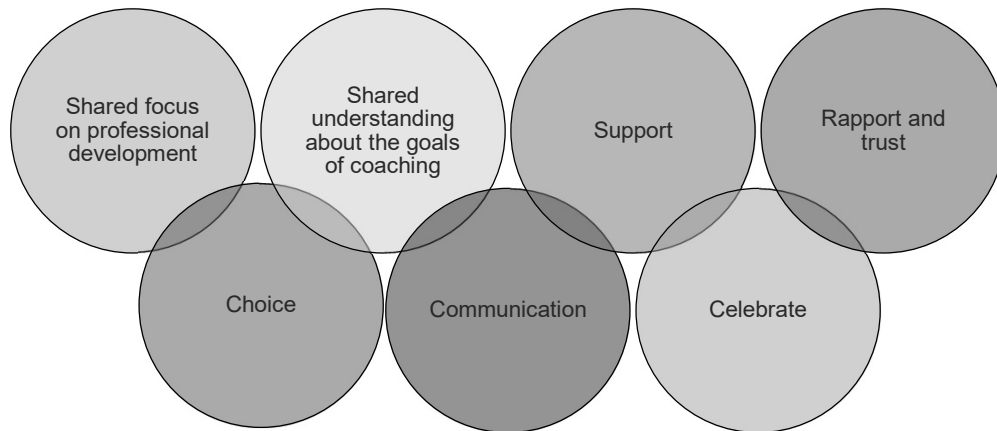
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Practice-Based Coaching



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Characteristics of a Collaborative Partnership



Snyder et al. *Essentials of Practice-Based Coaching*, 2022

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Establish Coaching as a Safe Space

Non-evaluative environment

Clearly defined roles

Transparent data collection

Focus on capacity building

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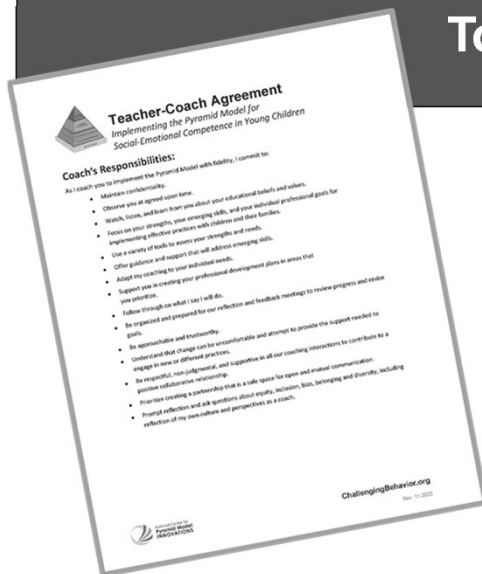
Getting Ready for Coaching

- Clarify expectations
- Review PBC components
- Discuss scheduling
- Complete coaching agreement
- Allow time for questions



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Tool: Coaching Agreement



- Supports the collaborative partnership
- Creates transparency and shared understanding
- Shared as a discussion with the teacher
- Individualized to the needs of the coach and teacher

<https://challengingbehavior.org/document/teacher-coach-agreement-sample-editable/>

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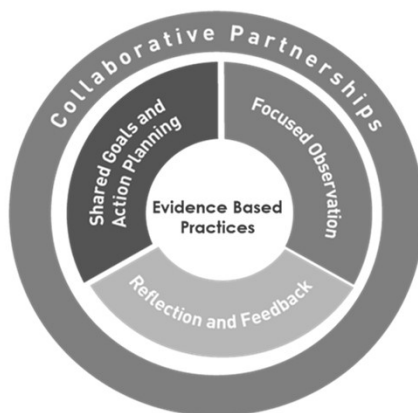
To Decide With Your Leadership Team

- Will a coaching agreement be used?
- How will teachers be introduced to the coaching process?
- How will the program provide time for the coach and teacher to meet and build the partnership?



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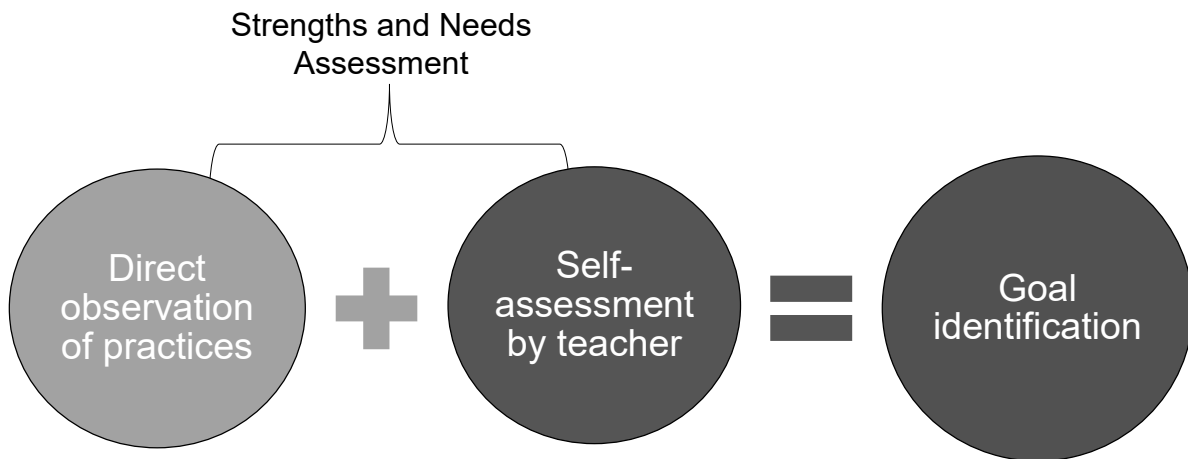
Shared Goals and Action Planning



- Using tools and other information to determine needs
- Setting shared goals
- Developing an Action Plan

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Strengths and Needs Assessment Process



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What are School-Wide PBIS practices that come to mind?



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Example: Classroom PBIS Practices

Classroom Management Observation Tool (CMOT)

Overview. The CMOT includes two components: (a) *observation items*, which have been validated for informing decisions about relative strengths/needs with positive and proactive classroom management, and (b) a *checklist of empirically-supported practices* to "look for" periodically.

Instructions. Complete observation items routinely to inform decisions about professional development, and complete checklist periodically to check presence/absence of empirically-supported practices.

Educator _____	Observer _____	Date _____	
Grade Level _____	Content Area: _____	Time Start _____	Time End _____
Instructional Activity: _____		Setting notes: _____	
Group size: ☐ Whole class ☐ Small group			

CMOT Observation Items
Assess implementation of positive and proactive classroom management practices.

Positive and Proactive Classroom Management Practices Please complete this portion of the CMA after observing an educator for a minimum of 15 minutes of instruction.	1 = Disagree strongly	2 = Disagree Somewhat	3 = Agree Somewhat	4 = Agree strongly
1. The educator effectively engaged in active supervision of students in the classroom (i.e., moving, scanning, interacting). ^a	1	2	3	4
2. The educator effectively provided most/all students with opportunities to respond and participate during instruction. ^b	1	2	3	4
3. The educator effectively provided specific praise to acknowledge appropriate student academic and social behavior. ^c	1	2	3	4
4. The educator provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors (^a to - ratio).	1	2	3	4

^a Effective **active supervision** includes systematic monitoring, unpredictable movement, and interactions spread across students.
^b Effective **OTRs** provide opportunities to various numbers of students using various opportunity and response modalities.
^c Effective **specific praise** names the behavior and is contingent, genuine, and contextually/culturally appropriate.

<https://nepbis.org/wp-content/uploads/2019/09/CMOT-9.27.19.pdf>

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Engaging in the Strengths and Needs Assessment Conversation

Collect strength and needs assessment information

Invite teacher to share priorities

Coach provides additional information or strength and needs assessment data & clarifies or verifies teacher's priorities

Write a shared goal and action plan

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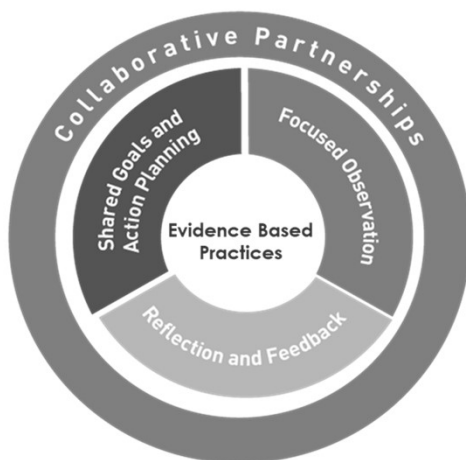
Goals → Action Plan

An **action plan** is developed to support the achievement of goals throughout the coaching process



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Focused Observation

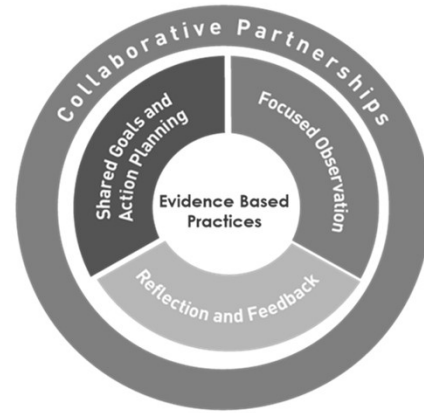


- Gather and record information objectively
- Guided by **current action plan**
- Provide additional support as needed
- Target behavior change and completed goals

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Key Ideas for Focused Observation

- Guided by the current action plan
- **Focused** on the shared goal
- Reflection and feedback related to the *implementation of the action plan*



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Observation Coaching Strategies

- | | |
|---|---|
| ☐ Observed | ☐ Side-by-side gestural support |
| ☐ Video Record | ☐ Problem solving discussion |
| ☐ Modeled | ☐ Reflective conversation |
| ☐ Collected data | ☐ Assist with environmental arrangements |
| ☐ Verbal Support | ☐ Other help in the classroom or during the home visit |

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1. Time spent
 - Observation
 - Debriefing
2. Observation focus
3. What I observed
4. What I want to share
5. Follow up needed

- Reflect on observation & data
- Address quantity and/ or quality of practice use
- Provide supportive and constructive feedback
- Support & problem-solve
- Identify additional supports & resources

Debrief Coaching Strategies

- | | |
|---|--|
| ☐ Problem solving discussion | ☐ Goal setting/action planning |
| ☐ Reflective conversation | ☐ Material provision |
| ☐ Help with environmental arrangements | ☐ Demonstration |
| ☐ Role play | ☐ Individual child support |
| ☐ Constructive feedback | ☐ Child intervention strategies |
| ☐ Supportive feedback | |

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Reflection

Strength-based:

- Encourage, affirm and acknowledge

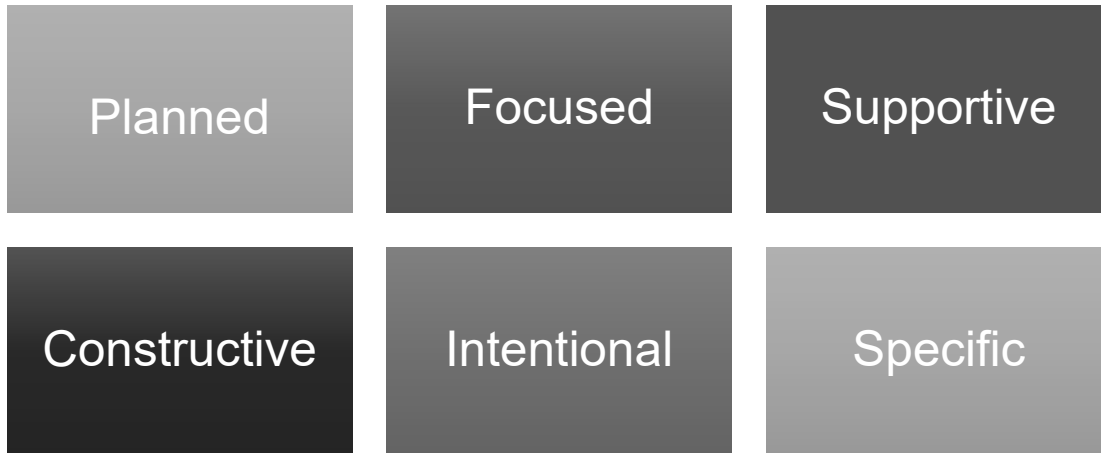
Conversational and reciprocal:

- Open-ended prompts
- Structured feedback based on observation
- Grounded in data/observation
- Connected to action plan
- Combine challenges and support



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Effective Feedback



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Agenda

- Lessons learned from sharing feedback with teachers
- Missteps you made along the way

**Share your
Experience**



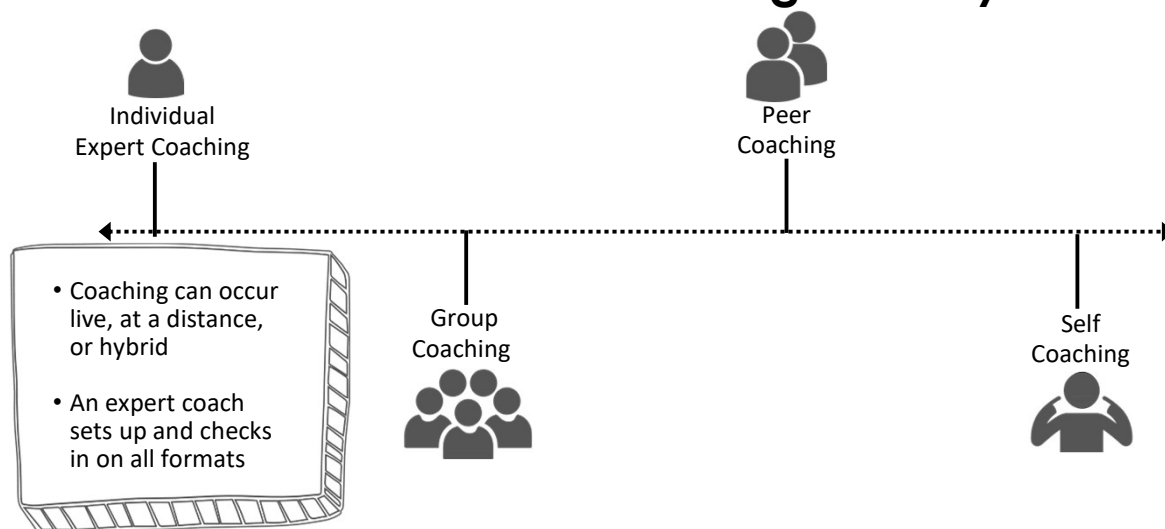
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Delivery of PBC



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Continuum of Coaching Delivery



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To Decide With Your Leadership Team

- When will coaching begin?
- Who should be coached?
- How often are coaches expected to meet with teachers?
- Do we have the technology/resources to support coaching?
- How and when will focused observations and debrief meetings occur?



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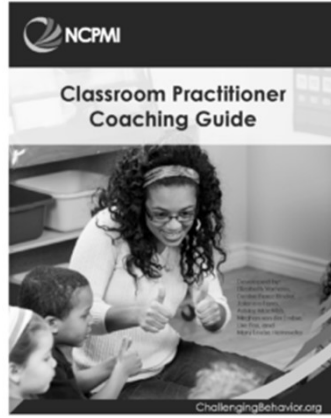
Resources



This guide provides school leaders with important considerations as they implement coaching as a component of professional development in their Pyramid Model implementation.

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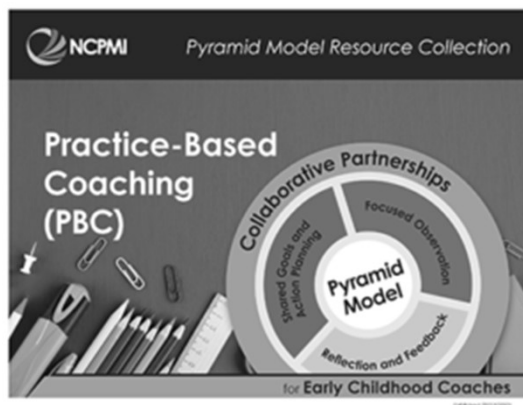
Resources



<https://challengingbehavior.cbcs.usf.edu/Implementation/coach.html>

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Resource Collection



Pyramid Model Resource Collection: Practice-Based Coaching (PBC)				
Resource Table				
Resource Key: ☒ Checklist ☐ Form ☐ Presentation/Video ☐ Guide ☐ Resource Collection ☐ Worksheet ☐ Webpage				
Practice-Based Coaching (PBC) The Basics	Essential PBC Guides	PBC Coaching Cycle	Resources for Coaching	Coaching Data Tools
☒ NCPMI Resource: Practice-Based Coaching (PBC) The Basics ☐ View ☐ Download	☒ Classroom Practitioner Coaching Guide ☐ View ☐ Download	☒ Practice-Based Coaching Cycle Agreement Template ☐ View ☐ Download	☒ NCPMI Resource: Coaching Cycle ☐ View ☐ Download	☒ NCPMI Resource: Coaching Cycle ☐ View ☐ Download
☒ The Pyramid Model: A Guide to Implementing the Pyramid Model ☐ View ☐ Download	☒ 2019-2020 Academic Year: Coaching Cycle Agreement ☐ View ☐ Download	☒ Teacher Coach Agreement Template ☐ View ☐ Download	☒ Essential Model: Coaching Cycle Agreement ☐ View ☐ Download	☒ Coaching Cycle: Coaching Cycle Agreement ☐ View ☐ Download
☒ A Coach's Coaching Cycle ☐ View ☐ Download	☒ Program Leadership: Coaching Cycle Agreement ☐ View ☐ Download	☒ Essential Model: Coaching Cycle Agreement ☐ View ☐ Download	☒ Essential Model: Coaching Cycle Agreement ☐ View ☐ Download	☒ Coaching Cycle: Coaching Cycle Agreement ☐ View ☐ Download
☒ Outcomes for Coaching ☐ View ☐ Download	☒ Coaching Cycle: Coaching Cycle Agreement ☐ View ☐ Download	☒ Coaching Cycle: Coaching Cycle Agreement ☐ View ☐ Download	☒ Coaching Cycle: Coaching Cycle Agreement ☐ View ☐ Download	☒ Coaching Cycle: Coaching Cycle Agreement ☐ View ☐ Download
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— One Thing

- Take a moment to consider one thing we discussed today that you can bring back to your team
- Record it in a way that works for you

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Questions and Reflections



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Please Complete this Session's Evaluation

10/22

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