

PEDALS Coaching Components



The PEDALS Coaching Components are based on research and evidence-based practices, as well as the experience of PEDALS Coaches. PEDALS coaching is responsive and relationship-based, and as such, the components and practices used will reflect the individual needs of the teacher, classroom, and program.

Observation

- Assess your mindset. "Remove static." Remain nonjudgmental, listen to learn
- Observe Second Step, support of social emotional (SE) growth, and activities specific to goals
- Observe staff for use of Second Step language and strategies at different times during different activities (see PEDALS SE Skills Scale: Teacher)
- Observe children for use of Second Step language and strategies at different times during different activities (see PEDALS SE Skills Scale: Children)
- Observe overall environment as it pertains to SE development (see PEDALS Classroom Item List)
- Review what you observed and what you modeled
- Provide specific feedback on teacher/staff behaviors and their impact/outcomes on the children
- Provide specific observations on children's responses to curriculum and teacher behavior
- Review observation tools and data, and tie back to goals
- Reserve 20-45 minutes each visit for reflection and feedback

Modeling

- Model components of Second Step in a developmentally appropriate way with the children (e.g., lesson, Brainbuilders)
- Model developmentally appropriate interactions with the children
- Use the 7 steps for planned modeling (The Early Childhood Coaching Handbook, pgs. 61-63)
- During reflection and feedback, review what was modeled

Co-set goals, joint planning

- Co-develop with the teacher specific, long-term goals that are measurable and include time frame (e.g., 1 year)
- Co-develop with the teacher specific, short-term goals that are measurable and include timeframe (e.g., 1 month)
- Review goals regularly (e.g., monthly). Track progress toward long-term goals. Assess progress toward short-term goals and develop new short-term goals (see PEDALS Classroom Goal Setting Worksheet)

Reflection & feedback

- Use a strengths-based approach. Look for competence and effectiveness to build on
- Use open-ended questions to facilitate coachee self-reflection (see Developing Coaching Skills: Promoting Self-Reflection)
- Give teachers "think time" to reflect and come up with answers when you ask a question

Knowledge transfer

- Train new teachers/staff on PEDALS, Second Step, SE screening tool, etc.
- Provide technical assistance (TA) on using and interpreting SE screening tool
- Provide TA on PEDALS data submission and interpretation
- Assist teachers/staff in relating Second Step and SE screening tool to standards/curriculum
- Assist teachers with integrating PEDALS activities into routine/schedule
- Provide general SE knowledge and resources, developmentally appropriate practices (DAP), and classroom management strategies
- Facilitate sharing between PEDALS programs, sites, and classrooms

Assistance with behavior challenges

- Assist with classroom modifications
- Provide additional strategies for behavior challenges
- Connect to internal resources
- Connect to external resources



The PEDALS Coaching model draws from The Early Childhood Coaching Handbook, Rush and Sheldon, 2011; Developing Mentoring and Coaching Relationships in Early Care and Education: A Reflective Approach, Chu, 2014; Coaching with Powerful Interactions. A Guide for Partnering with Early Childhood Teachers, Jablon, Dombro, and Johnsen, 2016; Coaching with Powerful Interactions Webinar, Jablon, Early Childhood Investigations Webinars, June 17, 2015, www.earlychildhoodwebinars.com/presentations/2405; NAEYC Early Learning Program Accreditation Standards and Assessment Items, 2019 ver. 2020 08