

PATHS Training

Session 4/4

Role of the PATHS® Coach

- Classroom Focus: Assist teachers to implement the PATHS program effectively through teaching lessons, using the program strategies and supporting social emotional skill development throughout the day
- School Focus: Assisting school administration and staff to promote PATHS® school-wide

Classroom Focus

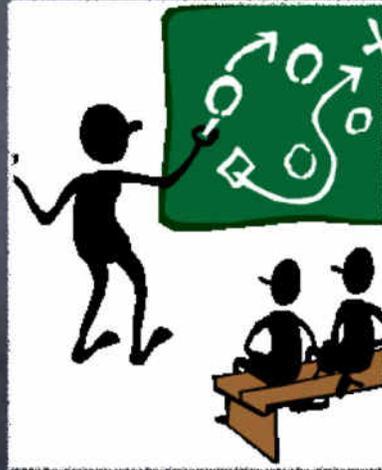
- GOAL: HIGH QUALITY IMPLEMENTATION OF PATHS PROGRAM IN EACH CLASSROOM BY SUPPORTING THE CLASSROOM TEACHER TO IMPROVE THEIR SKILL IN TEACHING SOCIAL EMOTIONAL LEARNING CONCEPTS
- Observe, teach and team-teach PATHS® lessons in all classrooms
- Assist with obtaining resources (books, videos, activities) to support the classroom lessons
- Provide feedback to teachers on classroom implementation
- Model working with students on SEL skills while in the classroom

Observe, Teach & Team Teach

- help to build confidence, increase motivation & decrease resistance
- increase frequency of lessons taught
- help teachers stay on track - pacing guides
- help combine lessons
- provide example of model SEL teacher
- provide feedback to improve quality of teaching of SEL skills

Coaching

- Dynamic/movement
- ACTION + LEARNING = CHANGE



Coaching

Coaching is about relationship and intimacy. It's about helping someone move from one place to another...it's about helping someone to change according to what the coachee feels is needed... and change is hard for most of us. In this way, a coach is a change agent. However, it is also one of balance and respect. So the relationship between a coach and a coachee is negotiated to create an effective working relationship. It is also an alliance of two equals - peers. The coach and the coachee have equal but



Coach/Coach-ee Relationship

- Engagement
- Alignment
- Empathy
- Credibility
- Collaboration
- Individual Personality

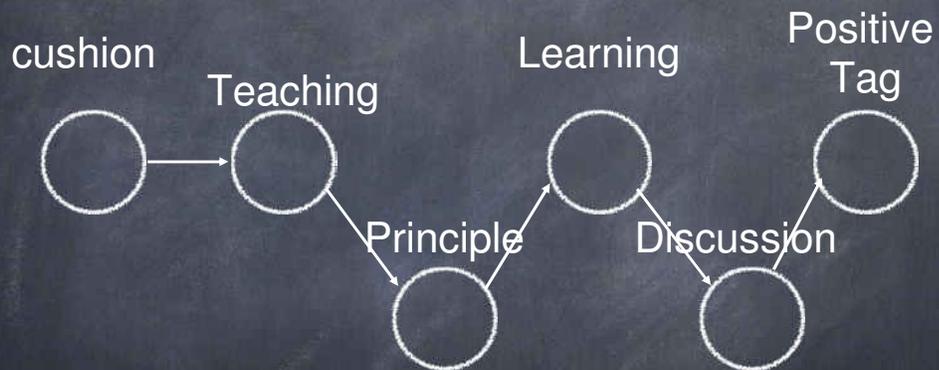


Feedback

- 5 Minute Feedback
- Teacher-Coach Implementation Discussion Form
- PATHS Fidelity of Implementation Rating Form



5 Minute Feedback Flow



5 Minute Feedback is...

- ALWAYS POSITIVE!
- TAKES 5 MINUTES OR LESS
- SHOULD BE DONE IMMEDIATELY
- ONE OF THE MOST EFFECTIVE WAYS TO PROMOTE TEACHER CHANGE.

Cushion



- a sentence to get the ball rolling, a courtesy statement
 - “I really enjoyed watching you today!”
 - “Hey, it was really great to be in your classroom today!”

Teaching



- Describe with some specific detail what you observed. A specific episode of interaction.
 - “I noticed that when you spent time talking to 2 students about their weekend at the beginning of class, that they really seemed to be enjoying the conversation and it seemed as though they were sharing quite a bit about themselves.”

Principle



- Label what this is.
- “That was a great example of ‘Relational time’.”

Learning



- What happens when you use this principle? What is the effect? Rationale behind the principle
- “Relational time is so important to develop connection with your students and build a relationship.”
- “Relational time helps you to see the uniqueness of each student and “get where they are at”, which builds the relationship between teacher and student.”

Discussion



- Short open-ended question designed to promote conversation and learning. Based on the teacher's comment, a follow-up question.
- "Your strategy to develop relationship with students seems to be really working. What other ways are you working to develop relationship? Which do you think is most effective?"

Positive Tag

- A final up-beat compliment on the specific strategy used.
- "Fantastic job on developing relationship with your students and using relational time so effectively!"

Role-Play #1



Role-Play #2



Role-Play #3



Five Minute Feedback



Date: _____ School: _____

Teacher/grade: _____

Intro

Principal:

Learning:

Discussion:

Tag:

Compliment for _____

Teacher-Coach Implementation Discussion Form

Teachers _____
 Center _____ Date _____

1. Which Lesson(s) did you teach this week? _____

2. Were you able to complete the lesson as written? (Please circle response.)

1. Lesson was taught as written
2. Minor changes to lesson
3. Major changes to lesson

If 2 or 3, please describe: _____

3. Overall, children seemed positively engaged and interested during the lesson(s).

1. Nearly all children seemed positively engaged and interested.
2. Some children seemed positively engaged and interested.
3. Very few children seemed positively engaged and interested.

4. How well did the children understand the major points of the lesson(s)?

1. Nearly all children understood the major points of the lesson.
2. Some children understood the major points of the lesson.
3. Very few children understood the major points of the lesson.

5. Did you use extension activity or activities? (Circle response.) Yes No

Which extension activity or activities were they?

6. Were you able to try out your target SUPPORT strategies? (Circle response.) Yes No

How did it go? (Please describe)

7. Questions or topics that you want to cover this week? (Circle response.) Yes No



PATHS Feedback & Planning Form

Teacher _____
 Program _____ Date ____/____/____
 Coach _____

NEXT STEPS...

GOALS: _____

LESSON: _____ EXTENSION: _____

SUPPORT STRATEGIES: _____

PATHS Fidelity of Implementation Practice Rating Form

Coach Name: _____ Teacher Name/Grade: _____
 School Name: _____ Date form completed: _____

Please mark the answer that best describes how well you agree with each statement. Your answers should only be based on the field observation you just conducted.

Fidelity of Fundamental Activities of PATHS

	Not Present	Building	Satisf	Highly Satisf
1. PATHS Lessons				
2. PATHS Kid of the Day (KID)				
3. Counting Set (Magician, Tortoise, Snake Control signs)				
4. Supporting Position (shaking)				

Fidelity of Quality Components of PATHS

	Not Present	Building	Satisf	Highly Satisf
1. Teacher is prepared and comfortable for PATHS activities.				
2. Teacher uses many of the PATHS exchanges, Modifications and adds her own comments with PATHS goals and objectives.				
3. Teacher takes time steps to review the PATHS concepts into the curriculum.				
4. Teacher uses expansion lessons or special activities consistent with PATHS themes.				

<p>5. The teacher models and actively uses PATHS language and strategies throughout the day. It is not just used as a special event.</p> <p>6. The teacher uses PATHS as part of their response for changing their routines and classroom procedures.</p> <p>7. Teacher facilitates positive relationships between the children using PATHS concepts.</p> <p>8. The teacher praises the children when they use PATHS strategies.</p> <p>9. Minimal is presented in the ongoing lesson. Teacher is prepared, energetic and enthusiastically model PATHS.</p> <p>10. Teacher's notes (like PATHS) concerning rights, needs, general appearance.</p>	
---	--

Induction Strategies

Blue Appropriate Choices

"I" Statements

Consequences that Matter

Exit Pass Feedback

Physical Promotes & Addresses Physical Contact

Active Learning & Reflection

Assess Goal Involvement in Behaviour

Provide Opportunity for "Good Choice" Identity

Outline Desirable Behaviour & Expectations

Praise Desirable Behaviour

Praise Desirable Behaviour Immediately

Express Hope in Completion

Praise Our Class & Affirm of Behaviour

**PATHS
Pacing Guide**

- Every Week**
- Conduct one formal PATHS Lesson during Circle Time. No more than 15 minutes. If the lesson takes more time, split it into two Circle Times.
 - Conduct one PATHS Discretionary Activity during Circle Time (i.e. a song), Small Group (i.e. math/area activity or game), or Free Play.
 - If you need to spend more than one week on a lesson, that's okay.
- Every Day**
- Select a PATHS Skill of the Day. That skill gets compliments and a compliment sheet is sent home for the child.
 - Reinforce and model the PATHS skill taught during the PATHS Lesson throughout the day during teachable moments.
 - Remember to have fun with your kids!

Date	Lesson #	Lesson Title	Initial
August			
Sept			
Week of			
Oct			
Week of			
Nov			
Week of			

Dec			
Week of			
January			
Week of			
February			
Week of			
March			
Week of			
April			
Week of			

School-Wide Focus

- School Spaces (office, hallways, bathroom, gym)
- Specialist Classes (gym, music, art)
- Support Staff, Cafeteria Staff, Bus Drivers
- School playground
- Afterschool programs
- Parent Council
- Parent/Teacher Conferences
- School/home communication (incident reports, newsletter)
- School Assemblies

