

Practice Based Coaching

Coaching is a form of professional development that can be used to support staff as they implement youth development best practices. Research indicates that coaching has a positive impact on employee efficacy and when utilized in an educational setting can have positive impacts on student achievement (Matsumara, Sartorial, Bickel and Garnier, 2009). Currently, this research is being conducted in the school day setting; however, there are obvious implications for out of school time staff as well.

The model of Practice Based Coaching, originally developed by Snyder (2007) and utilized predominantly by early learning organizations including HeadStart, is a collaborative professional development framework in which a staff person and a coach work together to assess the youth program needs, plan and implement the use of select high quality youth development, and evaluate the effectiveness of these practices on desired staff and youth outcomes.

Practice Based Coaching is made of three main components, like Continuous Quality Improvement:

1. Planning goals and action steps
2. Engaging in focused observation
3. Facilitating reflection and providing feedback

Using the improvement plans developed during the Plan phase, supervisors can implement a PBC system into their Improvement phase.

PBC in the Club

Component 1: Shared Goals and Action Planning	Component 2: Focused Observation	Component 3: Facilitating Reflection and Providing Feedback
<ul style="list-style-type: none">• Set individual goals based on Clubs overall improvement goals• Create action plan to reach goals	<ul style="list-style-type: none">• Observe staff against the goals that have been set• Record notes about the observation to guide reflection and feedback session	<ul style="list-style-type: none">• Facilitate staff in reflecting on their on practice• Provide feedback based on notes from observation



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References

Snyder, P. (2007). Impact of professional development on preschool teachers' use of embedded-instruction practices. Funded from the US Department of Education, Institute of Education Sciences, Washington DC (Grant No. R324A070008)

Matsumura, L.C., Sartoris, M., Bickel, D., & Garnier, H. (2009). Leadership for literacy coaching: The principal's role in launching a new coaching program. *Educational Administration Quarterly*, 45(5), 655-693.



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