



NCPMI Preparing for the Pyramid: Classroom Essentials

Teacher: _____ Coach: _____ Date completed: _____

This list identifies six classroom components essential for successful Pyramid implementation. These materials and environmental considerations are pivotal for child success in a Pyramid Model classroom. This form is intended to be a coaching tool used following training to help the team be ready for coaching on the Pyramid to begin. The teacher and coach can review together and discuss if any modifications need to be made before the first coaching cycle begins.

1. Visual schedule *ALL must be present

- Includes photographs or clip art for each activity
- Each daily activity represented
- Posted at children's eye level
- Accommodates when changes occur (e.g., rainy weather, special events)
- Indicates the passing of time (i.e., pieces can be flipped over, removed, or marker denotes current activity)
- Remains visible the entire day

Notes:

2. Behavior expectations

- Positively stated (e.g., "We are safe," "We are kind")
- No more than 5
- Displayed expectations include an image or symbol
- Posted and visible to children in the classroom

Notes:

3. Rules

- Positively stated
- No more than 5
- Visual representation for each
- Posted at children's eye level in the activity or setting where applicable

Notes:

4. Families are visually represented (e.g. photos posted, class book)

- Every child is represented
- Easily seen or accessible
- Families are represented in a positive way

Notes:

5. Physical environment designed to promote engagement

- Enough centers to accommodate the number of children
- Centers have clear boundaries
- Materials are developmentally appropriate and adequate in number and variety
- No wide-open spaces for children to run
- Group area is clearly defined with enough space to accommodate the number of children

Notes:

6. If present, behavior management systems are positive **Note: this is not a required classroom essential*

- Does not include punitive measures (e.g., moving clip to a red light, smiley/frown face daily ratings, time out chair)
- Any acknowledgement earned is not lost
- Any parental communication about the system focuses on what has gone well, rather than challenges
- All children are eligible to earn acknowledgement throughout the day

Notes:



NCPMI Action Planning Form

Teacher: _____ Coach: _____ Date: _____

Goal	Action Steps	Materials or Resources Needed	Timeline	My goal is met when...	Date Action Step Completed

Notes:

Page _____ of _____ Date Goal Set: _____ Date Goal Completed: _____



Teacher Goal Planning Form

Teacher: _____ Coach: _____ Date: _____

Please fill in this form and bring it with you to our next coaching meeting.

The strengths I have on each level of the Pyramid Model are:

- Nurturing and responsive relationships:
- High quality environments:
- Social Emotional Teaching Strategies:
- Intensive Supports:

The 3 most difficult parts of the Pyramid Model for me to use in my classroom are:

- 1.
- 2.
- 3.

The first 3 things I would like to work on are:

- 1.
- 2.
- 3.



NCPMI Focused Observation Notes

Teacher: _____ Coach: _____

Date: ___/___/___ Time spent in observation: _____ Time spent in meeting: _____

Observation focus:

What I observed:

What I want to share:

Follow up needed:



Teacher-Coach Agreement

Implementing the Pyramid Model for Social-Emotional Competence in Young Children

Coach's Responsibilities:

As I coach you to implement the Pyramid Model with fidelity, I commit to:

- Maintain your confidentiality.
- Observe you during your different daily routines.
- Watch, listen, and learn from you about your educational beliefs and values.
- Focus on your strengths, your emerging skills, and your individual professional goals for implementing the Pyramid Model.
- Use a variety of tools to assess your strengths.
- Offer guidance and support that will address emerging skills identified on the TPOT and the Inventory of Practices.
- Understanding your unique learning style, so that I can adapt my coaching to your individual needs.
- Support you in creating your professional development plans in areas that you prioritize for your growth.
- Follow through to encourage systematic teaching practice changes.
- Be organized and prepared for our monthly teacher-coach meetings to review progress and revise goals.
- Be approachable and trustworthy.

I commit to being respectful, non-judgmental, and supportive in all our coaching interactions in order to contribute to a positive collaborative relationship.

Teacher's Responsibilities:

As I work with you to implement the Pyramid Model with fidelity, I commit to:

- Build positive relationships with my children, families, peers and the coach.
- Design supportive environments that will encourage children's positive behavior.
- Learn to implement the variety of social-emotional strategies imbedded into the Pyramid Model.
- Recognize when a child's behavior indicates the need for individualized intensive interventions.
- Collaborate as a team with every adult who is influential in the child's life when creating a functional behavior plan.
- Provide the coach with a self-assessment on the Inventory of Practices when requested.
- Take charge of prioritizing my own goals identified as emerging skills on the TPOT and the Inventory of Practices.
- Work to successfully implement changes in my teaching practices.
- Be organized and prepared for our monthly teacher-coach meetings.
- Be approachable and trustworthy.

I commit to being open to suggestions, ready to ask for what I need, and willing to change my teaching practices when skills have been identified in order to contribute to a positive collaborative relationship.

Signature of Teacher

Signature of Coach