

## SERC Library: Topical Literature Search

### Classroom Management: Coaching as Professional Learning Part One - March 2018

This resource guide, which is one of a series, includes research and other recent informative articles pulled from literature and the Library's educational database service for schools, programs, service providers and families to present best practices and frameworks associated with coaching as a results-proven model for providing teacher professional development in more effectively implementing evidence-based behavioral and instructional strategies and interventions within diverse classroom settings; to thus, promote successful learning outcomes for all students. It should be noted that it does not represent the full scope of resources and information available on this topic nor serve as an endorsement of a particular resource.

#### **Introductory Article:**

#### **Implementation and Acceptability of an Adapted Classroom Check-Up Coaching Model to Promote Culturally Responsive Classroom Management**

Pas, E. T., Larson, K. E., Reinke, W. M., Herman, K. C., & Bradshaw, C. P. (2016). Implementation and Acceptability of an Adapted Classroom Check-Up Coaching Model to Promote Culturally Responsive Classroom Management. *Education & Treatment Of Children, 39*(4), 467-491.

Literature suggests that improving teacher use of culturally responsive classroom management strategies may reduce the disproportionate number of racial and ethnic minority students who receive exclusionary discipline actions and are identified as needing special education, particularly for emotional and behavioral disorders. Coaching teachers is one way to support teachers' development of such culturally responsive classroom management strategies; however, there is limited research on the implementation and teacher-perceived acceptability of coaching, both broadly and for this specific skill set.

In this article, the authors focus on the adaptation of the Classroom Check-Up (CCU) coaching model for addressing culturally responsive classroom management strategies. Specifically, data from 146 coached teachers are included and summarize how coaches spent their time, the fidelity to the coaching model, and acceptability and feasibility of the CCU model. The results suggested that coaches implemented the model as intended and that the time required of teachers is relatively modest. Teachers provided positive feedback about the four domains of the coaching, indicating the acceptability and feasibility of this adapted version of the CCU.

#### **To learn more:**

<http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=118891551&site=eds-live&scope=site>

For access to additional educational resources available through the SERC Library from its electronic journal database service and topical research LibGuides as well as in-person from the various instructional, assessment and other collections, please consider becoming a Library member. Membership is free and you can join online by following the link provided below.

<http://www.ctserc.org/index.php/library/library-about/library-membership>

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### Links to Information

#### Can You Skype Me Now? Developing Teachers' Classroom Management Practices Through Virtual Coaching

<http://search.ebscohost.com/login.aspx?direct=true&db=edsjsr&AN=edsjsr.24011899&site=eds-live&scope=site>

#### Coaches as System Leaders

<http://search.ebscohost.com/login.aspx?direct=true&db=mih&AN=66319692&site=eds-live&scope=site>

#### Coaching as Professional Learning: Effective Coaching Systems

<http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED573000&site=eds-live&scope=site>

#### Coaching Without a Coach

<http://search.ebscohost.com/login.aspx?direct=true&db=mih&AN=67664430&site=eds-live&scope=site>

#### Complexity in coaching: A self-study of roles and relationships

<http://search.ebscohost.com/login.aspx?direct=true&db=mfi&AN=120552134&site=eds-live&scope=site>

#### Efficacy of Coaching Preschool Teachers to Manage Challenging Behavior

<http://search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=128468303&site=eds-live&scope=site>

#### Lessons Learned Coaching Teachers in Behavior Management: The PBISplus Coaching Model

<http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=82969090&site=eds-live&scope=site>

#### Preparing Yourself for Coaching

<http://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=123903486&site=eds-live&scope=site>

#### Reducing Behavior Problems Among Students with Autism Spectrum Disorder: Coaching...in a Mixed-Reality Setting

<http://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=119478752&site=eds-live&scope=site>

#### Should supervisors intervene during classroom visits?

<http://search.ebscohost.com/login.aspx?direct=true&db=mfi&AN=110353281&site=eds-live&scope=site>

#### Stepping Up SUPPORT for New Teachers

<http://search.ebscohost.com/login.aspx?direct=true&db=mih&AN=115591952&site=eds-live&scope=site>

#### Strategies for Effective Classroom Coaching

<http://search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=108922493&site=eds-live&scope=site>

#### Supporting Universal Prevention Programs: A Coaching Model

<http://search.ebscohost.com/login.aspx?direct=true&db=mfi&AN=87583750&site=eds-live&scope=site>

#### Teachers Supporting Teachers in Urban Schools: What Iterative Research Designs Can Teach Us

<http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=70503515&site=eds-live&scope=site>

#### The Coach and the Evaluator

<http://search.ebscohost.com/login.aspx?direct=true&db=mih&AN=66319686&site=eds-live&scope=site>

#### Use of Coaching and Behavior Support Planning...Within a Universal Classroom Management Program

<http://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=95879082&site=eds-live&scope=site>